Connecting, Educating, and Leading for 75 Years: The Theory, Science, and Practice of Group Therapy

American Group Psychotherapy Association Annual Meeting
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Sheraton New York Times Square Hotel -- New York, New York

HALF-DAY WORKSHOP Thursday March 9 2:30-5:00 PM

ID# 5154

Inspiring Passion for Group Therapy: Imagination and Demonstration

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With residents in training, we produced a video illustrating a new member joining a mature group with each resident role playing a composite patient. After watching brief clips of this video we will lead a live demonstration group with the same members one year later. Following will be a discussion of how to use imagination and demonstration to inspire passion for learning group psychotherapy. *demonstration/experiential/sharing of work experience/didactic*

Learning Objectives:
The attendee will be able to:
1. Demonstrate and describe the dynamics of a new member joining a mature group and illustrate the group one year later.
2. Prepare and inspire students in training programs to experience the vitality of group psychotherapy.
3. Imagine, design, and enable creative learning experiences in group psychotherapy.

Continuing Education Questions
1. (T/F) Adding a narcissistic patient to a mature group is often worthwhile to both the group and the new patient. (TRUE)
2. (T/F) Projective identifications occur between the audience, demo group leader, and the demo group volunteers. (TRUE)
3. (T/F) Overcoming resistance to participation in experiential educational events requires systemic organizational support. (TRUE)
4. (T/F) The therapist is less vulnerable to personal exposure in group psychotherapy. (FALSE)
5. (T/F) The addition of a new patient increases therapeutic potential. (TRUE)
6. (T/F) Engaging and maintaining the group in here-and-now interactions is the only purpose of group psychotherapy. (FALSE)
7. (T/F) Role play can engage the learning in an emotionally meaning way that enhances learning. (TRUE)
8. (T/F) Video feedback can facilitate empathy. (TRUE)
9. (T/F) Attitudes towards watching oneself on video is a royal road to understanding shame dynamics. (TRUE)
10. (T/F) True false CE questions have been empirically validated as useful to learning. (False)

Course References:

1. Video Clips will be taken from: Demonstration of a Mature Psychotherapy Group: A New Member Joins to be found at: http://www.gapdallas.com/newmember
2. Gans, J. (2002). The demonstration group: A tool for observing group process and leadership style. International Journal of Group Psychotherapy 52, 233-251.
3. Godby, D. (2015). Introducing median and large groups in the training of psychiatrists. Group-Analytic Contexts, 67, 47-54.
4. Kennard, D., Roberts, J., & Winter, D. (1993). A Workbook of group-analytic interventions. London and New York: Routledge.
5. Rosenberg, P. (1993). Qualities of the group psychotherapist. In H.I. Kaplan & B.J. Sadock (Eds), Comprehensive Group Psychotherapy (pp. 648-656). Baltimore, MD: Williams & Wilkens.
6. Sharpe, M., & Blackwell, D. (1987). Creative supervision through student involvement. Group Analysis, 20, 195-208.

Preferred Registration Limit: 40

Following are examples from David Kennard and colleagues' Workbook which can be used as role plays. In the book the vignettes are followed by a wide range of responses by experienced group therapists.

Turn taking in the early sessions

In a new group the members have established a pattern of each member in turn taking a session to 'tell his tale of woe'. The others listen and advise and therapise. It is now the sixth session and the turn of (X). He begins.

1. Write down your understanding of the situation, i.e. What's going on? How did things get to be like this?
2. What intervention, if any, would you make?
3. Finally write briefly your reasons for making this intervention.

An invitation to a Christmas party

It is the last session before the Christmas break in a group that has now been meeting for a year. The members have been unable, in spite of much hard work on your part, to accept their denial of anxiety over the impending separation – in fact they all appear extremely cheerful. On this occasion one member brings in unexpectedly a basket, full of home-made mince-pies, which smell delicious, and another member a bottle of wine and glasses for everyone, including the therapist.

1. Write down your understanding of the situation, i.e. What's going on? How did things get to be like this?
2. What intervention, if any, would you make?
3. Finally write briefly your reasons for making this intervention.

Disillusionment with therapy

This group has been meeting for over two years and their early idealisations of the group and its conductor have been replaced by varying styles and degrees of disillusionment. Today the group chorus is concerned with the uselessness of psychotherapy. You do not respond and they repeat the theme more loudly until one by one they fall silent. The silence has lasted for fourteen minutes and there are three minutes to go before the end of the group.

1. Write down your understanding of the situation, i.e. What's going on? How did things get to be like this?
2. What intervention, if any, would you make?
3. Finally write briefly your reasons for making this intervention.