**AGPA Connect 2023 Presenter Information**

**Course Code:** 214-5

**Course Title:** “Plentiful, Enough and None-At-All: Case Examples of Resource Allocation to Group Psychotherapy Training in Psychiatry Residency”

**Course Times:** 4:30 PM - 6:00 PM

**Course Dates:** Friday, March 10

**Instructors:** Seamus Bhatt-Mackin

 Niloufar Farid

 Syeda Razia "Ray" Haider

 Mariam Rahmani

 Joseph Wise

**Course Description:** ACGME, the accreditation body for psychiatry programs, does not require any experience in the multi-‎person therapies (couples, family, group) during residency training. As a result, there is wide range in ‎the resources allocated to training in group psychotherapy (curricular didactics, resident time leading ‎groups in inpatient and outpatient settings, qualified experienced group supervisors, etc.). In this ‎panel presentation, we will confront the situation by hearing from psychiatry residents and faculty ‎from programs across a spectrum from plentiful resources to none-at-all.‎

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎State the history, trends and current status of group psychotherapy training in psychiatry residency ‎‎programs in the United States (US).‎
2. ‎Compare different models with different resources allocated for group psychotherapy training in ‎‎psychiatry residency programs in the US.‎
3. ‎Identify strengths and weaknesses across the different training models.‎

**Significant Articles:**

1. Bhatt-Mackin, S., Farid, N., Martinez, A., Owen, A., Mantilla-Rivas, J., Denduluri, M. (2022). Feasibility ‎of a Novel Online Cross-Residency Group Dynamics Course with Didactics, Experiential T-Group, and ‎Review. Academic Psychiatry, September 15, https://doi.org/10.1007/s40596-022-01703-3‎
2. Gans, J.S., Rutan, J.S., & Wilcox, N. (1995). T-groups (training groups) in psychiatric residency programs: ‎facts and possible implications. International Journal of Group Psychotherapy, 45(2), 169‐183.‎
3. Khawaja, I.S., Pollock, K., & Westermeyer, J.J. (2011). The diminishing role of psychiatry in group ‎psychotherapy: a commentary and recommendations for change. Innovations in Clincial Neuroscience, ‎‎8(11), 20‐23.‎
4. Sunderji, N., Malat, J., & Leszcz, M. (2013). Group Day: Experiential Learning About Group ‎Psychotherapy for Psychiatry Residents at University of Toronto. Academic Psychiatry, 37, 352–354.‎
5. Swiller, H.I. (2011). Process groups. International Journal of Group Psychotherapy, 61(2), 262‐273.‎

**Agenda:**

1. Overview of history and current status of group psychotherapy training in psychiatry residencies (17 min, Obj 1, Seamus Bhatt-Mackin, Lecture)
	* Role of ACGME and AADPRT in psychiatry residency training
	* Various levels of requirement (none, experience, competency)
	* Strategies to navigate organizations relevant
2. Group Psychotherapy training in the Duke Psychiatry Residency program (8 min, Obj 2, Seamus Bhatt-Mackin, Case Example)
	* Developmental sequence
	* Pre-Process Group Preparation
	* Support from the Larger System
3. Group Psychotherapy training in the Walter Reed Psychiatry Residency program (10 min, Obj 2, Joe Wise, Case Example)
	* Process group in PGY2 with intermittent coaching to process the process
	* Group Therapy lectures for PGY2 and PGY3
	* Group Supervision
4. Group Psychotherapy training in the University of Florida Psychiatry Residency program (10 min, Obj 2, Mariam Rahmani, Case Example)
	* Self-activation when training is not available (faculty perspective)
5. Group Psychotherapy training in the Duke Psychiatry Residency program (10 min, Obj 2, Ray Haider, Case Example)
	* Strategies when training is minimally available (psychiatry resident perspective)
6. Group Psychotherapy training in the Duke Psychiatry Residency program (10 min, Obj 2, Niloufar Farid, Case Example)
	* Strategies when training is minimally available (psychiatry resident perspective)
7. Comparison pros and cons across models (20 min, Obj 3, Bhatt-Mackin /Wise/Rahmani/Haider/Farid, Q&A)
8. Participant Evaluations (5 min)

**Assessment Questions:**

Question 1 (include possible answers)

Is competence in group psychotherapy required to graduate an ACGME accredited general psychiatry residency?

Correct Answer 1

No

Question 2 (include possible answers)

Is exposure to group psychotherapy required in an ACGME accredited general psychiatry residency?

Correct Answer 2

No

Question 3 (include possible answers)

What standard does the ACGME requires Child and Adolescent Psychiatry fellows to demonstrate in beginning clinical skills in various psychotherapy modalities including group psychotherapy?

Correct Answer 3

Competence

Question 4 (include possible answers)

What is a best practice for "process group"/T-group leaders with regard to position in the residency program?

Correct Answer 4

Group leader has no evaluative role for the psychiatry resident group members

Question 5 (include possible answers)

What is a best practice for "process group"/T-group leaders with regard to training?

Correct Answer 5

Group leader has training in "process group"/T-group work, not just training as a group psychotherapist.

Question 6 (include possible answers)

What is a best practice for "process group"/T-group leaders with regard to relationship with the residency program?

Correct Answer 6

Residency program provides consistent time and place for the meeting without competing activities. Residency program provides some compensation for the work of the group leader.

Question 7 (include possible answers)

What learning opportunities are available in a "process group"/T-group in a residency training program?

Correct Answer 7

Experiential here-and-now learning about group dynamics including group membership, group development, and social roles.

Question 8 (include possible answers)

What other benefits are available in a "process group"/T-group in a residency training program?

Correct Answer 8

Emotional support from colleagues, processing the work of professional formation.

Question 9 (include possible answers)

True/False: A residency process/T-group is a form of psychotherapy.

Correct Answer 9

False

Question 10 (include possible answers)

What is a way to include a "process group"/T-group in a smaller residency program with insufficient numbers?

Correct Answer 10

Move the "process group"/T-group online and include membership from multiple residency programs