

GROUP ABSTRACTS

35.3 (Fall 2011) Theme: **Gender in Group Psychotherapy**

Introduction. Dominick Grundy, PhD.

Gender Dynamics in Group Therapy. Lucy Holmes, Ph.D.

ABSTRACT: Gender dynamics are important for both group members and group leaders. Differences in the way boys and girls solve the universal problem of separating from the preOedipal mother play themselves out in the way group members focus on or defend against empathy and autonomy. Gender plays a role with group leaders too, because groups led by a symbolic father will have different challenges than a mother led group.

Discussion of “Gender Dynamics in Group Psychotherapy.” Rachel Brown, MD.

Discussion of “Gender Dynamics in Group Psychotherapy” Brunhild Kring, MD

Reply to Discussion by Rachel Brown and Brunhild Kring. Lucy Holmes, Ph.D.

S/he Stole My Jouissance! A Lacanian Approach to Gender in the Group. Stephanie Swales, Ph.D.

ABSTRACT: This article takes a Lacanian psychoanalytic perspective to group work and, more specifically, to the ways in which working through conflicts related to gender may be achieved in a group setting. Lacan’s theory adds to our understandings of how to orient group therapy in three major ways. First, Lacan’s theory of feminine and masculine subjectivity is not reducible to biological sex binaries. Lacan’s corresponding conceptions of phallic and Other jouissance are discussed in tandem with masculine and female subjectivity in order to elucidate the ways in which they manifest themselves in the group process. Second, Lacan’s theory of subjectivity and its relation to language supports the notion of the social and historical construction of gender norms and the benefits of deconstructing gender norms in the larger effort to work through one’s conflicts with the Other. Third, Lacan’s theory reveals that many of our gender stereotypes are shaped by the frequent cooccurrence of obsession and masculinity and hysteria and femininity. Obsession and hysteria are briefly explained. These three aspects of Lacanian theory are discussed with the aid of group examples to show how interpreting the group process through these lenses can highlight the group’s issues relating to gender.

Group Psychotherapy for Women Suffering from Postpartum Depression. Ester Goldvarg, MA & Morton Kissen, Ph.D.

ABSTRACT: Group psychotherapy has been shown to be an effective method for treating patients with depression. Previous research revealed that Interpersonal Psychotherapy (IPT) and Cognitive Behavioral Therapy (CBT) approaches in group settings have been effective in treating Postnatal Depression (PND) in women. This paper advocates the use of pluralistic approach to treating PND in a group setting. Specifically, it demonstrates how the combination of CBT and IPT approaches have led to a significant reduction in symptoms in all group members.

Women and Leadership Style. Phyllis Wright, LCSW.

Discussion of “Women and Leadership Style”. Michelle Collins-Greene, Ph.D.

35.2 (June 2011)

[Parenting the Parents: The School-Based Brief Insight-Oriented Parent Support Group.](#) Audrey Ham, PhD.

ABSTRACT: This paper proposes a rationale and model for an insight-oriented, school-based, parents' group as part of the services offered by schools. Since parents play a critical role in the lives of their children, a treatment model to assist them in supporting their child's ability to cope with external stressors and to achieve academically is considered. By participating in such a group, parents may find that they become more involved in their children's lives and the school community. This group format encourages parents to support each other, provides services to several families concurrently, and increases the coping skills of parents.

[Systems-Centered® Functional Subgrouping Links the Member to the Group Dynamics and Goals: How-to and a Pilot Study.](#) Richard M. O'Neill, PhD., Joshua M. Smyth, PhD. & Michael J. MacKenzie, BS.

ABSTRACT: Systems-Centered Therapy's (SCT) core "functional subgrouping" method links individual members to group dynamics and goals. It involves members exploring similar goal-related experience emerging from the group's current phase of development. Hypothetically, along with SCT's defense modification procedures, it generates a more positive member emotional experience and group climate while increasing the discrimination and integration of goal-related information. This pilot study investigated self-reported functional subgrouping in two SCT experiential training groups. Results showed trainees rated functional subgrouping positively and did significantly more of it over the course of the workshops. Exploratory findings included significantly less anxious and depressive experience (a goal of these groups) associated with more functional subgrouping. While these results were as predicted and suggest functional subgrouping may be a useful group method, the authors caution that the research design does not permit cause-and-effect conclusions. Numerous limitations of the study are reviewed and suggestions for future research are made.

[Dropouts in the Analytic Group.](#) Judith Rybko, PhD.

ABSTRACT: Participants leave groups for many reasons and in a variety of ways. This poses unique problems for both the group members and the conductor. This paper presents the conductor's perspective using clinical examples of dropouts in an analytic group, and focusing on the complex interaction among four reasons identified in this study of dropouts, including the possibility that the group was not suitable for the "dropouts" at all. It also examines the reactions of the remaining participants in the group. The article suggests that it is possible to predict participants' tendency to drop out and to prevent this from occurring.

[Using the Group in Cognitive Group Therapy.](#) Robert Schachter, EdD.

ABSTRACT: Cognitive Therapy has proven useful in treating a range of problems including anxiety disorders, depression, and mood disorders. The premise is that psychopathology is created and maintained by distorted cognitions and beliefs. The

approach is to teach ways to identify and change these patterns of thought. Cognitive Therapy is usually taught in individual sessions, and in certain instances in a group setting. In the latter, there is no focus on the interaction of the group. This paper advocates the use of Cognitive Therapy techniques in a group format where the group becomes the agent of change.

Becoming Who We Are in Groups: One Jungian's Approach to Group Psychotherapy.

Justin B. Hecht, PhD.

ABSTRACT: In this article, the author proposes six important contributions for group psychotherapy from the psychology of C.G. Jung. The contributions are: a broader conception of libido, individuation, the ego-Self axis, the problem of the opposites, an alchemical approach to transference, and archetypes and the collective unconscious. Following a description of each theoretical contribution, specific interventions for a psychotherapy group are proposed. These interventions are illustrated with clinical vignettes.

Regarding Silence: A Training Group Experience. Michael P. Mance, PhD.

ABSTRACT: This is the text of a speech given at the May 2010 graduation from the Eastern Group Psychotherapy Society's training program, with minor edits. It examines the author's experience of silence within the group in the context of its possible function as a holding environment. The author addresses both the positive and negative elements of the silence, as well as the ways in which the silence evolved over the course of the group from both his perspective and the perspective of fellow group members. In considering silence, the author acknowledges the importance of group norms in creating closer interpersonal relationships.

REVIEWS

BOOK: *Difficult Topics in Group Psychotherapy: My Journey from Shame to Courage.*

By Jerome Gans. Karnac, 2010.

Reviewer Karin Hodges, Psy.D.

FILM: *Two Films Called Wall Street*

Reviewer Bernard Frankel, PhD.

LETTER TO THE EDITOR

Training Program in Group Psychotherapy at the Postgraduate Center for Mental Health
Marty Livingston, PhD.

35.1 (March 2011) Theme: The Aging Group Therapist

Introduction. J. Scott Rutan, PhD. *Guest Editor*

Aging and Existential Factors. Robert L. Weber, PhD.

ABSTRACT: Despite its pains, aging reminds the therapist of certain fundamentals of human existence that he or she has in common with patients. Irvin Yalom has discussed important aspects of living which aging makes salient, such as death, freedom, isolation

and meaninglessness. Indeed, the search for meaning in life may be enhanced by the knowledge that we are nearing its end.

The Aging Therapist. Nina D. Fieldsteel, PhD.

ABSTRACT: We all age differently, but some elderly therapists have difficulty facing when it is time to end their career. An unconscious fear of death may distort the ability to live and work productively. Perhaps Freud influenced a generation of psychoanalysts because he continued to work right up to the end.

Psychodynamically Informed Groups for Elders: A Comparison of Verbal and Activity Groups. Ken Schwartz, MD. & Sharan L. Schwartzberg, EdD.

ABSTRACT: There is a growing population of elders with a variety of needs well suited to group therapy. In this article verbal and activity-based psychodynamically informed groups for elders are presented and compared, with special emphasis on the technical and countertransference challenges of working with this unique population. Clinical material is used to illustrate common themes. The challenges of working with elders for aging group therapists are discussed.

The Therapist's Professional Will: A Back-Up Plan Every Clinician Needs

Ann Steiner, PhD.

ABSTRACT: Illnesses and other sudden emergencies happen to us all. Now is the time to plan for minor or serious illness, personal crises, retirement, relocation and death, including who will contact your patients if you cannot. This article provides an overview of the key features and advantages of writing out a Professional Will. Knowing who you want to contact your groups if you are disabled is as important for beginning therapists as senior clinicians contemplating retirement. Assembling a back-up team of trusted clinicians and a written Professional Will minimizes the burden on your patients, your colleagues and yourself.

How Old Is Your Therapist? Beatrice Liebenberg, ACSW.

ABSTRACT: Aging therapists may not realize when it is time to retire, and their patients and colleagues may be reluctant to tell them the truth: hence perhaps the lack of relevant literature. Group members often collude in this denial, so that the therapist leans on the group, rather than vice versa. Yet, even though wisdom does not automatically crown age, there is no doubt that there are times when clinical judgment is improved by long experience.

In Memoriam: Saul Scheidlinger, M.S., PhD. 1918–2010. Howard D. Kibel, MD, & Seth Aronson, PsyD.

ABSTRACT: On August 21st, Saul Scheidlinger, husband of Rosalyn Tauber Scheidlinger, died peacefully at Mount Sinai Hospital in New York City. Saul was the 18th President of the American Group Psychotherapy Association (1982-1984) and the third editor of the International Journal of Group Psychotherapy (1970-1980). In 1985 he became the 6th person to be elected to Distinguished Fellowship in AGPA. In 1988 a Testimonial Dinner-Dance was held at the Annual Conference to honor his 40-year

history of outstanding contributions to the field. A Festschrift in his honor, edited by Saul Tuttmann, MD., PhD., was published in 1991.

The Last Phase. Isaac Youcha, LCSW.

ABSTRACT: *The last phase of our professional career comes sooner than we think. This paper explores a little-discussed issue in our field: the aging therapist, the group, and the pressure of time on its therapeutic process. If the group therapist reacts too strongly to the pressure of time, group members may feel forced into pseudo-adult roles they had to assume as children. However, they also have the chance to experience the aging leader as a model of how to face the Last Phase with humor and courage.*

The Aging Group Leader and Group Process. Mildred R. Moskowitz, LCSW.

ABSTRACT: *We live in a culture that worships youth and is extremely wary of the aging process. People will say, "I'm 30, I'm getting old, I don't feel like I used to." For many, 40 is worse yet, and 50 means "half my life is over." There is a lack of appreciation of what is valuable in the aging process, what can still be its pleasures, despite difficulties and physical hardships. Joints may give out, but a clear mind enables one to practice with great interest, curiosity and enjoyment. And years of experience can often bring an overview of life that leads to a type of contentment.*

Obituary: David A. Kipper. Adam Blatner, MD.

ABSTRACT: *David Kipper was one of the more prominent professionals in the fields of psychology, group psychotherapy and psychodrama, nationally and internationally. Raised in Israel, he obtained his Bachelor's degree from Bar Ilan University in 1964. He then joined the Department of Psychology at the University of Durham, England, where he obtained a PhD. in 1969. Kipper trained with J.L. and Zerka Moreno at the Moreno Academy for Group Psychotherapy and Psychodrama in Beacon, New York, on and off from October 1966 through May, 1967.*

REVIEWS

BOOKS: *Voices From the Field: Defining Moments in Counselor and Therapist Development*, edited by Michelle Trotter-Mathison, Julie M. Koch, Sandra Sanger, and Thomas M. Skovholt. Routledge, 2010.

Reviewer Barbara R. Cohn, PhD.

Contributions of Self Psychology to Group Psychotherapy: Selected Papers, by Walter N. Stone. Karnac, 2009.

Reviewer Jack Herskovits, PsyD.

Searching [fiction], by Marty Livingston. Two Harbor Press, 2010

Reviewer Mary Sussillo, LCSW.

PLAYS: *The Pitmen Painters*, by Lee Hall, and *After the Revolution*, by Amy Herzog .

Reviewer Bernard Frankel, PhD.

34.4 (December, 2010) Theme: **Training in Group Psychotherapy**

Introduction Walter N. Stone, MD *Guest Editor*

[The Development of the University of Rochester Group Training Program.](#) Sherrie Smith, LCSW-R.

ABSTRACT: This article presents a 20-year retrospective of the development of the Group Therapy Training Program at the University of Rochester Medical Center, located in Rochester, New York. It describes the evolution of the group program as it exists today, defines and describes the unique aspects of the program's development, and outlines the current training curriculum. This model is currently used in the Department of Psychiatry to train psychiatric residents, psychology and social work interns in group therapy principles and beginning clinical practice. The maturation of the program and challenges it has encountered over this period of time is described, ending with various strengths and weaknesses of the training program as viewed by the author.

[A Laboratory Learning Approach to Teaching Group Therapy.](#) Joseph C. Kobos, PhD.

ABSTRACT: The development of a seminar in group psychotherapy for psychiatry and psychology residents is described. The use of a learning laboratory utilizing a working group and an observing group is highlighted. Suggestions are provided to reduce the potential problems associated with experiential learning in a training institution.

[Baylor College of Medicine Group Psychotherapy Program.](#) Elizabeth B. Knight, LCSW, Patricia A. Barth, PhD., Aaron H. Fink, MD, Josephine Cunningham Tervalon, LCSW, Carol A. Vaughan, LCSW & Robert E. White, MD.

ABSTRACT: The article presents a history of the group training program at Baylor College of Medicine in Houston, Texas, which has evolved continuously since the 1970's. All residents are required to lead groups. Didactic, training and experiential components are described. In addition to learning skills, residents have a chance to process and share feelings about their arduous training.

[Group Therapy Training at Naropa University's Contemplative Counseling Psychology Program.](#) Susan U. Nimmanheminda, PhD., Robert Unger, PhD., Abigail M. Lindemann, MA & Matthew C. Holloran, JD.

ABSTRACT: This article highlights the group process training at Naropa University's Masters in Contemplative Counseling Psychology program. It provides a historical context and explains the classes and philosophy that make up a quality group training program. It details valuable contributions of Buddhist psychology to teaching students to become group leaders. Using student experience and clinical examples, the paper highlights how several Buddhist concepts help train group leaders to be flexible and compassionate.

[Adapting Ancient Wisdom for the Treatment of Depression: Mindfulness-Based Cognitive Therapy Group Training.](#) Maggie Chartier, PsyD., Robin Bitner, MD, Tracy Peng, MD, Maura McLane, MFT & Stuart Eisendrath, MD.

ABSTRACT: This paper outlines and discusses two models of training for group Mindfulness-Based Cognitive Therapy (MBCT) which we have called In vivo and Intensive. MBCT training and practice focuses on present moment experience versus content, focused on gaining a metacognitive perspective on one's thoughts and internal processes. Trainees and trainers share their reflections on the training process as well as the experiential and acceptance-based framework of MBCT reflected in the training

process itself. Suggestions for optimizing training across multiple mental health disciplines and settings are also discussed.

[The National Group Psychotherapy Institute: A Blending of Two Educational Methods.](#) Michael J. Stiers, PhD.

ABSTRACT: The National Group Psychotherapy Institute of the Washington School of Psychiatry offers a two-year educational program for mental health and other professionals interested in the study of groups. Adapting the learning model of group relations conferences, the institute offers opportunities for experiential learning. This article discusses the creation of the institute and describes the experiential components of the program. Advantages and shortcomings of the program are discussed.

[The Systems-Centered Training and Research Institute Orientation to Training.](#) Yvonne M. Agazarian, EdD.

ABSTRACT: This article introduces the theory of Living Human Systems and its Systems-centered practice, together with a detailed description of the training tracks that clinicians and consultants follow in order to become licensed Systems-Centered Practitioners.

[Psychodrama: A Training Program for Group Psychotherapists.](#) David A. Kipper, PhD.

ABSTRACT: The article presets a blueprint for a psychodrama training program geared to seasoned group psychotherapists. It covers issues such as possible initial resistance based on theoretical compatibility and therapists' level of activity. It discusses the principles of learning to think psychodramatically and to deliver psychodramatically, that is, using the basic psychodrama techniques.

[Using an Observation Model for Training Group Therapists in a Community Mental Health Setting.](#) David Ward, LCSW & Carol Crosby, LCSW.

ABSTRACT: This article presents the development of a Group Therapy Observation Workshop in a Community Mental Health Center to help train professionals and students in psychodynamic, interpersonal group psychotherapy. Even though group psychotherapy has been shown to be as effective as individual and family therapy, and even more so at times, Maine lacks a group "culture" and postgraduate opportunities to train in group therapy. Therapists' training in group during graduate school is minimal at best. Looking to increase the knowledge and experience base for professionals and students, the authors followed an observational model of group therapy training by Scott Rutan and Nina Fieldsteel at the Boston Institute of Psychotherapy.

[The Eastern Group Psychotherapy Society's One-Year Training Program.](#) Phyllis Wright, LCSW, Jim Ellis, PhD. & Marie Rothschild, LCSW.

ABSTRACT: This paper is an overview of the structure and content of the Eastern Group Psychotherapy Society's One-Year Group Therapy Training Program, which is located in New York City. The program, which offers a 30-session learning experience in psychodynamic group psychotherapy is examined in some detail. The Supervision, Didactic and Experiential sections of the program are reviewed. The Didactic section is detailed and includes the readings required. There is also discussion of the program's history and evolution.

[Training in Group Analysis in the United Kingdom: The Institute for Group Analysis.](#)

Earl Hopper, PhD., David Vincent, MInstGA & Peter Wilson, MInstGA.

ABSTRACT: This paper describes the training in Group Analysis available in the United Kingdom, offered in four centres. The oldest started in 1967 in London. It is a continuous four-year training, requiring trainees to participate in twice-a-week group analysis as patients, to conduct two clinical groups under supervision, and to attend three years of theoretical seminars. The other trainings in the UK are organized mainly on the block model. We describe the development of training in group analysis in the context of a brief history of the Group Analytic Society founded by S.H. Foulkes, and the development of the Institute of Group Analysis. More specific information is available at www.groupanalysis.org and www.groupanalyticsociety.co.uk

REVIEW

101 Interventions in Group Therapy, rev. ed., edited by Scott Simon Fehr. Routledge, 2010.

Reviewer Cara Mendelow, PhD.

34.3 (September 2010) Theme: **Group Dynamics in Nonclinical Settings**

[Introduction.](#) Roberta L. Slavin, PhD. *Guest Editor*

[The Value of Psychodynamic Group Psychotherapy with Underserved, Multicultural Youth.](#)

Walter N. Stone, MD, Judith Saeks Gable, LCSW & Beth Anne Walton, MFT.

ABSTRACT: This article describes treatment of culturally diverse high-risk adolescents in closed setting probation schools under the authority of the juvenile court system. The adolescents are delayed in their educational achievement and have had contact with the court system, most often related to gang membership behavior or substance abuse. Participation in treatment is voluntary. The treatment and administration of the program is provided by a mental health center which employs the staff clinicians and program administrators. Graduate psychology and social work students provide the majority of the treatment. The manuscript describes the task of creating a therapeutic environment where systemic elements, i.e., school administrative considerations, gang loyalty and acting out, are anti-group norms. Clinical examples from the group therapy will illustrate some of the tasks and achievements of this endeavor.

[Training Group Therapists to Work with Children in the School System.](#)

Zipora Shechtman, PhD. & Judy Leichtentritt, PhD.

ABSTRACT: This study, conducted in Israel, explored child group therapists' verbal responses and their impact on children's outcomes following treatment. The study was comprised of 21 process groups (N = 141 children and 21 therapists), all conducted in the school system. Therapist verbal responses (Hill & O'Brien, 1999) were analyzed based on transcripts of sessions. Children completed questionnaires regarding outcomes. Results indicated that open questions, information and guidance were the most frequent therapist responses, while therapist's self-disclosure, though associated with positive

outcomes more than any other verbal response, was the least frequent. Some responses that are potentially helpful (e.g., reflection of feelings) were not frequent enough. The study shows that therapy groups are effective in the school system and implications for therapists are discussed.

Upgrading Group Dynamic Techniques in Educational Settings. Roberta L. Slavin, PhD.

ABSTRACT: During my tenure as a school psychologist, I successfully conducted ongoing stress workshops for elementary school teachers. A particular workshop that ran for five years addressed the interplay between group dynamics and personal dynamics of the participants. This workshop and others were successful in that group members were able to utilize their group experiences in and out of their classrooms. The study of group dynamics, which directs the learner toward an understanding of the relationship of feelings and experience with academic material, should be made a part of the curriculum of all educational programs, whether teaching or administration.

Group Psychotherapy in a State Prison. Eric Oxelson, LCSW.

ABSTRACT: Authoritarian prison policies and procedures create obstacles for the delivery of mental health services. Services to inmates in prison are provided in a setting that places high value on safety and security. The expression of these concerns in the daily lives of inmates reduces chances for growth and healthy change. Long-term, open-ended process group psychotherapy programs that allow the development and maintenance of primary group relationships appear to be the best and may be the only way to provide effective treatment in such a setting. Justifications for this belief are offered. An illustration of how groups can best provide benefit in a prison is contained in a narration and discussion of events, over time, that occurred in a long-term psychotherapy group within a prison.

Learning the Language: Strategies for Successful Group Work in Schools. Scott Bloom, LCSW

ABSTRACT: Schools are faced with the challenge of increased accountability for academic success even as high rates of student mental health problems negatively impact school climate. This paper posits that by learning the language of the educators, group workers can establish effective school-based collaborations. By analyzing key school factors, practitioners can align therapeutic goals with the academic agenda and implement group interventions that effectively address students' emotional needs while integrating group work into the daily running of the school. An exploration of cross-systems dynamics and administrative challenges will be addressed with suggestions for various types of group interventions.

Picking Up the Pieces: The Dual Role of Group Leader and Teacher in a School. Eugene Harding, LCSW.

ABSTRACT: Family Group is a hybrid group, a cross between an academic class and group therapy. The express intent is to encourage students to discuss obstacles in their life that might prevent them from graduating high school. Usually facilitated by an academic teacher, creating a safe space for students to take a relational risk in front of their peers is extremely difficult. Last year, I was asked by the principal to facilitate my

own family group with 23 students. We met five days a week and each period was 42 minutes. Through the analysis of clinical vignettes, with an intersubjective/relational approach, this paper underscores the role of trauma, dissociation and enactment in a group setting. True to their definitions, these were unconsciously triggered and communicated in the classroom. The catalyst to change was when the students were asked to make a collage as an artistic representation of who they are.

REVIEW

On Becoming a Group Leader: Personal Growth and Effectiveness in Group Counseling. By Muhyiddin Shakoor. Routledge, 2010.

Reviewer Jocelyn W. Charnas, PhD.

34.2 (June 2010) Theme: **Jacques Lacan and Group Psychotherapy**

Introduction. Dominick Grundy, PhD.

The Unconscious in the Group: A Lacanian Perspective. Macario Giraldo, PhD.

ABSTRACT: *The author presents the three registers of Lacanian theory, Imaginary, Symbolic, and Real, and how to identify them in the psychoanalytic group. Two basic dialogues, the dialogue in the group and the dialogue of the group, are explained as manifestations of the unconscious within the group. Clinical examples from group practice of both psychotic and neurotic moments are used to support Lacan's statement that "the unconscious is structured like a language."*

Lacan, Jouissance and Group Psychotherapy. Scott Conkright, PsyD.

ABSTRACT: *The pedagogical question crucial to Lacan's own teaching will...be: Where does it resist? Where does the text precisely make no sense, that it resists interpretation? Where does what I...read resist my understanding? Where is the ignorance? – the resistance to knowledge – located? And what can I thus learn from the locus of that ignorance? How can I interpret out of the dynamic ignorance I analytically encounter, both in others and in myself? – Shoshana Felman, "Psychoanalysis and Education"*

Psychosis or Neurosis? Lacanian Diagnosis and its Relevance for Group.

Psychotherapists. Stephanie Swales, MA.

ABSTRACT: *In contrast to the descriptive nosology of the Diagnostic and Statistical Manual, Jacques Lacan's diagnostic system is based on a patient's ontological structural position in relation to Others, language, the unconscious, the law, and jouissance. Correspondingly, Lacan's three main diagnostic structures of psychosis, perversion, and neurosis suggest different stances the group therapist should take in order to be helpful. This article seeks to explain briefly Lacanian diagnoses, focusing in particular on psychosis. Recommendations are given concerning making a differential diagnosis between psychosis and neurosis, working with symbolic order transference (neurosis and perversion), working with imaginary order transference (psychosis), and how to prevent triggering a psychotic break.*

[A Theatrical Rendering of Lack in a Trio.](#) Robert Schulte, MSW.

ABSTRACT: *This article invites the reader into the world of Lacan and his analytic ideas most relevant to dynamic group therapy through a presentation of the stage play 'Art', by Yasmina Reza, as performed by the Red Well Theater Group. The presentation format features a dramatic reading followed by a moderated discussion with the audience, actors and director. The Group's mission is to illustrate the principles of dynamic group therapy to audiences of practicing group therapists. Red Well Theater Group has performed 'Art' for local, regional and national group psychotherapy conferences including the AGPA 2002 Annual Meeting and the EGPS 2008 Fall Conference. A play-reading study group for therapists is also described as a forum for ongoing study of Lacanian perspectives relevant to dynamic group therapy.*

[The Institution of Lacan.](#) Francis Hofstein, MD.

ABSTRACT: *This article discusses the impact on French psychoanalytic institutes of the teaching and practice of Jacques Lacan who founded his own school, the Ecole Freudienne de Paris, and who instituted a group method of qualifying psychoanalysts called la passe. It worked with various issues and consequences, but never stopped the very stimulating Lacanian way of teaching.*

34.1 (March 2010) Theme: Creative Arts Therapy

[Introduction.](#) Craig Haen, MA. & Joan Wittig, MS. *Guest Editors*

[Louder Than Words: Dance/Movement Therapy Groups with Men on an Inpatient Forensic Unit.](#) Deniz Oktay, MS.

ABSTRACT: *Dance/Movement Therapy groups in an acute forensic setting offer patients the opportunity to express themselves through use of the body and the creative process. This paper introduces the reader to the climate and conditions on an inpatient forensic unit that treats acutely mentally ill men who are incarcerated and examines how these aspects affect the therapeutic group space. Material from sessions is used to explore the ways in which theories of group dynamics (safety, stages of group development, boundaries and group norms) are modified to accommodate the forensic setting.*

[Making Links Between Group Analysis and Group Music Therapy.](#) Alison Davis, MA. & Eleanor Richards, ARCM.

ABSTRACT: *This paper discusses the nature of group music therapy when its practice involves both free musical improvisation and verbal exchange. It considers in particular how music therapists may valuably draw upon group analytic theory, both traditional and contemporary, to inform their thinking about clinical events and their practice as group conductors. In addition, it examines what verbal therapists may gain from music therapy tradition. Music itself and the conductor's implicit understanding of it may enable the group to pursue its processes, conscious and unconscious, through shared, nonverbal expression.*

[Group Therapy on the Edge: Adolescence, Creativity, and Group Work.](#) Craig Haen, MA. & Mandy Weil, MA.

ABSTRACT: This article highlights the challenges of conducting group psychotherapy with adolescents by detailing recent neurological research related to adolescent development, outlining the dynamics of the anti-group, and summarizing clinical literature related to this population. An approach to working with adolescents in groups that incorporates the tenets of the creative arts therapies, specifically art therapy and drama therapy, is advocated. The authors discuss the advantages of using arts-based approaches to treatment, framing their discussion with goals related to the development of resilience in teenagers. Clinical vignettes are offered to illustrate the principles described.

[The Body and Nonverbal Expression in Dance/Movement Therapy and Verbal Group Therapy.](#) Joan Wittig, MS.

ABSTRACT: The author of this article suggests that verbal group therapists may benefit from paying more attention to nonverbal aspects of expression. Using case examples from both dance/movement therapy and verbal therapy group sessions, as well as theory from both modalities, she discusses how the deliberate integration of mental and physical experience in dance/movement therapy may serve as a reminder that the spoken word is no more direct an expression of thought than the body's movements.

[Helping and Hindering Processes in Creative Arts Therapy Group Practice.](#) Ditty Dokter, PhD.

ABSTRACT: This article reports on the findings from a therapeutic community based research project in the UK National Health Service eliciting client and therapist perceptions of helping and hindering processes in creative arts therapies groups. The study is used to contextualize different theoretical approaches within creative arts therapy groups and to highlight therapist interventions such as structuring and interpretation. Current debates about the arts as a facilitator or hindrance to working through group transference will be illustrated with case vignettes from early engagement with arts therapies groups in young adult psychiatry.

REVIEW

Kids' Club Letters: Narrative Tools for Stimulating Process and Dialogue in Therapy Groups for Children and Adolescents, by Georgia A. DeGangi & Marc A. Nemiroff. Routledge, 2010.

Reviewer Jo Hariton, PhD.