Boundary Identification in Experiential Groups as a Tool for Practice,

Research, and Training

Greyling Viljoen, PhD.

Assie A. Gildenhuys, D. Phil.

University of Pretoria.

Author Note

Greyling Viljoen, Clinical Psychologist in Private Practice, Pretoria, South Africa;

Assie A. Gildenhuys, Department of Psychology, University of Pretoria, South Africa.

Correspondence concerning this article should be addressed to Greyling Viljoen, P.O.

Box, 13466, Hatfield, 0028, South Africa. Email: g_viljoen@mweb.co.za

Abstract

Psychological boundaries are an integral part of group processes. A novel evaluation method presented in this article seeks to reveal chronological boundary changes. Through the application of this method, the triangular relationships between the group process, the content, and the frame of reference is identified. A unique feature of this computer assisted (Atlas.ti) analysis is that boundary shifts are tracked and quantified, allowing for specific qualitative exploration. The innovative use of qualitative thematic content analysis shown here, combined with the quantification of elements of the group process, can possibly provide group leaders with a framework for the conceptualisation and identification of boundary movement in the group.

Keywords: Psychological boundaries, group boundaries, group process, boundary management, boundary directedness, training group, content analysis, qualitative research.

The concept of boundaries is addressed in this article as an applied construct in the context of theory and training. The focus is on psychological boundaries as an element of the group process. The state of group process research has been extensively reviewed by (Beck & Lewis, 2000) illustrating the various systems of process analysis. In this paper a specific approach in micro-analysis of shifts in content and focus on boundaries is outlined. The process focus integrates the dynamic interplay between the content areas, work styles (Beck & Lewis, 2000), and emotional states revealed in the captured group narrative.

'Psychological boundaries' is an abstract concept, or, what MacKenzie (1990) refers to as "psychological dimensions within the group space" (p. 36) as opposed to boundary as a structural concept related to time, membership, role, and task (Singer, Astrachan, Gould & Klein, 1979). The application and operationalization of the concept of psychological boundaries is further discussed in the section on the method applied in a pilot study. The aim of the pilot study was to assess the application of a uniquely designed method which identifies and tracks boundary changes in a group.

The construct of boundaries as part of the group space is established in theories such as: Group Analysis, Group Relations, Object-Relations in groups and System Centred Groups (Agazarian, 1997, Ashbach & Schermer, 1987; Motherwell & Shay, 2005; Skolnick 1992; and Urlic, 1999). It is, furthermore, increasingly being emphasised in practice (Billow, 2000; Bernard, et. al., 2008; Brabender, 2000; Kissen, 1982). In the guidelines for the clinical group practice published by the American Group Psychology Association (AGPA), boundary management is specifically emphasised as part of the executive function of the group leader (Bernard, et. al., 2008). Group leaders are,

furthermore, familiar with expected and unexpected boundary incidences and boundary changes.

In a training group, co-conducted by one of the authors, the profound impact that boundary incidences can have on the course of the group was researched.[1] The method will be discussed with reference to this pilot study.

The article is organised in the following manner. It starts with a brief overview which focuses on psychological boundaries in groups. The method is then described with an illustration in reference to the particular training group already mentioned. Finally, some limitations, and possible future applications, of the method are discussed.

Description of the Group

The training group took place over a period of five days. Registration for the training group was voluntary and open to people working with groups or those wanting to know more about the functioning and utilization of groups. In designing the format of the group experience both the individual and group-as-a-whole systems would be the focus. This is based on the accepted position both that these systems change and how these changes impact on the interactions and inter-relations within the various subsystems and the whole (Beck & Lewis, 2000). The condensed time-frame, we argued, needs specific supportive measures discussed below to enhance both integration and interconnectedness. No formal selection criteria were applied. During the first three days, which consisted of

---

[1] Written consent was obtained from all the participants that the group data might be used for research purposes. Anonymity was guaranteed, and all personal details whereby a person could be identified have been omitted.

11 sessions, participants were provided with an opportunity to experience membership of a small group. Days four and five consisted of the presentation of theory on small group behaviour to the group, and participants were able to practise the techniques and skills of leading groups.

The contract between the group and the leaders consisted of three main elements: that the group was an experiential training group; that the group members could experience therapeutic value; and that reflective "out-group" sessions would be held at regular intervals. During the out-group sessions, participants reflected on their experiences and the events in the group. These sessions followed an inductive approach predominantly where the dynamics were interpreted and relational themes identified on an intuitive basis rather than from a theoretical perspective. The purpose of these short out-group sessions was for the participants to learn to identify, describe, and make sense of the evolving events that impacted on the group. They also served the purpose of identifying experiences and incidents that could be linked to theory during days four and five.

The main objective of the training group was for the participants to gain knowledge about the dynamics and leadership of small groups. A secondary objective was for participants to learn more about themselves in the context of participation in a small group. These two objectives were clearly conveyed to the participants before the commencement of the group.

Participants: The group consisted of ten members and two group leaders. Four of the members were male and six female. Of the four male members, one was black and three white, and of the six females one was black, one Asian, and four white. Ages varied between 23 and 34 years. Three of the members were professionally registered as

psychologists. All the members had experience of conducting groups and an interest in

working with groups in an educational, community development, and/or an

organizational setting. Of the ten members, two were colleagues. The rest of the group

had no formal relationships among them but some knew one another through a shared

interest in groups. Two members knew the group leaders personally before the group met

and had worked with them on organisational development projects. The group leaders,

however, contracted with the group that they would not have contact with group members

outside of the formal session for the duration of the group.

Both the group leaders are registered as clinical psychologists with the Health

Professions Council of South Africa. They have both worked with small groups in

different contexts over a period of more than fifteen years.

During the initial, earlier sessions, the group was characterised by intellectualisation

and discussions in the there-and-then, not unfamiliar to the beginning phase of groups

(Agazarian, 1997; Bennis & Shepard, 1956; Tuckman, 1965). The pattern, however,

persisted. During the ninth session, one member made the statement that he identified

with an observer role in the group and that he made a very clear and rigid distinction

between personal life and work life. The dialogue that followed was fairly

confrontational, and one member commented that she experienced this member as being

"judgemental" and "distant".

The member referred to above then made an emotional revelation regarding an

incident prior to his participation in this group, when he stated that, through his own

actions, he had violated personal boundaries and breached trust which had caused

emotional trauma to both him and his family. He stated, in addition, that he was in no

position to judge others and that his decision to maintain a rigid boundary between

personal and work life was motivated by the traumatic effect of this personal experience.

After this revelation, the group responded with a general sense of relief and a deepening

of exchange. One member commented that this particular member had now entered the

"feeling space" of the group. The remaining sessions (10-11) proceeded with a high level

of work in the here-and-now.

The leaders of the group found the unfolding of the process intriguing. We realised,

from an early stage in the group, the extraordinary resistance of the group members to

engage emotionally and personally with the group. Contractually, however, we were

restricted to not working on a deeper therapeutic level. During post workshop reflection

positive regards were given to the experience as a whole, but the need from the leaders'

perspective for a better understanding of boundary processes remained. The questioning

of the multi-layered dynamic process in the training group led to the development of a

method whereby boundary movement and changes can be both identified systematically

and displayed over a developmental timeline, as well as being linked with content.

A video recording was made of all the group sessions. This was then transcribed. The

remainder of this article illustrates this method applied to the data generated from the

training group.

Method Applied in Pilot Study

There were two requirements for the method: to identify and display boundaries over

a period of time; and to make provision for an in-depth analysis of specific significant

events in time. The method consists of two parts. The first part consists of a thematic

analysis of the dialogue of the group. The second part of this section sets out to identify

and display psychological boundaries in focus and boundary movement. These changes in boundary focus and boundary movement were detected by shifts in the "directedness"[2] of the dialogue. The method, which is essentially a form a content analysis, was applied to the transcribed text (199 pages) of the dialogue of the 11 sessions of the training group. With the aid of Atlas.ti software, the text was coded, and outputs were created that are displayed in the next section.

The coding is computer assisted which provides accuracy, reliability, and transparency. The software programme, Atlas.ti v.6, was chosen for this purpose owing to its versatility and its ability to work a large volume of text and create quantitative outputs.

Theme Identification – description of process

In the first step of the process of analysing the content, the text was treated on a level of current reality where every paragraph was indexed with a topic. A topic-index captured the essence of the content the speaker was speaking about. Each session was first read through to get an impression of the whole, after which each paragraph was indexed, starting from the beginning of the session. This method is a form of line by line open coding where the index is derived from the text. (Gibbs, 2007)

In the second step of the thematic coding process of the text, the indices arrived at in the first step were organised and categorised into themes through an inductive analytical process. A theme consisted of a number of topic indices which were interrelated. This can also be seen as a coding hierarchy where a number of topics is categorised under a

---

[2] The uniquely created term "directedness" was applied in a PhD study (See Viljoen, 2014 for full description). The term refers to whom or at what the dialogue is aimed or directed.

theme. The purpose, and also the advantage, of thematising the indices of the topics is that it created workable units. It is a method of summarisation that also captures the dynamic flow of group events.

A brief example of the coded text is provided in Figure 1. The specific extract from session 4 of the training group is utilized to demonstrate how the coding was done. Each paragraph of dialogue has two codes, a thematic code and a directional code. A description of the directional coding will follow after the section on the thematic coding.
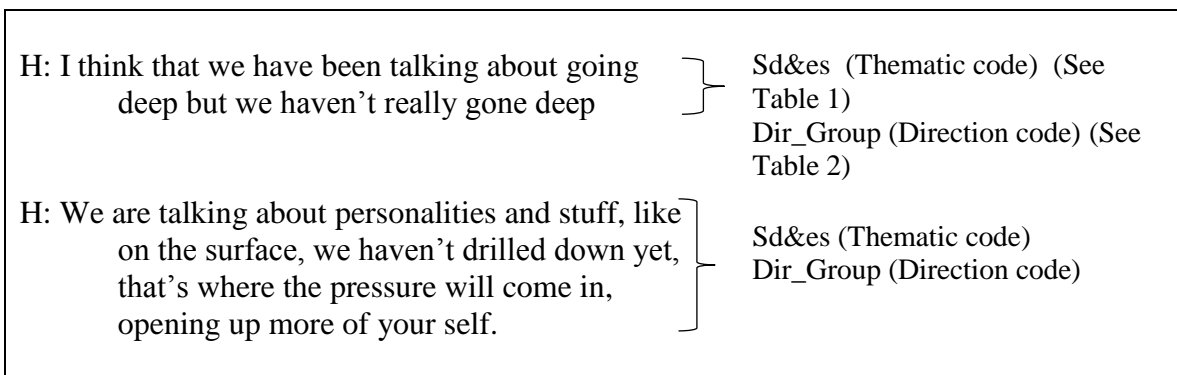
H: I think that we have been talking about going deep but we haven't really gone deep	Sd&es (Thematic code) (See Table 1) Dir_Group (Direction code) (See Table 2)
H: We are talking about personalities and stuff, like on the surface, we haven't drilled down yet, that's where the pressure will come in, opening up more of your self.	Sd&es (Thematic code) Dir_Group (Direction code)

Figure 1. Extract of coded transcript of dialogue during session 4

Based on the analysis of the text as described above, an output and presentation of the results were extracted using the Atlas.ti 6 software which was exported to Microsoft Excel for graphing. In **Error! Reference source not found.**e 2, the frequency distribution of the themes is presented in chart format consisting of 100% stacked columns. Each stacked column represents the total conversation for one session. The percentages indicate the portion of the quantity of the total dialogue that a theme occupies during that particular session.
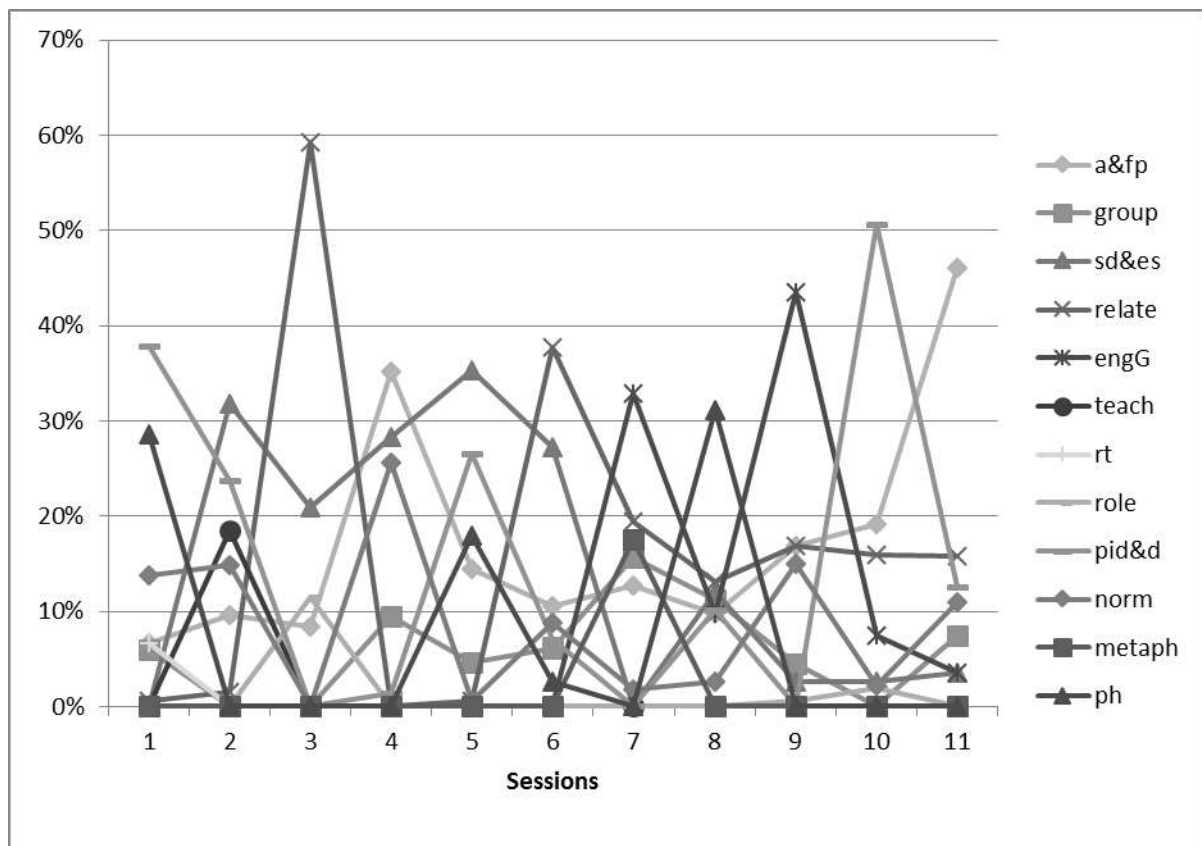
Figure 2. Frequency distribution of themes per session.[3]

The list of themes, with a brief description together with the topics under each theme,

is provided in Table 1. The abbreviations in the parentheses are the codes that were used

in the coding of the transcribed conversation.

---

[3] Key descriptions: **ph**: Parenthood, **metaph**: Metaphysical, **norm**: Norming, **pid&d**: Personal identity

and disclosure, **role**: Role, **rt**: Random topic, **teach**: Teach, **engG**: Engage with group, **relate**; Relational,

sd&es: Self-disclosure and emotional security, **group**: Group, **a&fp**: Administering and facilitating

participation.

Table 1 Themes, descriptions and topics of themes

Theme	Description of theme	Topics of theme
1. Administering & facilitating participation (a&fp).	Participation in the group is facilitated through guidance and clarification of communication as well as invitations to speak or elaborate on a comment or point made. Practical arrangements, such as time and membership, are also administered.	Administrating participation; clarifying communication; clarifying interpersonal interaction and communication; inviting to speak or elaborate; and regulating ambient room temperature.
2. Engaging in group (engG).	Engagement on a personal and emotional level with the group is the central theme in the group conversation. The conditions of engagement, effect of engaging and disengagement or not engaging, as well as types of engagement are discussed. Reference is also made to personal disclosure as part of engagement with the group, but it is not the central topic in the discussion.	Conditions/type of engagement; effect of non-engagement; effect of engagement; engaging/disengage with the group; and lack of disclosure.
3. Group (group).	The group, as-a-whole, is the subject of discussion, and the group is referred to in the third person.	Group as experimental space; group atmosphere; group common interest; group development; group facilitation; group occupation (future); group transition; group/team building activity; incident in group; purpose and usefulness of group; and group seating arrangements.
4. Metaphysical (metaph).	The conversation revolved around topics of a metaphysical nature, such as energy or forces of nature.	Energy flow/transpersonal.
5. Norming (norm).	Rules pertaining to participation in the group, including frequency and pattern of participation, reciprocation, giving and receiving feedback, etc., are discussed.	Appropriate participation in the group; equal participation; external party; group pressure to participate; inviting or giving permission for feedback; membership negotiation; the order of participation; permission -

		seeking and giving; reciprocal relationship; and response choice/freedom.
6. Parenthood (ph).	Different aspects of parenting and parenthood are discussed. The relationship between parents and children, raising children, and the meaning of being a parent formed part of the conversation on this theme. The value structure underlying parenthood and parenting feature prominently as part of the conversation on the theme.	Parenthood.
7. Personal identity and disclosure (pid&d).	Personal information that may not be known or obvious to the group is communicated in the group. This includes disclosure of personal history, preferences, vulnerabilities, and relationships.	Dependence/Independence; family/cultural heritage; identity/self-defining; introducing self; label/labelling; learning/insight through revealing and exploring in group; life goal; marital/partner relationship; mirroring; name/naming; need to be needed; occupation/career; physical reaction/tremors; rebelling; self-confidence; self-expectations; stability versus change; and vulnerable/not being in control.
8. Random topic (rt).	A topic that does not fit with the other themes and which does not have an obvious relevance to the purpose of the group is discussed here	Smoking.
9. Relational (relate).	Topics are discussed that are associated with interpersonal relationships. In most instances direct reference is made to relationships in the group.	Being understood/misunderstood; burdening versus voluntarily helping; effect – interpersonal; effect of participation; being open/closed; gaining value/learning; getting or seeking help; intent and effect; judging in relationships; layers (distance) in relationships;

		personal versus member's needs; personalising communication and valuing others; and feeling worthy.
10. Role (role).	The discussion in the group revolves around the participants' function and functioning in the group. Through the conversation, clarity is gained on role boundaries and which of these are viewed as being appropriate roles in the group.	Role in group.
11. Self-disclosure and emotional security (sd&es).	Risk and benefits of self-disclosure in the group are discussed. Implicit in the theme is the experience of emotional security or lack thereof in the group.	Apprehension of self-disclosure; authenticity and transparency; honesty/safety; self-disclosure/investment and security; and self-confidence and emotional security.
12. Teaching (teach).	Teaching as a profession, including the relationship between teacher and pupil, is discussed in the group.	Lecture/lecturing, and teachers/teaching.

Directedness of the Dialogue

The second part of the method endeavours to identify and display psychological

boundaries and boundary movements. In order to identify boundaries within the

unfolding of the group process, the unique concept of directedness of the dialogue was

introduced as part of the method. In addition to the thematic code, the total transcript was

coded with directedness codes (see Figure 1 for example). Directedness refers to whom

or at what the dialogue is aimed or directed. The investigators used MacKenzie's (1990)

components of a group and added another two to create seven directedness categories.

Table 2 provides the categories with coding abbreviations, definition of application,

examples, and coding rules for each category.

Table 2. Categories for deductive content analysis.

Category of directedness	Operational Definition	Prototypical text passage	Coding rule
Self (dir_Self).	In discussing the topic (already indexed at this stage) reference is made to the self.	A group member states, "My name means …"	Dialogue is in 1st person. Person is saying something about him- or herself. Thoughts about self are verbalised in the here-and now.
Member (dir_Member)	The topic is used in relation to another group member or members. A person in the group must be addressed in the here-and now.	A group member asks, "Does your name have a special meaning?"	Person or people addressed are in the group but they are not grouped together. Question is being asked or feedback given to a member.
Group (dir_Group).	The topic is used in relation to the group as an entity. Reference is being made to mutuality.	A group member states, "We are struggling to give ourselves a name."	It must be clear that whole group is referred to.
Subgroup (dir_Subgroup).	Topic is used in relation to two or more group members, grouped together.	A group member states, "You seem to share something that I don't understand."	Two or more members in the group are grouped together.
Other (dir_Other).	Dialogue refers to a person or people outside the group.	A group member states, "People of 'that' culture are like ….."	Person or people referred to are outside the group.
Leader (dir_Leader).	Dialogue is directed at the leader in the group.	A group member states, "I need to see someone during the break. Can I leave early?"	The leader is addressed in his or her role as leader.
Abstract (dir_Abstract).	Theoretical discussion of the theme without reference to a specific person or people.	A group member states, "Relationships are like a flow of energy between people."	Providing an opinion that is not self- revealing. Use abstract even when reference is made to people by

			using them as an example.

The rules and codes described above were applied to the whole text where a directedness-index was attached to each paragraph. The reasoning behind this is that, for every different category of directedness, a different boundary is at stake, implying that when the directedness changes the boundary-type changes. Directedness is comparable to transactions across boundaries with the distinction that transactions imply reciprocity whilst directedness can be uni-directional.

Once again, after all the sessions had been coded with a directedness code, an output and presentation of the results were extracted by using the Atlas.ti 6 software which was exported to Microsoft Excel for graphing. In Figure 3, the frequency distribution is expressed as a line graph. The percentages indicate the portion of the total quantity of the directedness of the dialogue of a session. A line-graph provides a longitudinal overview, and it is particularly appropriate for inter-session comparison of the distribution of the directedness.
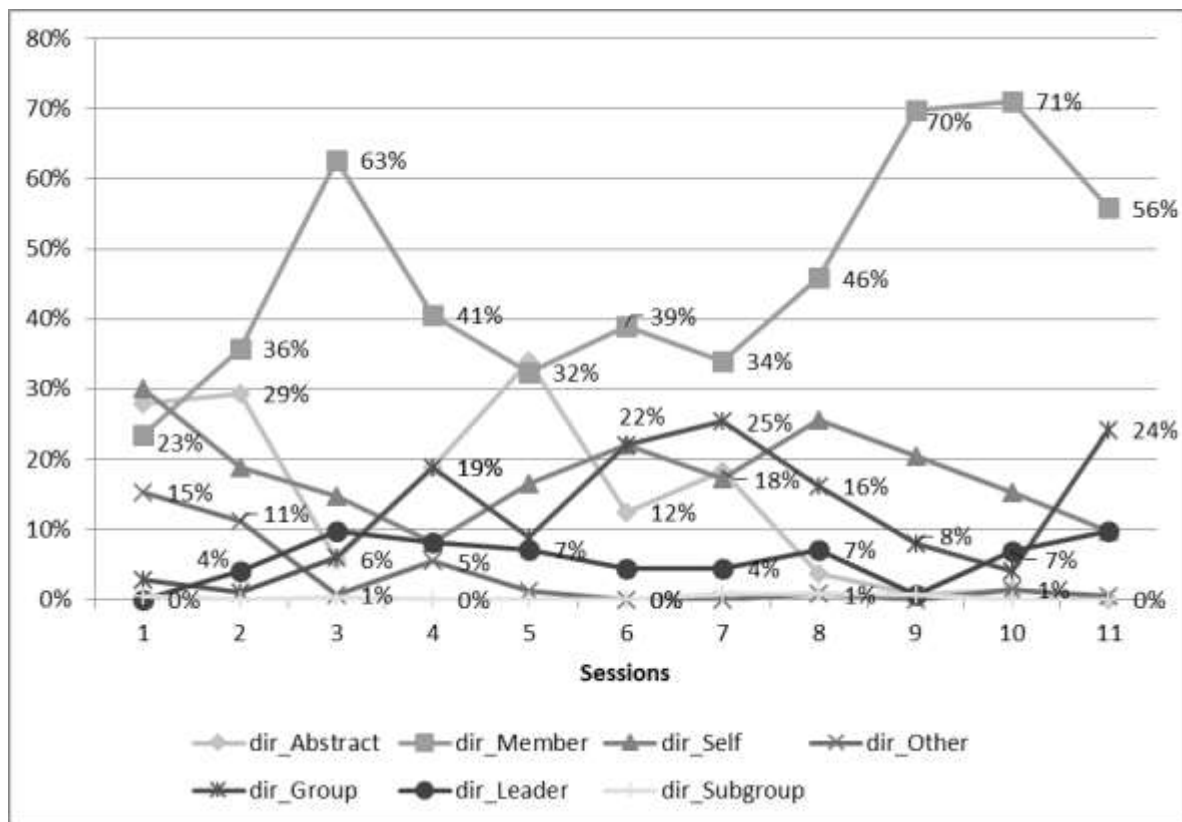
Figure 3. Line graph: Frequency distribution of directedness per session.

Although a thorough analysis of the graph falls outside the scope of this article, some brief observations, with reference to the training group, are made for illustrative purposes. Session three is characterised by a relatively high frequency of the inter-member boundary in focus at 63% of the total dialogue. After that there is a dramatic drop in inter-member boundary focus and a rise in abstract boundary in focus, especially during session five where it constitutes 35% of the total dialogue (See Figure 3, directedness code: abstract, session 5).

As described earlier, a dramatic shift occurred in session 9 (see Figure 3). From the data this shift is quite evident. In sessions 9 and 10 the inter-member and self-boundaries together constitute 90% and 86% respectively of the total dialogue during the two sessions. The inter-member boundary and self-boundary are indicative of a group

working in the here-and-now. Sessions 4 – 7 appear to have been a preparatory phase for what transpired in session 9. During session 8, the self-boundary, at 26%, indicates a relaxation of personal boundaries, and the dialogue is more self –revealing. This is combined with a rise in inter-member boundaries in focus. The confrontational dialogue occurred only in session 9, but, already in session 8, preparatory work around inter-member boundaries had been achieved.

Combining Boundaries and Themes

A particularly advantageous aspect of this method is that a boundary analysis, an element of the group process, can be combined with a thematic analysis, which is reflective of the content.

Some observations from the thematic graph will, however, be combined with observations about the directedness graph for illustrative purposes. During sessions 4-6, the theme that constitutes on average the biggest part of the dialogue is Self-Disclosure and Emotional Security (sd&es) (see Figure 2). The theme Self-Disclosure and Emotional Security was identified in the group when risks and benefits of self-disclosure, against the backdrop of emotional security, were deliberated in the group. Topics that featured as part of the theme were: apprehension about self-disclosure; authenticity and transparency; honesty/safety; self-disclosure/investment and security; and self-confidence and emotional security.

When the thematic graph is considered in conjunction with the directedness graph, the hypothesis (based on the directedness) of sessions 4-6 being preparatory sessions is supported. During these sessions, the group discusses self-disclosure (see Figure 2,

sd&es), but there is very little actual self-disclosure; for example, during session 4, the self-boundary constitutes only 8% of the total session (see Figure 3).

Future Applications of the Method

Enhanced Triangulation

Interventions in groups are based on the triangulation of the group process and the content of the intra-group dialogue combined with the frame of reference of the group leaders. *Frame of reference* refers to the theoretical framework of the leaders, the context of the group, and the contract between the group and the leaders. Of these three, process, content and frame of reference, process is probably the most elusive, open to different interpretations, and most difficult to substantiate. *Process* is described by Pines and Schlapobersky (2000) as "the fluid and dynamic fluctuations of emotion and experiences, the business of relating and communicating, and, the changes of association, and inter-member responses" (p. 1447). Psychological boundaries are implicit specifically in the second part of the statement. The quantification of boundaries would, therefore, offer a different form of accessibility to the group process.

In the second part of the method, thematic coding, themes are identified in the dialogue through a transparent and systematic process. The method is, furthermore, independent of a specific theoretical framework. Although two of the three reference points are enhanced by the method, the interpretation of these two sources of input would still depend on the frame of reference of the specific group.

Application in Training Groups

This method can be of particular value in a training context when it is retrospectively applied to an experiential group, specifically a process group. A *Process Group* is a

group that studies its own behaviour to enable its members to learn about group

dynamics, individual dynamics, and interpersonal communications (Swiller, Lang &

Halperin, 1993). To maximise the advantage of the out-of-group-sessions, the outcomes

of the method can be utilised as entry points for the discussion of, and reflection about,

the dynamics in the group. The number of transactions and shifts in boundaries in focus

can first be identified in the reflection and the underlying dynamics, and implications can

then be discussed. There are distinct advantages to this sequence:

- it is not threatening and anxiety provoking;
- it allows for the scrutiny of the flow and process as well as the punctuation of significant moments which then can be explored further; and
- it does not, from the outset, position the training in a specific, theoretical framework, which makes it possible for the group leader to make use of concepts from different frameworks to elucidate the dynamics.

Measuring progress towards higher group functioning

The method can also be applied to measure group progress, including psychotherapy

groups, towards maturity. One way of measuring progress is through plotting the

difference in the amount of time spent in the there-and-then as opposed to the here-and-

now. Using the directedness of the dialogue, work in the there-and-then would be

indicated by other- and abstract-directedness, and work in the here-and-now would be

indicated by self- and inter-member-directedness (see definitions of directedness

categories discussed in Table 2). An example is provided in Figure 4 where directedness

is expressed in pie charts. In Session 4, the combined averages of dir_Member 41%

(Inter-member boundary) and dir_Self 8% (self-boundary) is 49%. In Session 10, the

combined averages of dir_Member 67% (Inter-member boundary) and dir_Self 19%

(self-boundary) is 86%. Note that dir (directedness) in the graphs is indicative of

transactions across a particular boundary, and it is expressed as a percentage of the total
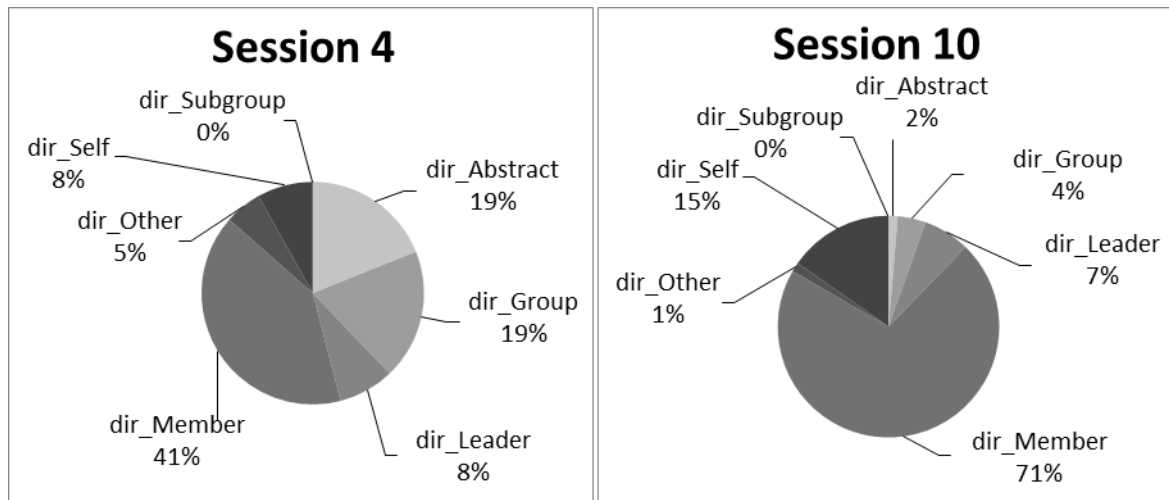
transactions for a session.

Figure 4. Comparison of directedness between sessions 4 and 10.

In Session 4, the combined frequency of transactions across the inter-member and

self-boundaries is 49% compared to 86% in session 10. Based on these figures, the group

was more interactive in session 10 than it was in Session 4.

Some limitations of the study and method

The research was a pilot study, designed as a case study. Although this allowed for an

in-depth study of the particular group by applying and testing the method, deductions that

are generally applicable to groups cannot be made.

The group was, furthermore, a training group of limited duration. Boundary

dynamics in a group with a different purpose and structure may be very different from the

case study group. The contribution of the study should be considered within these

limitations. We are, however, confident that the method, with some refinement and

context sensitivity, could be applied in other areas of group work.

The study group may have been the "ideal" group for exploring boundaries, owing to the effect previously breached boundaries had had on the group resulting in a particular slant of the results. Boundary issues and shifts may not be as evident in other groups as was the case with this group.

Although the method was designed and applied with success, it can be improved upon or adapted to make future research in group processes more viable, especially when it is expanded to become a comparative analysis between groups. Note should be taken that as yet no information is available on the inter-rater reliability of the coding.

Improving the Method and Future Research

The fact that the results of the method are quantifiable makes it particularly suitable for a comparative analysis of group. The process of data generation and capturing can possibly be accelerated by automated speech-to-text transcriptions.

In future research, the method could also be adapted and applied in creative ways. An observer could, for example, be trained in scoring the directedness of the conversation and transactions across boundaries "live" during a session. The number of transactions, as well as the duration of the transaction, could be quantified and made available immediately after the session. This could then possibly become a useful instrument for building theory and enhancing the practice of groups.

The application of the method allows for working across conceptual boundaries. The close link between the group leader's theoretical stance and his or her application of method is acknowledged, but the method, as an instrument, holds promise for working inter-sectorially and inter-dimensionally.

Concluding Comments

A psychological boundary is a living construct that has many applications. In this application, an approach that makes the concept part of clinical and operational realm of work has been amplified. The usefulness of the approach as research in action which provides qualitative and quantitative data has been shown. In training experiences, specifically in time limited applications such as process groups (Swiller, 2011) and demonstration groups (Gans, Rutan, & Lape, 2002), the method can provide a frame of linking and connecting to make the experience more accessible in the here-and-now. The interlinking of process (directedness) and content (themes), and the utilization of these insights in the group constellation can assist in, for example, preparing the participants, shifting the focus in the group, and providing systemic commentary.

With some creative adaptations and applications, the proposed method holds promise for an understanding of group dynamics and processes in a wider context which could enhance the application of groups. By viewing group interactions through a boundary lens, new perspectives arise, and these can enable group leaders to harness the amelioration and transformative potential of groups effectively.

References

Agazarian, Y. M. (1997). *Systems-centered therapy for groups.* New York: The Guilford
   Press.

Agazarian, Y. M. (2006). *System-centered practice. Selected papers on group
   psychotherapy*. London: Karnac Books.

Ashbach, C., & Schermer, V. (1987) *Object relations, the self, and the group. A
   conceptual paradigm.* London: Routledge & Kegan Paul.

Beck, A. P., & Lewis, C. M. (Eds.). (2000). *The process of group psychotherapy: Systems
   for analyzing change.* Washington, DC: American Psychological Association.

Bennis, W.G., and Shepard, H. A. (1956). A theory of group development. *Human
   Relations*, 9, 415-457.

Bernard, H., Burlingame, G., Flores, P., Greene, L., Joyce, A., Kobos, J. C., et al. (2008).
   Clinical practice guidelines for group psychotherapy (Reader's forum).
   International Journal of Group Psychotherapy, 58(4), 455–542.

Billow, R. M. (2000). Relational levels of the "container-contained" in group therapy.
   Group, 24, 243-259.

Brabender, V. (2000). Chaos, group psychotherapy, and the future of uncertainty and
   uniqueness. *Group*, 24, 23-32.

Brown, R., & Stobart, K. (2008). *Understanding boundaries and containment in clinical
   practice,* pp. 128-xvii, 128*Understanding boundaries and containment in clinical
   practice. The Society of Analytical Psychology monograph series.* Karnac Books,
   London.

Durkin, H. E. (1981). The technical implications of general system theory for group

      psychotherapy. In J. E. Durkin, (Ed.), *Living groups: group psychotherapy and*

      general systems theory. (pp. 171-198). New York: Brommer/Mazel.

Durkin, H. E. (1982a). Boundaries and boundarying: A systems perspective. In M. Pines,

      & L. Rafaelsen (Eds.), *The individual and the group: Boundaries and*

      interrelations. Volume 1: Theory (pp. 257-268)*.* New York: Plenum Press.

Durkin, H. E. (1982b). Change in group psychotherapy: Therapy and practice: A systems

      perspective. *International Journal of Group Psychotherapy*, 32(4), 431-439.

Durkin, H. E. (1983). General systems theory and group psychotherapy. In M. Pines,

      (Ed), *Evolution of group analysis*. (pp. 76-98). London: Routledge & Kegan Paul.

Durkin, J. E. (Ed.). (1981). *Living groups: group psychotherapy and general systems*

      theory. New York: Brunner/Mazel.

Ettin, M. F. (1992). *Foundations and applications of group psychotherapy: A sphere of*

      influence. Boston: Allyn and Bacon.

Gans, J. S., Rutan, J. S. & Lape, E. (2002). The demonstration group: a tool for observing

      group process and leadership style. . *International Journal of Group*

      Psychotherapy, 52, 233-252.

Gantt, S. P. & Hopper, E. (2008). Two perspectives on a trauma in a training group: The

      systems-centred approach and the theory of incohesion: Part I. *Group Analysis*, 41

      (1), 98-112.

Gantt, S. P. & Hopper, E. (2008). Two perspectives on a trauma in a training group: The

      systems-centred approach and the theory of incohesion: Part II. *Group Analysis*,

      41 (2), 123-139.

Gibbs, G. R. (2007*). Analyzing qualitative data*. London: Sage.

Kissen, M. (1982). Group dynamics: A modern redefinition of their therapeutic

significance as boundary processes. In M. Pines, & L. Rafaelsen (Eds.), *The*

individual and the group: Boundaries and interrelations. Volume 1: Theory (pp.

269-278)*.* New York: Plenum Press.

La Llave, J., & Commons, M. L. (1996). Comparing psychodynamic, cognitive-

developmental, and behavior-developmental views of psychological boundaries.

Clinical approaches to adult development., pp. 175–209*Clinical approaches to*

adult development. Ablex Publishing, Westport, CT.

MacKenzie, K. R. & Livesley, W. J. (1983). A developmental model for brief group

therapy. In R. R. Dies & K. R. MacKenzie, *Advances in group psychotherapy:*

integrating research and practice. (pp. 101-116). New York: International

Universities Press.

MacKenzie, K. R. (1990). *Introduction to time-limited group psychotherapy*. American

Psychiatric Press, Inc: Washington, DC.

Motherwell, L. and Shay, J. J. (2005). *Complex Dilemmas in Group Therapy. Pathways*

to resolutions. New York: Brunner-Routledge.

Pines, M and Schlapobersky, J. (2000). Group methods in adult psychiatry. In G. M.

Gelder, J. J. López-Ibor, & N. Andreasen (Eds), *New Oxford textbook of*

psychiatry (pp. 1442-1461). Oxford: Oxford University Press.

Poland, W. S. (2008). Boundaries and beyond: Commentary on Arnold Goldberg's

"Some limits of the boundary concept.". *The Psychoanalytic*

Quarterly, 77(3), 891–896. Psychoanalytic Quarterly Wiley-Blackwell Publishing Ltd.

Rice, C.A. & Rutan, J.S. (1981). Boundary maintenance in inpatient therapy groups. *International Journal of Group Psychotherapy*, 31, 297-309.

Singer, D.L., Astrachan, B.M., Gould, L.J. & Klein, E.B. (1979). Boundary management in psychological work with groups. In W. G. Lawrence (Ed.), *Exploring individual and organizational boundaries: A Tavistock open systems approach* (pp. 21-52). Chichester: John Wiley & Sons.

Skolnick, M.R. (1992). The role of the therapist form a social systems perspective. In R. H. Klein, H. S. Bernard, & D. L. Singer (Eds.). *Handbook of contemporary group psychotherapy. Contributions from object relations, self psychology, and social systems theories* (pp. 321-369). Madison, CT: International Universities Press.

Swiller, H. I. (2011). Process groups. *International Journal of Group Psychotherapy*, 61, 263-273.

Swiller, H. I., Lang, E.A., & Halperin, D.A. (1993). Process groups for training psychiatric residents. In A. Alonso & H.I. Swiller (Eds.), *Group therapy in clinical practice (pp. 533-545)*. Washington, DC: American Psychiatric Press.

The Tavistock Institute. (2008). *The Leicester 2008 conference, conference brochure*. Retrieved May 6, 2008, from http://www.tavinstitute.org/work/development/leicester_conference.php

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*, 384-399.

Viljoen, G. (2014). *Exploring the concept of boundaries in a training group encounter.*

    (Doctoral thesis, University of Pretoria, Pretoria, South Africa). Retrieved from

    http://repository.up.ac.za/handle/2263/40251

Urlić, I. (1999). Mirroring of psychogenic autistic barriers and neurotic boundaries in

    group process. *Group Analysis*, 32, 535-546.