**AGPA Connect 2023 Presenter Information**

**Course Code:** 210-5

**Course Title:** Becoming The Toronto Institute of Group Studies

**Course Times:** 2:30 PM - 4:00 PM

**Course Dates:** Friday, March 10

**Instructors:** Aida Cabecinha

Susan Farrow

Maureen Mahan

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**Course Description:** After discussing the evolving dynamics and elements of the Toronto Institute of Group Studies(TIGS), we will share how the pandemic enhanced opportunities for TIGS across Canada. Through brief experiential exercises and discussion we will outline how our Comprehensive Training Program in Group Leadership integrates the experiences of self, the group as a whole, and group leadership from a developmental perspective. We will show how we incorporate theoretical and experiential learning, promote self-reflection and leadership skills in an intensive 4 weekend training program.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎Identify the parallel developmental group process and appreciate its importance when creating a ‎group leadership training program.‎
2. ‎Identify the key components of a comprehensive integrative group leadership training program.‎
3. ‎Discuss strategies used to build a supportive community for group leaders.‎

**Significant Articles:**

1. Counselman,E.F. (2008) Reader's Forum: Why Study Group Therapy?. International Journal of Group ‎Psychotherapy, 58(2).‎ Lefforge, N.L. et al, (2020) A Training Model for Addressing Microaggressions ‎in Group Psychotherapy, International Journal of Group Psychotherapy, 70: 1-28‎
2. Mackenzie, K. R. (1990) Introduction to Time Limited Psychotherapy. Washington: American Press.‎
3. Porges, S. (2021) Polyvagal Safety: Attachment, Communication, Self-Regulation, New York, W.W. ‎Norton & Co.‎
4. Yalom, I.D., Leszcz, M. (2020) The Theory and Practice of Group Psychotherapy 6th edition. New York: ‎Basic Books

**Agenda:**

Welcome and review of outline and learning objectives (2 min) AS

1. Use of Parallel Process of co-director group to inform development of training program (18 min) (Obj.1) AC & SF
   1. creating Toronto Institute of Group Studies
   2. group composition - norm setting
   3. "How will we treat each other?"
   4. faculty/group member roles
   5. working through inevitable challenges
   6. setting the frame for a comprehensive group leadership training program
   7. "If we build it they will come"
   8. website design, marketing/branding
2. Components of a comprehensive integrative group leadership training program (20 min) (Ob.2.) TS & AS –
   1. Four training weekends structured along the developmental stages of group
   2. Multi-system perspectives
   3. individual group member, group system, and group leader lenses.
   4. Group Theory
   5. Evolution of group theory and practice from traditional to modern theoretical perspectives and practices.
   6. Experiential Learning
   7. bringing theory to life
   8. Transitioning from in-person to online training in response to the pandemic (challenges and opportunities)
3. Experiential Activity –
   1. bringing group theory to life, highlighting the group's developmental stages through the lenses of the individual, the group and the leader (30min) (Obj.2) Team
4. Building blocks of a supportive community for group leaders (15 min) (Obj.3) MM
   1. Group Leadership Consultation
   2. Conversations about Group Leadership with invited leaders in the field
   3. Beyond Theory Experiential Group Day(s)
   4. Half-day and Full-day Workshops
   5. Themed Newsletters
   6. Curated Reading Lists
5. Participant Evaluations (5 min) Team

**Assessment Questions:**

Question 1 (include possible answers)

What process can be used to inform the development of a comprehensive group leadership training program?

Correct Answer 1

Parallel process of the co-directors/faculty group

Question 2 (include possible answers)

List the 4 stages of group development used to design a comprehensive group leadership training program.

Correct Answer 2

Engagement, Differentiation, Working, Termination

Question 3 (include possible answers)

What are the key components of a comprehensive group leadership training program?

Correct Answer 3

Using a developmental lens to learn and integrate the experiences of the individual group member, group as a whole and group leader, incorporating theoretical learning, experiential learning, self reflection and application.

Question 4 (include possible answers)

True or false: Comprehensive training is essential in order to facilitate effective groups

Correct Answer 4

True

Question 5 (include possible answers)

What are 3 significant constructs underlying the TIGS model of training?

Correct Answer 5

Learning, connecting, belonging

Question 6 (include possible answers)

List the developmental stages according to Zaslav's model of group therapist development?

Correct Answer 6

1. Group shock 2. Reappraisal 3. One step behind 4. Using the here-and-now 5. Polishing skills

Question 7 (include possible answers)

How do you bring group theory to life in a training program?

Correct Answer 7

Experiential learning including participation in process groups, structured exercises and activities that highlight the parallel process of the trainee group.

Question 8 (include possible answers)

List 2 benefits of online group leadership training?

Correct Answer 8

1. Accessibility to training by group therapists across the country 2. Use of online creative features to engage trainees

Question 9 (include possible answers)

What are some ways of creating a supportive community for group leaders?

Correct Answer 9

Newsletters, conversations with expert group leaders, experiential training days, curated reading lists, consultation and resource sharing.

Question 10 (include possible answers)

List some administration functions inherent in setting up a comprehensive group leadership training program?

Correct Answer 10

Accreditation, marketing, website development, registrar functions, financial management, networking with community agencies.