

# THE GROUP PSYCHOLOGIST



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BY PUBLISHER on OCTOBER 31, 2014

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# Presidents Column

BY PUBLISHER on OCTOBER 31, 2014



*Lee Gillis,  
Ph.D.*

It is so great to be part of a good group. That describes our Society – a functioning group. This year’s convention demonstrated how well we function from the work of Drs Jill Paquin and Joe Miles in crafting an excellent program that attracted multiple APA attendees to hear papers, experience skill sessions and observe well crafted posters. We ended the convention with one of our signature institution, our annual social event hosted by Kathy and John Ritter. We are so thankful for their service to the Society and hosting all these years.

Your Board has been a functioning group too. We have not been afraid to debate issues important to members – to gather data – to make recommendations and to explore ways to invest our resources in ways that will benefit the Society in the long run.

Below I have highlighted the initiatives of my presidential year with an update on progress. None of these initiatives could have been accomplished without the involvement of your Board members as well as committee chairs and their respective members.

Theme	Connecting to the group experience	
	Initiatives for 2014	November 14 Update
Face of society	<ul style="list-style-type: none"><li>Embrace and utilize social networking connections to promote our publications, website and increase our visibility within APA and beyond</li></ul>	<ul style="list-style-type: none"><li>With Board approval and exceptional leadership of Secretary Dr. Jen Alonso, Social networking on Face book, Google+, and Linked In has increased astronomically</li></ul>
Membership	<ul style="list-style-type: none"><li>Connect the people who publish in the Journal with those who present</li></ul>	<ul style="list-style-type: none"><li>In progress as we consider proposals from two groups on who will publish <i>Group</i></li></ul>

	<p>at the Convention and write for the Newsletter – be relevant to both psychology and psychotherapy.</p> <ul style="list-style-type: none"> <li>• Promote ECPs everywhere throughout the Division.</li> <li>• Help undergraduates connect to group psychology &amp; group psychotherapy graduate programs</li> </ul>	<p><i>Dynamics</i> for the next ten years. Ongoing discussions on the need for and the feasibility of a second journal focused on group practice</p> <ul style="list-style-type: none"> <li>• Have appointed ECPs to APA committees where possible: Dr. Paquin to Committee on Women in Psychology and Dr. Diederich as liaison to the Board of Professional Affairs</li> <li>• Finding ways to communicate to undergraduate psychology majors and those who teach them on opportunities for studying and practicing group psychology and group psychotherapy.</li> </ul>
Member benefits	<ul style="list-style-type: none"> <li>• Google+ Hangouts, Facebook Group, Topic based phone discussions, Newsletter, Journal, APA Communities – places to share idea and connect with like-minded professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Successes attributed to Secretary Dr. Alonso, TGP editor Dr. Treadwell, Membership Director Dr. Diederich, and Program Chairs Dr. Paquin &amp; Dr. Miles</li> <li>• Recognition of Board members for outstanding service</li> </ul>
Infrastructure	<ul style="list-style-type: none"> <li>• Ensure that Policy manual is an accurate representation of what we do and when we do it; and that the manual is connected to the Bylaws.</li> </ul>	<ul style="list-style-type: none"> <li>• In progress needing support from all board members</li> </ul>
Liaisons	<ul style="list-style-type: none"> <li>• Making more connections among Divisions within APA; Being involved on APA committees that matter</li> </ul>	<ul style="list-style-type: none"> <li>• Success attributed to Program chairs Drs Palquin and Miles as well as Drs Diederich and Paquin</li> </ul>

to our members.

In my Presidential address I discussed how [APA Undergraduate Guidelines](#) offer learning objectives that focus on teamwork. I issued a call for all of us to help those who teach undergraduates understand the need for helping groups establish norms and boundaries of acceptable behavior. We are the experts here and have much to offer our colleagues who might not understand the power of a small group experience. We know that power can be very positive in a well functioning group and destructive when a group falls into negative behaviors. Too often I hear from my student's horror stories of group experiences run amuck. Many of these bad experiences could have been avoided had the professors set up some basic guidelines for operating in a group. Help your colleagues understand how effective groups can be.

In the discussion following the address, many shared how other majors and programs outside of psychology were seeking group classes for their students. We heard examples of pharmacy students, information technology students, engineering students, and medical students all in need of learning what many of us teach – good group skills. Look for opportunities in your circles of influence to offer group skills where needed.

Graduate training in group psychology and psychotherapy seems to be waning and this is a sad state of affairs. Many of us know that group is not mentioned in [APA's Guidelines And Principles For Accreditation Of Programs In Professional Psychology](#). We know what is not required is often not taught. I urge members to work towards including group as an area of training for all professional psychologists. We hear too often that doctoral students graduate with very little group training but are expected to conduct group sessions in their post-doctoral employment. From the survey of Directors of Training, we know that group training is not emphasized to the same extent as individual.

We must rally our voices and support group training. To that end, I want to applaud Dr. Nina Brown for her work on having Group recognized as a [specialty](#). We encourage and support Dr. Brown and the cross association team she has engaged to carry on with this important work.

Finally to the wonderful Board and supporting cast that I have had the pleasure of working with – I am truly grateful. Drs Maria Riva, Dennis Kivlighan, Rebecca MacNair-Semands, Jennifer Alonso, Leanne Diederich, Rex Stockton, Joe Powers, and John Dagley – Thank you! To Tom Treadwell, David Marcus, Cheri Marmaroush, Eric Chen, Jeanne Steffen, Jill Paquin, and Joe Miles – the Society could not have done this without you.

Thank you for a year I will not forget. I pass the gavel in confidence to Dennis Kivlighan who has some grand plans.

# President-Elect Column

BY PUBLISHER on OCTOBER 31, 2014



*Dennis M.  
Kivlighan ,  
Jr., Ph.D.*

Dennis M. Kivlighan, Jr., Ph.D.  
President-Elect

## Recognizing Excellence

As I write this column I am reflecting on the APA convention where we again met to conduct the business of our society. As always it was a productive, fun and thought provoking meeting. Once again Dr. Lee Gillis ran a wonderful meeting with just the right balance of attention to the task and socio-emotional aspects of our group process. THANK YOU LEE! When I write my next column I will have assumed the reins from Lee and I hope we will be able to work as effectively as under his leadership. I am also reflecting on the content of the convention and the wonderful program put together by Drs. Jill Paquin and Joe Miles. We had a broad diversity of informative and interesting programs and posters. THANK YOU JILL and JOE! For those of you not at the convention, you missed a stimulating presentation by Dr. Les Greene, the recipient of the Arthur Teicher Group Psychologist of the Year award. Les challenged us by giving us his list of group therapy research that he would not like to see any more (thank goodness I did not make this list) and group therapy research he would like to see more. I found his second list to be a great blueprint for the next generation of group therapy research. THANK YOU LES! As always, however, my favorite part of the convention was the reception in the president's suite. It is always a great time to catch up with old friends and acquaintances and to get to know new people. For me our social hour always turns a big, and at time overwhelming professional meeting, into an intimate and connected gathering. As Lee Gillis likes to say, when he first came to the Division 49 reception at APA , he knew that he had "found his people". Most of you know that for a number of years Kathy and John Ritter have coordinated and hosted the reception for the division. This was Kathy and John's last year of coordinating our signature event and they will be greatly missed. An especially big THANK YOU TO KATHY AND JOHN!!!!

In my last column I asked people to consider recording an interviewed modeled after the StoryCorps segment on National Public Radio, describing their experiences with group, an important group mentor or with the Division. I know that during the APA convention several people who worked with and were mentored by Jack Corazzini. I hope that more of you will also decide to record an interview for our archives. In the rest of the column I want to talk about a second initiative that I hope launch next year.

In developing a new group initiative or advising a student about graduate study we may encounter questions like: “I am the new group coordinator at my counseling center; which counseling center has an exemplary group therapy training program that I can look to for a model?” “I am fascinated by how group work and sometimes do not work, which graduate program will help me learn more about groups?” These and other similar questions highlight the importance of exemplars. We all benefit when we can point to and model after programs of acknowledged excellence. A second initiative that I want the board to consider is to develop recognition that can highlight exemplars of good training in group psychology and group psychotherapy.

I think that a major role of the Society of Group Psychology and Group Psychotherapy is to encourage and recognize excellence in group psychology and group psychotherapy training and education. Therefore, during our midwinter meeting I will ask the board to consider creating three Excellence in Group Psychology and Group Psychotherapy Training and Education Awards: one award to recognize an academic program that provides exemplary training in group psychology, another to recognize an academic program that provides exemplary training in group psychotherapy, and a third award to recognize an internship program that provides exemplary training in group psychotherapy.

The awards that I envision would be modeled after two successful and important programs developed by the American Psychological Association to promote the use of psychological science by schools and to recognize. The Golden Psi Award, which comes with a \$1,000 prize, recognizes schools that “do an exceptional job of using psychological science to help students grow and learn.” The Suinn Minority Achievement Program Award is presented “to a program that has demonstrated excellence in the recruitment, retention and graduation of ethnic minority students.” Both of these awards recognize excellence AND they also are designed to encourage schools to make more use of psychological science or to encourage programs to make an “overall commitment to cultural diversity in all phases of departmental activity.”

In the similar manner the Excellence in Group Psychology and Group Psychotherapy Training and Education Awards would recognize excellence in these areas AND hopefully encourage programs and internships to increase their attention to training and education in group psychology and group psychotherapy.

Jean Keim had the foresight to establish a foundation fund as her presidential initiative. One of the expressed purposes of this fund was to be able to fund awards sponsored by the society. When our fund is fully endowed one possible use of the revenue would be awards like the Excellence in Group Psychology and Group Psychotherapy Training and Education Awards. The foundation fund is a great way to support our division please consider contributing to this fund.

I would love to hear your thoughts and reactions about this potential award program that could be sponsored by the division. You can contact me at [dennisk@umd.edu](mailto:dennisk@umd.edu).

# From Your Editors

BY PUBLISHER on OCTOBER 31, 2014



Tom Treadwell, Ed.D., T.E.P., CGP



Leann Diederich, Ph.D.



Noranne Kocher, MA, LPC



Letitia Travaglini, MA

From Your Editors the Group Psychologist –

It was nice seeing many of you at the APA Annual Convention. Generally, we had an extremely successful gathering and a great deal of work was accomplished.

In this issue, you can read about the following:

- President Lee Gillis has focused his presidential term on helping undergraduates connect to both group psychology and group psychotherapy graduate programs. Lee developed a team of students and Early Career Psychologists (ECPs) who constructed a survey of graduate programs to ascertain the depth and breadth of their graduate studies in-group. Preliminary results are reported in this issue.
- Lee is also focusing on group specialists to help those who teach undergraduates understand the need for helping groups establish norms and boundaries of acceptable behavior. He underscores that WE are the experts and have much to offer our colleagues who might not understand the power of a small group experience.
- President Elect Dennis Kivlighan Jr. plans to focus on connecting and furthering the group experience asking Society members to video tape conversations about groups and about the Society. He urges

members to consider participating in the GroupVoices project to record an interview for our archives. Additionally, He is going to ask Division 49 board to consider creating three Excellence in Group Psychology and Group Psychotherapy Training and Education Awards: one award to recognize an academic program that provides exemplary training in group psychology, another to recognize an academic program that provides exemplary training in group psychotherapy, and a third award to recognize an internship program that provides exemplary training in group psychotherapy.

This issue of *The Group Psychologist* is our 3rd newsletter (Vol. 24, No. 3) delivered as an electronic edition promoting a navigational format allowing members to traverse the pages quickly. We believe this is an excellent way to offer expanded content in an electronic format to our membership beyond the content on the Division website we have not heard back from membership. Yet we are curious as to how our members have received the new version. We are entertaining the idea of sending a quick survey to members to gain feedback to assist us in developing a reader friendly newsletter.

This issue has links to individual articles, tabs across top of pages (for current issue, past issues, guidelines for authors, link to website, about *TGP*/the Division, how to join the division, and a link to Facebook ). If you like one of the articles you read, be sure to comment, send it via email to a colleague, or “like” it on Facebook.

Articles or brief reports and news items can be e-mailed directly to Tom, Leann, Letitia, and Noranne at [ttreadwe@mail.med.upenn.edu](mailto:ttreadwe@mail.med.upenn.edu), as can Letters to the Editor. We encourage your feedback regarding this electronic format and want you to share your thoughts with us.

Tom Treadwell, Ed.D., T.E.P, C.G.P.  
*Editor*

Leann Terry Diederich, Ph.D.  
*Associate Editor*

# Call for Nominations for President-elect and for Member-at-Large

BY PUBLISHER on OCTOBER 31, 2014



*Lee Gillis,  
Ph.D.*

Self-nominations will be considered.

From the Bylaws:

The Committee on Nominations and Elections will issue a call for nominations to all members by the appropriate deadline of the year prior to the calendar year. A validating procedure shall be used to assure that nominations are made by appropriate voting members of the board.

The Nominations and Elections Committee shall seek advice on nominations from the Board of Directors and other members of the Division currently or recently in leadership. Any eligible member recommended by the Nominating Committee, a Board Member, or receiving at least 10 or more nominations from the general membership shall appear on the ballot as a nominee after ascertaining that the nominee is qualified and willing to serve if elected. At least two names should be placed in nomination for each office.

## *President-elect*

The President-elect shall be a member of the Executive Committee and the Board of Directors with the right to vote and shall perform the duties traditionally assigned to a Vice-President. In the event that the President shall not serve her/his full term for any reason, the President-elect shall succeed to the remainder thereof and continue to serve through her/his own term.

The President shall be the Member or Fellow who has just completed a term as President-elect. The President shall succeed to office on January 1 following the completion of her/his President-elect year. The President, or her/his designee from the Board, shall preside at all meetings, shall be the Chair of the Executive Committee and the Board of Directors, and shall perform all other usual duties of a presiding officer. The President shall cast a vote at meetings of the Board of Directors only when the vote would make or break a tie.

## *Member-at-large*

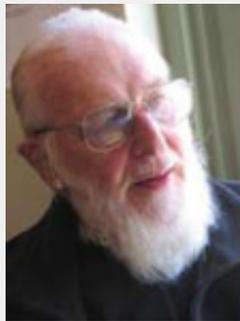
Members-at-large of the Board of shall represent the interests of the membership at large on the Board of Directors.

Please send nominations by October 31, 2014 to [lee.gillis@gcsu.edu](mailto:lee.gillis@gcsu.edu)

Both elected members will begin service on January 1, 2016 and serve a 3 year term.

# Group Psychotherapy Column: Experiential and Didactic Group Therapy Program: The Sad Lady's Group

BY PUBLISHER on OCTOBER 31, 2014



*John Breeskin,  
Ph.D.*

## Negativity as a Group Dynamic

John Breeskin, Ph.D.

It would be totally naïve for a beginning group therapist to think, for a moment, that a group of people who are motivated to interact positively with other group members would be free from the effects of negativity toward other group members. The sources of this negativity, in my theoretical framework, are at least two:

1. The component contributed by the client's overt behavior such as withdrawal, pressured speech, sporadic attendance, diva demands for attention, obvious negativity and resistance. These should be addressed as legitimate group dynamics in terms of the desire to grow counterbalanced by the desire to remain the same and there are various group therapy techniques to turn the spotlight on such behavior. (Switching roles and being the other person would be an example of one of these techniques.)
2. The 2nd contributing components to this negativity comes directly from family of origin dynamics where people are replicating, in living Technicolor, old sibling rivalries, residues of unresolved conflict with parents, dysfunctional family symptomology or even unresolved issues dealing with pain and loss. This is axiomatic and no interpersonal interaction can ever be thought of as free from these dynamics and I state this point over and over again in the ongoing life of the group.

It should be quite obvious that 2 different sets of strategies are appropriate for each of these situations outlined above.

Regardless of what condition we are addressing, however, there are important communalities for the therapist to have readily available.

When I am faced with these problematic behaviors, I mark the event in my memory, reject a response from my reptilian brain and carefully think about how I'm going to reply to the negativity in the session next week. If I am judicious in my response time I am allowing for a perhaps a wondrous event to occur. The client, himself or

herself, can come back the next week and actually apologize for his/her behavior and my challenge is to allow space for this possibility.

If this providential event does not occur, then I will access Plan B. which deals with my individualized response to the client's behavior without blaming or shaming the client, but, instead, discussing and owning my feelings as to the event that just happened. This style of intervention is offered as a role model for the group members to emulate and some of them pick it up very quickly.

The theoretical model outlined above stems directly from Attachment Theory, called in oldspak , conflict resolution, psychoanalytic hydraulic pressure from sexuality, faulty conditioning by the behavioral- cognitive therapists, genetic predisposition from the biology folks, or the Existential belief in the absurd.

I hope it is clear that I favor the last cited theoretical approach.

My approach in writing this note is to be clearly engaged in creative mischief. Please favor me with your thoughtful replies in that spirit.

# Psychology and Group Psychotherapy Diversity Column

BY PUBLISHER on OCTOBER 31, 2014



*Jeanne Steffen,  
Ph.D.*

## **Diversity Committee Activities in 2014**

Jeanne Bulgin Steffen, Ph.D.

Awarding of the 2014 Diversity Award, summary of the diversity committee symposium at APA, and recruiting new members

The Diversity Committee, founded as a subcommittee under the Society of Group Psychology and Group Psychotherapy in 2007, was created with the overarching goal of promoting the inclusion and visibility of underrepresented populations in the Division. In this column, I would like to focus on summarizing our major activities for 2014. I would also like to focus on some of our goals for next year, including recruiting new members and asking for nominations for the 2015 Diversity Award.

One of the major activities of our committee is to formally honor those individuals who have made significant contributions to group psychology practice, research, service, and/or mentoring, with a focus on promoting understanding and respect for diversity. Each year we encourage nominations from the Division for the Group Psychology and Group Psychotherapy Diversity Award, which is presented at the Annual APA Convention. Dr. Janice Delucia-Waack was recognized as the 2014 recipient of this award at the business meeting of Division 49 in Washington D.C. in August. Dr. Delucia-Waack has shown an impressive commitment to both group work and issues related to diversity and multiculturalism. For instance, she has published *The practice of multicultural group work: Visions and perspectives from the field* (2004), and has recently co-authored a chapter on diversity in group work in the *Oxford Handbook of Group Counseling* (2011). She has also written the introduction to the section on multicultural group work in the *Handbook of Group Counseling and Psychotherapy* (2004, 2014), as well as authored and co-authored book chapters on “cultural biographies” (2009) and multicultural competencies in group work (1996). Dr. Delucia-Waack has published numerous articles on issues related to diversity, both in group work, and in other clinical and educational settings. Topics covered in such articles have included research with Latino adolescents and articles on gender and gender role identity, homophobia, and social justice. Dr. Delucia-Waack is a Fellow of Division 49 (and ASGW and ACA), and has served on the editorial board of *Group Dynamics* and many other important journals in the fields of education and counseling. She has also served as editor of the *Journal for Specialists in Group Work* for six years (1995-2001). Taken together, Dr. Delucia-Waack’s professional accomplishments in the area of multicultural group work make her clearly deserving of recognition

from the Division 49 Diversity Committee. Congratulations, Dr. Delucia-Waack, and thank you for your contributions to the field!

At the APA convention this year, the Diversity Committee engaged in providing an educational program to increase diversity related conversations among our colleagues. This program was a symposium chaired by Dr. Eric Chen entitled Evidence-Based Practice and Multicultural Competencies in Group Therapy: Multiple Perspectives. The goal of the symposium was to highlight the complex intersection between evidence-based practice and multicultural competence perspectives within the group therapy context from the perspectives of researcher, educator, trainee, and practitioner. The contributors of the symposium presented papers covering four topics, which included: (a) "Bridging the Gap between Evidence-Based Practice and Multicultural Competencies Research" presented by Elena E. Kim, co-contributors/co-authors Leia A. Ting and Eric C. Chen; (b) "Teaching Group Therapy: The Intersection of EBP and Multicultural Competencies" presented by Joseph R. Miles, co-contributor/co-author Jill D. Paquin; (c) "Trainees' Perspective on Becoming Local Clinical Scientists in Group Therapy" presented by Andrea S. Pratt, co-contributors/co-authors Aaron Lauber and Eric C. Chen; and (d) "Evidence-Based Practice and Multicultural Competencies: Group Therapists' Perspectives" presented by Jennifer Alonso. We had a very positive turn out as the number of people attending the symposium presentation more than doubled at APA this year, with over 60 individuals in attendance.

As the chair of the Diversity Committee, I have a special opportunity to reach out the Division 49 members and spark interest in diversity related topics through this column. In this issue, I am also hoping to spark interest regarding recruiting new members to the committee and regarding inviting members to nominate deserving colleagues for the 2015 Division for the Group Psychology and Group Psychotherapy Diversity Award. The first order of business for the committee each year is recruiting new members. Last March, we welcomed three new student members to the group, including Brittany White, Joel Miller, and Jennilee Fuertes. As the new year approaches yet again, we return to recruiting activities and I ask those who are interested in joining us to please contact me. In addition, I ask you to please notice those colleagues around you who are working to engage others, who are writing, mentoring, teaching and researching multicultural issues in group work and making contributions to group psychology practice, with a focus on promoting understanding and respect for diversity. Their work honors us and we would like to honor them. Please contact me to put forth their names so we can acknowledge them in 2015.

Along with new members and diversity award nominations, I welcome comments, concerns and requests for topics for future columns. My contact information is: [jsteffen2013@gmail.com](mailto:jsteffen2013@gmail.com).

# University-Community Group-Centered Prevention Project with At-Risk Students: Four Year Study

BY PUBLISHER on OCTOBER 31, 2014



*Anna Thompson,  
M.A.*

Anna Thompson, M.A.

University of South Carolina Aiken

## Abstract

The Reading Orienteering Club (ROC) is a university-community collaborative group-centered prevention after-school project that focuses on the reading ability and comprehension of what children are reading. This program's concentration is on 1st, 2nd, and 3rd graders primarily from a southern small town, population 29,884 with an ever increasing low socio-economic community base. Reading is a vital skill necessary in order to survive and thrive in all aspects of life including school and future jobs. The students who participated in this case study experienced academic problems in reading, spelling, or comprehension. The ROC program, recorded the level of reading, spelling and sight words using a pretest and post-test. Children were evaluated as to their improvement by age: 5 to 7-years-old, 8-years-old, and 9 to 11-years-old. Participation was open, free, and self-selected by the parents, teachers, and other community after-school groups who are affiliated with the students. The 1st hypothesis was: children who begin the program at younger ages will improve more than children who begin when they are older. The 2nd hypothesis was: children who attend the program for more than one year will show greater increases from pre to post test. Overall, the three groups of children showed similar improvements in all literacy areas. Outcomes of the program were positive and provided evidence of significant improvements from pretest to post-test. Results showed that there were no significant main effects or interactions with age group. The 2nd hypothesis was not supported.

*Keywords:* group-centered prevention, prevention groups, after-school programs, reading failure

This study describes the outcomes of the ROC, "a year-long group-centered after-school community-based prevention program that emphasizes phonological awareness, reading and writing, spelling, and intensive hands-on instruction" (Clanton Harpine, 2013, p. ix). The ROC uses vowel clustering, the *4-step method*, and group-centered prevention interventions to improve the literacy scores and behavior of the children, primarily 1st, 2nd, and 3rd graders, of Aiken County in South Carolina. The *4-step method* involves having the children: (a) capture tricky words, words they do not know, (b) write the word correctly, (c) look up the words in the dictionary to find the definition, (d) and write sentences using these words (Clanton Harpine, 2013). This lets the children correct

themselves, learn a new word, and get a better comprehension of the word. The main goals of this program are for the children to practice “reading, writing, spelling, focusing their attention, comprehension, following step-by-step instruction, learning new words, and practicing a specific vowel cluster for the day” (Clanton Harpine, 2013, xi).

Torgesen believes “the ultimate goal of reading instruction is to help children acquire the knowledge and skills necessary to comprehend printed material at a level that is consistent with their general verbal ability or language comprehension skills” (2002, p. 10). At the ROC, a goal is to bring a child from reading below the appropriate reading level to reading at or above their reading level (grade). One study conducted used children from 14 elementary schools (Hatcher et al., 2006). The children were split into two groups. One group received the small group intervention for 20 weeks and the other received the intervention for only the second 10 weeks. During the first 10 weeks of the full 20 week program, students who participated in the intervention improved more than the other children who did not receive the first half of the program (Hatcher et al., 2006). On the other hand the second group who only received the small group intervention during the second set of 10 weeks, caught up to the first group. This may mean it does not matter how long the small group intervention is, but just that the children participate in the intervention. The current study looks at the amount of time spent in the program in order to see if more time spent in the program translates into more improvement. It also looks at whether or not early intervention helps improve test scores. Targeted skills include taking turns and sharing, building self-efficacy, working together, and motivation (Clanton Harpine, 2013). A child’s *self-efficacy* is their belief that they can succeed.

## **Motivation Component**

*Motivation* is defined as the inner power that makes people do what they do” (Clanton Harpine, 2013). The key to motivation is that it is something that cannot be forced onto a person, particularly a child. Motivation comes from different experiences and the affect that each experience has on the internal mindset of the child. There are both intrinsic and extrinsic motivations. Extrinsic motivation comes from quick automatic rewards such as ice cream after completing homework or a particular amount of money for every A on a report card. The ROC does not reward students by using extrinsic motivation, but focuses instead on intrinsic motivation. Intrinsic motivation is motivation that does not come from receiving a prize after completion but the motivation to complete the task because of the enjoyment and interest in the task at hand. “Intrinsic motivation can help children rebuild their self-efficacy, change their approach to learning, and consequently, change their behavior” (Clanton Harpine, 2008, p. 20).

The creator of the ROC has discovered several items that help a group-centered program like the ROC, build children’s motivation, particularly intrinsic motivation. These according to Ryan and Deci, include: “positive self-efficacy, efficacy expectations, outcome expectations, choice, competence-affirming feedback, and self-determination” (Clanton Harpine, 2013, p. 56). Children are encouraged to continue learning when not only the parents see improvement and give praise, but also when the children themselves see an improvement in the struggling area. The ROC is a program that allows children of different ages to work together as a team and not be judged based on their lower reading skills. Each child has areas that may need improvement. They are able to receive the extra encouragement, helping to increase their intrinsic motivation.

A study conducted by Gottfried, Fleming, & Gottfried (1994) discovered, using a longitudinal study of 9 and 10 year-olds, that the intrinsic motivation practices of the group of 9 year-olds influenced an increase in academic level when they turned 10. The study looked at verbal and math skills. The predications of the experimenters were “children’s academic intrinsic motivation ... [would be] positively related to encouragement of task endogeneity and negatively related to provision of task-extrinsic consequences” (Gottfried, Fleming, & Gottfried, 1994, p. 104). The results of this study supported these predications in showing the importance of internal motivation in academic

success.

The current study looked at the impact of the amount of time spent in the ROC program and the compared literacy scores of 46 children. These 46 children were grouped by age: 5 to 7-year-olds, 8-year-olds, and 9 to 11-year-olds. The hypothesis was that the longer children continued in the ROC program, the more their literacy scores would increase. Another hypothesis of this study was, the early starting ages of children completing the ROC program would result in an increase of later scores. In this study, Literacy includes reading, spelling, and comprehension. *Literacy* is important especially as a child due to the influence it has on later life experiences including jobs, secondary education, and day to day activities. All of these experiences involve literacy. *Spelling* is the skill of putting letter sounds together correctly to form a word and reading is the skill of decoding these letter sounds to read written or printed material aloud (Clanton Harpine, 2013). *Comprehension* is the ability to understand what is being read and use what is read to: elaborate on material, continue with stories, apply it to today's world, and complete activities based on reading material (Clanton Harpine, 2013).

This study tested the hypothesis that the early starting ages of children completing the ROC program would result in an increase of later scores. This hypothesis was created due to Lyon's idea that "if children are not provided early and consistent experiences that are explicitly designed to foster vocabulary development, background knowledge, the ability to detect and comprehend relationships among verbal concepts, and the ability to actively employ strategies to ensure understanding and retention of material, reading failure will occur no matter how robust word recognition skills are" (1998, p. 10). Keller & Just showed that the white matter of the brain can change over time, even though it takes more time and is harder with age (Keller & Just, 2009). They tested 62 children with ages ranging from 8-years-old to 12-years-old. Attitude, motivation, and stigmatization of failure play a major role in change with these older children which can cause for change to be more difficult. The second alternative hypothesis of this study was, the longer children continue in the ROC program, the more their literacy scores would increase.

## **Method**

### **Participants**

The participants of this study included 46 children who received no compensation or coercion in participating. There were 25 male participants and 21 female participants. Eighteen participants were ages 5 to 7-years-old. Eleven of the participants were 8-years-old. Seventeen of the participants' ages ranged from 9-years-old to 11-years-old. All the participants were enrolled in the Aiken County school system. Starting ages ranged from 5 years old to 11 years old. Sixteen participants were Caucasian, 28 participants were African American and three were of mixed descent.

### **Materials and Procedure**

In order to correctly test the reading level of each child, the children all completed the same test. The skills were assessed using the Howard Street Tutoring Manual, 2nd ed. (2005) by Darrell Morris. The test data on reliability and validity of test was also completed by Morris (Morris, Shaw, & Perney, 1990; Morris, Tyner, & Perney, 2000). The 46 children were first tested before the program begins in the fall to get a starting level. Then the children were tested using the same test in the winter as a mid-point test to see any improvement made and any areas that may need more help. Lastly, the 46 children were tested in the spring at the completion of the program for that year to see how far they improved. Fourteen of the children who completed the ROC program continued for an additional year and were tested before the start of the school new year and again for mid-point testing. Two of the children continued for an additional third year and received the same testing. Testing effects have been evaluated previously in order that the children are not scoring better on the later tests just because they have

already completed the test. There was no testing effect discovered.

Each child was given the same test during the beginning, middle, and end of the ROC program. The test consisted of reading, spelling, comprehension, and sight word sections. Each section was then split into three more sections, which corresponded to 1st grade, 2nd grade, and 3rd grade levels. Scores were organized by reading level and the amount missed, spelling level and the amount missed, sight word level and the amount missed, and the comprehension scores which consisted of the amount missed by the participants. Levels 1, 2, 3 represents before 1st grade. Level 4 represents 1st grade, 5 represents 2nd grade, 6 represents 3rd grade, and 7 represents 4th grade.

## Design

This study is a quasi-experimental study. The dependent variable is the scores for each of the literacy areas. The two independent variables for hypothesis 1 are ages of the children and the time of measurement. The independent variable for hypothesis 2 is the amount of time in the program. This study has a mixed design with the independent variable of, time of measurement, and the age and gender of the between-subject variable. Three different age groups include: 5 to 7-year-olds, 8-year-olds, and 9 to 11-year-olds. The 46 children who completed the Reading Orienteering Club (ROC) fall under one of these categories of ages. Eighteen of these children started at the age of 5 to 7-years-old, 11 of these children were 8-years-old, and 17 of these children started at the ages of 9 to 11-years-old.

## Results

The first hypothesis was tested using a repeated measures ANOVA. It was 3 (Ages) x 3 (pre, mid, post) using mixed design. Overall, the three groups of children; aged 5 to 7-year-olds, 8-year-olds, and 9 to 11-year-olds showed similar improvements in all literacy areas. The results showed boys and girls improved from pretest to midtests, but not much improvement from mid-test to posttest, no matter their ages, for the level of spelling. Thirty-five percent of the variations in spelling scores were explained by the ages of the participants. There was a significant main effect for age based on spelling,  $F(2, 4) = 6.93$ ,  $p = .002$ . There was also a significant main effect for age based on reading,  $F(2, 4) = 19.87$ ,  $p = .000$ . Overall from midpoint testing to post testing all participants improved; from pretest to posttest, the younger age groups improved. This supports the hypothesis for younger children improving more than the older children, due to a main effect for time based on the age groups,  $F(4,4)$ ,  $p = .033$ . Looking at the data generally, everyone still improved. A significant main effect was sight words,  $F(2, 4) = 9.06$ ,  $p = .000$ . From the mid-tests to post-test, the younger children showed improvement. This also supports the hypothesis: the early starting ages of children completing the ROC program would result in an increase of later scores. The last significant main effect was found for comprehension,  $F(2, 4) = .64$ ,  $p = .000$ . From pretest to post-test, all groups improved. The stigmatization of failure, mentioned earlier, may also be part of the reason for not receiving stronger change with the older students.

A second aspect of this study also involved the 46 children. These 46 children represent three years of participation. Thirty children finished the ROC program in one year. Fourteen children took 2 years to complete the program and two of the participants took 3 years to complete. Participants who took 2 years and 3 years to complete the program were put into one group, which was compared to the children who were able to complete the program in 1 year. There was a significant main effect for the amount of time spent in the program based on spelling,  $F(2, 2) = 5.96$ ,  $p = .004$ . Participants improved as much the second years, as they did the first year. Unfortunately, there was not a significant main effect for reading,  $F(2, 2) = 2.07$ ,  $p = .133$ . Everyone did show signs of improvement. A significant main effect was found for comprehension comparing time and years,  $F(2, 2) = 0.17$ ,  $p = .007$ . The children who completed the ROC program in 1 year improved more from midpoint test to post-test. Overall, children who completed the program in 1 year did better than children who took a longer period of time.

Lastly there was not a significant main effect was sight words,  $F(2, 2) = 1.73$ ,  $p = .184$ . Participants did still improve overall.

## Discussion

There was not much support for the hypothesis that staying in the program for a longer length of time, increased test scores. The only set of scores that showed significance for this hypothesis was the reading comprehension scores that showed one group improving more from mid-test to post-test. In this instance the group of children who showed significant improvement above the rest was the participants who completed the program in one year.

There are many reasons for the hypothesis to not be supported. One reason for the hypothesis to not be supported involves the nature of the second and third year children. The case may be that the children who have to continue on for another year or 2 have more serious learning problems, which would take more work and time, than the children who finished the program in one year. The analysis itself may also cause for no significance to be reported. Age was reported as a covariate which is a statistical way to look at a comparison group that is not reported. This compares the current data to an above and beyond natural group. The data was briefly analyzed without using age as a covariate, but was not used due to the lack of a real comparison group. Overall, the ROC program has shown improving scores of participants. The concept behind the ROC program is to help all children learn how to read in order to better their lives now and in the future.

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# Prevention Corner

BY PUBLISHER on JUNE 26, 2014



*Elaine  
Harpine,  
Ph.D.*

This is our second column on our series on developing training programs in group prevention. In our last column, two experts in the field of group prevention, Robert K. Conyne, Ph.D. and Arthur M. Horne, Ph. D., presented two perspectives on training prevention groups: (1) the American Psychological Association Guidelines for Prevention in Psychology (APA, 2013) and (2) training with an awareness toward social justice. We received a response to that column and continue the discussion.

## **EDITORIAL QUESTION POSED:**

*Dear Prevention Corner:*

*I read the column each time, and I know that you are talking about training programs at the college level—course work training. My question though is: what is the best way to train workers for a community or school program? I attended your APA convention workshop a couple of years ago on developing and designing group prevention programs. I came home excited and overflowing with ideas. I followed the workbook that you gave us, set up my program, held a training session, but then I ran into a brick wall. I work in a school where half of our students drop out before graduation because they cannot read. I want to keep students in school by helping them learn to read. The other teachers who volunteered to work in the program wouldn't listen; they went back to teaching reading using the same way they have for years. My program failed. How can I train people to use these new prevention ideas?*

*Signed,*

*In Need of Help.*

## **RESPONSE:**

Dear In Need of Help:

I want to thank you for bringing to the discussion a very important point that we have failed thus far to emphasize: training in group prevention must include (1) training at the university level for professionals planning to specialize and work with prevention groups and (2) training in the community or at the prevention group level with volunteers, health practitioners, teachers, or others who may be leading or working with prevention groups. While

it is essential that we increase course work and training at the university level, it is just as essential that we provide effective training programs for volunteers or others who use the group prevention format.

Universities do not always see the necessity for adding new courses in group prevention, and community and school prevention groups do not always see the need for extensive training in prevention techniques and interventions. Change is often hard to accept.

Introducing a change or new group prevention approach for solving an old established long-standing problem is even more difficult. I truly understand your frustration, and trust me, you are not alone. I just spoke this past week with a nurse working with obesity prevention groups. She was also complaining that her prevention group leaders would not change and try new prevention techniques. Her nursing staff was accustomed to lecturing to obesity patients and therefore saw no need to change to a more interactive format.

In reading, change is twice as hard. You are not only trying to train workers to use new group prevention techniques (such as cohesion and interaction); you are also trying to train workers to use a totally new and different approach to teaching reading.

According to the Nation's Report Card, approximately 40% of students across the nation are unable to read at grade level (Nation's Report Card, 2013). This is not a new statistic, and the problem did not occur yesterday. The problem has been compounding without any sign of significant improvement for the past 12 years. With such a staggering history of failure, you would think that we would be eager to engage in a new approach. Such is not the case. Even after Congress commissioned the National Reading Panel (2000) to ascertain the most successful method for teaching reading and the panel stated that phonemic awareness (the teaching of sounds and decoding of sounds) was the best method for teaching students to read, the whole- language fight goes on.

The National Reading Panel (2000) stated emphatically that phonemic awareness worked better than "old style" phonics and better than whole-language—even blended methods. Yet, the majority of schools across the nation today still handout sight word strips for students to memorize each week (whole-language); even though, such methods have been proven ineffective (Blaunstein & Lyon, 2006; Fleming et al., 2004; Foorman et al., 2003; Keller & Just, 2009; McGuinness, 1997; National Reading Panel, 2000; Pullen Paige & Lane, 2014; Vaughn, Denton, & Fletcher, 2010). Phonemic awareness is not the same as old-style phonics or the new blended method. Shaywitz and Shaywitz (2007), Co-directors for the Yale Center for the Study of Learning, state it best: In order for a child to learn to read, the child must learn that (1) each and every word is composed of individual sounds (phonemes), (2) these sounds are represented by alphabetic letters, (3) some letters represent several sounds, and that (4) children or any struggling reader (Shaywitz, 2003) must learn how to pull words apart into their elemental phonemes and then put the letter sounds back together into words that have meaning.

Research has solidly proven that phonemic awareness (sounds) and the phonological understanding of those sounds and how they work together to form a word is by far the best way to teach children to read. Yet, there are still universities teaching new prospective teachers the whole-language method for teaching reading. Just this past week, a parent complained that her Kindergartener was failing because she could not memorize her sight word list each week (a whole-language technique). A college professor spoke to me recently and explained that all children need is more exposure to books. "If someone would just read to them, then the children could learn how to read." Reading is a skill that must be taught; you cannot simply learn how to read by listening to someone else. Community groups are organizing to purchase and distribute new books in order to teach children to read, but simply handing a child a book, even a new book, will not teach the child how to read.

The newest trend is *excitement*. Pep rallies, costume characters, book collection drives, and free gifts are the latest fad in teaching children how to read. No, excitement is not the answer. Such an approach would be like

giving someone a book in French. If they had not learned French, the book would be worthless because someone not schooled in reading French would not be able to read the book. Don't get me wrong. I think that giving a child or teenager a book (new or used) is the best gift that you can ever give, but simply handing a child a book will not teach a child to read (even if the book is distributed through a very exciting program by a costumed character). You must teach the child to read first, and then give the child a book.

If you want to develop a group prevention program to teach children and teens to read, you must first combat this age old unwillingness to change from whole-language teaching techniques to phonemic awareness and phonological teaching techniques. Therefore, in your group prevention training program, you are not only teaching that prevention groups must be interactive (Conyne & Clanton Harpine, 2010); you must also prove that there is a need for a change and that prevention groups will offer the best means of change for your students. No, this will not be easy because you are combating years and years of denial. The challenge will be to change the ideology of your group leaders in respect to reading. You may not be able to accomplish this within the schools. If you encounter too much resistance to change, you might try establishing an after-school program through a community organization. After-school community-based programs can offer you more freedom and the opportunity to try new prevention ideas.

You may also find that you want to set up skill-building training sessions for your workers or volunteers so that they can learn how to work in a group setting. A prevention group is more than just a discussion, and it is certainly not the time for a lecture. Your training sessions may need to incorporate interaction and cohesion so that your workers can see how to use interaction and how to help group members build a cohesive group atmosphere. I find the best way to do this is by using group prevention techniques and interventions in my training sessions. Instead of the age old tradition of standing in front of your workers and explaining to them what you want them to do or lecturing to them about how the program will be conducted, set up training sessions that use a group prevention format. For example, I use group-centered prevention workstations for my program and my training sessions. In this way, workers and volunteers get to experience prevention techniques during the training program instead of just listening to me talk about interaction, cohesion, and working together as a group.

My answer to your question, how can you best teach people to use new prevention techniques, is to show your workers and volunteers how group prevention works during your training program. Let them experience group prevention in action.

*We would like to continue this discussion and invite your comments and responses. Our next column will be devoted to the responses that we receive. Let us hear from you. We welcome your participation. We invite psychologists, counselors, prevention programmers, graduate students, teachers, administrators, and other mental health practitioners working with groups to network together, share ideas, problems, and become more involved. Please send comments, questions, and group prevention concerns to Elaine Clanton Harpine at [atclantonharpine@hotmail.com](mailto:atclantonharpine@hotmail.com)*

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# Treasurer's Report

BY PUBLISHER on OCTOBER 31, 2014



*Rebecca MacNair-Semmands, Ph.D.*

As I write my last newsletter update for the Financial Committee, I am happy to report that convention costs for 2014 came in under projected budget this year again by over \$1000. Funds for advertising provided attendees the division's programming with the hard work of Rosamond Smith (Student Representative Elect), and creative new buttons ("Keep Calm, I'm a Group Therapist") for our nametags sparked many conversations about the society. We decided at the board meeting to increase our funding for the assistant who has been working on our social media postings with group-related visuals. We also funded the poster awards for a total of \$600 and the Richard Moreland Dissertation Award, with the society contributing \$500 toward that honor. We were also able to fund a reasonable Early Career breakfast and use the suite with snacks provided for other activities such as StoryCorps-type interviewing about group mentors, initiated by Dennis Kivlighan. So, thanks to Leann Diederich and her ECP clan! Special thanks also to Kathy and John Ritter, for organizing the food and beverages for the social again for their final year before the ECP committee takes on this task and potentially expands our socials programs.

As we are considering the funding implications of our potential project of creating a new journal through the division, we have been engaged in a variety of exploratory conversations. I have also been collecting information on investment options to pass along to the new Treasurer, Amy Nitza, who begins her term in January 2015.

In closing, I feel so honored to have worked these three years with such a quality group of people. The dedication and kindness of our board members has been impressive and invaluable. I will miss you all dearly, but plan to stay in touch!

# Publication Chair Report / Secretary

BY PUBLISHER on OCTOBER 31, 2014



*Jennifer Alonso,  
Ph.D., CGP*

One of my roles as the Secretary includes integrating and updating the information between the Society's journal, online newsletter, conference programming, [website](#) and social media. Since the last newsletter, we have made updates to the Society's APA website to ensure information is accurate and up to date. This is a helpful resource for those interested in getting in touch with the Society's leadership and a place to identify volunteer opportunities for those interested in serving in the Society. A new addition includes the Member of the Month [column](#) which provides you a chance to get to know others in the Society. In addition, if you are interested in getting involved in the Society, consider viewing the [committees](#) offered and contacting the chair to get involved. I hope you will utilize APA's [MyCommunities](#) site. It is a forum where members can view information related to the running of the Society. You will find business and board meetings for the recent August 2014 convention, as well as previous years, the bylaws, policy manual, and more.

# Group Speciality Report

BY PUBLISHER on OCTOBER 31, 2014



*Nina Brown,  
Ed.D.*

## Group Specialty Council

The Group Specialty Council is the committee charged with developing the petition to the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) to have group psychology and group psychotherapy designated as a specialty for training programs. The American Board of Professional Psychology (ABPP) has designated group as a specialty for individuals, but previous petitions to CRSPPP for recognition of group as a specialty or as proficiency were not successful, and the Society's Board voted in 2012 to continue the process for developing a new specialty petition for CRSPPP. Much has changed since the initial petition including the composition of the supporting group such as the Group Specialty Council, a need for by-laws and documented regular meetings of the Group Specialty Council, and the comprehensiveness of the petition package.

The Group Specialty Council (GSC) was organized to comply with the CRSPPP requirement that the supporting group be composed of organizations interested in having group as a specialty, and who will sponsor representatives to the Council. This is a change from having the group composed of individuals who are so interested. In the initial effort to organize the GSC, invitations were sent to 20 organizations including 11 APA divisions; 8 (Social), 12 (Clinical), 14 (Industrial/Organizational), 16 (School), 17 (Counseling), 19 (Military), 29 (Psychotherapy), 39 (Psychoanalysis), 45 (Ethnic Minority), 50 (Addictions) and 53 (child and Adolescent); and other organizations such as ASGW, the Washington School of Psychiatry, the Adelphi postgraduate training program, AGPA, Northeastern Group Psychotherapy Society, Eastern Group Psychotherapy Society and Northern California Group Psychotherapy Society. Two of the 20 replied and declined, and no response was received from 16. Our present GSC is comprised of 12 members: Eleanor Counselman (AGPA President-elect), Kathy Ulman (CGP and AGPA Past President), Martyn Whittingham (Catholic Health Partners), Joss Gross (University of Florida), Andy Eig (Adelphi Post Graduate Training Program) Sally Barlow (ABPP), Joel Frost (ABPP), Loretta Braxton (Durham VA), and Cheri Marmarosh (Chair of ERT – The Society), Sam James, Miska Bogomaz, and Nina Brown (The Society's representative to CoS).

The GSC held a meeting during the APA convention on August 9th and addressed the following items: election of officers (President – Nina Brown, Secretary – Eleanor Counselman), review of proposed By-laws, a review of the history of the petitions presented by Sally Barlow, discussion of the feasibility of submitting a petition for specialty or for proficiency, and a discussion held with Dave Corey (Police and Public Safety Specialty) who agreed to

mentor us through the process. He suggested that we could expedite our petition by applying for specialty at the post-licensure level and petition for the other levels at a later time.

I consulted with the director of APA Education Directorate about the suggestion that we apply for post-licensure recognition as a specialty, but it was not clear that we could submit additional petitions for the other levels at a later date. After consultation with GSC members, we decided to create a petition for designation of group as a specialty at the Internship, Post-doc, and Post-licensure levels.

Following is an abbreviated list of the materials that need to be developed in all three petition areas.

“Criterion IV. Distinctiveness; A specialty differs from other recognized specialties in its body of specialized scientific knowledge and professional application”. We have to document how the group specialty differs and overlaps other specialties “for populations, problems, procedures and techniques for assessment, intervention, consultation, supervision, research and inquiry, public interest, continuing professional development and any relevant additional core professional practice domains.”

“Criterion V. Advanced Scientific and Theoretical Preparation” How specialty specific scientific knowledge, skills and attitudes are acquired.

“Criterion VI. Advanced Preparation in the Parameters of Practice” To encompass the parameters of populations; psychological, biological, and/or social problems; and procedures and techniques.

“Criterion VII. Structures and Models of Education and Training in the Specialty”

There is a considerable amount of work that will go into developing the petition, and the GSC needs the help of the members of The Society. I hope that you will volunteer to contribute some of your time and expertise to this project.

# APA Council Meeting Report

BY PUBLISHER on OCTOBER 30, 2014



*Sally  
Barlow,  
Ph.D.*

Council of Representatives August 2014 Report from Sally Barlow, Ph.D.

(Thanks to Rhea Farberman, Monitor Executive Editor for sharing her summary of meeting, portions of which I use here)

1. Council continued work on Good Governance Project (GGP) and Implementation Work Group (IWG), which seeks to streamline APA's governance system and make it more inclusive. As background, Council approved 3-year trial delegation of duties to Board of Directors (BOD) in 4 areas (finances & budget, oversight of CEO, aligning budget with strategic planning, internally focused policy development) during February meeting, and changes to APA's board of directors to include 6 member-at-large seats to be elected by general membership, as well as a public member, student and Early Career Psychologist (ECP) and 2 more seats from the newly created Council Leadership Team (CLT) to liaise better between Council and BOD. These changes to the BOD will require a bylaws vote by general membership expected to be sent out during next year.
2. Details about these changes were hammered out (mostly hammered on ) during the August 2014 meeting regarding council's optimal size and structure (House of Representatives vs senatorial models); that is, an apportionment vs. 1-seat-each model.
3. Council approved changes in oversight functions of Committee for the Advancement of Professional Practice (CAPP), now be wholly a committee of the APA Practice Organization (APAPO), which will be responsible for day to day work including c-6 interests in legislative, legal and regulatory areas.
4. Council approved association rules (attending to issues of inclusivity) to ensure ECP representation.
5. Council adopted a resolution to stem false confessions obtained by police officers from women in the midst of domestic abuse situations as well as mentally disabled adults, both of whom may not understand their right to remain silent.
6. Council adopted as APA policy s resolution on diversity in children and adolescents to encourage greater education regarding gender and sexual orientation.
7. Council adopted resolution in support of UN Convention on Right and Dignity of Person with Disabilities. (See<http://www.apa.org/about/policies/guidelines-supervision.pdf>).

8. Council approved creation of a Div. 42 journal titled Practice Innovation
  9. Council approved creation of a committee on Associate and Baccalaureate education.
  10. Council adopted new policy that supports inclusion of all governance boards and committee members who have not previously served in governance.
  11. Council elected a class of 111 APA Fellows—if you are not already a fellow, please consider being one!!
- 

\*As this was an altogether fractious debate, I will spare you the details. Almost all of the 1 and ½ days spent on this debate appeared to be to be highly managed from the floor by the minority of council reps who wanted to hang on to apportionment. (This is a large debate—I recommend that you review the attachments on representation that I included in the last council report if you are interested.) The debate continued several weeks on list serve exchanges after the DC meeting. I responded on the list serve as a good group person by pointing out the group dynamics impasse. Many of the minority stakeholders insisted on a council retreat (potentially costing APA \$200,000) in addition to our 2 face-to-face meetings each year. I am copying one of my list serve responses, and would like you to know that a number of people responded individually to me saying emphatically that I had exactly captured what was happening. “Trying to figure out if I have read the latest raft of emails correctly. 1) the majority/minority continue to fight with each other accusing each other of even nastier politicking including hijacking the parliamentary process and 2) proposing to meet together *for even more time* in between now and the February 2015 Council meeting presumably because we cannot come to consensus. Wow. If we can’t accomplish our work in our 2 yearly face-to-face meetings, given all the committee work that has gone into council preparations beforehand, all the behind-the-scenes thinking, why would we want/need to meet more? Madness.

# The Early Group Psychologist Update

BY PUBLISHER on OCTOBER 31, 2014

ECP Task Force Co-Chairs: Leann Diederich, Ph.D. and Tracy Thomas, Psy.D.



*Leann  
Diederich,  
Ph.D.*



*Tracy Thomas,  
Psy.D.*

## **The Society of Group Psychology and Group Psychotherapy Recognized as the Division with the Best ECP Engagement**

At the 2014 APA annual convention, our Society entered a poster into a competition hosted by APA's Committee on Early Career Psychologists (CECP). Criteria included having an array of ECP activities, leadership development, and mentoring opportunities. They also evaluated ECP resources, such as social media, and upcoming plans for ECP engagement. To our delight, we won!

Below are selections of the text from the poster, which is linked in full [here](#). While many of these goals and initiatives may be familiar to readers, we wanted to share them here so they are all in one location.

### **ECP Members and the “Leadership Pipeline”**

As is true with many divisions of APA and the membership as a whole, most members are over 60 years old. Over the past 5 years, the Society has taken a number of steps to address this. Since 2011 the numbers of ECPs has increased (from 19 members in 2011 to 30 members in 2014), both in general membership in the Society and in leadership positions (2 ECPS involved in Board or committees in 2011 to 8 involved in Board or committees in

2014).

The Early Career Psychologist Task Force group was created to help introduce ECPs to the Society governance in a graduated method, with many members then moving onto other leadership positions. For instance, in the past few years members have moved from this committee into positions such as the Society's Secretary, Program Chair, and Member-at-Large.

A secondary component of this pipeline is to have consistent support from the Executive Board. This includes both a stated commitment to ECP participation in avenues such as Presidential addresses at convention; attention to ECP needs our newsletter, *The Group Psychologist* (TGP), but also practical support through financial support for ECP events at Convention and nomination of ECPs for Board positions.

### **Preparation for Leadership**

New ECPs involved in the Task Force, are encouraged to publish short articles in *The Group Psychologist*. This includes articles introducing themselves, talking about their involvement in a committee or liaison to an APA group, or articles stemming from our Conference Calls (see below). Each newsletter has an ECP Column which provides an established forum for these publications. Publishing in the newsletter helps promote name recognition for the ECPs, which is a crucial step towards later election to the Executive Board.

### **ECP Task Force & Group Dynamics**

Our ECP group has been through a number of different identities. We originally were an Ad Hoc committee appointed by the President. However, our by-laws require yearly reappointment for this, which we found cumbersome. We then moved to a sub-committee under the Membership Chair (which was co-chaired by an ECP). However, this did not allow for an optimal group identity. Imagine having to introduce yourself as "a member of the Early Career Psychologist Sub-Committee of the Membership Committee". That didn't allow for a high group salience (e.g., the "felt significance of a particular social identity" [Gastil, 2010, p. 205]) within the members, so we brainstormed ways to make additional changes.

Thus, at the mid-winter meeting in 2014, the Board approved our formation of an Early Career Psychologist Task Force. There are several benefits to this identity; it is a group that does not require yearly approval for its continuation, it provides a unique group identity, and provides a recognition and status for the ECPs who volunteer their time for the group.

Focusing on group cohesion is a key role for the co-chairs of the Task Force. Taking the lead from the current literature on cohesion, we focus on developing:

- An understanding of the shared tasks of the Task Force through regular meetings to brainstorm and create goals
- Creating bonds through personal introductions, social hours with fellow members (e.g., happy hour following the open committee meeting at APA)
- Creating channels for feedback to attend to the relationships between members (e.g., one to one conversations with upcoming leaders taking on more

### **ECP Initiatives**

The ECP Task Force has several initiatives to aid with ECP engagement. Our goals with these initiatives are to provide services to members, as well as the public at-large. We choose initiatives that the Task Force members are interested in, do not take a large amount of time each week, and are relevant to students and ECPs.

### **Social Media Presence**

The first initiative is to create content for our Facebook and Google+ pages. We started a new series of Wisdom on Wednesdays (#WOW) posts. These are short, educational, and group focused posts which provide resources for our followers. Each Task Force member also creates 4-5 educational posts, thus providing psychological content for our followers, but that isn't necessarily tied directly to

Since we started our Facebook page in January 2013, we have gained 450 followers. We are reaching our target audience, as 78% of our followers are ages 18 to 44 years old. Our Society Secretary, Dr. Jennifer Alonso (ECP Task Force member) also works closely with our newly hired Social Media Coordinator, Tanya Dvorak, to have posts that are inspirational and motivating. Our Coordinator uses HootSuite to push content to multiple platforms, to capitalize on the work of our small Task Force, without relying on it to manage the content daily. We also are starting a small Twitter presence which we hope to expand in the future.

### **Conference Calls**

A second initiative is to host regular conference calls that are open to the public. This initiative was approved at the 2013 mid-winter Board Meeting.

Topics have included:

- Diversity in Group Therapy
- Referring and Recruiting for Groups in College Counseling Centers
- Teaching Group Therapy Course
- Groups in Private Practice
- Group Psychotherapy Research (with special guests Drs. Gary Burlingame and Dennis Kivlighan)

These calls are moderated by members of the Task Force, but are geared towards providing a forum for dialogue for participants and to provide resources related to group therapy and group psychology. A summary of the conference call is sent out to all members, as well as interested parties who couldn't attend. We then use the content from the call to create an article for The Group Psychologist, so that all Society members can benefit from the ideas discussed.

### **Member of the Month**

A new initiative we are starting in August 2014 is to randomly select one of the Society's Member's to feature in a Member of the Month (#MOM) posting on our webpage and pushed to our social media outlets. We hope to feature a member monthly, as a way to bring attention to the great work that our members do in the field of group psychology and group psychotherapy.

### **Future Initiatives**

We are proposing a new initiative of a group based Mentee/ Mentor program at the Executive Meeting during this year's APA Convention. Due to the small size of our Society, we wanted to take advantage of our Mid-Career Psychologist's expertise, without overburdening them with a 1:1 ratio. We also wanted to utilize their knowledge in group dynamics to model some of the exact principles they'd be talking about (e.g., creating cohesion in groups) with their mentees.

We hope that this program will take advantage of Google Hangouts by hosting monthly or bi-monthly group meetings between the mentees and the Mid-Career Psychologist. Depending on the interest in the program, we hope to match ECPs with career trajectories that are similar to their Mid-Career Psychologist Mentor.

### **How to Get Involved**

Getting involved in the Society is quite easy. There are several ways to get in contact with us:

- Visit our social at APA to meet many of the key leaders within the Society. It's a small group at the social (30-40 people) which allows you to socialize and network with psychologists who share similar interests to you.
- Speak to one of our volunteers at any of our Society events at Convention. We have a group of students and ECPs who are handing out materials and Society information at each event at the convention.
- Email us at [Div49group@gmail.com](mailto:Div49group@gmail.com).

Special thanks to the ECP Task Force Members: Joe Miles (Div. 49 Program Co-Chair), Jennifer Alonso (Div. 49 Secretary), Rachelle Rene, Jennifer Smith, Misha Bogomaz, and Sasha Mondragon.

# Journal for Group Practitioners

BY PUBLISHER on OCTOBER 31, 2014



*Joe Powers*  
*Ph.D.*

## Division 49 Proposing New Journal for “Group Practitioners”

A proposal for a second journal for Division 49, Society of Group Psychology and Group Psychotherapy, was presented at the Board’s August meeting in Washington, D.C. Based on survey results conducted earlier in the year among Division 49 members and the discussion at the Board meeting, there was strong support for a second journal. Discussion highlighted the preeminence of “Group Dynamics” as the esteemed journal of Division 49 but a second journal, focused more upon group work practice, would address an important need in our field. The immediate task at hand, then, is to complete the proposal, present it to the Board in January 2015 and then submit the proposal to an interested publisher. Due diligence requires processing several important details to ensure a successful outcome. We welcome questions and suggestions, so please contact the proposal committee chair or committee members.

- Joe Powers, Ad Hoc Committee Chair
- Dennis Kivlighan
- Rebecca MacNair-Semands
- Thomas Treadwell
- Nina Brown
- Maria Riva
- Sally Barlow
- David Marcus
- Jill Paquin
- Craig Parks

# Group Training Survey: May 2014

BY PUBLISHER on OCTOBER 30, 2014



*Lee Gillis,  
Ph.D.*

In the last newsletter I shared that working in collaboration with Sean Woodland, current student representative; Rosamond Smith, student representative designate (2015); and Dr. Leann Diederich, membership chair and member at large, an email survey was sent in May 2014 to Directors of Training in both clinical and counseling graduate psychology programs to ascertain the importance their program placed on group training.

We received 54 responses with one respondent declining to participate for a total N of 53. We sent emails to 57 Council of Counseling Psychology Training Programs (CCPTP) and 21 responded; 31 Directors from National Council of Schools and Programs of Professional Psychology (NCSP) were identified from webpages and sent email invitations and eight responded and due to a website crash at the Council of University Directors of Clinical Training (CUDCP) an email with the survey link was sent by a member to the listserv and 22 responded (out of approximately 80 recipients). Three board members of the Division responded to the pilot survey with information about their programs that was usable. Thus the response rate (54/168) was approximately 32%.

Clinical psychology accounted for 58% (N=26) of the responding programs and 42% (N=19) as counseling psychology. Question 2 asked “Does your program provide a group-specific class or classes?” There was a difference in how clinical and counseling programs responded to this question. While 35% of the clinical psychology programs answered yes to this question, 100% of the counseling psychology programs responded in the affirmative. In retrospect, we should have asked if the training program “required” a group specific class. Most readers know that the [Guidelines and Principles for Accreditation of Programs in Professional Psychology](#) do not include the word “group” in its domains and standards and it is difficult to determine if this lack of a requirement distinguishes the clinical and counseling psychology training programs represented in the limited sample of programs responding to the survey or if the difference is related to the philosophies of these approaches or if such a difference is insignificant. Most of the types of courses offered were introductory group therapy courses; no one mentioned an advanced group course. There was not a clear indication if courses were primarily didactic or experiential. Though when asking specifically about courses in a question where the respondent could check all that apply, with 29/53 responding, 83% checked “Experiential”, 59% checked “rotating leadership”, 52% chose “peer leadership”, and 31% chose “other”.

There is more qualitative data in the survey results regarding the settings of group therapy practicum’s; types of group research students are involved in, and ways “experiential” groups are defined. This data will serve as grist for a future article in *The Group Psychologist*. In the meantime, if you desire to see a summary pdf of all the data,

please contact lee.gillis@gcsu.edu.

Thirteen programs granted permission for us to mention the name of the program on the Division 49 website and those programs with contact emails are listed below:

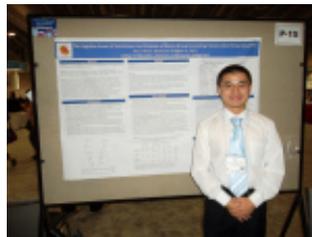
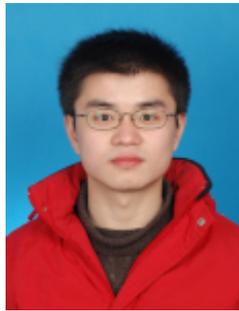
Clinical and Counseling Psychology (M.S.)	Chestnut Hill College	Cheryll Rothery, Psy.D., ABPP	rotheryc@chc.edu
Clinical Psychology Doctoral Program	Wayne State University	Mark A. Lumley, Ph.D.	mlumley@wayne.edu
Clinical Psychology Doctoral Program	Indiana University of Pennsylvania	David LaPorte	laporte@iup.edu
Clinical Psychology Doctoral Program	Seattle Pacific University	David G. Stewart	davidste@spi.edu
Counseling and Educational Psychology	Indiana University	Rex Stockton	stocktor@indiana.edu
Counseling and Student Personnel Psychology	University of Minnesota	Sherri Turner, Ph.D.	turne047@umn.edu
Counseling Psychology	New York University	Mary B. McRae	mm13@nyu.edu
Counseling Psychology	Carlow University	Mary Burke	mcburke@carlow.edu
Counseling Psychology	Texas Tech Univ	Sheila Garos, Ph.D., DCT	sheila.garos@ttu.edu
Counseling Psychology	University of Maryland	Dennis Kivlighan	dennisk@umd.edu
Counseling Psychology	University of Nebraska-Lincoln	Michael Scheel	mscheel2@unl.edu
Counseling Psychology	Iowa State University	Nathaniel Wade	nwade@iastate.edu
Doctoral Program in Clinical Psychology (PsyD)	University of Hartford	John Mehm	mehm@hartford.edu

# Division 49 APA Poster Awards

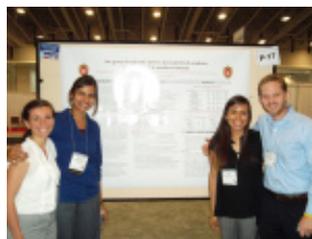
BY PUBLISHER on OCTOBER 30, 2014

## Congratulations to the APA Annual Convention Student Poster Award Winners!

First Place: Xu Li and Dennis Kivlighan, PhD. “*The Cognitive Errors of Commission and Omission of Novice Group Counseling Trainees about Group Situations.*” For more information: [Misconceptions about Group Counseling Trainees in Knowledge Structures about Group Situations](#)

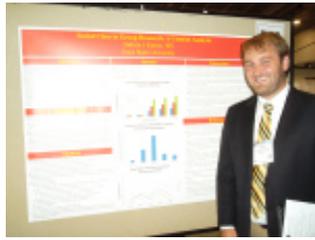


Second Place: D. Martin Kivlighan, III, Maleeha Abbas, Nick D. Frost, Arellys Aquinaga, Christina Frank and Alberta M. Gloria, PhD. “*Are Group Therapeutic Factors Associated with Academic Improvement? A Multilevel Analysis.*”



Third Place: Dakota J. Kaiser, MS. “*Social Class in Group Research: A Content Analysis.*”





# Women in Leadership

BY PUBLISHER on OCTOBER 30, 2014

## STEPPING UP TO THE PLATE: Opportunities and Challenges for Women in Leadership

Susan H. McDaniel, Ph.D., ABPP and Nadine Kaslow, Ph.D., ABPP

*“As we look ahead into the next century, leaders will be those who empower others.”* Bill Gates

The two of us have traveled similar paths, having met in Houston when Susan was a postdoc in family therapy and Nadine was a practicum student in child psychology. Since then, we've both: taken on leadership roles in academic health centers (Susan as a Division Chief in Psychiatry and an Associate Chair of Family Medicine, Nadine as Vice Chair of Psychiatry and Behavioral Sciences and Chief Psychologist at Grady Hospital). We both did national leadership training: Nadine following Susan in the HHS Primary Care Policy Fellowship, and Susan following Nadine in the Executive Leadership program for women in Academic Medicine (ELAM). We have both been active for years in APA governance: Nadine is now the President of APA, Susan is on the Board of Directors and running for President. Susan has built a career developing primary care psychology, Nadine has focused on suicide and family violence research, psychology education and training, and family psychology. Both are experienced journal editors. Both have much experience with the internal and external barriers to women in leadership roles of all kinds.

Answering the phone:

“This is Dr. McDaniel.”

“Can I leave a message for Dr. McDaniel?”

“No, this is SHE. How can I help you?”

How many of us have had this experience? When we started working in our respective academic health centers in the 80s, there were few women, and we were almost always assumed to be secretaries. How do we move from there to here—an era when many women want to “lean in,” step up to the plate, and provide leadership to their organizations?

Women often have good interpersonal skills and high emotional intelligence. That's how we were raised. These are VERY helpful in leadership roles. However, there are plenty of other skills we must learn to be good leaders. Many women can come to the work world expecting that, like in their childhood, they will be rewarded for being good girls and not causing trouble. Unfortunately, at least in academic health centers, this behavior often results in taking the woman's skills for granted rather than developing her abilities and maximizing her contributions.

We will address some of these challenges in this article, starting with assessing the alignment of the system with the woman's goals, then reviewing issues of power and dependency in leadership, and concluding with conflict management skills. This treatment is only an appetizer in a very rich meal; we hope you will consider some of the references for more in-depth treatment of these subjects.

### Alignment

Opportunities for leadership can arise in planful or unexpected ways. One key consideration is the alignment of

the mission, values, and culture of the institution with your own. We find it very useful, as a first task, to write a personal mission statement. Most of us have participated in writing mission statements for our department or organization. Spend 20-30 minutes writing one for yourself. Whenever we're making difficult decisions about priorities, we return to our personal mission statements and ask what is most important in achieving our personal goals. Not who will we please, or will we be good for the job, but is it in line with what we care about most? Is it how we want to spend our energy, our precious time? Personal mission statements are also useful to read just before going into a difficult meeting. They ground us in our commitments, and help to quell the reactivity so common to our species. They also evolve over time, and are worthy of rewriting annually.

After writing a personal mission statement, the next step is to assess the psychological health of the organization for which you may become a leader (McDaniel, Bogdewic, Holloway, & Hepworth, 2008). Does it have a clear mission and identified goals? How do these match with your own?

More generally, do its leaders communicate clear expectations for its workers? Does it have a mentoring system and foster career success? Are its resources aligned with its stated priorities? Does it conduct formative reviews? Does it acknowledge employee value and contributions? Do leaders have strategies to help individuals having difficulty? Does it afford latitude for employees with changing life events? Does it have fair and systematic mechanisms for dealing with disruptive behavior?

### **Power and Dependency**

Leadership, by definition, means confronting issues of power and dependency. The American Heritage Dictionary lists four definitions of power, the first being "the ability or capacity to act or perform effectively." Not until the 4th definition do we get to "the ability or official capacity to exercise control or authority." It is this definition that implies domination, and can be problematic for clinicians in relation to patients and other team members. The antidote to power as domination is shared power, or caring. Caring consists of being present, listening, demonstrating a willingness to help, and an ability to understand—people talking *with* each other rather than *to* each other, interactions based on a foundation of respect and empowerment (McDaniel & Hepworth, 2003). Sometimes that means finding out the behaviors that the other person experiences as respectful or empowering, or reporting on behaviors we appreciate.

The sociology of superordinates tells us that there are predictable feelings and behaviors experienced by those higher in the hierarchy, as well as by those perceived as lower (Goode, 1980). In particular, those higher tend to experience their position in terms of feeling burdened and responsible rather than powerful, blessed or lucky. Those lower can feel that their talents or accomplishments go unrecognized. They can be vulnerable to feeling invisible, unappreciated, disrespected, and eventually, resentful. Understanding these dynamics can help to provide appropriate support to leaders or followers, and move the culture towards one of collaborative respect.

### **Conflict Management**

Effectively managed conflict promotes cooperation and builds healthier and more positive relationships (Coleman, Deutsch, & Marcus, 2014). Conflict management refers to using strategies that moves the conflict toward resolution without escalation or destruction of relationships. A strong overall approach to conflict management includes an appreciation that conflicts are complex and thus require differential tactics of management based upon the people involved, the situation, and the style of the parties. It entails thoughtful consideration of the myriad sources of conflict (e.g., misunderstandings and miscommunications, fear, failure to establish boundaries, negligence, need to be right, mishandling differences in the past, hidden agendas, and the intention to harm or retaliate). Conflict management efforts must involve a detailed analysis (i.e., scientific approach) of the facts of the situation and attention to the feelings and perceptions of the parties.

The first step to managing a conflict is identifying the critical issues related to the situation, as well as associated organizational, personal, and cultural factors. Encourage each party to ask him/herself a series of questions, such as “how does my behavior contribute to the dynamics? What elements of the situation am I able and willing to change? What matters most to me/to the other party in the situation?”. If you are a party to the conflict ask yourself these questions.

Finally, take a clear and direct, but respectful and caring approach to addressing a conflict. It is critical that you define the situation in terms of a problem that calls for a solution (Fisher, Ury, & Patton, 2011). All parties must acknowledge their feelings and acknowledge the feelings of the other(s). Then ask for specific behavior change and hear the behavior change requests of the other party(ies). This involves being clear about the outcome you want, accepting what you can get, giving up on having to be right, and demonstrating your willingness to hear the other party’s perspective and to work collaboratively. Following this, share what you are willing to do to improve the situation and strive to do your best to make these changes.

In conclusion, women bring many talents to leadership. Like other important decisions in life, it takes courage to “step up to the plate” but it is also a rewarding opportunity to serve. We all need ongoing coaching and feedback regarding challenges related to defining our personal mission; ensuring its alignment with the institution, agency or organization; and managing issues of power, dependency, and conflict. We need your talents in this time of transition!

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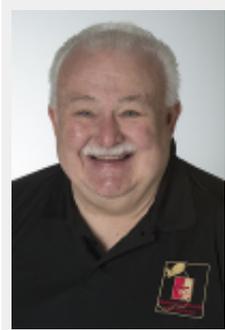
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# Group Work Leadership: An Introduction for Helpers by Robert K. Conyne

BY PUBLISHER on OCTOBER 31, 2014



*Donald E.  
Ward Ph.D.*

Donald E. Ward's Book Review of

*Group Work Leadership: An Introduction for Helpers* by Robert K. Conyne

On occasion, those of us who practice, teach about, and study groups come across a book that provides a fresh perspective by presenting a wealth of information that highlights and summarizes existing knowledge in a novel manner and also introduces newer topics that have not been included in traditional models but hold promise for future development of the field. One of a number of books in a series published by Sage entitled *Counseling and Professional Identity in the 21st Century*, Bob Conyne's *Group Work Leadership: An Introduction for Helpers*, is clearly an example of this somewhat rare phenomenon.

Dr. Conyne's credentials speak to his ability to assimilate group work theory from a variety of professional perspectives. Although he has never sought recognition and accolades, his record of scholarship and service is extraordinary. His active involvement in the Society for Group Psychology and Group Psychotherapy of the American Psychological Association, as well as in other APA divisions, in the Association for Specialists in Group Work and other divisions of the American Counseling Association, and the American Group Psychotherapy Association involved service to the profession through serving as president Division 49, president of ASGW, and Editor of the *Journal for Specialists in Group Work*. He was awarded the Lifetime Achievement Award by the APA's Prevention section, the Eminent Career Award by the ASGW, and he was elected fellow of three divisions in the APA (divisions of group psychology and group psychotherapy, consulting, and counseling psychology), and a fellow ASGW. These many experiences allow him to undertake the challenge of offering a book that is comprehensive in its approach to basic counseling theory and practice but practical and very reader interactive, translating complex theory and ways of understanding and applying group work into meaningful elements that beginning and experienced trainees can master and internalize. This is consistent with Dr. Conyne's admiration for the foundational work of Kurt Lewin and the principles that good theory can be put into practice and studied and that reflective practice is central to group work learning and practice.

How is the material presented? The book contains three major sections: Section I Group Work Is a Comprehensive and Unique Approach, Section II: Critical Elements of Group Work, and Section III: Meaning, Action, and Professional Identity in Group Work. Chapter One introduces the metaphor of group work as an

umbrella under which the four ASGW group types are introduced: task groups, psychoeducation groups, counseling groups, and psychotherapy groups. Beginning in this chapter and continuing throughout the book, the reader is engaged in the content with multiple case illustrations and learning exercises, an interactive learning model commonly used in modern pedagogy. The fundamental documents that have helped the group work profession to develop are presented and discussed in Chapter Two: training standards, best-practice guidelines, ethics, and multicultural principles. Dr. Conyne provides a cogent examination and discussion of the current adequacy of the CACREP Standards related to group work from drawing upon his experience as a counselor education chair and program coordinator and a CACREP board member. Chapter Three includes the core variables of helping groups to develop and to work as coordinated units to maximize outcome, group dynamics and group processes.

Leadership is introduced, defined, and discussed from a variety of perspectives in Chapter Five. Emphasizing basing leadership on best practices guidelines, Conyne stresses leadership as collaborating with members, building and maintaining a group climate, processing with members during group sessions and by leaders between sessions, and co leadership. He particularly emphasizes Yalom's eleven therapeutic factors as the core mechanisms in the interpersonally centered approach to group psychotherapy (Yalom, 1995; Yalom & Leszcz, 2005). Unlike most introductory group work books, Conyne does not present multiple chapters covering the application of primarily individual theories of counseling and therapy to group work. The sixth chapter is pivotal in that it summarizes the traditional individual therapy approaches and also gives special attention to six transtheoretical orientations that he views as compatible with group work. A major emphasis of the author in the book is that group workers need to move toward developing actual group theoretical models to guide practice and research. He includes the potential contribution of interpersonal neurobiological theory on the frontier of future development for group workers. Chapter Seven describes functions, styles, and competencies as the building blocks of leadership. Yalom's four leadership functions are presented, described, and represented in a number of activities to engage the reader in comprehending their meaning. Conyne then presents three approaches to leadership style: Lewin's autocratic, democratic, laissez-faire conceptualization; the task versus interpersonal relationship (social-emotional) model; and the compendium of leadership types created by combining varying amounts of Yalom's four leadership functions. Methods, strategies, and techniques are presented in Chapter Eight. Covering a topic at which Conyne is at his best, he summarizes and describes clinical wisdom that may be used to guide the selection of facilitative group interventions in a meaningful and understandable manner.

Reflecting on Group Work Practice is the title of Chapter Nine in which within- and between-session processing are again described and explored. Particular attention is given to Conyne's Deep Processing Model (1999). Group worker self-care is addressed, a critical topic due to the emotional demands of the complex and intense phenomenon that is group work. Chapter Ten, Selecting Effective Interventions, provides detailed examples of the appropriate selection of interventions most applicable to sample scenarios in the four types of group work. Learning activities are again very useful to help the reader to engage with the process. Finally, a brief Epilogue is provided in which the author comments about his own perspective on the material presented in the book.

Bob Conyne brings his lifetime of teaching, studying, and practice in a variety of settings and types to this very rich and engaging description of how to understand and practice the complex and fascinating group work phenomenon. The modern formatting of cogent presentation of content with frequent and excellent case examples and learning activities help to involve the reader in the learning process. This parallels the group work process itself in which leaders work to collaborate with members to engage in the work of the group. As well as an excellent text and resource for those learning and continuing to practice, it comes alive because, as the author states, he is describing the extensive and exciting result of his having been "bit by the group work bug" nearly fifty years ago (Conyne, 2014, p.xxvii). This book is an invitation to readers to join him in the "infection" that is group work.

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The Society of Group Psychology and Group Psychotherapy is Division 49 of the American Psychological Association and provides a forum for psychologists interested in research, teaching, and practice in group psychology and group psychotherapy.