

Criterion VI. Advanced Preparation in the Parameters of Practice. A specialty requires the advanced didactic and experiential preparation that provides the basis for services with respect to the essential parameters of practice. The parameters to be considered include: a) populations, b) psychological, biological, and/or social problems, and c) procedures and techniques. These parameters should be described in the context of the range of settings or organizational arrangements in which practice occurs. If the specialty training occurs at more than one level (e.g., doctoral, postdoctoral, post-licensure) please list the levels of preparation separately.

Commentary:

A) Populations. This parameter focuses on the populations served by the specialty, encompassing both individuals and groups. Examples include but are not limited to the following: children, youth and families; older adults; workforce participants and those who seek employment; bereavement; men and women; racial, ethnic, and language minorities; gay, lesbian, bisexual and transgender individuals; bereavement; persons of various socioeconomic status groups; religion; and those with physical and/or mental disabilities.

B) Psychological, Biological, and/or Social Problems. This parameter focuses on symptoms, problem behaviors, rehabilitation, prevention, health promotion and enhancement of psychological well-being addressed by the specialty. It also includes attention to physical and mental health, organizational, educational, vocational, and developmental problems.

C) Procedures and Techniques. This parameter consists of the procedures and techniques utilized in the specialty. This includes assessment techniques, intervention strategies, consultative methods, diagnostic procedures, ecological strategies, and applications from the psychological laboratory to serve a public need for psychological assistance.

1. **Describe the advanced didactic and experiential preparation for specialty practice in each of the following parameters of practice:**
 - a. **populations (target groups, other specifications):**
 - b. **problems (psychological, biological, and/or social (including symptoms, problems behaviors, prevention, etc):**
 - c. **procedures and techniques (for assessment, diagnosis, intervention, prevention, etc.):**

Introduction

Group Psychology and Group Psychotherapy provide extensive didactic and experiential training at all levels; doctoral, internship, postdoctoral and post-licensure. The discussion presents the sections populations, problems and procedures and techniques separately for each level. Didactic training occurs throughout the preparation for practice but especially at early learning. Experiential learning begins after initial didactics, allowing learned knowledge to be put into practice. Within

the doctoral level, the first year of training is typically focused on didactic learning, whereas subsequent years focus on experiential learning. Within Internships, the focus is primarily through experiential learning, with didactics presented in support on a continual basis, such as 2 hour didactic seminars per week.

Didactics include course work, such as Thematic and Structured Groups or The Change Process in Groups; substantial sections of other coursework such as evidence-based psychotherapy courses; seminars such as Psychodynamic Psychotherapy Group Supervision at Maine Medical Center and the Group Therapy Seminar at the University of San Diego; workshops such as the Experiential-Didactic Workshop (Lerner) and The Essentials for Starting and Leading a Successful Psychotherapy and Psychoeducational Group at the Center for the Study of Group Psychotherapy; and primary source readings, such as Klein's *Leadership in a changing world: dynamic perspectives on groups and their leaders*, Kleinberg's *The Wiley-Blackwell handbook of group psychotherapy*, and Conyne's *The Oxford handbook of group counseling*.

Experiential learning includes practica such as David Kolb's Experiential Learning Cycle and John Dewey's theory of reflective thought and action; internship as described by Kolb (1984), discussed in Kaslow's *Competencies in Professional Psychology*; leading groups such as training doctoral students to lead child-parent relationship therapy and discussed in Irvin Yalom's *Theory and Practice of Group Psychotherapy*; co-leading groups as developed in Sally Barlow's [*A Strategic Three-Year Plan to Teach Beginning, Intermediate, and Advanced Group Skills*](#) and Guth and McDonnell's *Designing Class Activities to Meet Specific Core Training Competencies: A Developmental Approach*; receiving and providing group supervision as discussed within Mastoras and Andrews discussion of supervisee's experience of group supervision and the Group process and learning article by Fleming et al; Implications for research and practice as reflected in Knight's study of the use of recurrence analysis to examine group dynamics and McWilliam's review of Integrative Research for Integrative Practice; and observation as discussed in the Blackwell Handbook of Social Psychology (Hogg, 2001).

Doctoral Level

This model of group psychotherapy utilizes the group setting as an agent for change and pays careful attention to three primary forces: individual dynamics; interpersonal dynamics; and, group dynamics, as a whole. The task of the group leader is to integrate these components into a coherent, fluid and complementary process, mindful that at all times there are multiple variables, such as stage of group development, ego strength of individual members, the population being treated, group factors, as a whole, and individual and group resistances, that influence what type of intervention should be emphasized at any particular time in the group. Clients seeking group psychotherapy in this context experience a broad range of psychological and interpersonal difficulties encompassing mood, anxiety, trauma, personality and relational difficulties along with associated behaviors that reflect impairment in regulation of mood and self. These guidelines may also have utility for a range of group oriented interventions. The Group Psychology and Group Psychotherapy specialty emphasizes a combination of didactic and experiential training at the doctoral level; such training is available at universities throughout the United States, as detailed in Criterion VII.

A. Populations:

Didactics, the science and operating theories of teaching, are part of early learning within group psychology and group psychotherapy, requiring study of human development theories and various psychotherapeutic approaches, modalities and techniques, such as the education-theoretical approach, the instruction-analytical approach, the learning-theoretical approach, and the Gestalt psychological theory of learning. Didactic learning presents differing, and often challenging, views on the nature of personality, psychopathology, and intervention. This learning allows students to glean essential aspects of various theories and integrate them into their own thought processes (Kaner, 2005).

Furthermore, Group Psychology and Group Psychotherapy training often emphasizes CBT, Psychodynamic Psychotherapy, and supportive Psychotherapy within group treatment. There are numerous approaches to teaching the didactics of Group Psychology and Group Psychotherapy. One such popular strategy focuses on basic, user friendly, school-based psychotherapies first. An alternative strategy focuses on common factors found in all forms of psychotherapy, in unison, and includes: emotionally-intense, revealing relationships; hope; placebo effect; healing environments; shared belief system between therapist and patient; supportive therapist; inner self-analysis and learning; cathartic opportunities; new behaviors; and therapeutic recommendations (Frank (1991).

There is a vast amount of research to support the use of didactics within Group Psychology and Group Psychotherapy. Following is a small sample of these readings:

Book, H. (2004). The CCRT Approach to Working With Patient Narratives in Psychodynamic Psychotherapy. In Angus, L.E. & McLeod, J. (Eds). *The handbook of narrative and psychotherapy: practice, theory and research*. Thousand Oaks, CA: Sage.

Frank, J.D. & Frank J. B. (1991). *Persuasion and Healing: A Comparative Study of Psychotherapy*, 3rd Edition. Baltimore, MD: Johns Hopkins University Press.

Kansanen, P. (2002). Didactics and Its Relation to Educational Psychology: Problems in Translating a Key Concept across Research Communities. *International Review of Education* 48(6), 427-441.

Kaner, A. & Prelinger, E. (2005). Early Learning. In *The Craft of Psychodynamic Psychotherapy*. Lanham, MD: Jason Aronson).

Prochaska, J.O. & Norcross, J.C. (2014). *Systems of Psychotherapy: A Transtheoretical Analysis*, 8th Edition. Salt Lake City, Utah: Brooks Cole.

McLeod, J. (2004). Social Construction, narrative and psychotherapy. In Angus, L.E. & McLeod, J. (Eds). *The handbook of narrative and psychotherapy: practice, theory and research*. Thousand Oaks, CA: Sage.

Nie, Y. & Lau, S. (2010). Differential relations of constructivist and didactic instruction to students' cognition, motivation, and achievement. *Learning and Instruction*, 20(5), 411-423. doi.org/10.1016/j.learninstruc.2009.04.002

Seel, H. (1997). Didactics and Gestalt Psychology. Abstract of the lecture at the 10th Scientific Convention of the Society for Gestalt Theory and its Applications (GTA) Vienna/Austria).

Stockton, R., Morran, K. & Chang, S.H. (2014). An Overview of Current research and Best Practices for Trainig Beginning Group Leaders. In DeLucia-Waack, J.L., Kalodner, C.R, & Rive, M.T. *Handbook of Group Counseling and Psychotherapy* (2nd Ed). Thousand Oaks, CA: Sage.

Wetherell, M., Taylor S., and Yates, S.J. (2001). Eds. *Discourse, Theory and Practice: A Reader*. London: Sage.

Yalom, I.D. (2005). *The Theory and Practice of Group Psychotherapy*, New York: Basic Books.

Group psychologists and psychotherapists serve a wide variety of populations, including children and adolescents; LGBTQQ individuals; minorities and ethnically diverse populations; men; women; older adults; university students; as well as supervision of other clinicians in groups. As noted earlier in this petition in Criterion II, there is need for mental health services at all ages and across many different populations. Doctoral training is obtained in group specific psychology training programs and supervised clinical experience.

Doctoral students receive knowledge and experiential training through supervised provision of counseling services across a variety of psychotherapy, support and psychoeducational groups, individual and group therapy, crisis intervention, supervision skills, assessment, outreach and prevention, and diversity issues including general psychotherapy groups for and specific populations including: Children and Adolescents; Minorities/Ethnically Diverse Populations; Graduate and Undergraduate Students; Women; Men; LGBTQQ Students; Older Adults; Survivors of Sexual Abuse/Assault; and Supervision of Groups. Doctoral students receive training for each of this populations within numerous group formats, including:

- Interpersonal Process Groups
- Theme Groups

- Psychoeducational Groups
- Support Groups
- Skills Groups

Clinical Services:

Individual & Couple Therapy; Group Therapy; Initial Consultation; Psychological Assessment; Emergency Services.

Supervision of Practicum Students. Outreach Services. Rotations and Special Interest Areas. Training Activities:

Individual Supervision; Assessment; Diversity; Group; Outreach; Professional Issues; Supervision of Supervision; Professional Development / Dissertation; In-service Training. Administrative Time.

Clinical Administration.

This model of group psychotherapy utilizes the group setting as an agent for change and pays careful attention to three primary forces: individual dynamics; interpersonal dynamics; and, group dynamics, as a whole. The task of the group leader is to integrate these components into a coherent, fluid and complementary process, mindful that at all times there are multiple variables, such as stage of group development, ego strength of individual members, the population being treated, group factors, as a whole, and individual and group resistances, that influence what type of intervention should be emphasized at any particular time in the group. Clients seeking group psychotherapy in this context experience a broad range of psychological and interpersonal difficulties encompassing mood, anxiety, trauma, personality and relational difficulties along with associated behaviors that reflect impairment in regulation of mood and self. These guidelines may also have utility for a range of group oriented interventions.

B. Psychological, Biological, and/or Social Problems:

Doctoral and Internship

Although training in Psychological, Biological and/or Social Problems occurs primarily at the doctoral level, interns receive additional knowledge and experience within a wide variety of psychological, biological, and/or social problems, including schizophrenia, depression, bipolar, social phobia, panic disorder, obsessive-compulsive, bulimia nervosa, binge eating disorders, cancer, HIV, personality disorder, pain management, trauma, disaster response, stress, and sexual abuse. (Burlingame, 2014), as well as for chronic medical conditions such as diabetes and heart disease, physical rehabilitation, insomnia, anger management, and substance abuse.

Selected examples of recent and upcoming educational trainings and opportunities through which interns may obtain advanced training on psychological, biological and social problems is listed above on pages 7-11.

C. Procedures and techniques

Doctoral and Internship

Training on procedures and techniques is conducted primarily at the internship level. Interns acquire knowledge and training on the utilization of assessment to augment and inform group therapy processes of screening, process and outcome.

Screening:

Measures currently used in both practice and research include the Group Therapy Questionnaire (MacNair-Semands, 2004) and Group Readiness Questionnaire (Baker, Burlingame, Cox, Beecher & Gleave, 2013). These measures identify evidence-based predictors of likelihood of group members dropping out and are used to improve group therapist awareness of how to better prepare and motivate clients toward positive outcomes. Group Process measures include but are not limited to: the Group Questionnaire (Krogel, Burlingame, Chapman, Renshaw, Gleave, Beecher, MacNair-Semands, 2013); the Group Climate Questionnaire (MacKenzie, 1983); the Therapeutic Factors Inventory (MacNair-Semands & Lese, 2000); the Critical Incidents Questionnaire (Bloch, Reibenstein, Crouch, Holroyd & Themen, 1979); and the Working Alliance Inventory (Horvath & Grennberg, 1989). Outcome measures include: the Outcome Questionnaire (Lambert, Hansen, Umphress, Lunnen, Okiishi, Burlingame, Huefner & Reisinger, 1996), an NREPP/SAMHSA-validated measure; the Inventory of Interpersonal Problems (IIP-32; Horowitz, Wiggins & Pincus, 2000) and the Group Evaluation Scale (Hess, 1996). Many of these instruments are collected in the CORE-R Battery (AGPA, 2006), a compendium of assessment instruments produced by the AGPA in 2006. Internship trainings on these assessments take place in national and regional conferences.

Consultation:

Consultative methods in group therapy are multifarious. Opportunities for intern level consultations range from group therapy facilitation, to group leaders who consult with business organizations on team meetings and group processes, to columns in newsletters such as those produced by the APA (“The Group Psychologist”) and AGPA (“The Group Circle”).

Additionally, there are regional group therapy organizations, such as the many affiliates of AGPA (e.g. Eastern Group Psychotherapy Society, Northeastern Society for Group Psychotherapy, Tri-State Group Psychotherapy Society); listservs such as the University Counseling Centers Group Coordinator Listserve (now with over 500 members) and a wide variety of workshops and symposia involving panel discussions with experts. Interns may also participate in ongoing trainings in specific methods of group therapy, such as Systems-Centered Therapy Training and Research Institute and the New York Center for Group Studies.

Diagnostic procedures:

Interns continue to develop knowledge about the diagnostic procedures specific to group (as opposed to DSM-V diagnosis). Some approaches, such as Focused Brief Group Therapy (Whittingham, 2010), utilize formal assessment from a psychometrically-established instrument, the IIP-32 to place clients on a circumplex score related to interpersonal distress, which serves to focus treatment. Other group approaches utilize group role analysis, theoretically-derived means to analyze group process, or a structured screening interview. Components of a pre-group screening interview are found in the literature, e.g., Gans, J.S. & Counselman, E.F (2010). Such interviews assess for proper group placement, focus of group treatment, and for capacity to

uphold the group contract.

Training integrates group processes from the psychological laboratory into group therapy. The APA Journal *Group Dynamics* and AGPA's *International Journal of Group Psychotherapy* contain applications from laboratory work. Moreover, a vast number of journals contain articles related to the application of laboratory findings to group therapy, such as The Journal of Personality and Social Psychology; The Journal of Applied Social Psychology; Journal for Specialists in Group Work; Basic and Applied Social Psychology; Clinical Psychology Science and Practice; Counseling and Clinical Psychology; The Journal of Counseling Psychology; The Counseling Psychologist; Group Processes and Intergroup Relations; Journal of Child and Adolescent Group Therapy; and Psychotherapy Research. Each of these journals contains multiple articles related to group therapy. A search on EBSCO host using the parameters of group and (psychotherapy or counseling or therapy) yields over 162,000 references.

The reference list captures on pages 18-19 provides a few examples of the scope of writing on group therapy for intern level students, covering diagnostic difference, methodological diversity, national and international contributions and basic science to applied science.

Postdoctoral Level

Introduction

As in the doctoral and internship levels above, the Group Psychology and Group Psychotherapy model utilizes the group setting as an agent for change, paying careful attention to three primary forces: individual dynamics; interpersonal dynamics; and group dynamics. The group leader integrates these components into a coherent and complementary process, mindful of the multiple variables, such as stage of group development, ego strength of individual members, population being treated, group factors, and individual and group resistances, which influence the intervention to be emphasized at any particular time in the group. The Group Psychology and Group Psychotherapy specialty emphasizes a combination of didactic and supervised experiential training that integrates science and practice at the residency level; such training is available at postdoctoral fellowship training programs. Residency provides training and education that sufficiently prepares the trainee for independent clinical practice in group psychology and psychotherapy. Postdoctoral residency programs that prepare residents for group psychology and group psychotherapy specialized practice should meet the general criteria for postdoctoral residency level training specified in the Standards of Accreditation (SoA), in addition to providing specific group psychology and group psychotherapy specialty training. Residencies in group psychology and psychotherapy provide the following:

1. Clear objective to train residents in group psychology and psychotherapy.
2. Substantial proportion of residents' time (80% of residency hours) is dedicated to group psychology and psychotherapy. These hours may be spent on group psychology and psychotherapy program development and management, group service delivery, group client assessment, group training and supervision, group research, and group program evaluation.

3. To ensure high quality of group psychology and group psychotherapy training at the residency level, training programs ensure that supervision of postdoctoral fellows is provided by psychologists with adequate expertise in group psychology and psychotherapy. Specifically, supervision must be provided by a supervisor who qualifies for certification in group psychotherapy (completed 12 hours of coursework in group psychotherapy theory and practice, completed 300 hours of group psychotherapy experience post-clinical graduate training, and received 75 hours of group psychotherapy supervision by an approved supervisor). Residents must receive a minimum of one direct observation, one written and one orally presented evaluation per formal evaluation period (i.e., each semester and summer term).
4. The residency program has in place a formal system for formative and summative evaluation of the resident. Programs also have explicit admission criteria, remediation policies, due process, and grievance policies. Residency programs engage in self-assessment to meet all standards of residency level training.
5. Residency program in group psychotherapy occurs over a minimum of a full-time one year of training or a half-time two years of training.

The residency program meets these requirements through individual and group supervision, didactic offerings, and clinical experience. The following uses a model program (UNLV, The PRACTICE) and a composite of postdoctoral residencies for the description. Successful completion of residency training requires eligibility for licensure and the ability to function at an advanced level of competency as a group psychologist.

Residents train in facilitating connection among people, which builds resiliency in communities and helps prevent disease. They also develop skill to promote group psychology and psychotherapy within their organizational context. Residents develop increased understanding of societal conditions that worsen behavioral health and contribute to health disparities.

a. Populations

Residents are expected to work with a variety of populations, but will have a significant body of experience with the populations served by the training facility. These facilities generally focus on providing services for a restricted group of people, such as found in Counseling Centers and Veterans Hospitals for example. Residency training facilities will include populations such as children (Freiberg et al. 2016), adolescents (Hubbard et al. 2016), older adults (Chen et al (2016), inpatients (Nikolitch et al. 2016), LGBTQQ (Diamond et al. 2013), military (Cox et al 2017), college students (Peltz & Rogge 2016), minority and ethnically diverse groups (Young et al 2017), and incarcerated felons (Ford et al, 2013). Residency training programs are sponsored by institutions and agencies that provide clinical services to a sufficient client-base to ensure that residents accumulate experience with diverse populations.

Residents serve populations within numerous group formats, including:

- Interpersonal Process Groups
- Theme Groups
- Psychoeducational Groups
- Support Groups
- Skills Groups

Residency training extends knowledge and experience in individual and group therapy, crisis intervention, supervision skills, assessment, outreach and prevention, and diversity issues. Residents are trained to identify evidence-based and effective group treatments for specific populations; they gain experience in culturally adapted treatments for specific populations (e.g., language minority groups).

Residents also receive specific training relevant to working with diverse populations and fostering inclusion. Specifically, they develop competency in understanding power dynamics in groups and intervening with marginalization within groups.

b. Problems

Group treatment is being increasingly used for numerous conditions. The revised list of studies showing group treatment for various conditions indicate that there are broad applications. The conditions mirror those addressed at the doctoral and internship levels, and are expected to be at an advanced level. In addition, group treatment is targeting specialized conditions for treatment, such as: cocaine disorder (Pavia et al., 2016); social anxiety (Montreui et al., 2016); personality disorders (Holas et al., 2016); academic and social success (Vagos et al., 2015); postpartum depression (Kao et al., 2015), depression; Hepatitis C (Dodd et al., 2016); psychosis (Restek-Petrovie et al., 2016); medical illnesses (Blair et al., 2017); and many more. The conditions also mirror the variety of populations served.

Procedures and Techniques

Intervention:

Residents are trained in evidence-based group psychotherapy intervention. They develop a thorough understanding of the therapeutic factors and mechanisms of group psychotherapy and gain skill in implementing therapeutic factors into clinical practice (e.g., fostering group cohesion, universality, hope, and catharsis). Residents also develop in-depth understanding of group stages, learn to work with groups at all stages of development, and improve their ability to facilitate group progression. Residents become competent in techniques relevant to group psychotherapy, such as process illumination, beginning and ending a group, maintaining emotional presence, identification of empathic failures and their repair, collaborative goal setting, intervening to block non-therapeutic behaviors (e.g., microaggressions, story-telling), managing group processes, and monitoring and managing countertransference. Residents gain proficiency in understanding the development of group norms and fostering a therapeutic group situation. They gain experience in group facilitation and leadership with an emphasis on working with co-facilitation. Residents may

have opportunities to gain experience with varying group modalities (e.g., cyber/virtual groups, peer support) and specific formats (e.g., manualized group treatments).

Group Program Coordination:

Specialty residents develop understanding of principles that underlie organizing a successful group psychotherapy program. They receive training in evidence-based practices to selection clients appropriate for group psychotherapy (e.g., GRQ). Upon completion of training, residents understand how to structure a group to maximize its effectiveness by considering factors such as the frequency of meeting, group member composition, group location, establishment of group norms, and so forth. Successful residents also demonstrate adequate understanding of the importance of pre-group orientation to prevent early drop-out and ineffective intervention and are able to skillfully orient clients to group psychotherapy. Residency level training also includes developing an understanding of how group psychotherapy functions within clinical agencies that may provide other services.

Consultation and Collaborative Care:

Specialty residency programs offer opportunities to interact with other mental health professionals, as well as outside agencies. Group psychology and group psychotherapy residents become competent in participating on interdisciplinary teams. They are able to educate others about group psychotherapy and facilitate referral streams into group psychotherapy. Residents gain experience managing clients in concurrent therapies and are able to do so in an ethically responsible, therapeutically enhancing manner.

Ethics:

Group specialized ethical training is woven throughout residency experiences. Residents develop

and implement an ethical decision making model to practice group psychology and group psychotherapy ethically. In addition to abiding by the ethical guidelines of psychologists, group specialized residency offers intensive focus on ethical dilemmas that are routinely encountered in group psychotherapy including boundaries, confidentiality, multicultural considerations, group consent and agreements, and group guidelines.

Assessment and Evaluation:

Residents gain familiarity with measures and processes to monitoring change in group psychotherapy (e.g., GQ). They are able to use psychometrically sound tools to accurately diagnose group clients and monitor their response to treatment. Residents learn methods for detecting early drop-outs and other processes which may decrease therapeutic effectiveness of group and potentially cause harm. Residents also participate in program evaluation.

Supervision and Teaching:

Residents are trained in models of supervision and gain experience, providing training to junior

colleagues. Residents are able to present group psychology and group psychotherapy in professional settings such as case presentations and grand rounds. Residency training programs may offer opportunities for residents to teach group psychology and psychotherapy coursework.

Post-licensure

The specialty can be obtained post-licensure through the American Board of Group Psychology (ABGP) which provides Board Certification in the specialty when certain conditions are met. The Guidelines and requirements are in appendix 3. The manual that include the process and forms for application, endorsement academic program requirements, internship requirements, licensure, postdoctoral requirement, and the evaluation requirements and process can be found at the ABGP website www.abgp.org. Basic requirements include the following.

1. A doctoral degree in professional psychology from an APA or CPA (Canadian Psychological Association) accredited program. The guidelines also provide for exceptions including degrees from countries other than the USA or Canada, degrees received prior to 1983, or possible equivalent degrees.
2. An internship of one year full-time or two years part-time. This requirement can be met in four ways as described in the guidelines.
3. Licensure/Certification as a psychologist to engage in independent practice.
4. Post-licensure experience of two years of supervised group experience. Recommended is 100 hours of supervised group experience where one year can be earned at the doctoral or internship level, or two years at the postdoctoral level.

Post-licensure level training is obtained in group-specific professional continuing education events, such as those provided by APA Division 49, AGPA, and ASGW through their national annual meetings, as well as regional meetings and special interest groups that bring specialists together for discipline-specific education, training, psychology training programs, and supervised clinical experience. Examples of recent didactic and experiential conference offerings are listed in Criterion VI, Appendix 3.

Specialties, by definition, are advanced levels of practice including doctoral and postdoctoral preparation. A description of the general doctoral degree and licensure requirements for certification follows together with the specific requirements of the group psychology specialty.” Post-licensure didactic/academic/ceu credits are recommended to be a minimum of 48 contact hours after the doctoral degree if the degree does not meet the standards of the doctoral Educational and Training Guidelines attached to the petition. (See Criterion VI, Appendix 4.)

The ABGP board certification brochure states, “Board certification assures the public and the profession that the group psychologist specialist has successfully completed the educational, training, and experience requirements of the specialty including an examination designed to assess the competencies required to provide quality services in group psychology.

a. Populations

Populations addressed by post-licensure group psychologists will vary according to placement and interest. All of the populations referenced for the doctoral, internship, and postdoctoral levels can be the focus for the post-licensure level. It is expected that the group psychologist will begin to specialize in treatment of particular populations together with specialization of conditions, all of which will be at an advanced level. Psychologists at this level will practice independently when licensed, in college counseling centers (Denton et al., 2017), substance abuse treatment facilities (Bersani et al., 2017), hospitals and other rehabilitation units (Deatrich et al., 2016), prisons (Ford et al., 2013), Veteran Administration hospitals and facilities (Cosio et al., 2015), schools (Mason, 2016), community agencies (Holas et al., 2016), with the military (Sripada et al., 2016), and the like, as well as specializing with target populations such as children (Lomholt et al., 2015), adolescents (Pingitore & Ferszt, 2017), adults (Diamond et al., 2016), and older adults (Davidson et al., 2017; Krishna et al., 2013). It is also expected that the education and training for these positions will be at an advanced level.

b. Problems

Problems addressed at the post-licensure level are the same as those listed for the doctoral and postdoctoral levels. Examples of problems can include personality disorders, substance abuse and addiction, depression and anxiety (Davidson et al. 2017), adjustment and conduct disorders,

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Appendices

Appendix 1: Sample doctoral curriculum

Appendix 2: Professional development/training samples

Appendix 3: Recent didactic and experiential conference offerings

Appendix 4: Postdoctoral educational and training guidelines including sample postdoctoral evaluation form

Appendix 5: Additional references (2016/17)

Criterion VI. Appendix 1: Sample Doctoral Curriculum

Brigham Young University Doctoral Training Program Curriculum

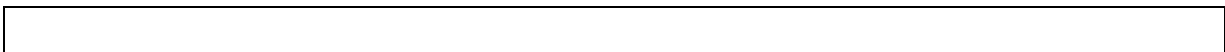
Program goals, objectives, competencies, evaluations, and outcomes.

Goal #1: Produce graduates with a broad and general foundation in the science of psychology and the underpinnings of the profession of clinical psychology.
Objective: Students are to acquire knowledge of psychology as a scientific discipline and of clinical psychology as a professional specialization.
Expected Competencies: Knowledge of the scientific bases of psychology, at least including cognitive/affective, social/cultural, biological, and developmental/individual differences bases, and history and systems; knowledge of the foundations of clinical psychology, at least including psychopathology, major theories and models of intervention, psychometrics, and ethics.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Courses for each of the above areas must be successfully completed. The minimum standard is a course grade of B for each. Understanding of foundational knowledge is assessed in comprehensive examinations. An extended alumni survey inquires about quality and long-term benefits of courses. Successful passage by graduates of the EPPP exam is monitored.
Goal #2: Produce graduates with knowledge and competence to skillfully provide clinical services within entry-level clinical positions.
Objective A: Students shall develop knowledge of intervention and assessment methods, and research regarding their efficacy.

Expected Competencies: For children, adolescents, and adults, students shall master a knowledge base of basic psychopathology, principles of assessment, major assessment methods and instruments, theories of intervention, foundational principles of client-therapist relationships, and methods of empirically supported interventions.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Courses for each of the above areas must be successfully completed. The minimum standard is a course grade of B for each. Knowledge areas are also assessed through comprehensive examinations and through supervisor feedback evaluated in periodic reviews.
Objective B: Students shall develop skills for engaging in evidence-based practice.
Expected Competencies: Students shall master methods for tracking client progress, adapting interventions to reflect client progress, and utilize data regarding their own development as therapists.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Evaluation of these competencies is at the core of mentors' ratings of student and of periodic review of students.

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Objective C: Produce graduates with a wide range of clinical skills important in independent clinical practice.
Expected Competencies: Students shall apply knowledge of psychopathology to client conceptualization and treatment choice; conduct diagnostic and evaluation interviews; administer and interpret major psychological assessment instruments in the domains of intelligence, achievement, personality/behavior, and psychopathology for varied populations; develop foundation skills for client relationships and case management; develop competence in applying major empirically supported interventions for children, adolescents and adults across a broad assortment of psychological/behavioral difficulties.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Evaluation of these competencies is at the core of mentors' ratings of student and of periodic review of students, based on practicum and internship performance. The level of competence is that expected of entry-level psychologists for professional positions.
Goal #3: Produce graduates who can independently contribute to the knowledge base of scientific psychology and are skilled in the interface between science, theory, and practice.
Objective A: Students shall develop the knowledge base and competencies required for conducting and publishing quality research through education in psychological methods and graduated mentored research activities leading to completed research projects.
Expected Competencies: Students shall develop skills for conducting literature reviews; selecting, recruiting, and managing subjects; designing research with an understanding of controls, threats to validity, strengths, and limitations; evaluating measures for their reliability, validity, and efficiency; understanding, selecting, and properly using inferential statistical methods, including multivariate methods; and presenting research in its various forms, including well-written manuscripts of publication quality.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Evaluation of these competencies is at the core of the Research Comprehensive Examination, the dissertation process, mentors' ratings of student, and the periodic review of students. Successful completion of the dissertation of a quality expected of published research. The level of competence is that expected of entry-level psychologists for professional positions.
Objective B: Students shall develop awareness of, appreciation for, and skills for using professional standards and applying research to clinical situations by mentoring and requiring such activities in supervised clinical activities.
Competencies Expected for these Objectives: Students shall utilize empirically-supported assessments and treatments and shall develop skills for translating research into clinical practice.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Student must successfully complete practica and internship using relevant empirically-supported methods, with application of scientific knowledge rated as adequate by supervisors.



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Goal #4: Produce graduates who are aware of major sources of individual and group variation, understand how such diversity affects processes, presentation, and responsiveness to intervention, and are prepared to effectively use this information
Objective: Students shall: develop an awareness of and appreciation for individual differences, including, among others, gender, socioeconomic status, disability, ethnicity, and culture; and develop tolerance, knowledge, and skills for appropriately respond to these difference.
Competencies Expected for these Objectives: Awareness of situation and attitudes regarding diversity, applies diversity knowledge to professional activities, and is able to work effectively with diverse clientele.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Successful completion of diversity course with grade of B or better; completion of University diversity training; satisfactory ratings by mentors of ratings reflecting sensitivity, knowledge, and skill in working with diverse groups.
Goal #5: Produce graduates who engage in all professional activities with commitment to ethical, legal, and professional standards.
Objective A: Students shall develop a knowledge of and positive attitude towards ethical thinking and behavior and skills for recognizing and critically evaluating ethically and legally sensitive situations.
Expected Competencies: Students shall develop ethical knowledge, be aware of and sensitive to ethical concerns, and demonstrate ability to practice ethically.
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies: Students must demonstrate these skills in the Ethics and Professional Issues course; successfully complete the University's training in use of human subjects in research; achieve satisfactory ratings in ethical behavior from mentors.

The Program has developed a curriculum plan to accomplish these objectives and to develop within students those competencies expected of entry-level clinical psychologists. The curriculum plan is described in Table B.3 below. This table is largely derived from the Handbook. Elements not evident from course title or diffused across the curriculum are also articulated in the Practicum Handbook. The curriculum has five primary elements. First, students complete a clinical core, which provides training in the substantive areas of assessment, intervention, psychopathology, ethics and professional issues (including consultation and supervision). Although several perspectives are represented, a major emphasis is on empirically supported assessments and interventions and upon approaching the whole body of clinical practice as relying upon evidence-based methodologies. The Program has a particular strength in intervention efficacy research, and many students take advantage of advanced training and research in this area. Second, students complete a general core, which provides foundational training in foundational areas of psychology, including both core areas (biological bases of behavior, cognitive/affective bases of behavior, social aspects of behavior, history/systems, individual differences, and developmental bases of behavior) and methodologies (research design, quantitative methods, and psychometrics). Course work for the general core is selected for its centrality and breadth of the substantive area, and instructors are

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selected for the expertise in the area. Third, students engage in practicum and other clinical experiences beginning in the first semester with participation in a practicum group (without seeing clients), followed by increasing involvement and complexity, and culminating in the internship in the fifth year. Practicum continues through at least the third year, cumulatively exposing students to varied client types, varied supervisors, and varied intervention and assessment models. During the second and third years' minimum practicum case loads' are 3 – 5 psychotherapy clients (minimum of 3 client contacts per week) and 2 assessment clients per semester. Students selecting the child or neuropsychology tracks both obtain additional clinical experiences and are placed with some practicum clients reflecting their track. Clerkships place students in community mental health settings and further expose students to varied populations, methods, and supervisors. Although optional, essentially all students also participate in externship placements (most of which are paid and provide an important portion of student funding) which further expose students to supervised clinical practice. Fourth, students engage in research activity every semester of matriculation. Students are strongly encouraged to present and publish their work. To motivate students towards this goal, significant evidence of presentations and publications can result in waiving of the Research Comprehensive Examination if the faculty research mentors and the comprehensive examination committee judge that the student has demonstrated competence in research skills. The Program does not require a master's thesis or project (and does not award a master's degree to clinical students), but involvement in a research team and on research projects is required on an ongoing, escalating basis. Fifth, students may elect to complete an emphasis track: Child, Adolescent and Family; Clinical Neuropsychology; or Clinical Research. Students on such a track complete additional courses, complete clerkships and externships which complement their track, are likely to have somewhat more practicum cases which match their emphasis, and conduct research reflective of the research. Approximately three-fourths of the students select such an emphasis; the remainder selects electives to enrich their curriculum.

Courses within the curriculum plan are noted in Table B.3. Except as noted, all courses are required. Clinical core courses, practica, and clerkships may not be waived. A limited number of general core courses may be waived (up to 15 credit hours, but in practice rarely exceeds 6 credit hours); criteria for waiving is that the previously completed course is essentially equivalent in content, difficulty, and standards to our course, as judged by both our current instructor for the course and the Director of Clinical Training.

Table B.3. Curriculum plan for developing core competencies.

Curriculum Area:	Biological aspects of behavior
Required Academic/ Training Activity	Psych 687R, Seminar in Psychopharmacology (3 credits) and either Psych 583, Biological and Health Psychology (3 credits) or Psych 585, Human Neuropsychology (3 credits)
How competence is assessed	Passing grade (B or better).
Curriculum Area:	Cognitive aspects of behavior
Required Academic/ Training Activity	Psych 584 Cognition, Affect and Brain Function (3 credits)
How competence is assessed	Passing grade (B or better).
Curriculum Area:	Affective aspects of behavior

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Required Academic/ Training Activity	Psych 584 Cognition, Affect and Brain Function (3 credits)
How competence is assessed	Passing grade (B or better).
Curriculum Area:	Social aspects of behavior
Required Academic/ Training Activity	Psych 550, Social Psychology (3 credits)
How competence is assessed	Passing grade (B or better).
Curriculum Area:	History and systems of psychology
Required Academic/ Training Activity	Psych 510, History and Systems of Psychology (3 credits)
How competence is assessed	Passing grade (B or better).
Curriculum Area:	Psychological measurement
Required Academic/ Training Activity	Psych 503, Research measurement (3 credits)
How competence is assessed	Passing grade (B or better); demonstrated competence in test administration/scoring/interpretation; supervisor ratings in practicum; demonstration of competence on Assessment Comprehensive Examination, periodic review of students.
Curriculum Area:	Research methodology
Required Academic/ Training Activity	Psych 504, Research Design (3 credits) and Psych 505, Clinical Research (3 credits) and Psych 799R, Dissertation (12 credits)
How competence is assessed	Passing grades (B or better) in required courses; quality of contribution on research team; ratings by research mentors; periodic review of students; presentations and publications of research work; passing of Research Comprehensive Examination; successful defense of research prospectus; successful defense of dissertation.
Curriculum Area:	Techniques of data analysis
Required Academic/ Training Activity	Psych 501, Data Analysis in Psychological Research (4 credits) and Psych 501, Data Analysis in Psychological Research (4 credits)
How competence is assessed	Passing grades (B or better) in required courses; quality of contribution on research team; ratings by research mentors; periodic review of students; presentations and publications of research work; passing of Research Comprehensive Examination; successful defense of research prospectus; successful defense of dissertation.
Curriculum Area:	Individual differences in behavior

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Required Academic/ Training Activity	Psych 520, Advanced Developmental Psychology (3 credits) and Psych 540, Personality Theory (3 credits) and Psych 611, Psychopathology (4 credits) and Psych 645, Cultural Diversity and Gender Issues (3 credits)
How competence is assessed	Passing grades (B or better) in required courses; practicum supervisor's rating regarding ability to use and integrate content into clinical work; periodic review of students.
Curriculum Area:	Human development
Required Academic/ Training Activity	Psych 520, Advanced Developmental Psychology (3 credits)
How competence is assessed	Passing grades (B or better).
Curriculum Area:	Dysfunctional behavior or psychopathology
Required Academic/ Training Activity	Psych 611, Psychopathology (4 credits)
How competence is assessed	Passing grades (B or better); practicum supervisor's rating regarding ability to use and integrate content into clinical work; clerkship and externship supervisors' ratings; periodic review of students; passing of Assessment and Psychotherapy Comprehensive Examinations.
Curriculum Area:	Professional standards and ethics
Required Academic/ Training Activity	Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses
How competence is assessed	Passing grades (B or better); consistent demonstration of ethical and professional behavior across all domains; meeting academic, research, and clinical responsibilities in a timely and professional manner, including clinic records audits; clinical mentors' ratings; research mentors' ratings, including IRB and HIPPA compliance; period review of students.
Curriculum Area:	Theories and methods of assessment and diagnosis
Required Academic/ Training Activity	Psych 611, Psychopathology (4 credits) and Psych 622, Assessment I: Intelligence (3 credits) and Psych 623, Assessment II: Personality (3 credits) Psych 520, Developmental Psychopathology (optional, 3 credits) Psych 711R, Advanced Child Assessment (optional, 3 credits)
How competence is assessed	Passing grades (B or better) in required courses; clinical supervisors' ratings of assessment and diagnosis skills; passing the Assessment Comprehensive Examination; periodic review of students.
Curriculum Area:	Theories and methods of effective intervention

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Required Academic/ Training Activity	Psych 651, Psychotherapy 1: Relationship/Psychodyn (3 credits) and Psych 652, Psychotherapy 2: Cognitive-Behavioral (3 credits) and Psych 653, Psychotherapy 3: Child and Adolescent (3 credits) and Psych 654, Psychotherapy 4: Group (3 credits) and Psych 740R, Case Conference (3 credits over 6 semesters) and Psych 741R, Integrative Practicum (19 credits over 3 years) and Psych 743R, Clerkship (2 at 1 credit each) Psych 700R, Externship (optional, variable credits)
How competence is assessed	Passing grades (B or better) in required courses; passing the Psychotherapy Comprehensive Examination; periodic review of students.
Curriculum Area:	Theories and methods of consultation
Required Academic/ Training Activity	Psych 741R, Integrative Practicum (19 credits over 3 years)
How competence is assessed	Clinical supervisors' ratings of assessment, diagnosis, and other consultation skills, with particular attention to experiences in which consultation activities are prominent; periodic review of students
Curriculum Area:	Theories and methods of supervision
Required Academic/ Training Activity	Psych 741R, Integrative Practicum (19 credits over 3 years) Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses
How competence is assessed	Passing grades (B or better) in required courses; clinical supervisor evaluations of advanced students' supervision of less experienced students; student's ability to use, benefit from, and contribute to clinical and research supervision.
Curriculum Area:	Theories and methods of evaluating the efficacy of interventions
Required Academic/ Training Activity	Psych 505, Clinical Research (3 credits) also integrated within other psychotherapy courses
How competence is assessed	Passing grade (B or better) in required course; clinical supervisors' ratings of ability to effectively use efficacy research and employ principles of evidence-based practice; passing the Psychotherapy Comprehensive Examination; periodic review of students.
Curriculum Area:	Issues of cultural and individual diversity that are relevant to all of the above
Required Academic/ Training Activity	Psych 645, Cultural Diversity and Gender Issues (3 credits) also integrated within other courses Clinical experiences with diverse populations within Practicum, Clerkships, and Externships
How competence is assessed	Passing grade (B or better) in required course; clinical supervisors' rating of ability to work with diverse clientele; periodic review of students, with special attention to faculty observation of student attitudes and respect for diverse persons and viewpoints.

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Curriculum Area:	Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving
Required Academic/ Training Activity	Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses
How competence is assessed	Passing grade (B or better) in required course; involvement in Program activities and in professional/service organizations and developmental opportunities; periodic review of students.

Although our curriculum includes a required course in gender and cultural diversity, as noted in Table B.3, we see this competency as broader than the course, and hence seek to refer to these issues often in other course work and experiences. Although the observations of mentors on this dimension are often encompassed by a single rating, it is given particular attention and involves attention to broad performance. This generality also applies to attitudes of learning, inquiry, and problem-solving. Critical thinking, readiness to learn, and all of the attendant elements are emphasized less by course work on the matter, and more by our encouragement to attend conferences and produce scholarly work for publication and presentation, our expectation of clinical work informed by research and evolving professional standards, and our data-driven approach to problem-solving.

Practical clinical experiences are central to the Program's goals. These occur in the form of practica, clerkships, and optional externships, as described in the third element of B.3 above. These are explained in some detail in the *Practicum Handbook*. Students' development of clinical competencies is rated on an on-going basis in all clinical training activities, with an expectation that minimum competencies are fully at the pre-internship level prior to entering the internship and at the level of entry into the profession at the time of graduation.

Practicum takes place in the University's Comprehensive Clinic, which has its own staff and extensive training facilities (1 – 2 advanced students per year are instead trained in the University's Counseling and Career Center). The Clinic exists explicitly to train graduate students in three of the University's mental health graduate programs: Clinical Psychology, Marriage and Family Therapy, and Social Work. The Clinic offers very low cost services to the community, with all clinic costs borne by the University; the University views this as a service to needy in the community who might otherwise not receive services, and as a form of fostering an attitude of service within student trainees. Clients and their presenting problems are quite varied, but cases are screened specifically for their appropriateness for training. Supervision is provided by Program faculty, often supplemented by supervision from other licensed Department faculty members (particularly, Erin Bigler, a clinical neuropsychologist, and Brent Slife, a clinical psychologist and former DCT). Practicum supervision is at least weekly, at least of a ratio of one hour per three client hours, in both group and individual format as needed. Case load, record keeping, and the development of assessment, intervention, supervision, and consultation skills are closely monitored by supervisors, and students are formally rated on their development at least yearly. Group supervision includes 3 – 4 students per group, and level of student is intentionally mixed in groups to allow senior students to supervise and younger students to observe more advanced skills. Students share their training needs and expectations with the Associate DCT, who has specific responsibility over practicum, including the placement of

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students with supervisors. The practicum experience in the Counseling and Career Center, which serves students and University personnel, parallel those of the clinic. Students are also free at any time to seek consultation from other faculty mentors after obtaining approval from their assigned supervisors; this allows student to take advantage of special faculty expertise and helps to foster attitudes towards and skills of consultation. Also, the students meet weekly in Case Conference (Psych 740R) where issues of clinical significance are presented by community and University professionals and students engage in open discussion.

The settings in which additional clinical experiences occur are provided in Table 2 below. These settings are selected on the basis of (a) serving populations appropriate for clinical training using empirically-supported interventions; (b) commitment to adequate supervision and training of students; and (c) having methods in place for connecting students to clinical work, monitoring students, and assuring quality of clinical services. Clerkships (Psych 743R) are designed to add breadth to the students' clinical experience. Students are placed in community settings, under close supervision of psychologists committed to providing training experiences to students. Students observe psychologists at work, and engage in supervised activities such as interviews, testing, brief interventions, and consultation, all of which are designed to vary across sites. Each student completes two such clerkships, assigned by the Executive Coordinator after consultation with the DCT and the student. To the extent possible, clerkship sites are selected to complement the student's career goals and particular developmental needs observed by the faculty.

Externships (Psych 700R) are experiences for students wishing additional clinical experience and training. Although optional, nearly all students engage in externships, which often form the basis of specialized skills that lead to particular internships and post-graduate employment. They are typically paid experiences requiring from 10 to 20 hours of commitment per week, and are a major method by which advanced student receive financial support. Students engage in clinical work, such as assessment intervention, and consultation services, closely supervised by on-site psychologists. The nature of the work varies significantly from site to site, with placement by the Executive Coordinator, after discussion with the student and the DCT, based on career goals and training needs. When placing students, considerable attention is given to matching the nature and demands of the work to the level of skill the student possesses so that students are challenged without being overwhelmed. The Executive Coordinator and the DCT are in regular communication with community supervisors and receive regular evaluations from both supervisors and students.

A one-year, full-time, pre-doctoral internship is required of all students. This is usually completed in the fifth year. Students are eligible to apply only after all comprehensive examinations are complete and the dissertation prospectus is approved. It is expected that students will only apply to and attend accredited internships, but special exceptions can be granted for compelling reasons. Interns enroll for internship course credit to maintain full-time status in the University. To further enhance clinical skills and promote professional involvement, the Program also provides support to students for attending workshops and conferences.

Collectively, these experiences make our students strong candidates for externships and for employment after graduation. Supervisors, internship directors, and later employers often comment on the strong clinical skills our students possess. Both faculty and external supervisors,

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at the time of beginning the internship, consistently rate our students as being fully prepared for the internship. The development of students' clinical skills is a major focus of our periodic reviews, with particular attention to whether all competencies are on-track for the internship and whether students are receiving adequate feedback about their development. The Program faculty specifically considers whether students in their first year are ready to see clients in practicum, and whether it can certify students entering their fourth year as ready to apply for the internship. Whenever deficiencies are noted, remedial programs are instituted and progress more closely monitored. Although not formally part of our rating system, the minimum standards outlined various competency documents (e.g., the 2007 *Competency Benchmarks* from the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils) are well known to the faculty and commonly a point of reference.

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Name of setting	Year(s) in which setting was used (list, begin with earliest)	Highest degree of supervisor	Credentials of that supervisor	Number of students placed each year in that setting	Type of setting (use setting code)	Service provided (use action codes)
Alliance Behavioral Psychology Orem, Utah	2003 to 2007	Ph.D.	Licensure	1	1	4
Assessment and Psychotherapy Associates Salt Lake City, Utah	Prior to 1992 to 2007	Ph.D.	Licensure	1 to 2	14	2
Barley Psychological Services Orem, Utah	1996 to 2008	Ph.D.	Licensure	1	14	2, 4
Brigham Young University Comprehensive Clinic Provo, Utah	1980 to present	Ph.D.	All are licensed	33 (2 to 4 per supervisor)	33 – University Training Clinic	2, 3, 4, 5, 7
Brigham Young University Comprehensive Clinic Intake Provo, Utah	1980 to present	Ph.D.	Licensure	2 to 3	33 – University Training Clinic	2?
Brigham Young University Counseling and Career Center Provo, Utah	Prior to 1992 to present	Ph.D.	Licensure	4 to 6	12	4, 5
Brigham Young Univ, Hawaii Student Counseling Services Laie, Hawaii	1995 to present	Ph.D.	Licensure	1	12	2, 3, 4,
Brigham Young University Accessibility Center Provo, Utah	1998 to present	Ph.D.	Licensure	2 to 5	33 – University center for students with disabilities	2

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Center for Change Orem, Utah	The Group 1993 to present	Specialty Council/ Ph.D.	SGPGP Licensure	1 to 2	Criterion VI 8	
Children's Justice Center Provo, Utah	1998 to present	LCSW	Licensure	1	33 – Sexual Abuse	
Intermountain Neuro Rehabilitation (Cottonwood Hospital) Salt Lake City, Utah	2000 to present	Ph.D.	Licensure	1 to 3	5	
CY Roby and Associates Orem, Utah	2001 to present	Ph.D.	Licensure	1 to 2	33 – Psychosexual Consulting / Assessment	

Erin Bigler, Ph.D., & Anne Russo, Ph.D. Provo, Utah	1994 to present	Ph.D.	Licensure	1 to 2	33 – Neuropsych Consulting / Assessment
Family Academy Provo, Utah	1993 to present	Ph.D.	Licensure	1	33 – High Conflict Divorce
Jon Skidmore, Psy.D. Orem, Utah	1998 to present	Psy.D.	Licensure	1	33 – Peak Performance
Jordan Resource Center Jordan, Utah	2001 to 2006	Ph.D.	Licensure	1 to 2	11
Project Reality Provo, Utah	2008 to present	LCSW	Licensure	1 to 2	1 Drug & Alcohol
Cross Creek Programs LaVerkin, Utah	2001 to 2006	Ph.D.	Licensure	1 to 2	33 - RTC
Kids on the Move Orem, Utah	2007 to present	Ph.D.	Licensure	1	1 Special Needs

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LDS Family Services Provo, Utah	1991 to 2005	Ph.D.	Licensure	1	33 – Church Social Services Agency
LDS Hospital Rehabilitation Services Salt Lake City, Utah	1994 to present	Ph.D.	Licensure	1 to 2	5
Maddy Liebing, PhD/ Marina Starling, Ph.D Springville, Utah	1996 to 2008 (cont'd under other names)	Ph.D.	Licensure	1 to 4	33 – RTC
Mountainlands Community Health Center Provo, Utah	1999 to present	Ph.D. The Group Specialty Council/SGPGP	Licensure	1 to 3	1 Criterion VI
Nebo School District Springville, Utah	1998 to present	M.Ed.	Certified as a School Psychologist	1 to 3	11
NeuroDevelopment Resource Center Salt Lake City, Utah	2008 to present	Ph.D.	Licensure	1	33 – Neuropsych Consulting / Assessment
New Haven Residential Treatment Center panish Fork, Utah	2005 to present	Ph.D.	Licensure	1 to 2	14 – Independent Practice

Preferred Family Clinic Provo, Utah	Prior to 1992 until present	Ph.D.	Licensure	2 to 3	1	
The Journey Provo, Mona, Vernal, Utah	2008 to present	Ph.D.	Licensure	2 to 4	33 – RTC	
Utah Psychological Services Richfield, Eagle Mountain, Provo, Utah	2008 to present	Ph.D.	Licensure	2 to 4	33 – Court & School Consultation / Assessment	

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Utah State Hospital Provo, Utah	Prior to 1992 to present	Ph.D.	Licensure	2 to 3	9	
Utah State Prison Bluffdale, Utah	Prior to 1992 to present	Ph.D.	Licensure	2 to 6	10	
Utah Valley Regional Medical Center, Behavioral Medicine Provo, Utah	Prior to 1992 until present	Ph.D.	Licensure	1	3	
Utah Valley Regional Medical Center Neuro Rehabilitation Provo, Utah	1998 to present	Ph.D.	Licensure	2 to 4	5	
Valley Mental Health Salt Lake City, Utah	2005 to 2007	Ph.D.	Licensure	1	1	
Vineyard Elementary School Autistic Class Orem, Utah	1998 to 2005	M.S.	Certified Special Education	1 to 2	11	33
Vista Magna, Utah	1994 to 2009	Ph.D.	Licensure	1	33 – RTC	
West Ridge Academy West Jordan, Utah	2009 to present	Ph.D.	Licensure	1	33 – RTC	

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Criterion VI. Appendix 2: Professional Development/Training Sample

APA Convention 2012 Orlando, Florida August 2-5, 2012 Division 49 Program Membership Information and Application

PROGRAM SUMMARY SHEET

APA Annual Convention

EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Skill-Building Session (S): Psychodynamic Family
Systems in Group Psychotherapy---A Demonstration of
Process

8/02 Thu: 9:00 AM - 10:50 AM Convention Center

Room W102A

Chair

Kathleen Ritter, PhD, California State University--Bakersfield

Skill-Building Session (S): Exploring the Ethics of
Confidentiality in Group Therapy

8/02 Thu: 11:00 AM - 11:50 AM Convention Center

Room W207A

Participant/1stAuthor

Maria T. Riva, PhD, University of Denver

Title: Ethical Dilemmas in Group and Group Supervision

Cheri L. Marmarosh, PhD, George Washington University

Title: Ethical Dilemmas in Groups

Discussant

Rebecca McNair-Semands, PhD, University of North Carolina at Charlotte

Symposium (S): Adventure Therapy---A

Research-Supported Change Agent for Groups of

Adolescents and Adults

8/02 Thu: 12:00 PM - 12:50 PM Convention Center

Room W103B

Chair

H.L. Gillis, PhD, Georgia College & State University

Participant/1stAuthor

Joanna Bettman, PhD, LCSW, University of Utah

Title: Therapeutic Outcomes of Wilderness Therapy for Adolescent and Young Adult Populations

Keith Russell, PhD, Western Washington University

Title: Case Study of the Shunda Creek Substance Treatment Program

David E. Scheinfeld, MA, University of Texas at Austin

Title: Adventure Therapy: A Supplementary Group Therapy Approach for Men

Co-Author: Sam J. Buser, PhD, Independent Practice, Houston, TX

Criterion VI. Advanced Preparation in the Parameters of Practice

Discussant

Michael A. Gass, PhD, University of New Hampshire

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Skill-Building Session (S): Assessing Group Climate and Effectiveness---Which Measures Should I Use?

8/02 Thu: 1:00 PM - 2:50 PM Convention Center

Room W104A

Cochair

Janice DeLucia-Waack, PhD, University at Buffalo--State University of New York

David Alatebaf, BA, University at Buffalo--State University of New York

Participant/1stAuthor

Sandro M. Sodano, PhD, University at Buffalo--State University of New York

Title: Measures of Climate and Outcome

Heather Cosgrove, BA, University at Buffalo--State University of New York

Title: Measuring Group Therapeutic Factors, Group Leader and Member Behaviors, and Selection Criteria

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Poster Session (F): [Poster Session] 8/02 Thu: 3:00 PM - 3:50 PM Convention Center

West Hall A4-B3

Participant/1stAuthor

Heather R. Ryan, PsyD, University of Indianapolis

Title: Social Support, Quality of Life, and Locus of Control: Development of a Semistructured Support Group

Co-Author: Nicole M. Taylor, PhD, University of Indianapolis

Norah C. Slone, MS, University of Kentucky

Title: Evaluating Group Psychotherapy Services Using Client Feedback: Pilot Findings

Co-Author: Robert J. Reese, PhD, University of Kentucky

Co-Author: Susan S. Mathews, PhD, University of Kentucky

Co-Author: Nathaniel Hopkins, PhD, University of Kentucky

Co-Author: Jonathan Kodet, MS, University of Kentucky

Sarah J. Bernstein, MA, Fordham University

Title: Group Therapy Trainees' Competencies and Skill Development: A Case Study

Co-Author: Aziza A.B. Platt, BA, Fordham University

Co-Author: Alexandra Fischer, MEd, Fordham University

Co-Author: Eric C. Chen, PhD, Fordham University

Dennis M. Kivlighan III, BA, University of Wisconsin--Madison

Title: Mutual Influence in Interpersonal Process Group Outcomes: An Actor--Partner Analysis

Jennifer L. Grote, PhD, University of Denver

Title: Impact of Stage of Change Beliefs and Working Alliance on Group Therapy With Adolescents

Co-Author: Maria T. Riva, PhD, University of Denver

Thomas A. Kim, Hankuk Academy of Foreign Services, Yongin, Republic of Korea

Title: Gender and Cultural Differences in Domain-Specific Risk Choices Under Uncertainty

Co-Author: Junsu Park, MBA, Ajou University, Suwon, Republic of Korea

Brooke Lawler, MPH, BS, Regent University

Title: Learning to Get LIFTED: A Treatment Protocol for Emotion Regulation and Depression

Co-Author: Mirriam R. Kimani, MA, BS, Regent University

Co-Author: Brittany L. Montes, BA, Regent University

Co-Author: LaTrelle Jackson, PhD, Regent University

Kelly E. Norman, BA, University at Buffalo--State University of New York

Title: Eating Disorder Prevention Group: The Role of Interpersonal Styles in Outcomes

Co-Author: Catherine Cook-Cottone, PhD, University at Buffalo--State University of New York

Co-Author: Sandro M. Sodano, PhD, University at Buffalo--State University of New York

Audrey N. Atkinson, MA, Regent University

Title: Working Alliance and Group Climate in Group Supervision

Co-Author: Elizabeth Wine, BA, Regent University

Co-Author: Vickey L. Maclin, PsyD, Regent University

Co-Author: Jennifer S. Ripley, PhD, Regent University

Co-Author: Corinne N. Engelbert, MA, Regent University

Brian S. Amos, MS, University at Buffalo--State University of New York

Title: Interpersonal Interpretations of Measures of Perceptions of Group Counseling

Criterion VI. Advanced Preparation in the Parameters of Practice

Co-Author: Sandro M. Sodano, PhD, University at Buffalo--State University of New York

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Co-Author: Janice DeLucia-Waack, PhD, University at Buffalo--State University of New York

Laura J. Petracek, PhD, California Department of Corrections, San Quentin

Title: *Using Rap Psychology As a Therapeutic Intervention With Inmates*

Martyn S. Whittingham, PhD, Wright State University

Title: *Assessing Change Patterns for the Socially Inhibited Subtype Within Focused Brief Group Therapy: A Mixed-Methods Approach*

Co-Author: David A. Yutrzenka, BA, Wright State University

Co-Author: Kacey Greening, BA, Wright State University

Cassie V. Comeau, BA, University of Northern Colorado

Title: *A Process Model for Group Psychotherapy*

Dianna W. Allen, MA, University of New Mexico

Title: *Critical Factors in Group Supervision*

Co-Author: Jeanmarie Keim, PhD, University of New Mexico

Denise Rodriguez Brown, MS, Independent Practice, Pembroke Pines, FL

Title: *College Wellness: A Peer-to-Peer Approach That Impacts the Whole Campus*

Tonya Walker, MA, University of New Mexico

Title: *Empirical Analysis of Alternative Pedagogies: Service Learning in Group Work*

Co-Author: Kristopher M. Goodrich, PhD, University of New Mexico

Co-Author: Jeanmarie Keim, PhD, University of New Mexico

Kimberly L. Smith, MA, Pepperdine University

Title: *Acceptance and Commitment Therapy in an Inpatient Psychiatric Forensic Setting*

Co-Author: Ryan Jordan, MA, Alliant International University--San Diego

Co-Author: Douglas Kraus, MS, Pepperdine University

Kacey Greening, BA, Wright State University

Title: *Assessing Change Patterns for the Intrusively/Needy Subtype Within Focused Brief Group Therapy: A Mixed-Methods Approach*

Co-Author: Martyn S. Whittingham, PhD, Wright State University

Co-Author: David A. Yutrzenka, BA, Wright State University

Symposium (S): Group Therapy As an Agent of Change--

-An Experiential Workshop

8/03 Fri: 9:00 AM - 10:50 AM Convention Center

Room W104A

Chair

Michael P. Andronico, PhD, MS, Independent Practice, Somerset, NJ

Symposium (S): Best Practices in Conducting Group

Psychology and Group Psychotherapy Research

8/03 Fri: 11:00 AM - 11:50 AM Convention Center

Room W108B

Participant/1stAuthor

Jill M. Paquin, PhD, University of Maryland College Park

Title: *Using Actor--Partner Dependence to Better Understand Group Effects*

Co-Author: Dennis M. Kivlighan, PhD, University of Maryland College Park

Sheri Bauman, PhD, University of Arizona

Title: *How to Deal With Missing Data in Group Research*

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Symposium (N): Meet the Experts in Group Psychology
and Group Psychotherapy

8/03 Fri: 1:00 PM - 1:50 PM Convention Center

Room W311H

Chair

Maria T. Riva, PhD, University of Denver

Participant/1stAuthor

Nina Brown, EdD, Old Dominion University

Title: *My Experiences Leading Groups*

Rex Stockton, PhD, Indiana University Bloomington

Title: *My Experiences Leading Groups and Conducting Group Research*

Criterion VI. Advanced Preparation in the Parameters of Practice

Zipora Shechtman, PhD, University of Haifa, Israel

Title: My Experiences Leading Groups and Conducting Group Research

Presidential Address (N): [Brown] 8/03 Fri: 2:00 PM - 2:50 PM Convention Center

Room W311H

Participant/1stAuthor

Nina Brown, EdD, Old Dominion University

Title: Ring of Fire: Potential Toxicity in Groups

Business Meeting (N): [Business Meeting] 8/03 Fri: 3:00 PM - 3:50 PM Convention Center

Room W311H

Chair

Nina Brown, EdD, Old Dominion University

Symposium (S): Why Gender-Specific Group Programs

for Adolescents? Three Research-Based Interventions

8/03 Fri: 4:00 PM - 4:50 PM Convention Center

Room W104A

Chair

Karen E. Farrell, PsyD, Midwestern University

Participant/1stAuthor

Ashley Kuhl Piwowarski, PsyD, Midwestern University

Title: Use of Contemporary Feminist and Relational Theories to Guide a Group-Based Intervention for Girls

Michael Kessler, PsyD, Southern Illinois University Edwardsville

Title: Strongboys: A Gender-Sensitive and Group-Based Approach to Working With Preadolescent Boys

Stacy Lott, MS, Midwestern University

Title: Boys in Crisis: Using Gender and Group Interventions to Inform Trauma and Substance Abuse Treatments

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Skill-Building Session (S): Creating Dialogue---A

Conversation Between Early Career Group Psychologists

8/04 Sat: 12:00 PM - 12:50 PM Convention Center

Room W102B

Cochair

Leann J. Terry, PhD, Penn State University Park

Joseph R. Miles, PhD, University of Tennessee, Knoxville

Participant/1stAuthor

Rachelle Rene, PhD, Wings of Change Unlimited, San Diego, CA

Skill-Building Session (N): Live Demonstration of

Psychoeducational and Counseling Groups

8/04 Sat: 1:00 PM - 2:50 PM Convention Center

Room W311G

Chair

Janice DeLucia-Waack, PhD, University at Buffalo--State University of New York

Participant/1stAuthor

Edil Torres-Rivera, PhD, University of Florida

Title: Processing Activities in Psychoeducational Groups

Symposium (N): Leading Groups on Internship--

-Strategies for Developing Strong Group Skills From

Recent Interns

8/04 Sat: 3:00 PM - 3:50 PM Convention Center

Room W311G

Chair

Joshua Gross, PhD, Florida State University

Participant/1stAuthor

Rob Durr, PhD, Northwestern University

Jennifer Alonso, PhD, University of Florida

Timothy R. Hess, PhD, Ball State University

Invited Address (N): Group Psychologist of the Year 8/04 Sat: 4:00 PM - 4:50 PM Convention Center

Room W311D

Participant/1stAuthor

Sally Barlow, PhD, Brigham Young University

Title: Foundational and Functional Skills in Group Specialty Practice

Skill-Building Session (S): Creating Change With

Criterion VI

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At-Risk Students---Group-Centered Interventions

Stressing Cohesion and Culture

8/05 Sun: 9:00 AM - 9:50 AM Convention Center

Room W102B

Chair

Elaine Clanton Harpine, PhD, University of South Carolina Aiken

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EVENT, TITLE and PEOPLE DAY/TIME FACILITY/ROOM

DIVISION PROGRAM SUMMARY SHEET

Skill-Building Session (S): Kinesthetic Metaphors--

-Interactive Group Interventions That Activate Change

8/05 Sun: 10:00 AM - 10:50 AM Convention Center

Room W103B

Cochair

H.L. Gillis, PhD, Georgia College & State University

Michael A. Gass, PhD, University of New Hampshire

Participant/1stAuthor

Bobbi L. Beale, PsyD, Child & Adolescent Behavioral Health, Canton, OH

Total Number of Sessions = 17

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APA Convention Program 2013 DIVISIONAL SPONSORED MEETINGS & AWARDS SUITE ACTIVITIES SKILL BUILDING SESSIONS SYMPOSIA POSTER SESSION DIVISIONAL SPONSORED

MEETINGS & AWARDS Presidential Address (N): [Riva] 8/02 Fri: 2:00 PM ---

2:50 PM Hilton Hawaiian Village Beach Resort Honolulu Suite I Participant/1stAuthor

Maria T. Riva, PhD, University of Denver **Title: Training and Supervision in Group**

Psychotherapy Business Meeting (N): [Business Meeting] 8/02 Fri: 3:00 PM --- 3:50 PM

Hilton Hawaiian Village Beach Resort Honolulu Suite I

Business Meeting (N): [Business Meeting] 8/02 Fri: 3:00 PM --- 3:50 PM Hilton

Hawaiian Village Beach Resort Honolulu Suite I

Discussion (N): Meet the Experts in Group 8/03 Sat: 10:00 AM --- 10:50 AM Hilton

Hawaiian Village Beach Resort South Pacific Ballroom II Chair Kathleen Ritter, PhD,

California State University-----Bakersfield Participant/1stAuthor Dennis M. Kivlighan, Jr.,

PhD, University of Maryland College Park Robert K. Conyne, PhD, University of Cincinnati

Gary M. Burlingame, PhD, Brigham Young University Zipora Shechtman, PhD, University of

Haifa, Israel

Invited Address (N): Arthur Teicher Group Psychologist of the Year 8/03 Sat: 12:00

PM --- 12:50 PM Hilton Hawaiian Village Beach Resort South Pacific Ballroom II Chair Maria

T. Riva, PhD, University of Denver Participant/1stAuthor Dennis M. Kivlighan, Jr., PhD,

University of Maryland College Park **Title: Where Is the Group? How to Get the Group Into**

Our Group Research SUITE ACTIVITIES *Board Suite – Check the list of Division**

Suites at the APA Division Services Booth for the suite number*** **A Lunch Conversation**

Between Early Career Group Psychologists Thursday, August 1st, 2013, Noon – 1 pm

(HST) Division 49 Hospitality Suite Hosted by Jennifer Alonso, PhD (University of Florida)

& Leann Terry Diederich, PhD (Penn State University) This informal gathering, hosted by

the Early Career Psychologists of our Society, will bring together early career group

psychologists to dialogue about issues, concerns, and needs relevant to early career group

psychologists. We will share tips and resources that we have learned as we begin our

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careers. ECPs from diverse clinical and research settings are invited and encouraged to attend this informal lunch meeting to learn from one another's knowledge and experiences. **Please drop in at any time to join us for a free lunch (sandwich fixings and drinks provided) and great conversation.**

Hot Topics in Group Research Thursday, August 1st, 2013, 1:00---2:00 pm (HST) Division 49 Hospitality Suite Hosted by Leann Terry Diederich, PhD (Penn State University) & Lee Gillis, PhD (Georgia College) & Join us in the Division 49 Hospitality Suite (in person, or via Google Hangout) to meet Drs. Dennis Kivlighan and Gary Burlingame who will focus on current hot topics in group research. Join us to: • **Assess** your interest in conducting group psychotherapy research at your current setting. • **Speak** and network with other group psychologists and students with similar interests & questions. • **Learn** from leading experts in the field of group psychotherapy on how to get started. • **Share** your ideas about research and how we can support one another in the process. Special guests are: **Dr. Dennis Kivlighan** --- Professor & Chair, Department of Counseling, Higher Education and Special Education at University of Maryland, College Park. He is the co---author of *Research Design in Counseling* and has published more than 60 empirical articles. His research interests include examining the process and outcome of group and individual counseling and psychotherapy and using counseling interventions to influence achievement goals and academic achievement. **Dr. Gary M. Burlingame** --- Professor of Clinical Psychology at Brigham Young University. His teaching includes research and assessment methods applied to psychotherapy and group psychotherapy. His research spans over 20 years and has emphasized measurement, program evaluation and group psychotherapy. If you are not in Hawaii for APA, please connect with us for this session via Google Hangout. For more details on how to connect, please email us at div49group@gmail.com. **Via Google Hangout: 4---5 pm (Pacific)/5---6 pm (Mountain)/6---7 pm (Central)/7---8 pm (Eastern)**

Best Practices for Teaching Group Theory or Practice Thursday, August 1st, 2013, 2:30 pm--- 3:30 pm (HST) Division 49 Hospitality Suite Hosted by Lee Gillis, PhD (Georgia College) & Leann Terry Diederich, PhD (Penn State University) Whether this is your first course, or your one hundred and first, we invite you to join us for a casual conversation in the Division 49 Suite. We are hoping to capitalize on the experiences of all participants by discussing course objectives, syllabi, texts, films and instructional aids, experiential groups and activities, special topics covered (ethical issues, multicultural issues), and student supervision and evaluation. Our hope is to create a space in which we can dialogue, ask questions, talk about what has been successful in the past, and share resources about teaching undergrad and graduate courses in group. If you are not in Hawaii for APA, please connect with us for this session via Google Hangout. For more details on how to connect, please email us at div49group@gmail.com. **Via Google Hangout: 5:30---6:30 pm (Pacific)/6:30---7:30 pm (Mountain)/7:30---8:30 pm (Central)/8:30---9:30 pm (Eastern)**

BOARD MEETING 8/02 Fri: 8:00 AM – 12:00 PM Division 49 Hospitality Suite
SOCIAL GATHERING 8/02 Fri: 6:00 PM – 9:00 PM Division 49 Hospitality Suite **STUDENT BRUNCH** 8/03 Sat: 10:00 AM – 11:30 AM Division 49 Hospitality Suite **SKILL**

BUILDING SESSIONS Skill---**Building Session (S): Developing Sexual Assault Survivor Groups in a College Setting** 7/31 Wed: 8:00 AM --- 8:50 AM Convention Center Room 309 Chair Mandy Mount, PhD, University of California-----Irvine **Skill---Building**

Criterion VI. Advanced Preparation in the Parameters of Practice

Session (S): Practice---Based Evidence in Group Psychotherapy----- Responding to Client and Group Process Feedback 8/01 Thu: 8:00 AM --- 8:50 AM Convention Center Room 313C Chair Robert L. Gleave, PhD, Brigham Young University Participant/1stAuthor Tom Golightly, PhD, Brigham Young University

Title: Introduction to Practice--Based Evidence and the Group Questionnaire Mark E. Beecher, PhD, Brigham Young University

Title: Using the Group Questionnaire to Better Understand Individual Members in Group Psychotherapy Derek Griner, PhD, Brigham Young University

Title: Using the Group Questionnaire to Better Understand Multiple Members in the Same Group Jenny A.N. Cannon, PhD, Brigham Young University

Title: Using the Group Questionnaire to Better Understand Group Interactions With the Leader(s) Kelly Abbott, PsyD, Brigham Young University

Title: Using the Group Questionnaire to Compare Different Groups Skill---

Building Session (S): Using Self--Disclosure in Group Psychotherapy-----

Strategies for Enhancing Group Cohesion 8/01 Thu: 10:00 AM --- 10:50 AM Convention Center Room 303A Chair Nancy K. Farber, PhD, Torrance State Hospital, PA **Skill---**

Building Session (S): Group---Centered Prevention Programs-----A New Approach for Creating Change With At---Risk Students 8/03 Sat: 8:00 AM --- 8:50 AM Convention Center Room 308A Chair Elaine Clanton Harpine, PhD, University of South Carolina Aiken

Skill---Building Session (S): Object Relations and Family Systems in Group Psychotherapy-----An Overview and Demonstration of Process 8/04 Sun: 8:00 AM --

- 9:50 AM Convention Center Room 303B Chair Kathleen Ritter, PhD, California State University-----Bakersfield

SYMPOSIA Symposium (S): Closing the Scientist-----Practitioner Gap-----

Applying Interpersonal and Attachment Theory to Group Work 8/01 Thu: 11:00 AM -- - 11:50 AM Convention Center Room 318A Chair Martyn Whittingham, PhD, Wright State University Participant/1stAuthor Cheri L. Marmarosh, PhD, George Washington University

Title: One Size Does Not Fit All: Applying Attachment Theory to Group Work Martyn Whittingham, PhD,

Title: Focused Brief Group Therapy: How Interpersonal Theory and Formal Assessment Can Enhance Outcomes Dennis M. Kivlighan, Jr., PhD, University of Maryland College Park

Title: Attachment and Interpersonal Styles: How They Influence Group Climate Discussant Dennis M. Kivlighan, Jr., PhD,

Symposium (S): Efficacy/Effectiveness of Small Group Treatments-----A

Worldview Perspective 8/02 Fri: 1:00 PM --- 1:50 PM Convention Center Room 317A Chair Gary M. Burlingame, PhD, Brigham Young University Participant/1stAuthor Jyssica D. Seebeck, BS, Brigham Young University

Title: Differential Efficacy of Group Versus Individual Format Using Equivalent

Treatments Co-- -Author: Shelli Jones, BA, Brigham Young University **Co-- -Author:** Gary M. Burlingame, PhD, Brigham Young University Brian Redford, BS, Brigham Young University

Title: Efficacy/Effectiveness of Small Group Treatments With Schizophrenic Patients

Co-- -Author: Shelli Jones, BA, Brigham Young University **Co-- -Author:** Gary M. Burlingame, PhD, Brigham Young University **Co-- -Author:** Jyssica D. Seebeck, BS, Brigham Young University Tristin Roney, MA, Brigham Young University

Criterion VI. Advanced Preparation in the Parameters of Practice

Title: A Meta--Analysis of Group Treatments for Borderline Personality Disorder Co--

Author: Jenny A.N. Cannon, PhD, Brigham Young University ***Co--Author:*** Gary M. Burlingame, PhD, Brigham Young University

Symposium (S): Multicultural Competence and Social Justice Across Borders in

Group Counseling 8/03 Sat: 9:00 AM --- 9:50 AM Convention Center Room 302A Cochair

Eric C. Chen, PhD, Fordham University Matthew Spieler, BA, Fordham University

Participant/1stAuthor Jill D. Paquin, PhD, Chatham University

Title: Themes on Multiculturalism and Social Justice in Group Counseling Research Co--

Author: Joseph R. Miles, PhD, University of Tennessee, Knoxville ***Co--Author:*** Eric C. Chen, PhD, Rick Trammel, PhD, Argosy University, Hawai'i

Title: Multicultural Groups and Social Justice Issues With Transgender Native

Hawaiians Co--Author: Patrick K. Kamakawiwo'ole, PsyD, Argosy University, Hawai'i ***Co--***

Author: Eric C. Chen, PhD, Allyson Regis, MEd, Fordham University

Title: Ethical and Legal Considerations in Group Counseling for Undocumented

Immigrants Co--Author: Kourtney Bennett, MEd, Fordham University ***Co--Author:*** Eric C. Chen, PhD, Fordham University Gary L. Dillon, Jr., MA, Fordham University

Title: Group Counseling With Undocumented College Students: Supports and Barriers

Co--Author: Jill Huang, MEd, Fordham University ***Co--Author:*** Eric C. Chen, PhD, Fordham University

Symposium (S): Global Perspectives in Culturally Responsive Practice and Training

in Group Psychology 8/03 Sat: 11:00 AM --- 11:50 AM Convention Center Room 304A

Chair Fred Bemak, EdD, George Mason University Participant/1stAuthor Fred Bemak, EdD,

Rita Chi---Ying Chung, PhD, George Mason University Robert K. Conyne, PhD, University of Cincinnati

Symposium (S): Ethical Issues in Working With Diversity in Groups-----Selection,

Preparation, and Intentionality 8/4 Sunday: 10---10:50 AM Convention Center Room

352 Chair Rebecca R. MacNair---Semands, PhD, University of North Carolina at Charlotte

Participant/1stAuthor Rebecca R. MacNair---Semands, PhD,

Title: Ethical Issues Related to Social Justice in Groups Maria T. Riva, PhD, University of Denver

Title: Shedding Light on Group Research With Culturally Diverse Persons Discussant

Cheri L. Marmarosh, PhD, George Washington University

Symposium (S): Group Therapy Treatment Outcome-----Exploring the Influence of

Group and Individual Factors 8/04 Sun: 10:00 AM --- 10:50 AM Convention Center Room

318A Participant/1stAuthor Margaret---Anne Mackintosh, PhD, National Center for PTSD---

---Pacific Islands Division, Honolulu, HI

Title: Factors Predicting Differences in Group Treatment Outcomes Co--Author: Jennifer

A. Schneider, PhD, National Center for PTSD-----Pacific Islands Division, Honolulu, HI ***Co--***

Author: Nancy M. Cha, PhD, National Center for PTSD-----Pacific Islands Division, Honolulu,

HI ***Co--Author:*** Leslie A. Morland, PhD, National Center for PTSD-----Pacific Islands

Division, Honolulu, HI Karin M. Hodges, PsyD, Massachusetts General Hospital, Boston

Title: How and for Whom Does Socioeconomic Hardship Influence Psychodynamic

Group Treatment Outcome? Co--Author: Katie L. Randall, BA, Antioch University New

England ***Co--Author:*** Xiaodong Liu, EdD, Brandeis University Erin Deneke, PhD, Caron

Treatment Centers, Wernersville, PA

Criterion VI. Advanced Preparation in the Parameters of Practice

Title: Sustained Inter--- and Intrapersonal Change After Brief Residential Group

Therapy Program Co---Author: Elizabeth E. Epstein, PhD, Rutgers the State University of New Jersey New Brunswick Campus Co--***-Author:*** Kevin A. Hallgren, MS, University of New Mexico Co--***-Author:*** Ann Smith, MS, Caron Treatment Center, Wernersville, PA Co--***-Author:*** Austin Houghtaling, PhD, Caron Treatment Center, Wernersville, PA

POSTER SESSION Poster Session (F): [Poster Session] 8/02 Fri: 12:00 PM ---

12:50 PM Convention Center Kamehameha Exhibit Hall Participant/1stAuthor Sam Steen, PhD, George Washington University

Title: Does Sharing Personal Reflections on Group Process Improve Group Cohesion?

Co--***-Author:*** Elaina A. Vasserman---Stokes, MA, George Washington University Co--***-Author:*** Rachel Vannatta, MEd, George Washington University Samantha J. Schwartz---Oscar, PhD, Washington State University

Title: Comparison of a Cbt+Life Review Intervention and a Life Review Only

Intervention for Older Adults Sean C. Woodland, BS, Brigham Young University

Title: A Systematic Inquiry of Outcome Measures in Group Psychotherapy Co---Author:

Gary M. Burlingame, PhD, Brigham Young University Co--***-Author:*** Kyle Lindsay, Brigham Young University Co--***-Author:*** Paige McAllister, Brigham Young University Carilyn C. Ellis, MA, George Fox University

Title: What Leads to Service Member Engagement in Group Therapy: Factors Affecting

Patient Working Capacity Co---Author: Timothy Cooper, MA, George Fox University Co--

-Author: Nathan Engle, BA, George Fox University Co--***-Author:*** Mary A. Peterson, PhD,

George Fox University Alia R. Warner, EdS, MS, Florida State University ***Title: Mindfulness-***

--Based Stress Reduction for Female Inmates: A Group Curriculum Co---Author: Sabrina

M. Di Lonardo, EdS, MS, Florida State University Delia Avelar, MA, Argosy University, Phoenix

Title: Culturally Responsive Program to Decrease Depressive Symptoms for Immigrant

Latina Women Emma R. Kahle, University of Michigan-----Ann Arbor

Title: Hope and Vitality As Interactive Predictors of Depressive Symptoms and Suicide

Behavior Co---Author: Edward C. Chang, PhD, University of Michigan-----Ann Arbor Co--

-Author: Jenny Y. Lee, University of Michigan-----Ann Arbor Co--***-Author:*** Elizabeth A. Yu,

University of Michigan-----Ann Arbor Co--***-Author:*** Marisa J. Perera, BA, University of

Michigan-----Ann Arbor Co--***-Author:*** Yvonne Kupfermann, University of Michigan-----Ann

Arbor Co--***-Author:*** Jameson K. Hirsch, PhD, East Tennessee State University Miho Yamada,

MD, Shujitsu University, Okayama City, Japan

Title: Practice of Hula Care Support Program Between Mother---Child and

Undergraduate Students Co---Author: Tsuyoshi Yamada, MD, Okayama University, Japan

Kathryn M. Pavlik, PsyD, Children's Hospital Los Angeles, CA

Title: Evidence--Based Group Treatment Model Adapted for a Female Homeless

Population Co---Author: Hannah L. Miller, PsyD, Children's Hospital Los Angeles, CA Co--

-Author: Cynthia E. Munoz, PhD, Children's Hospital Los Angeles, CA Sarah M. Rotsinger--

Stemen, BA, Wright State University

Title: Focused Brief Group Therapy: An Effectiveness Study Co---Author: Martyn

Whittingham, PhD, Wright State University Michelle Sobon, BA, Wright State University

Title: Assessing Change Patterns of the Overly Accommodating Subtype Within Focused

Criterion VI. Advanced Preparation in the Parameters of Practice

Brief Group Therapy Co-- Author: Martyn Whittingham, PhD, Wright State University Lee Gillis, PhD, Georgia College

Title: Shunda Creek: Intentional Individually Focused Adventure Therapy in a Young

Adult Residential Addiction Group Co-- Author: Keith C. Russell, PhD, Western

Washington University Kevin A. Hallgren, MS, University of New Mexico

Title: Effect of Purported Mediators on Outcomes in a 5--Day Residential Group

Therapy Program Co-- Author: Erin Deneke, PhD, Caron Treatment Center, Wernersville,

PA Co-- Author: Elizabeth E. Epstein, PhD, Rutgers the State University of New

Jersey/Piscataway Co-- Author: Ann Smith, MS, Caron Treatment Center, Wernersville, PA

Co-- Author: Austin Houghtaling, PhD, Caron Treatment Center, Wernersville, PA Bobbi L.

Beale, PsyD, Child & Adolescent Behavioral Health, Canton, OH

Title: Kinesthetic Metaphors in Adventure Therapy Groups for Traditional Community

Mental Health Settings Co-- Author: Anita R. Tucker, PhD, University of New Hampshire

Co-- Author: Lee Gillis, PhD, Georgia College Leslie H. Ponciano, PhD, Loyola Marymount

University

Title: Developing a Measure of Group Attachment Maria Kajankova, MSE, BA, Fordham

University

Title: Dual Relationships and Power Negotiation in Counselor Training Groups Co--

Author: Eric C. Chen, PhD, Fordham University Co-- Author: Jill Huang, MEd, Fordham

University Co-- Author: Kali R. Rowe, BA, Fordham University Elizabeth B. Cleves, MA,

Argosy University, San Francisco Bay Area

Title: Group Therapy for Adult Children of Narcissistic Parents From a Control Mastery

Perspective Leslie E. Stelljes Nanson, BA, George Washington University

Title: Room for Two: Creating Space for Men in a Women's Group Co-- Author: Rachel M.

Sassoon, MEd, George Washington University Co-- Author: Jonathan C. Stillerman, PhD,

George Washington University Karen E. Farrell, PsyD, Midwestern University

Title: Attitudinal Shifts in Graduate Students Training With Stereotyped Populations

Co-- Author: Diana J. Semmelhack, PsyD, Midwestern University Co-- Author: Lauren

Fetherolf, MA, Midwestern University Co-- Author: Hiren Ghayal, MA, Midwestern

University Co-- Author: Christina Gentile, MA, Midwestern University Diana J. Semmelhack,

PsyD, Midwestern University

Title: Psychotic Thinking in Our Social Groups: Harnessing Primary Process Thinking

for Creative Work Co-- Author: Larry Ende, PhD, Independent Practice, Evanston, IL Co--

Author: Clive Hazell, PhD, School of the Art Institute, Chicago, IL Co-- Author: Karen E.

Farrell, PsyD, Midwestern University Dennis C Wendt, MA, University of Michigan-----Ann

Arbor

Title: Toward an Evidence--Based Intensive Outpatient Curriculum for Veterans With

Substance--Use Disorders Co-- Author: Colleen Ehrnstrom, PhD, VA Ann Arbor

Healthcare System, MI

APA Convention Program 2014

Division/Group Search

Session data current as of 07/22/2014

You are viewing 1 - 20 out of 43 sessions.

[Address given by Philip Zimbardo](#)

Session ID: 2098

Session Type: Invited Address

Criterion VI. Advanced Preparation in the Parameters of Practice

Division/Group: 1, 3, 6, 8, 9, 12, 17, 34, 35, 39, 41, 46, 49, 51, 52, APAGS

Time: 9:00AM - 10:50AM

[Cognitive Processes at Work---Insight Into Organizational Decision Making and Learning](#)

Session ID: 4044

Session Type: Paper Session

Division/Group: 14, 3, 13, 21, 49, APAGS

Time: 9:00AM - 9:50AM

[Leadership Behavior--- Implications for Performance and Creativity](#)

Session ID: 4119

Session Type: Paper Session

Division/Group: 14, 8, 13, 19, 47, 49

Time: 11:00AM - 11:50AM

[How Psychologists Can Help Create Healthy Workplaces](#)

Session ID: 3176

Session Type: Symposium

Division/Group: 14, 8, 13, 17, 34, 38, 42, 49, APAGS

Time: 11:00AM - 11:50AM

[Difficult Dialogues---White Privilege: Problems, Issues, and Suggestions for Growth](#)

Session ID: 1194

Session Type: Symposium

Division/Group: 17, 27, 35, 39, 44, 49, 51, APAGS

Time: 12:00PM - 12:50PM

[Counseling Considerations for Older Sexual Minorities and Implications for Community-Based Services](#)

Session ID: 3010

Session Type: Symposium

Division/Group: 17, 22, 35, 39, 44, 49, 51

Time: 8:00AM - 8:50AM

[Creative Approaches to Addressing College Student Mental Health](#)

Session ID: 2115

Session Type: Symposium

Division/Group: 17, 12, 39, 49, APAGS

Time: 10:00AM - 10:50AM

[New Directions in Group Therapy Research](#)

Session ID: 1162

Session Type: Symposium

Division/Group: 17, 12, 29, 49

Time: 11:00AM - 11:50AM

[Individual and Group Treatment of Postconcussion Syndrome](#)

Session ID: 3014

Session Type: Skill-Building Session

Division/Group: 22, 6, 12, 17, 19, 40, 42, 49

Time: 8:00AM - 8:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Paper Session](#)

Session ID: 1012

Session Type: Paper Session

Division/Group: 22, 6, 12, 17, 19, 28, 40, 49, 50

Time: 8:00AM - 8:50AM

[DSM-5---Problems, Solutions, and Alternatives](#)

Session ID: 3151

Session Type: Symposium

Division/Group: 32, 39, 1, 12, 17, 24, 25, 26, 35, 42, 43, 44, 49, 53, 56, APAGS

Time: 10:00AM - 11:50AM

Criterion VI. Advanced Preparation in the Parameters of Practice

[Beyond Psychiatric Diagnosis---Critiques and Alternatives From U.K. Clinical Psychologists](#)

Session ID: 3243

Session Type: Symposium

Division/Group: 32, 52, 12, 17, 24, 25, 26, 39, 42, 43, 44, 49, 53, 56

Time: 12:00PM - 1:50PM

[Intervention Approaches in Autism and IDD](#)

Session ID: 2015

Session Type: Paper Session

Division/Group: 33, 7, 12, 42, 49

Time: 8:00AM - 8:50AM

[Effects of Identity, Rejection Sensitivity, and Diversity Climate Among Marginalized Women and Men](#)

Session ID: 1299

Session Type: Symposium

Division/Group: 35, 3, 8, 9, 22, 27, 39, 45, 49, 51

Time: 2:00PM - 2:50PM

[Community-Based Psychoanalysis---Building Partnerships and Bridging Cultures](#)

Session ID: 1300

Session Type: Symposium

Division/Group: 39, 9, 19, 27, 32, 44, 49, APAGS

Time: 2:00PM - 2:50PM

[What We Didn't Learn in School---Building a Successful Private Practice](#)

Session ID: 1037

Session Type: Skill-Building Session

Division/Group: 42, 12, 35, 39, 49

Time: 8:00AM - 9:50AM

[Therapist Self-Care---A Lifespan Perspective: Evidence-Based Expressive Writing As a Tool](#)

Session ID: 4021

Session Type: Skill-Building Session

Division/Group: 42, 12, 34, 35, 49

Time: 8:00AM - 9:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Supersize---Developing a Great Group Practice](#)

Session ID: 2039

Session Type: Symposium

Division/Group: 42, 12, 35, 39, 49

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Nuts and Bolts of Successful Practice](#)

Session ID: 3155

Session Type: Symposium

Division/Group: 42, 1, 12, 31, 35, 39, 49

Time: 10:00AM - 11:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Sport-Based Interventions for Peace Building and Social Inclusion](#)

Session ID: 3194

Session Type: Symposium

Division/Group: 48, 35, 47, 49, APAGS

Time: 11:00AM - 11:50AM

[Group Therapy in an International Context---Group Research at the University of Haifa in Israel](#)

Session ID: 2195

Session Type: Symposium

Division/Group: 49, 12, 17, 29, 52

Time: 11:00AM - 11:50AM

Criterion VI. Advanced Preparation in the Parameters of Practice

[Poster Session](#)

Session ID: 1258

Session Type: Poster Session

Division/Group: 49

Time: 1:00PM - 1:50PM

[Business Meeting](#)

Session ID: 2273

Session Type: Business Meeting

Division/Group: 49

Time: 3:00PM - 3:50PM

[Arthur Teicher Group Psychologist of the Year](#)

Session ID: 3227

Session Type: Invited Address

Division/Group: 49, 12, 17, 44

Date: 08/09/2014

Time: 12:00PM - 12:50PM

[Address given by Ruthellen Josselson](#)

Session ID: 1305

Session Type: Invited Address

Division/Group: 49, 12, 17, 39, 52

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Address given by Lee Gillis](#)

Session ID: 2245

Session Type: Presidential Address

Division/Group: 49, 12, 17

Time: 2:00PM - 2:50PM

[Working With Religion and Spirituality in General Process Groups](#)

Session ID: 4058

Session Type: Skill-Building Session

Division/Group: 49, 12, 17, 34, 36, APAGS

Time: 9:00AM - 9:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Ethical Issues in Working With Individual and Cultural Differences in Groups](#)

Session ID: 1356

Session Type: Symposium

Division/Group: 49, 12, 17, 22, 34, 39, 42, 44, APAGS

Time: 3:00PM - 3:50PM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Practice-Based Explanations of Group Changes During Outdoor Behavioral Health Care Using OQ Measures](#)

Session ID: 3195

Session Type: Symposium

Division/Group: 49, 34, 50

Time: 11:00AM - 11:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Teaching Group Psychotherapy From an Experiential Perspective---A Live Group Model](#)

Session ID: 2042

Session Type: Symposium

Criterion VI. Advanced Preparation in the Parameters of Practice

Division/Group: 49, 12, 17, 39, APAGS

Time: 8:00AM - 9:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Evidence-Based Practice and Multicultural Competencies in Group Therapy---Multiple Perspectives](#)

Session ID: 1175

Session Type: Symposium Division/Group: 49, 12, 17, 42, APAGS

Time: 11:00AM - 11:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Active Group Interventions That Encourage Change---Kinesthetic Metaphors](#) Session ID: 1095

Session Type: Skill-Building Session

Division/Group: 49, 12, 17, 34

Date: 08/07/2014

Time: 9:00AM - 10:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Understanding Self and Others---An Experiential Process Group](#) Session ID: 3105

Session Type: Skill-Building Session Division/Group: 49, 12, 17, 34, 39, APAGS

Time: 9:00AM - 10:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Prevention Groups for At-Risk Students---How and Why Groups Work](#) Session ID: 2137

Session Type: Skill-Building Session

Division/Group: 49, 17, 54

Time: 10:00AM - 10:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Group Therapy As a Response to Modern Challenges in College Counseling](#) Session ID: 4098

Time: 10:00AM - 10:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Exploring the Journey---Psychological, Spiritual, and Social Constructs in NA Recovery](#) Session ID: 4158

Session Type: Symposium Division/Group: 50, 17, 19, 28, 36, 39, 49

Time: 12:00PM - 12:50PM

[Gender Differences in SUD Treatment: Recent Findings From the Clinical Trials Network](#) Session ID: 4109

Session Type: Symposium

Division/Group: 50, 12, 17, 28, 29, 35, 42, 44, 49

Time: 10:00AM - 11:50AM

[Depression, Anxiety, Anger---Targeting Negative Emotions in the Treatment for Alcohol Use Disorders](#)

Session ID: 3038

Session Type: Symposium

Division/Group: 50, 12, 17, 19, 28, 39, 44, 49

Time: 8:00AM - 9:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

Criterion VI. Advanced Preparation in the Parameters of Practice

[Recent Developments in Cognitive Therapy in Italy---Making Room for Emotions and Personal Experience](#)

Session ID: 3093

Session Type: Symposium Division/Group: 52,
12, 17, 29, 49

Time: 9:00AM - 9:50AM

[Implicit Attitudes--- Motivation and Identification](#) Session ID: 2004

Session Type: Symposium Division/Group: 8,
14, 49

Time: 8:00AM - 8:50AM

CE Credits: 1. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

[Intergroup Relations](#)

Session ID: 2005

Session Type: Paper Session Division/Group: 9, 17, 27,
35, 44, 48, 49

Time: 8:00AM - 8:50AM

[A Conversation With Aaron T. Beck, at 93, and Frank Farley](#)

Session ID: 2281

Session Type: Conversation Hour

Division/Group: APA Board of Directors, 12, 17, 24, 25, 26, 39, 42, 43, 49, 53, 56

Time: 3:00PM - 3:50PM

[Vitamin E---The Natural Environment As an Active Ingredient in Psychological Treatment](#)

Session ID: 1045

Session Type: Symposium

Division/Group: Central Programming Group, 34, 32, 49

Time: 8:00AM - 9:50AM

CE Credits: 2. No additional fees to attend CES. There is a one-time fee to claim unlimited CE credits. (See page YY for instructions.)

Criterion VI. Advanced Preparation in the Parameters of Practice

Appendix 3. Recent Didactic and Experiential Conference Offerings

The Society of Group Psychology and Group Psychotherapy – APA Division 49 – August 4-7, 2016, Denver, CO

Skill-Building Session (A): Activating the Here and Now in Group Therapy

Skill-Building Session (A): Creating Active Interventions for Groups (**CE Session**)

Symposium (A): How Monitoring Group Process Informs Treatment Outcomes in Outdoor Behavioral Health Care (**CE Session**)

Symposium (A): Interactive World of Severe Mental Illness---Self Development, Graduate Students, and Creativity (**CE Session**)

Symposium (A): Barriers to Group Psychotherapy for African Americans, Latinos/as, and White University Students

Symposium (A): Feedback Informed Group Treatment---Does It Work, Do Therapists Use It, and How Much Do We Need?

Symposium (A): What Happens in Group---Evaluating Group Psychotherapy Process and Outcomes in Clinical and Training (**CE Session**)

Invited Address (A): Arthur Teicher
Group Psychologist of the Year Invited Address

Invited Address: Melissa Streno Sports Psychologist

Symposium (A): Group Therapy in a Diverse Global Society—A Tool for Meaningful Change

Symposium (A): Group Counseling With International Students (**CE Session**)

Skill-Building Session (A): Bringing Research to Life—Integrating Science and Practice in Real-World Multicultural Settings

The Society of Group Psychology and Group Psychotherapy – APA Division 49 – August 3-6, 2017, Washington, DC

Skill-Building Session (A): Giving thanks together: A gratitude group program

Skill-Building Session (A) Object Relations and Family Systems in Group Psychotherapy: An Overview and Demonstration of Process

Symposium: Factors influencing client progress in group-based adventure therapy for addictions treatment

Symposium: Group Therapy with Diverse College Women

Symposium: Innovations in Group Psychotherapy: Integrating Theories and Targeted Treatment

Symposium: The Power of Groups for Social Skills Development in High Ability Adolescents with Social Deficits

Division 49 2017 Webinars

Title: Examining Between-Leader and Within-Leader Processes in Group Therapy

Presenters: Drs. Martin and Dennis Kivlighan

Date/Time: Friday September 29, 2017 at Noon EST

Title: Statistical Discourse Analysis: Modeling Sequences of Individual Actions During Group Interactions Across Time

Presenter: Dr. Ming Ming Chiu

Date/Time: Friday September 1, 2017 at 9:00am EST

Title: Using Recurrent Analysis to Analyze Group Dynamics

Presenter: Dr. Andrew Knight

Date/Time: Friday May 26, 2017 at 12:00pm EST

Title: Using Sequential Analyses and GSEQ to Study Team Dynamics

Presenter: Dr. Florian Klonek

Date/Time: Friday April 28, 2017 at 8:00am EST

Title: Evaluating the Multilevel Factor Structures of Measures Used in Group Research

Presenter: Rebecca Janis

Date/Time: March 24, 2017 at 12:00pm EST

Title: Estimation and Application of the Latent Group Model

Presenter: Dr. Joseph Bonito

Date/Time: February 24, 2017 at 12:00pm EST

2016 American Group Psychotherapy Association Distance Learning Programs

January 17	11:00 am - 12:30 pm
Principles of Group Psychotherapy Course	

January 24 11:00 am - 12:30 pm
Principles of Group Psychotherapy Course

January 24	7:00 pm – 18:30 pm
Diversity Training	

January 31	11:00 am - 12:30 pm
Principles of Group Psychotherapy Course	

February 7	11:00 am - 12:30 pm
Principles of Group Psychotherapy Course	

February 14	11:00 am - 12:30 pm
Principles of Group Psychotherapy Course	

July 24	7:00 pm – 8:30 pm
Book Club: Words from the Unspoken and the Unspeakable: Science and Speech in Group Therapy	

September 11	12:00 pm – 1:30 pm
The Large Group	

October 23	8:00 pm – 9:30 pm
Book Club: Addiction as an Attachment Disorder	

November 13	8:00 pm – 9:30 pm
Shame on You, Shame on Me: Working with Shame in Group Therapy	

December 11	8:00 pm - 9:30 pm
What about When It's Not Face-2-Face: A Group Dialogue about Ethics & Technology	

2017 American Group Psychotherapy Association Distance Learning Programs

January 8 Increasing Sensitivity to Cultural & Diversity Issues in AGPA (for AGPA Board, Institute Committee & Faculty)	8:00 pm – 9:30 pm
January 19 Increasing Sensitivity to Cultural & Diversity Issues in AGPA (for AGPA Board, Institute Committee & Faculty)	8:00 pm – 9:30 pm
January 22 Principles of Group Psychotherapy Course	11:00 am – 1:00 pm
January 29 Principles of Group Psychotherapy Course	11:00 am – 1:00 pm
February 5 Principles of Group Psychotherapy Course	11:00 am – 1:00 pm
February 5 Increasing Sensitivity to Cultural and Diversity Issues within AGPA (for Workshop & Open Session Committees & Faculty)	8:00 pm – 9:30 pm
February 12 Principles of Group Psychotherapy Course	11:00 am – 1:00 pm
February 19 Principles of Group Psychotherapy Course	11:00 am – 1:00 pm
February 20 Increasing Sensitivity to Cultural and Diversity Issues within AGPA (for Workshop & Open Session Committees & Faculty)	8:00 pm – 9:30 pm
May 7 Part 1. Loving and the Adolescent in Group Psychotherapy: The Therapeutic Use of Countertransference	8:00 pm – 9:30 pm
May 14 Part 2. Loving and the Adolescent in Group Psychotherapy: The Therapeutic Use of Countertransference	8:00 pm – 9:30 pm
June 4 Difficult Moments in Group Psychotherapy	8:00 pm – 9:30 pm
July 23 Contemplative Based Trauma and Resiliency Training	8:00 pm – 9:30 pm
September 10 Difficult Moments in Group Psychotherapy	1:00 pm - 2:30 pm
October 8 Diversity of the Group Leader	8:00 pm – 9:30 pm
December 10 Book Club: Fairy Tales & the Social Unconscious	8:00 pm – 9:30 pm

agpa

AMERICAN GROUP PSYCHOTHERAPY ASSOCIATION



Promoting Secure Attachments through Group Therapy

Special Institute
Monday, February 23

Two-Day Institute
Tuesday & Wednesday, February 24-25

Three-Day Conference
Thursday, Friday, Saturday, February 26-28

2015

Hyatt Regency San Francisco
at Embarcadero Center

Tuesday, February 24, 9:30 AM – 5:45 PM and Wednesday, February 25, 8:30 AM – 5:00 PM
Complete Course Descriptions on AGPA's Website: www.agpa.org

Below are the listings of the two types of Institutes: Process Group Experiences (PGE) and Specific Interest Sections. The PGE participants acquire general therapy skills relevant to leading groups by participating in a process-oriented group. Specific Interest Sections offer participants a chance to explore a particular theme in greater depth or to learn a new theoretical approach. For Specific Interest

Sections, previous participation in a PGE is recommended but not required. Members agree to attend the entire group, to participate actively, and to respect the privacy of the other members. After attending an Institute, participants will be able to identify various aspects of group process and dynamics. These groups provide an important opportunity for experiential learning and growth.

Process Group Experience (PGE) Sections

I-A. General Process Group Experience

Entry Level Instructors:

Less than 4 years of group therapy leadership experience

1. Patricia Barth, PhD, CGP, DLFAGPA
2. Michael Frank, MA, MFT, CGP, LFAGPA
3. Oona Metz, LICSW, CGP, FAGPA
4. Margaret Postlewaite, PhD, CGP, FAGPA
5. Dan Raviv, PhD, CGP, FAGPA
6. Neal Spivack, PhD, CGP, FAGPA

Intermediate Level Instructors:

4-9 years of group therapy leadership experience

7. Scott Conkright, PsyD, CGP
8. Barbara Finn, PhD, CGP, FAGPA
9. Catherine Reedy, LCSW, LMFT, CADC, BCD, CGP
10. Kathy Rider, LCSW, BCD, CGP, FAGPA

Advanced Level Instructors:

10+ years of group therapy leadership experience

11. Chera Finnis, PsyD, CGP, FAGPA
12. Norman Neiberg, PhD, CGP, DLFAGPA
13. Ginger Sullivan, MA, LPC, CGP
14. Barry Wepman, PhD, CGP, LFAGPA

I-B. Process Group Experience Section with Mixed Levels of Experience

Instructors:

1. John Caffaro, PhD, FAGPA
2. Lisa Mahon, PhD, CGP, FAGPA
3. Lawrence Viers, PhD, CGP

I-C. Process Group Experience Section for Senior Therapists

Limited to prior AGPA Institute instructors or registrants who have participated in four or more AGPA Institutes.

Instructors:

1. Jerome Gans, MD, CGP, DLFAGPA, DLFAPA
2. Paul Kaye, PhD, CGP, FAGPA & Gaen Logan, LPC, LPC-S, CGP

I-D. Two-Year Continuous Section

Registration for this section assumes attendance at two consecutive Annual Meetings. (This is the 2nd year of this two-year group; new participants will not be accepted.)

Instructor:

Francis Kaklauskas, PsyD, CGP, FAGPA

I-E. Two-Year Continuous Section with Intermittent Conference Calls

Registration for this section assumes attendance at two consecutive Annual Meetings. There will be five telephone conference call sessions between the two onsite meetings at the Institutes. (This is the 1st year of this group.)

Instructors:

Gil Spielberg, MSW, PhD, ABPP, CGP, FAGPA & Robert Unger, MSW, PhD, CGP, FAGPA

I-F. Three-Year Continuous Section

Registration for this section assumes attendance at three consecutive Annual Meetings. (This is the 3rd and final year of this three-year group; new participants will not be accepted.)

Instructor:

Esther Stone, MSSW, CGP, DLFAGPA

or

Specific Interest Sections

II. Attachment Theory and Group Psychotherapy

Philip Flores, PhD, ABPP, CGP, LFAGPA

III. Becoming Who We Are in Groups: A Jungian Approach to Group Psychotherapy

Justin Hecht, PhD, CGP

IV. Busting Out of Gender and Sexuality Binaries: Experiences on the Continuum

Joseph Acosta, MA, LPC, CGP; Katie Griffin, MA, LPC, CGP

V. Challenges and Opportunities for Therapists after Age 65

George Max Saiger, MD, CGP, FAGPA

VI. Enhancing the Group Process through a Co-Leader Fishbowl Technique

Barbara Squire Ilfeld, MSN, RNCS, CGP, FAGPA
 Frederic Ilfeld, Jr, MD, CGP

VII. Excitement and Shame in Group Psychotherapy

Stewart Aledort, MD, CGP, FAGPA

VIII. Expanding the Emotional Range in Group: The Leader's Emotional Receptivity

Jeffrey Hudson, MEd, LPC, CGP, FAGPA

IX. Exploring Generational Transmission of Social Trauma and Healing

Elaine Cooper, LCSW, PhD, CGP, DFAGPA

X. From Estrangement to Engagement: Mourning Life's Losses with Your Tribe

Mary Sussillo, LCSW, CGP, FAGPA

XI. Group Psychotherapy and Recovery from Addiction

Jeffrey Roth, MD, CGP, FAGPA

XII. Healing from Group Inflicted Narcissistic Injuries Caused by Microaggressions

Nina Brown, EdD, FAGPA

XIII. Healing the Spoken and Unspoken Traces of Trauma: Group as a Context

Suzanne Phillips, PsyD, ABPP, CGP, FAGPA

XIV. Hide and Seek: Understanding Resistance to Connection in Group

Michael Hegener, MA, LPC, CGP, FAGPA

XV. An Intersubjective Approach to Working with Affect in Group Therapy

Sara Emerson, LICSW, MSW, CGP, FAGPA

XVI. Leadership in Organizations: Is It Lonely at the Top? (AGPA Leadership Track)

Darryl Pure, PhD, ABPP, CGP, FAGPA

XVII. Minding the Body and Embodying the Mind: Somatic Experiencing® the Self in the Group

Roger Saint-Laurent, PsyD, SEP, CGP
 Peter Taylor, PhD, SEP, CGP, FAGPA

XVIII. Modern Gestalt Group Therapy: A Relational Approach to Growth and Healing

Peter Cole, MSW, CGP; Daisy Reese, MSW, CGP

XIX. Paradoxes of Desire in the Psychoanalytic Group

Macario Giraldo, PhD, CGP

XX. Starting Where We Are: A Neurobiological Experiential Understanding of Scapegoating and Attachment

Cindy Miller Aron, MSW, CGP, FAGPA; Paul Cox, MD, CGP

XXI. Systems-Centered's Functional Subgrouping and its Neurobiology

Susan Gantt, PhD, ABPP, CGP, DFAGPA

XXII. Wise Intimacy: How Close is Too Near? How Far is Too Distant? How Soon is Too Fast?

James Fishman, MSW, LCSW, CGP; Linda Rose, LCSW, BCD, BC-DMT, PCE, CGP

XXIII. Working with Love and Hate in Groups: Bringing Passion into Group Therapy

Ronnie Levine, PhD, ABPP, CGP, FAGPA

Group Foundation for Advancing Mental Health

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Fulfilling the Promise: Founders Circle

Our sincerest appreciation is expressed to the following individuals and companies for their gifts in support of our program.

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Group Foundation for Advancing Mental Health
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Supervision/Clinical Consultation	XIV	9	C4, 218-5, 43	222, 84a, 90	
Therapist as a Person/Therapist Use of Self/Transparency	V, VIII	306, 5	41, 59-5	84a, 88	
Therapist Self-Care-Caring for the Caregiver, Compassion, Fatigue		5	308	89, 103	
Time-Limited/Short-Term		201, C2	C5, 68-5	219	
Training Issues		204, 305	209, 212-5, 216-5, 217-5		
Virtual/Online Groups		303	73-5		
Specific Models/Theories of Group					
Attachment	SI-2 (Mon), II, XII	2a, 14, 23	45, 61-5, 76-5	310, 104, 105, 112	
Cognitive Behavioral		18	C5, 47		
Dance/Movement/Art		12, 26	48, 62-5	93, 108	
Family Systems		13	34a		
Gestalt	XVIII			84a	
Group Analytic	XI		78-5		
Integrative		29, 31	COL3, 216-5, 77-5	312, 87, 93, 106, 110	
Interpersonal		C2, C3		223	
Interpersonal Neurobiology	XVII, XX, XXI	14, 27, 28, 32	49	COL7, 105	
Mindfulness-Based		25	COL4, 46	COL7, 92, 106	
Modern Group Analysis		27	56-5		
Psychoanalytic	II, XIX	202, 11			
Psychodynamic	IA-IF	2a, 11, 24	80-5	91, 97	
Psychodrama		10, 28, 30	47		
Relational	XXI	306, 15	35a, 60-5, 78-5	87	
Systems-Oriented	XXI	1a	309		
Specific Populations/Types of Group					
Addictions/ Disorders of Self-Regulation/Process/Substance	XI	COL1, 19, 31	51, 68-5, 80-5, 81-5	223, C6	
Aging/Geriatric/Elderly	V		52	113	
Child/Adolescent		205, C3, 33	206, 50	85a, 97	
College Counseling		COL2	COL4, 36a, 214-5, 54-5	222, 96, 109	
Couples		32	217-5	94, 112	
Eating Disorders			51	96	
Gender-Specific/Sexual Orientation/ Sexual Health Groups	IV		65-5, 66-5	95, 111	
Loss/Grief	X	3a		95, 102	
Medical & Terminal Illness/Pain/ People with Disabilities			214-5, 52		
Military/Veterans			210, COL5, 218-5		
Organizations/Organizational Consultation	XVI	16	213-5		
Severely Mentally Ill - Psychosis/ Schizophrenia			209	110	
Trauma-PTSD/Traumatic Experiences/Abuse/ENR/Secondary PTSD/Vicarious Trauma	IX, XII, XVII	COL2, 3a, 18, 23	210, COL5, 53		

Courses Complete Course Descriptions on AGPA's Website: www.agpa.org

THURSDAY, FEBRUARY 26
(10:00 AM-12:30 PM & 2:30-5:00 PM)

C1. PRINCIPLES OF GROUP PSYCHOTHERAPY (PART 2)*

Directors: Joshua Gross, PhD, ABPP, CGP, FAGPA
Michele Ribeiro, EdD, CGP
Faculty: Craig Asselin, PsyD, CGP
Michelle Bouthillier, MSW, LCSW, CGP
Brian Rothberg, MD, CGP

When combined with Part 1 (teleconference series), this course will meet the 12-hour didactic requirement for CGP certification and is designed to provide a basic understanding of the theory, principles and application of group work. Please note: Part 1 is a pre-requisite for course attendance.

C2. FOCUSED BRIEF GROUP THERAPY: ENHANCING ATTACHMENT AND REDUCING INTERPERSONAL DISTRESS IN EIGHT SESSIONS OR LESS

Director: Martyn Whittingham, PhD, CGP
Faculty: Jordan Allison, PsyM
Jennifer Lotz, PsyD

C3. CONTEMPORARY ADOLESCENT GROUP PSYCHOTHERAPY: THE METHODS, THE MADNESS, AND THE FUN!*

Director: Andrew Pajman, EdD, CGP
Faculty: Seth Aronson, PsyD, CGP, FAGPA
Thomas Hurstler, MSS, CGP, FAGPA
D. Thomas Stone, Jr, PhD, CGP, FAGPA

FRIDAY, FEBRUARY 27
(10:00 AM-12:30 PM & 2:30-5:00 PM)

C4. TRAINING IN GROUP PSYCHOTHERAPY SUPERVISION

Director: Sherrie Smith, LCSW-R, CGP, FAGPA

C5. INTEGRATIVE COGNITIVE-BEHAVIORAL GROUP THERAPY

Director: Greg Crosby, MA, LPC, CGP, FAGPA

SATURDAY, FEBRUARY 28
(9:00-11:30 AM & 2:00-4:30 PM)

C6. PROCESS ADDICTIONS FOR THE GROUP PSYCHOTHERAPIST: FROM ISOLATION TO ATTACHMENT*

Directors: Shelley Korshak, MD, CGP, FAGPA
Marcia Nickow, PsyD, CADC, CGP
Barney Straus, MSW, MA, PCGC, CGP

* Manuals are available for purchase in advance or onsite at the Meeting for these courses.



Thursday

EARLY MORNING OPEN SESSIONS
(7:15-8:15 AM)

201. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
Steinar Lorentzen, MD, PhD; Sharan Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA
202. **THE SEVEN POTENTIAL HAZARDS OF BLURRED BOUNDARIES IN GROUP PSYCHOTHERAPY (ETHICS CE CREDIT AVAILABLE)**
Robert Pepper, LCSW, PhD, CGP
203. **CREATING A COMMUNAL HOME FOR COLLECTIVE TRAUMA THROUGH SOCIAL DREAMING**
George Bermudez, PhD
204. **THINKING ABOUT OUR WORK: THE IMPACT OF SIBLINGS, COLLEAGUES AND FORGIVENESS**
Walter Stone, MD, CGP-R, DLFAGPA
205. **MYTHODRAMA — GROUP PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS**
Revaz Korinteli, MD, FAGPA, Chair; Nino Menteshashvili, MA; Nino Siradze, MA

EARLY MORNING COLLOQUIES
(7:15-8:15 AM)

- COL 1. **CONNECTION AND ACCOUNTABILITY: USE OF GROUP IN SUBOXONE PRESCRIBING FOR OPIOID ADDICTION** Geoffrey Kane, MD, MPH; Gina Pearce, MA; Kurt White, LICSW, LADC, CGP
- COL 2. **AN INNOVATIVE APPROACH TO TREATING WOMEN WITH A HISTORY OF TRAUMA AT A COLLEGE COUNSELING CENTER: A GROUP THERAPY AND SELF-DEFENSE TRAINING PROGRAM**
Lisa Weinberg, PhD

ALL-DAY WORKSHOPS
(10:00 AM-12:30 PM & 2:30-5:00 PM)

- 1a. **SYSTEMS-CENTERED PHASES OF GROUP DEVELOPMENT IN SMALL AND MEDIUM GROUPS**
(N/L) Yvonne Agazarian, EdD, DLFAGPA, FAPA
- 2a. **SELF-STATE CONFIGURATIONS IN GROUP: THE SUBSTRATE OF ATTACHMENT** Robert Andrew Berley, PhD, CGP, FAGPA; Karis Klassen, MA, CGP; K. Brynolf Lyon, PhD, CGP
- 3a. **USING GROUPS IN TIMES OF TERROR, TRAGEDY AND THEIR AFTERMATH: BOSTON, HAIFA, LONDON, NEW YORK, TORONTO**
(N/L) Phyllis Cohen, PhD, PsyD, CGP, LFAGPA; Howard Kibel, MD, CGP, DLFAGPA; Melyn Leszcz, MD, FRCP, CGP, DFAGPA; John Schlapobensky, BA, MSc, MEd, CGA, CGP

MORNING WORKSHOPS (10:00 AM-12:30 PM)

4. **ETHICAL DILEMMAS IN GROUP THERAPY: LEADER AND MEMBER PERSPECTIVES (ETHICS CE CREDITS AVAILABLE)**
Sharan Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA
5. **TO BE OR NOT TO BE A PERFECTIONIST**
(-4) Shoshana Ben-Noam, PsyD, CGP, LFAGPA
6. **ARE WE THERE YET? PROBLEMS WITH FAST-FORWARDING CHANGE IN OUR THERAPY CULTURE**
(N/L) Dominick Grundy, PhD, CGP
7. **NOTHING HUMAN IS ALIEN TO ME: THE OUTLIER GROUP MEMBER**
(N/L) Marc Schramm, PsyD, CGP, FAGPA
8. **USING GROUP INTERVENTIONS TO PROMOTE HEALTHY RELATIONSHIPS WITH MONEY**
(N/L) Richard Kahler, MSFP, ChFC; Courtney Pullen, MA, LPC
9. **AFFECT IN SUPERVISION**
(N/L) Eleanor Counselman, EdD, CGP, LFAGPA; Kathleen Hubbs Ullman, PhD, CGP, FAGPA
10. **INTEGRATING ACTION METHODS INTO YOUR GROUPS**
(-4) Sylvia Israel, MFT, RDT/BCT, TEP
11. **LACAN, DESIRE AND GROUP PSYCHOTHERAPY**
(10+) Scott Conkright, PsyD, CGP
12. **MEDICINAL DRUMMING: AN ANCIENT AND MODERN HEALING PRACTICE**
(N/L) Sal Nunez, PhD
13. **A CROWDED ROOM: USING IFS (INTERNAL FAMILY SYSTEMS) IN GROUPS**
(N/L) R. Tracy MacNab, PhD, CGP, FAGPA; Annie Weiss, LICSW, CGP
14. **HUNGER AND LONGING: FOSTERING INTIMACY THROUGH ATTACHMENT AND INTERPERSONAL NEUROBIOLOGY**
(N/L) Mitchell Adler, PsyD, CGP
15. **GROUP THERAPY FOR PROCESSING ISSUES RELATED TO BODY IMAGE**
(N/L) Anne Slocum McEneaney, PhD, ABPP, CGP, FAGPA; Ravit Raufman, PhD
16. **THE GROUP THERAPIST AS CORPORATE TRAINER**
(N/L) Rick Tivers, LCSW
17. **STAYIN' ALIVE: CREATIVITY AND THE DEPRESSION GROUP**
(N/L) Tammy Brown, MSSW, LCSW, CGP
18. **CBT MANAGING ANGER GROUPS FOR PTSD: THE THERAPIST EXPERIENCE**
(N/L) Barbara Niles, PhD; William Unger, PhD; Melissa Wattenberg, PhD
19. **CONTEMPORARY APPROACHES TO ADDICTION TREATMENT: MOTIVATIONAL INTERVIEWING, HARM REDUCTION, AND SMART RECOVERY**
(N/L) Maurice Byrd, MA; A. Thomas Horvath, PhD; Amy Leibowitz, PsyD; Jeannie Little, MSW, CGP

AFTERNOON WORKSHOPS (2:30-5:00 PM)

20. **TECHNIQUES OF FOSTERING EARLY GROUP COHESION WITH DIVERSE IDENTITIES**
(-4) Paul Gitterman, LICSW, MSc, CGP; Paul LePhuoc, PhD, CGP
21. **ENGAGING WITH DREAMS IN GROUPS**
(N/L) Meredith Sabini, PhD
22. **CO-PARTICIPATION IN GROUP: AN INNOVATIVE APPROACH**
(N/L) Andrew Eig, PhD, ABPP
23. **NOT AGAIN!! WHY SOME PEOPLE REPEAT RELATIONSHIPS WITH ABUSIVE PARTNERS AND HOW GROUP THERAPY CAN HELP**
(N/L) Mary Nicholas, LCSW, PhD, CGP, FAGPA
24. **MASTER'S SUPERVISION ON CO-LEADERSHIP**
(10+) Barbara Kidder, MA; Eugene Kidder, MDiv, CGP, FAGPA
25. **GROUP PSYCHOTHERAPY FOCUSED ON THE TRANSPERSONAL AND SPIRITUALITY**
(N/L) John Frederick Hiatt, MD

26. **LIVINGDANCE: STEPS TOWARDS SELF-REGULATION AND SECURE ATTACHMENTS IN GROUP THERAPY**
(N/L) Danielle Fraenkel, PhD, BC-DMT, NCC, LCAT, LMHC, CGP
27. **FROM PREVERBAL TO VERBAL: TRANSLATING THE LANGUAGE OF THE BODY AS A PATHWAY TO INTIMACY AND ATTACHMENT**
(N/L) Janice Morris, PhD, ABPP, CGP, FAGPA
28. **ENRICHING THE ATTACHMENT POTENTIAL OF EXPERIENTIAL GROUP PROCESS USING MINDFULNESS-BASED ACTION METHODS**
(N/L) Sue Barnum, MA, TEP, CGP; Kate Cook, MA, LPCC, TEP
29. **THE PROCESS OF CORRECTING AND VITALIZING SELF-WORTH USING THE FOUR-STEP INTEGRATIVE MODEL FOR GROUP THERAPY**
(N/L) Mohamed Ayman Abdelhameed MD, PhD; Nashaat Adel Mohamed, MD, PhD; Amr Makram Elmetwally, MD, PhD
30. **INTERCULTURAL CONFLICT TRANSFORMATION AND HEALING COLLECTIVE TRAUMA**
(N/L) Armand Vulkas, MFA, MA
31. **INTEGRATIVE DBT GROUP FACILITATION**
(N/L) Claudia Arlo, LCSW, CASAC, CGP
32. **HEALING ATTACHMENT WOUNDS AND NEUROPSYCHOLOGICAL DYSREGULATION IN COUPLES THROUGH RELATIONSHIP FOCUSED GROUP THERAPY**
(N/L) Darryl Feldman, PhD, ABPP, CGP; Gloria Kahn, EdD, ABPP, CGP, FAGPA
33. **SOCIAL SKILLS GROUP THERAPY WITH CHILDREN AND ADOLESCENTS**
(-4) Debbie Vuong, MFT

MORNING OPEN SESSIONS (10:00 AM-12:30 PM)

301. **CULTURAL DIVERSITY IN AGPA: IMPLICATIONS FOR THE FUTURE OF AGPA AND THE GROWTH OF GROUP PSYCHOTHERAPY**
Eri Suzuki Bentley, PhD, CGP, Chair; Karen Riu Cone-Uemura, PhD, CGP; Karin Maria Hodges, PsyD, CGP; Reginald Nettles, PhD, CGP; Toby Ellen Newman, LCSW, CGP; Luis Romero, MEd; George Saiger, MD, CGP, FAGPA
302. **MAPPING THEORY TO TECHNIQUE: WHERE THE MODEL MEETS THE METHOD**
Joseph Shay, PhD, CGP, FAGPA, Chair; Stewart Aledort, MD, CGP, FAGPA; Francis Kaklauskas, PsyD, CGP, FAGPA; Ronnie Levine, PhD, ABPP, CGP, FAGPA; Lisa Mahon, PhD, CGP, FAGPA
303. **ALONE IN THE PRESENCE OF VIRTUAL OTHERS: INTERNET GROUPS**
Haim Weinberg, PhD, CGP, FAGPA, Chair; Shari Baron, MSN, CGP, FAGPA; Luciano Colleoni, MSc; Robert Hsiung, MD

LUNCH-TIME OPEN SESSION (12:45-2:00 PM)

- LG-1 **THE LARGE GROUP** Robi Friedman, PhD; Nimer Said, MA, Co-Leaders; Mary Dluhy, MSW, CGP, FAGPA, Consultant
Also being held on Friday (12:45-2:00 pm) and Saturday, (2:00-4:30 pm)

AFTERNOON OPEN SESSIONS (2:30-5:00 PM)

304. **GROUP PSYCHOTHERAPY PRACTICE OF THE FUTURE**
Eleanor Counselman, EdD, CGP, LFAGPA, Chair; Barry Helfmann, PsyD, CGP, DFAGPA; Oona Metz, LICSW, CGP, FAGPA; Farooq Mohyuddin, MD, CGP, FAGPA; Kathleen Hubbs Ullman, PhD, CGP, FAGPA
305. **REVOLVING DOORS AND BRIEF ENCOUNTERS: DARE WE DO INPATIENT GROUPS?**
Catherine Doering, PhD, ABPP, CGP; Leslie Lothstein, PhD, ABPP, CGP; Co-Chairs: Wesley Cook, PsyD, MAC; Leslie Ann Dobson, PsyD; Carilyn Ellis, PsyD; Marsha Vannicelli, PhD, CGP, LFAGPA
306. **USES OF THE SELF IN GROUP LEADERSHIP**
Elizabeth Shapiro, PhD, CGP, Chair; Chera Finnis, PsyD, CGP, FAGPA; Jerome Gans, MD, CGP, DLFAGPA; Robin Good, PhD, CGP, FAGPA; Robert Grossmark, PhD

Membership Community Meeting 5:15-7:15 PM

Presiding: Les Greene, PhD, CGP, LFAGPA, AGPA President

Friday

February 27, 8:30-9:45 A.M.

Anne and Ramon Alonso Plenary Address

Will You Still Need Me?: How Secure Attachment in Intimate Relationships May Protect Our Minds as Well as Our Hearts as We Grow Old



Featured Speaker: Robert Waldinger, MD

Secure attachment is central to wellbeing throughout the lifespan. This presentation describes a study of octogenarian marriages from the 75-year-long Harvard Study of Adult Development. Dr. Waldinger will present an overview of attachment in couples, along with findings suggesting that security of attachment may protect cognition and wellbeing as we age.

Dr. Robert Waldinger is the author of numerous scientific papers as well as two books: *Psychiatry for Medical Students and Effective Psychotherapy with Borderline Patients: Case Studies*. Dr. Waldinger studies human development across the adult lifespan, with a special emphasis on the ways that close relationships shape our lives and affect our health. He is a practicing psychiatrist and psychoanalyst. He teaches Harvard medical students and psychiatry residents, and is on the faculty of the Boston Psychoanalytic Institute.

EARLY MORNING OPEN SESSIONS (7:15-8:15 AM)

- 206. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
Marilyn Lanza, DNSc, CS, ARNP; FAAN; Zipora Shechtman, PhD, FAGPA
- 207. **RISKY BUSINESS: ASSESSING SUICIDE IN GROUP THERAPY**
Jasleen Cooper-Bhatia, PhD, Chair; Sharon Black, MA; Erin Crozier, BS; Margaret Taylor Davis, MS; Justin Puder, MA; Joshua Turchan, MA
- 208. **GROUP PSYCHOTHERAPY AND LATINOS: CULTURAL NUANCES FOR PROVIDING EFFECTIVE TREATMENT**
Regina Armas, MSW, PhD, CGP; Yvette Flores, PhD
- 209. **THE STIGMA OF MENTAL ILLNESS: AN EDUCATIONAL INTERVENTION FOR MEDICAL STUDENTS (AND OTHERS) (PSYCHIATRY SIG BREAKFAST MEETING)**
Rachel Margaret Ann Brown, MBBS, MPhil, CGP
- 210. **PROCESS GROUPS IN A MILITARY SETTING: SIMILARITIES/DIFFERENCES WITH OTHER SETTINGS**
Joseph Wise, MD

EARLY MORNING COLLOQUIES (7:15-8:15 AM)

- COL 3. **DEVELOPING THE WHOLE MUSICIAN: CULTIVATING ARTISTRY THROUGH A UNIQUE GROUP THERAPY MODEL** Matthew Tomatz, MA, MM, LPC, CACIII, CGP
- COL 4. **KORU: AN EVIDENCE-BASED GROUP MODEL OF MINDFULNESS TRAINING FOR COLLEGE STUDENTS** Libby Webb, LCSW
- COL 5. **"SECURE PRESENCE" - MODEL FOR TRAUMA GROUP PSYCHOTHERAPY IN NATURE: A CASE STUDY OF GROUP FOR SPOUSES OF FORMER PRISONERS OF WAR AND PTSD VETERANS** Ann-Keren Neuman Kantor, MA

ALL-DAY WORKSHOPS

(10:00 AM-12:30 PM & 2:30-5:00 PM)

- 34a. **FAMILY GENOGRAMS, FAMILY MAPPING & FAMILY SCULPTURE: PROMOTING SECURE ATTACHMENT THROUGH GROUP** Frédéric La Belle, MFA, BA, CGP

- 35a. **DEVELOPING NUCLEAR IDEAS: RELATIONAL GROUP PSYCHOTHERAPY** Richard Billow, PhD, ABPP, CGP

- 36a. **GROUP COORDINATOR'S WORKSHOP: BUILDING SKILLS IN GROUP PROGRAM DEVELOPMENT AND LEADERSHIP** Jennifer Alonso, PhD, CGP; James Bleiberg, PsyD, CGP; Jonathan Cox, PhD; Rita Drapkin, PhD; Joshua Gross, PhD, ABPP, CGP; FAGPA; Priya Kirpalani, PsyD, CGP; Rebecca MacNair-Semands, PhD, CGP; FAGPA

MORNING WORKSHOPS

(10:00 AM-12:30 PM)

- 37. **IMMEDIACY-BRIDGING EMOTIONAL COMMUNICATION: THREE KEY WAYS GROUPS COMMUNICATE**
Greg MacCull, LICSW, CGP, FAGPA
- 38. **LOVELY, DARK AND DEEP: REVERIE, THE LYRIC POETRY OF ROBERT FROST, AND TRANSFORMATIONAL PROCESSES IN GROUP PSYCHOTHERAPY** Walker Shields, MD, CGP, FAGPA
- 39. **ME RUN A GROUP!! A CONSIDERATION OF WHAT KEEPS YOU FROM GROUP LEADERSHIP**
Dennis Foley, PsyD; Marie Sargent, PhD
- 40. **A JOURNEY TOWARD MULTICULTURALLY COMPETENT LEADERSHIP** Eri Suzuki Bentley, PhD, CGP; Leann Terry Diederich, PhD
- 41. **THE GROUP LEADER'S ISSUES AND ATTITUDES ABOUT MONEY** Lawrence Kron, PhD
- 42. **DISCOVERING WHY WE PICK THE MATES WE DO IN A GROUP** Phyllis Jenkins, MA, LMFT, CGP
- 43. **EFFECTIVE AND EFFICIENT SUPERVISION: DOING IT IN GROUP** Arthur Gray, PhD
- 44. **THERAPY IS GOING TO THE DOGS: AN ANIMAL-ASSISTED GROUP EXPERIENCE** Lorraine Wodiska, PhD, ABPP, CGP
- 45. **LONGING FOR THE SECURE BASE: WORKING WITH RESISTANCES TO EMOTIONAL CONTACT IN GROUP THERAPY** Aaron Black, PhD, CGP
- 46. **INTRODUCTION TO MINDFULNESS**
Kerry Kravitz, MD, PhD
- 47. **ASSIMILATING THE PSYCHODRAMA MODALITY INTO THE GROUP COGNITIVE BEHAVIORAL MODEL (GCBM): DIRECTIONS FOR ACTION METHODS**
Deborah Dartnell, MSOD, MA; Thomas Treadwell, EdD, TEP, CGP
- 48. **THE BODY AS PRIMARY ACCESS TO THE SELF**
Nanine Ewing, PhD, BC-DMT, CGP, FAGPA
- 49. **NEUROSCIENCE AND RACISM**
Alexis Abernethy, PhD, CGP, FAGPA; Francis Stevens, PhD
- 50. **ACTING LIKE KIDS: USING STRUCTURED ROLE PLAY TECHNIQUES TO TEACH GROUP THERAPY WITH CHILDREN AND ADOLESCENTS**
Elizabeth Olson, PsyD, LCSW, CGP; Tony Sheppard, PsyD, CGP, FAGPA
- 51. **LOVE, LIES, SECRETS, SHAME: HEALING ADDICTIONS, EATING DISORDERS AND TRAUMA SPANNING THE GENERATIONS**
Marcia Nickow, PsyD, CADC, CGP; Deborah Schwartz MD, FRCPC, CGP
- 52. **COPING WITH MEDICAL ILLNESS: FACILITATING CONNECTION AND ATTACHMENT IN OLDER ADULTS THROUGH GROUP THERAPY** Kenneth Schwartz, MD, FRCPC; William Shapiro, PsyD, CGP
- 53. **THOU SHALT NOT: HOW RELIGION AND RELIGIOUS TRAUMA AFFECT US** Alyson Massey Stone, PhD, CGP

AFTERNOON WORKSHOPS

1 ½ HOUR WORKSHOPS (2:30-4:00 PM)

- 54-5. **SOCIALIZATION AND LIBERATION: EXAMINING WHITE IDENTITY AND INTERNALIZED DOMINANCE**
Michele Ribeiro, EdD, CGP
- 55-5. **LONGING FOR HOME: ATTACHMENTS TO PLACES AND SPACES PAST** Myrna Frank, PhD, CGP
- 56-5. **ALL FEELINGS ARE WELCOME: EMBRACING RESISTANCE**
Yoon Im Kane, LCSW, CGP

57-5. (N/L)	LEARNING USEFUL WAYS TO ORGANIZE THE COMPLICATED INTERVENTIONS NECESSARY FOR GOOD GROUP INTERVENTIONS Sally Barlow, PhD, ABPP, ABGP, CGP; Joel Frost, EdD, ABPP, LFAGPA; Karin Hodges, PsyD, CGP
58-5. (N/L)	SUPPORTING CONNECTION AND UNDERSTANDING WITH NONVIOLENT COMMUNICATION IN A MULTI-ETHNIC COMMUNITY Roxane Manning, PhD
59-5. (N/L)	THERAPEUTIC AUTHENTICITY - FINDING THE COURAGE TO BRAVE UNCERTAINTY AND VULNERABILITY AS WE SUPPORT OUR CLIENTS MOVE TOWARD CONNECTION Michelle DeCola, LPC, MS, CGP
60-5. (N/L)	COMBINING INDIVIDUAL AND GROUP THERAPY Art Raiman, PhD, CGP
61-5. (N/L)	RELATING AND ATTACHING AT THE SPEED OF LIGHT IN OUR DIGITAL AGE: HOW DO WE INTEGRATE IT ALL? Lucy Fine, LMFT; Robert Tyminski, DMH
62-5. (c4)	CIRCUS ARTS AND GROUP INTERVENTION: SWINGING INTO SELF-ESTEEM AND SELF-EFFICACY Suzanne Rappaport, MS, OTR/L
63-5. (c4)	INTRODUCTION TO INTEGRATING SOMATIC TECHNIQUES INTO GROUP PSYCHOTHERAPY Caroline Culverhouse Neithamer, MSS
64-5. (N/L)	EMOTIONAL COMMUNICATION IN GROUP AS A PATHWAY TO EARNED SECURE ATTACHMENT Lisa Means, MA, LPC, CGP
65-5. (c4)	LEARN HOW TO CONSTRUCT PROFITABLE GROUPS IN PRIVATE PRACTICE: THIS IS NOT YOUR AVERAGE MARKETING CLASS Elana Clark-Faler, LCSW, CSAT-S, CGP
66-5. (N/L)	MEN'S LEARNING, RELATING, AND GROWTH NEEDS IN GROUPS David Rose, PhD, CGP
67-5. (N/L)	WOMEN IN GROUP LEADERSHIP ROLES AND USE OF POWER AND INFLUENCE Michelle Collins-Groene, PhD, CGP; Rachelle Rene, PhD, BCB, HSM
68-5. (N/L)	FROM NOW ON: SEVEN KEYS TO PURPOSEFUL RECOVERY: THE INTERSECTION BETWEEN POSITIVE PSYCHOLOGY AND SECOND-STAGE RECOVERY Andrew Susskind, MSW, CGP

AFTERNOON WORKSHOPS

1 ½ HOUR WORKSHOPS (4:30-6:00 PM)

69-5. (c4)	A DREAM NOT EXPLORED IS LIKE A LETTER THAT HAS NOT BEEN OPENED SAYS THE TALMUD Alice Byrne, LCSW, CGP, FAGPA; Lois Kennedy, PsyD, CGP; Emanuel Shapiro, PhD, CGP, LFAGPA
70-5. (N/L)	USING THE TECHNIQUE OF "CONFERENCING" TO MAINTAIN A SENSE OF VITALITY AND CONNECTION IN YOUR GROUP Michael Altschuler, LCSW, CGP
71-5. (N/L)	CHINA AND USA MEETING AT THE CROSSROADS: THE INTRAPSYCHIC CHALLENGE OF CULTURAL EXCHANGE Bill Rolter, MA, LFAGPA; Yong Xu, MD, CGP
72-5. (N/L)	OVERCOME YOUR RESISTANCE TO BUILDING YOUR IDEAL GROUP PRACTICE Carol Dallinga, LCSW, EMDR, CGP-R
73-5. (N/L)	SKYPE-OTHERAPY 101 Mitchell Berman, MA, MFT; Robert Hsiung, MD
74-5. (N/L)	WHAT IT TAKES! TRANSPARENCY OF POWER, PRIVILEGE, AND OPPRESSION DYNAMICS IN CO-FACILITATION Debra Bopsie, MA; Ugur Kocataskin, MA; Regina Smith, MA, MFA
75-5. (c4)	FROM PROCESS TO ACTION: AN OVERVIEW OF THE PARADIGM AND INTERVENTIONS OF EXISTENTIAL GROUP PSYCHOTHERAPY Christen Cummings, LCSW; David Hayes, PhD
76-5. (N/L)	EMOTIONALLY FOCUSED GROUP PSYCHOTHERAPY (EFGT): USING EMOTIONALLY FOCUSED THERAPY (EFT) PRINCIPLES TO FORGE SECURE ATTACHMENT IN A UNIQUE GROUP SETTING Mary Stacy, LCSW, CGP; Parker Stacy, MA
77-5. (N/L)	TOO CLOSE OR TOO DISTANT: AN INTEGRATIVE CREATIVE APPROACH Anni Cree, PhD; Mona Rakhaway, MD; Noha Sabry, MD
78-5. (N/L)	SHORT-TERM GROUP ANALYTIC PSYCHOTHERAPY TREATMENT APPROACH, INDICATIONS, AND TECHNIQUE Steinar Lorentzen, MD, PhD

79-5. (N/L)	MOMS & BABIES - SUPPORTING THE VERY FIRST ATTACHMENT WITH GROUP CARE Gillian Fynn, MSW, LCSW
80-5. (N/L)	A HEALING HERD: WORKING WITH HAIR-PULLERS AND SKIN-PICKERS IN GROUPS Stacy Nakell, LCSW, CGP
81-5. (N/L)	ADAPTING GROUP PSYCHOTHERAPY TO WORK WITH MARGINALIZED PEOPLE Jamie Lavender, MA, LMFT; Lynn Ervin, LCSW
82-5. (N/L)	COMMUNITY BUILDING FACILITATION Charles Anderson, PhD

MORNING OPEN SESSIONS (10:00 AM-12:30 PM)

307.	PRACTICAL AND USEFUL EVIDENCE-BASED PRACTICE: USING CLINICIAN-FRIENDLY PROCESS AND OUTCOME MEASURES TO ENHANCE YOUR GROUPS Robert Gleave, PhD, ABPP, CGP, Chair; Mark Beecher, PhD; Jonathan Cox, PhD; Derek Griner, PhD; Kristina Hansen, PhD
308.	COMBINING PLAY READING AND GROUP PROCESS TO ILLUSTRATE PRINCIPLES OF DYNAMIC GROUP THERAPY Robert Schulte, MSW, CGP, FAGPA, Chair; Maryetta Andrews-Sachs, MA, LICSW, CGP, FAGPA; John Dluhy, MD, FAGPA; Macario Giraldo, PhD, CGP; Elisabeth Marsh, MSW; Rob Williams, MSW, CGP
309.	TRAUMA IN SOCIETIES: THE RECOVERY OF COHESION THROUGH FUNCTIONAL SUBGROUPING Robert Klein, PhD, ABPP, CGP, DIFAGPA, Chair; Yvonne Agazarian, EdD, DIFAGPA, FAPA; Susan Gault, PhD, ABPP, CGP, DIFAGPA, FAPA; Earl Hopper, PhD, CGP, DIFAGPA

LUNCH-TIME OPEN SESSION (12:45-2:00 PM)

LG-2	THE LARGE GROUP Robi Friedman, PhD; Nimer Said, MA, Co-Leaders; Mary Dluhy, MSW, CGP, FAGPA, Consultant; Also being held on Thursday (12:45-2:00 pm) and Saturday, (2:00-4:30 pm)
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AFTERNOON OPEN SESSIONS

1 ½ HOUR OPEN SESSIONS (2:30-4:00 PM)

211-5.	CREATING A SECURE PRACTICE WITH GROUPS THAT THRIVE Katherine Steele, PhD, CGP, Chair; Maria Sophia Aguirre, PhD, CGP; Britt Raphling, LCPC, CGP
212-5.	PROMOTING SECURE ATTACHMENTS THROUGH GENERATIONAL MENTORING: A FAMILY AFFAIR Karen Travis, MSW, LCSW, CGP, FAGPA, Chair; Jeneva Estes, LMSW; Brandy Price Klingman, LCSW; Deborah Hillebrandt Wray, LCSW, CGP; Annie Yocum, PsyD
213-5.	I SIGNED UP FOR THIS! FINDING YOUR AUTHORITY IN THE MIDST OF CHALLENGES OF LEADERSHIP (AGPA LEADERSHIP TRACK) Mary Jago Kraeger, LCPC, MSed, CGP, Chair; Joel McLafferty, MFT; Lisa Motherwell, PhD, PsyD, CGP, FAGPA
214-5.	DANCING WITH DISABILITY: GROUP THERAPY FOR CLIENTS WITH DISABILITIES AND CHRONIC HEALTH CONDITIONS Wendy Freedman, PhD, CGP, Chair; Leslie Klein, PhD; Katherine Kopp Miller, PsyD, HSPP

AFTERNOON OPEN SESSIONS

1 ½ HOUR OPEN SESSIONS (4:30-6:00 PM)

215-5.	GROUP THERAPISTS ON WRITING: THREE CASE STUDIES Joseph Kelly Moreno, PhD, Chair; Elaine Cooper, MSW, PhD, CGP, DFAGPA; Lisa Friedman, PhD; Dominick Grundy, PhD, CGP
216-5.	BUILDING SKILLS TO CREATE A SAFE HARBOR: INTEGRATING CBT AND INSIGHT-ORIENTED APPROACHES IN CLINICAL PRACTICE AND TRAINING IN AN AGENCY SETTING Robert Daroff, Jr, MD; John Straznickas, MD, Co-Chairs; Kristi Haney Chambers, MS, RN, PMHCNS-BC; Susan Karpenko, LCSW, CGP; Jessica Keyser, PhD
217-5.	COUPLING IN THE 21ST CENTURY: DEEPENING ATTACHMENT THERAPEUTICALLY David Hawkins, MD, CGP, DIFAGPA, Chair; Judith Coche, PhD, ABPP, CGP, LFAGPA; Albert Neeleman, PsyD; Thomas Suberman, MD
218-5.	VA AND AGPA PARTNERSHIP: IMPROVING GROUP THERAPY SKILLS OF STAFF TO BETTER SERVE VETERANS Travis Courville, LCSW, CGP, FAGPA, Chair; Dolores Hendrix-Giles, LCSW, BCD, CGP; Elizabeth Kleiman, LCSW, CGP; Natasha LaCour, LCSW, CGP; Orville McNeil, LCSW, CGP; Anthony Morris, LCSW, CGP; Kirstin Raney, LCSW; Tonjala Seals, LCSW

Saturday

EARLY MORNING OPEN SESSIONS (7:45-8:45 AM)

219. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH** Sarah Barkowski, DPhilPsych; Ashley Levan, MA; Stephanie McLaughlin, BA; Dominique Schwartz, DPhilPsych
220. **A NATIONAL REGISTRY FOR PSYCHOTHERAPY: DESCRIPTION, APPLICATION PROCESS AND ILLUSTRATION** William Piper, PhD, CGP, DFAGPA, Chair; Sally Barlow, PhD, ABPP, ABGP, CGP; Gary Burlingame, PhD, CGP, FAGPA
221. **IF I HAVE 1,000 FRIENDS, WHY DO I NEED A GROUP?** Judith Simon, PhD, FAGPA, Chair; Alex Johann, BA; Lisa Kays, MSW; Alice Sklar, MA, CGP
222. **TRAINING AND SUPERVISION IN COLLEGE COUNSELING CENTERS** Heather Frank, PsyD, Chair; Michelle Lynn Bouthillier, LCSW, CGP; Elizabeth Ann Olson, PsyD, LCSW, CGP; Benjamin Schwartz, PsyD
223. **THE KARPAN DRAMA TRIANGLE IN GROUP THERAPY WITH ALCOHOLICS** Stephen Karpman, MD

EARLY MORNING COLLOQUIES (7:45-8:45 AM)

- COL 6. **OF MICE AND MEN AND WOMEN: UNDERSTANDING THE CONDITIONING PROCESSES AT WORK IN PSYCHODYNAMIC GROUPS** Russell Hopfenberg, PhD, CGP, FAGPA
- COL 7. **BREATH & GROUP: USING MINDFULNESS AND GROUP PROCESS TO CULTIVATE AWARENESS OF THE INDIVIDUAL AND THE COLLECTIVE** Eric Eichler, MSW

ALL-DAY WORKSHOPS (9:00-11:30 AM & 2:00-4:30 PM)

- 83a. **SHARING THE WORKLOAD, SHARING THE STAGE: WHAT MAKES CO-LEADER PARTNERSHIPS EFFECTIVE?** Joan-Dianne Smith, MSW, RSW, FCGPA; Allan Sheps, MSW, RSW, FCGPA
- 84a. **WHAT DO I HAVE TO OFFER? A GESTALT APPROACH TO THE IMPACT OF SHAME ON LEADERSHIP AND CLINICAL PRACTICE** Bruce Aaron, MSW, LCSW
- 85a. **THE PERSISTENT ADOLESCENT: INTEGRATING REMNANTS OF ADOLESCENT IDENTITY TO ENHANCE GROUP LEADERSHIP** David Dumais, LCSW, CGP; Craig Haen, PhD, RDT, CGP, LCAT, FAGPA

MORNING WORKSHOPS (9:00-11:30 AM)

86. **DARING OUR TRUTH: AUTHENTIC RELATING IN GROUP PSYCHOTHERAPY** Wayne Ayers, PhD
87. **TRANSCENDENT LAUGHTER IN GROUPS: ECHOES OF RELATIONAL SAFETY FROM OUR PRIMATE PAST** Ken Jaeger, LICSW, CGP
88. **YOUR THERAPIST'S PROFESSIONAL WILL - IF NOT NOW, WHEN? (ETHICS CE CREDITS AVAILABLE)** Ann Steiner, PhD, MFT, CGP, FAGPA
89. **TOGETHER THROUGH SONG** Geraldine Alpert, PhD, CGP, LFAGPA
90. **ONGOING CONSULTATION IN A GROUP: TACKLING TOUGH ISSUES TOGETHER** David Hawkins, MD, CGP, DLFAGPA; Priscilla Kauff, PhD, CGP, DLFAGPA
91. **DIFFERENTIATION AND AUTHENTICITY: HOW THERAPISTS CAN EMPLOY UNIQUE PROPERTIES OF GROUPS TO FACILITATE SECURE ATTACHMENTS** Joan Koenig, MA, NPP; Kenneth Pollock, PhD, CGP
92. **MINDFUL SELF-ESTEEM PRACTICES WITHIN A PSYCHOTHERAPY GROUP** Nancy Wesson, PhD, CGP; Janetti Marotta, PhD
93. **EXPRESSIVE ARTS THERAPY AND GROUP PSYCHOTHERAPY: INTEGRATION AND APPLICATION** Lois Friedlander, MA, LMFT, MT/BC, CGP
94. **USING DOUBLING IN GROUPS AND WITH COUPLES** Daniel Wile, PhD
95. **HEALING GRIEF CREATED BY RACIAL SEPARATION** Brenda Aronowitz, MA; Jeanne Gavrin, CNS, PhD, CGP; Caroline Haskell, LCSW, BCD; Ann Jealous, MA, MFT

96. **GROUP TREATMENT FOR MEN WITH OUT OF CONTROL SEXUAL BEHAVIOR** Douglas Braun-Harvey, MFT, CGP; Michael Vigorito, LMFT, LCPC, CGP
97. **GROUP PSYCHOTHERAPY WITH CHILDREN** Zipora Shechtman, PhD, FAGPA
98. **WEIGHTING FOR INNER PEACE: EXPERIENTIAL-BASED GROUP PSYCHOTHERAPY WORK WITH EATING DISORDERS** Anna Packard, PhD; Mark Beecher, PhD; Jennie Bingham, PhD; Corinne Hannan, PhD

AFTERNOON WORKSHOPS (2:00-4:30 PM)

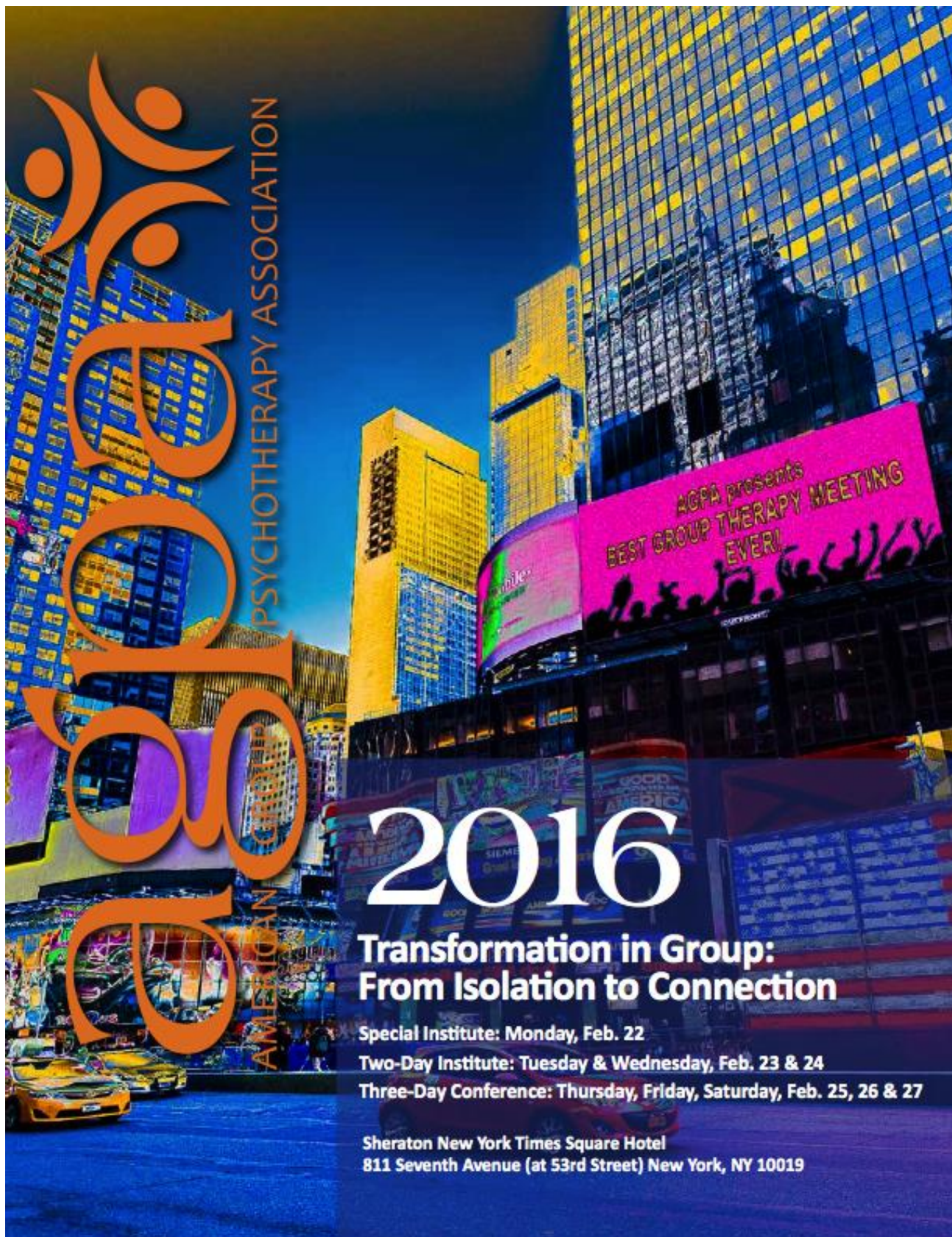
99. **TRUTH, CHOICE & CONSEQUENCES** Judy Hess, PhD, CGP
100. **SINGLE-SESSION DESIGN GROUPS** Travis Courville, LCSW, CGP, FAGPA
101. **A SECURE GROUP ENVIRONMENT FOR "THE OTHER" IN A CONFLICT-RIDDEN SOCIETY USING DRAMA TECHNIQUES** Ofra Faiman, MA
102. **ENDINGS: LOSS AND TRANSITION** Jeffrey Mendell, MD, CGP; Marsha Vannicelli, PhD, CGP, LFAGPA
103. **HELP, I'M BEING SUED! GROUP SUPPORT FOR MALPRACTICE CLAIMS AND BOARD COMPLAINTS** Karsten Kueppelbender, MD, CGP; Jennifer McLain, MD, CGP; Siobhan O'Neill, MD, CGP
104. **BEYOND THE STORY: USE OF A SECURELY-ATTACHED PSYCHOTHERAPY GROUP MODEL TO EVALUATE AND RE-INTERPRET EARLIER TRAUMA** John Campbell, LCSW, CGP; Hannah Grace Mirmiran, LICSW, LIMHP, CGP
105. **ATTACHMENT THEN AND NOW: USING EMOTION IN GROUP TO ACCELERATE CHANGE** Jacqueline Kinley, MD, FRCP, Diplomate ABPN; Sandra Reyno, PhD
106. **HUMA SOMATIC PSYCHOTHERAPY: A HANDS-ON METHOD** Louise Barrie, MA
107. **PLAYING ONESELF TO PLAY TOGETHER: APPLYING IMPROV PRINCIPLES TO ATTACHMENT AND CO-DEPENDENCY IN GROUPS** Victoria Te You Moore, MA; Katherine Zwick, LCPC
108. **THE DANCE OF CONNECTION** Ilene Serlin, PhD, BC-DMT
109. **EFFECTIVELY PROMOTING GROUPS IN COLLEGE COUNSELING CENTERS** Kelly Donohoe, PsyD; Amanda Peterson, MA; Teyya Zukor, PhD
110. **GROUP THERAPY FOR SCHIZOPHRENIC PATIENTS** Nick Kanas, MD, CGP-R, FAGPA
111. **CREATING SAFE AND WELCOMING SPACES FOR LGBTQIA CLIENTS** John 'Jack' Mack, PhD; Luis Romero, MEd
112. **ATTACHMENT PROCESSES IN ACTION: EMOTIONALLY FOCUSED THERAPY (EFT) APPLIED TO COUPLES' GROUPS** Kyriaki Polychroni, MA, ECP, CGP; Petros Polychronis, MD, ECP
113. **SUSTAINING HEALTHY ATTACHMENTS THROUGHOUT THE AGING PROCESS: EMOTIONAL WELLNESS GROUPS** Ruth Thomson, MSW

MORNING OPEN SESSIONS (9:00-11:30 AM)

310. **LOUIS R. ORMONT LECTURE— ATTACHMENT IN GROUP PSYCHOTHERAPY: BRIDGING THEORY AND EMPIRICAL FINDINGS TO CLINICAL PRACTICE** Cheri Marmarosh, PhD
311. **CURRENT TRENDS IN MODERN ANALYTIC GROUP TREATMENT** Elliot Zeisel, PhD, LCSW, CGP, DFAGPA, Chair; Michael Altschuler, LCSW, CGP; Aaron Black, PhD, CGP; Nancy Kelly, PhD, MSSW, CGP; Hilary Levine, PhD, CGP
312. **THE BODY SPEAKS: GROUP THERAPY AS A MEANS OF ACCESSING EXPRESSION** Sara Emerson, MSW, LICSW, CGP, FAGPA, Chair; Nanine Ewing, PhD, BD-DMT, CGP, FAGPA; Leonardo Leideman, PsyD, ABPP, CGP

AFTERNOON OPEN SESSION (2:00-4:30 PM)

313. **THE LARGE GROUP** Robi Friedman, PhD; Nimer Said, MA, Co-Leaders; Mary Dluhy, MSW, CGP, FAGPA, Consultant; Also being held on Thursday and Friday, (12:45-2:00 pm)



PSYCHOTHERAPY ASSOCIATION

AMERICAN GROUP

2016

Transformation in Group: From Isolation to Connection

Special Institute: Monday, Feb. 22

Two-Day Institute: Tuesday & Wednesday, Feb. 23 & 24

Three-Day Conference: Thursday, Friday, Saturday, Feb. 25, 26 & 27

Sheraton New York Times Square Hotel
811 Seventh Avenue (at 53rd Street) New York, NY 10019

60th ANNUAL INSTITUTE



Giraldo



Siegel

Two Special Institute Presentations

Monday, February 22, 9:00 A.M. – 5:00 P.M.

SI-1. From the Discourse of the Other to the Discourse with Others: A Lacanian View on the Psychoanalytic Group

Instructor:

Macario Giraldo, PhD, CGP, FAGPA

Central Lacanian concepts will be applied to work with the psychoanalytic group. The focus will be on how the work with the unconscious in the group can transform the subject from the one to the multiple, and from the multiple to the one. Participants will strengthen their ability to use language in their clinical work.

Dr. Macario Giraldo came to the United States with a Fulbright scholarship to Georgetown University in 1961. He obtained his Masters in applied linguistics in early 1964, and as part of his thesis, wrote two textbooks for the teaching of English at the elementary level in the schools of his native country, Colombia. These textbooks were used in many schools for some time. He has been a faculty member of the Washington School of Psychiatry since the early 70's. Dr. Giraldo is a founding member of the Lacanian Forum of Washington, DC. He is the author of *The Dialogues In/Of the Group: Lacanian Perspectives on the Psychoanalytic Group*. This is the first book applying Lacanian Psychoanalysis to the psychoanalytic group. Dr. Giraldo has conducted numerous institutes at AGPA and has presented in the United States, Europe and South America over the past 20 years.

or

SI-2. Mindfulness in Group Therapy: Tailoring the Practice to the Problem

Instructor:

Ronald Siegel, PsyD

Mindfulness practices hold great promise for both our own personal development and as powerful tools to augment group psychotherapy. Mindfulness is not, however, a one-size-fits-all remedy. Practices need to be tailored to fit the needs of particular individuals and groups. This presentation will identify critical clinical considerations in choosing optimal practices.

Dr. Ronald Siegel is an Assistant Professor of Psychology at Harvard Medical School, where he has taught for over 30 years. He is a long-time student of mindfulness meditation and serves on the Board of Directors and faculty of the Institute for Meditation and Psychotherapy. Dr. Siegel teaches internationally about mindfulness, psychotherapy and mind-body treatment and has worked for many years in community mental health with economically disadvantaged children and families. He maintains a private practice in Lincoln, Massachusetts. He is the co-author of *Back Sense: A Revolutionary Approach to Halting the Cycle of Chronic Back Pain*, which integrates Western and Eastern approaches for treating chronic back pain, co-editor of the acclaimed books for professionals, *Mindfulness and Psychotherapy* and *Wisdom and Compassion in Psychotherapy: Deepening Mindfulness in Clinical Practice*.



Aledort

Two-Day Institute Sections February 23 & 24

Institute Opening Plenary Session

Tuesday, February 23, 8:30-9:15 A.M.

Coming in from the Cold: Conversation with a Stone

Featured Speaker:

Stewart Aledort, MD, CGP, FAGPA

This plenary address, just prior to the start of the Two-Day Institute, will focus on the different ways members will enter the group. References will be made to the poem, "Conversation with a Stone" by Wislawa Szymborska, to help explain the dynamics of the unconscious and the good and bad fits inherent in any group process. Personal information will be shared as well. There will be a focus on what the leaders may be experiencing and the mutual issues they share as the group develops over the two days.

Dr. Stewart Aledort is a member and one of the founders of the National Group Psychotherapy Institute at the Washington School of Psychiatry. He is a faculty member of the Washington Psychoanalytic Institute and a Clinical Associate Professor of Psychiatry at the George Washington School of Medicine. He is also in private practice in Washington, DC. Dr. Aledort is a Fellow of AGPA and has presented workshops and institutes at AGPA, and its affiliates for many years.

The Institute is primarily designed for clinical professionals who meet the requirements of at least a Master's degree in a mental health profession and who have clinical psychotherapy experience. Many sections of the Institute welcome psychiatric residents, graduate students in mental health degree programs as well as mental health workers who work in a range of human service settings. Please register for a section consistent with your experience.

The Institute is scheduled over two full days: Tuesday, February 23, 9:30 A.M. – 5:45 P.M. and Wednesday, February 24, 8:30 A.M. – 5:00 P.M. Registration will only be accepted for the full two-days and registrants will be expected to attend both days, including the Institute Opening Plenary Session. Continuing Education credit will not be awarded for partial attendance. Devoted to small group experiential teaching, these two-day groups are led by carefully selected experienced instructors. The secure environment of these small groups allows for rich cognitive and emotional learning about group processes and oneself as well as an opportunity for personal and professional renewal. The Institute consists of two sections:

- **Process Group Experience (PGE) Sections:** These small groups provide participants an environment in which to obtain, expand and retain their skills in conducting group therapy. The PGE sections are conducted by many of the country's outstanding group therapists. The group psychotherapy skills gained are important in conducting any group, regardless of its theoretical orientation, time parameter or patient population. PGE sections are essential training and benefit the participants, both personally and professionally. A portion of each PGE will be didactic. A maximum of 12 registrants will be accepted per group.
- **Specific Interest Sections:** These groups offer intensive learning about specific theories and approaches in group treatment. Registrants can pursue current interests in greater depth or learn ways of integrating new approaches and methods into their private practice, clinic or agency work. Most of the Specific Interest Sections have extensive experiential components. Registration maximum (12-20 registrants) has been set by each instructor.

Observation and Evaluation: Institute sections will be observed by Institute Committee members. Registrants will be asked to complete evaluation questionnaires, designed to aid us in continuing to provide high quality meetings, upon conclusion of their attendance at events.

Continuing Education for Two-Day Institute Sections:
13.0 credits/1.3 units

Continuing Education for Special Institute Presentations: 6.0 credits/.4 units

Tuesday, February 23, 9:30 AM – 5:45 PM and Wednesday, February 24, 8:30 AM – 5:00 PM
Complete Course Descriptions on AGPA's Website: www.agpa.org

Below are the listings of the two types of Institutes: Process Group Experience (PGE) and Specific Interest Sections. The PGE participants acquire general therapy skills relevant to leading groups by participating in a process-oriented group. Specific Interest Sections offer participants a chance to explore a particular theme in greater depth or to learn a new theoretical approach. For Specific Interest

Sections, previous participation in a PGE is recommended but not required. Members agree to attend the entire group, to participate actively, and to respect the privacy of the other members. After attending an Institute, participants will be able to identify various aspects of group process and dynamics. These groups provide an important opportunity for experiential learning and growth.

Process Group Experience (PGE) Sections

I-A. General Process Group Experience

Entry Level Instructors:

Less than 4 years of group therapy leadership experience

1. Patricia Barth, PhD, CGP, DIFAGPA
2. John Caffaro, PhD, FAGPA
3. Patricia Kyle Dennis, PhD, LCSW, CGP
4. Chera Finnis, PsyD, CGP, FAGPA
5. Michael Frank, MA, LMFT, CGP, LFAGPA
6. Robin Good, PhD, CGP, FAGPA
7. Margaret Postlewaite, PhD, CGP, FAGPA
8. Sharan Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA

Intermediate Level Instructors:

4-9 years of group therapy leadership experience

9. Jeanne Bunker, MSSW, CGP
10. Jay Erwin-Grotsky, MSSW, MA, LCSW, CGP
11. Andrea Grunblatt, PhD, RPT-S, CGP
12. Elizabeth Olson, PsyD, LCSW
13. John Schlapobersky, BA, MSC, CGP

Advanced Level Instructors:

10+ years of group therapy leadership experience

14. Lisa Mahon, PhD, CGP, FAGPA
15. Darryl Pure, PhD, ABPP, CGP, FAGPA
16. Dan Raviv, PhD, CGP, FAGPA
17. Ginger Sullivan, MA, LPC, CGP
18. Robert White, MD, CGP, LFAGPA

I-B. Process Group Experience Section with Mixed Levels of Experience

Instructors:

1. Trish Cleary, MS, LCPC-MFT-ADC, CGP, FAGPA
2. Phyllis Mervis, PhD, LCSW
3. Judith Schaefer, LCSW, CGP, FAGPA
4. Neal Spivack, PhD, CGP, FAGPA
5. Barney Straus, LCSW, CGP, FAGPA

I-C. Process Group Experience Section for Senior Therapists

Limited to prior AGPA Institute instructors or registrants who have participated in four or more AGPA Institutes.

Instructors:

1. Esther Stone, MSSW, CGP, DIFAGPA
2. Barry Wepman, PhD, CGP, LFAGPA

I-D. Two-Year Continuous Section

Registration for this section assumes attendance at two consecutive Annual Meetings. (This is the 1st year of this two-year group; new participants will be accepted.)

Instructors:

- Paul Kaye, PhD, CGP, FAGPA and
 Gaea Logan, LPC-S, CGP

I-E. Two-Year Continuous Section with Intermittent Conference Calls

Registration for this section assumes attendance at two consecutive Annual Meetings. There will be five telephone conference call sessions between the two meetings onsite at the Institute. (This is the 2nd year of this two-year group; new participants will not be accepted.)

Instructors:

- Gil Spielberg, MSW, PhD, ABPP, CGP, FAGPA and
 Robert Unger, MSW, PhD, CGP, FAGPA

I-F. National Instructor Designate Section

Registration for this section is available for approved 2015 NID applicants. (The next application will be available in 2017).

Instructor:

- Mary Dluhy, MSW, CGP, FAGPA

or

Specific Interest Sections

II. Becoming Who We Are in Groups: A Jungian Approach to Group Psychotherapy

Justin Hecht, PhD, CGP, FAGPA

III. Beyond Binaries: Gender, Sexual Identity and Sexuality in Group

Joseph Acosta, MA, LPC, CGP, FAGPA

Katie Griffin, MA, LPC, CGP, FAGPA

IV. Bringing Life to Group Process: The Leader's Use of Self

Nimer Said, MA

Elliot Zeisel, PhD, LCSW, CGP, DFAGPA

V. Coming Alive in Group: Mourning Life's Losses with Your Tribe

Mary Sussillo, LCSW, BCD, CGP, FAGPA

VI. Developing a Post-Trauma Identity: Group as a Source of Integration and Healing

Suzanne Phillips, PsyD, ABPP, CGP, FAGPA

VII. Developing the Whole Performer: Cultivating Artistry through a Unique Group Therapy Model

Matthew Tomatz, MA, LPC, CAC III, CGP

VIII. Expanding the Emotional Range in Group: The Leader's Emotional Receptivity

Jeffrey Hudson, MEd, LPC, CGP, FAGPA

IX. From Dichotomy to Diversity: Addiction Treatment in the 21st Century

Jeannie Little, LCSW, CGP

X. Group Psychotherapy and Attachment Theory

Philip Flores, PhD, ABPP, CGP, LFAGPA

XI. Lacan, Desire and Dread in Group Psychotherapy

Scott Conkright, PsyD, CGP

XII. Making Contact: The Relational Therapist in the Group

Diane Montgomery-Logan, MA, CGP, FAGPA

XIII. Minding the Body and Embodying the Mind: Somatic Experiencing® the Self in Group

Roger Saint-Laurent, PsyD, SEP, CGP

Peter Taylor, PhD, SEP, CGP, FAGPA

XIV. Parallel Process Group Supervision/Consultation

Sherrie Smith, LCSW-R, CGP, FAGPA

XV. Passages to Leadership Perils and Passions: What are Your Desires to Lead? (AGPA Leadership Track)

Karen Travis, MSW, LCSW, CGP, FAGPA

XVI. Personal Exploration of Generational Social Trauma and Healing

Elaine Jean Cooper, LCSW, PhD, CGP, DFAGPA

XVII. Starting Where We Are: A Neurobiological Experiential Understanding of Scapegoating and Transformative Possibilities

Cindy Miller Aron, MSW, CGP, FAGPA

Paul Cox, MD

XVIII. Systems-Centered's Functional Subgrouping and its Neurobiology

Susan Ganitt, PhD, ABPP, CGP, DFAGPA

XIX. Under the Influence of Giants: Finding our Voices and Humanizing our Supervisors and Mentors

Jerome Gans, MD, CGP, DIFAGPA

Joel Krieg, LICSW, CGP

XX. Wise Intimacy: How Close is Too Near? How Far is Too Distant? How Soon is Too Fast?

James Fishman, MSW, LCSW, CGP

Linda Rose, LCSW, BCD, BC-DMT, CGP

XXI. Working with Love and Hate in Groups: Bringing Passion into Group Therapy

Ronnie Levine, PhD, ABPP, CGP, FAGPA

Courses Complete Course Descriptions on AGPA's Website: www.agpa.org

THURSDAY, FEBRUARY 25
(10:00 AM-12:30 PM & 2:30-5:00 PM)

C1. PRINCIPLES OF GROUP PSYCHOTHERAPY (PART 2)*

Director: Joshua Gross, PhD, ABPP, CGP, FAGPA
Faculty: Craig Asselin, PsyD, CGP
Michelle Bouthillier, LCSW, CGP
Robert Gleave, PhD, ABPP, CGP
Margaret Postlewaite, PhD, CGP, FAGPA
Michele Ribeiro, EdD, CGP
Brian Rothberg, MD, CGP

When combined with Part 1 (teleconference series), this course will meet the 12-hour didactic requirement for CGP certification and is designed to provide a basic understanding of the theory, principles and application of group work. Please note: Part 1 is a pre-requisite for course attendance.

* Manuals are available for purchase in advance or onsite at the Meeting for these courses.

C2. INTEGRATIVE COGNITIVE-BEHAVIORAL GROUP THERAPY

Director: Greg Crosby, MA, LPC, CGP, FAGPA

C3. CONTEMPORARY ADOLESCENT GROUP PSYCHOTHERAPY: METHODS, MADNESS, AND THE FUN*

Director: D. Thomas Stone, Jr, PhD, CGP, FAGPA
Faculty: Seth Aronson, PsyD, CGP, FAGPA
Thomas Hurstler, LCSW, CGP, FAGPA
Andrew Pajman, EdD, CGP, FAGPA

FRIDAY, FEBRUARY 26
(10:00 AM-12:30 PM & 2:30-5:00 PM)

C4. ADDICTION AS AN ATTACHMENT DISORDER

Director: Philip Flores, PhD, ABPP, CGP, LFAGPA

C5. FOCUSED BRIEF GROUP THERAPY: ESTABLISHING ATTACHMENT AND REDUCING INTERPERSONAL DISTRESS IN EIGHT SESSIONS OR LESS

Director: Martyn Whittingham, PhD, CGP
Faculty: Jordan Allison, PsyD
Jennifer Lotz, PsyD

SATURDAY, FEBRUARY 27
(9:00-11:30 AM & 2:00-4:30 PM)

C6. FROM ISOLATION TO CONNECTION: PROCESS ADDICTIONS FOR THE GROUP PSYCHOTHERAPIST*

Directors: Shelley Kornhak, MD, CGP, FAGPA
Marcia Nickow, PsyD, CADC, CGP
Barney Straus, MSW, MA, PCCG, CGP, FAGPA



Thursday

EARLY MORNING OPEN SESSIONS (7:15-8:15 AM)

- 201. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
Steinar Lonnsetzen, MD, PhD; Bernhard Strauss, PhD, Co-Chairs; Cynthia Rogers, BSc, Cert Ed, MSc; Rainer Weber, PhD
- 202. **GROUP BODY: THE NON-VERBAL DIMENSION OF GROUP-AS-A-WHOLE**
Michaela Macoz, PsyD
- 203. **THERAPIST USE OF SELF: CONNECTING WITH DIFFICULT 'REAL WORLD' GROUP POPULATIONS**
Shemika Brooks, MA, PsyM; Latoya Gaines, MA, EdS
- 204. **GROUP THERAPY IMPROVING OUTCOME SCORES ACROSS A MAJOR HEALTH SYSTEM: THE MERCY HEALTH SYSTEM EXPERIENCE**
Martyn Whittingham, PhD, CGP; Navdeep Kang, PsyD
- 205. **A MINDFULNESS MEDITATION GROUP THERAPY MODEL: BUILDING INTERNAL STABILITY AND SELF-COMPASSION THROUGH SITTING, SHARING, AND COMMUNITY**
Michael Buxton, PhD; Kara Cattani, PhD; Corinne Hannan, PhD
- 206. **CONNECTING STUDENTS GLOBALLY: SUCCESSES AND CHALLENGES**
Emi Sumida, PhD, Chair; Bai-Yin Chen, PhD; Yu-Ping Huang, PhD; Anne McEneaney, PhD, ABPP, CGP, FAGPA; Auba Stephen, PhD

EARLY MORNING COLLOQUIES (7:15-8:15 AM)

- COL 1. **GROUP PROCESS AND THE CINEMA: GENERATING CLINICAL MOMENTUM AND FACILITATING CHANGE**
Elisabeth LaMotte, LICSW
- COL 2. **SILENCE AND TRAUMA IN AN INPATIENT DAY CARE GROUP**
Sharon Sagi Berg, MA
- COL 3. **INTERSUBJECTIVITY, SPIRITUALITY, AND DISAPPOINTMENT IN GROUP THERAPY FOR LOSS**
Rachel Langford, PsyD; Sejal Patel, PsyD; Steven Sandage, PhD
- COL 4. **WOMEN AND DESIRE**
Jennifer Gregory, MAMHC

ALL-DAY WORKSHOPS (10:00 AM-12:30 PM & 2:30-5:00 PM)

- 1a. **TECHNIQUES OF FOSTERING COHESION WITH DIVERSE IDENTITIES**
(N/L)
Paul Gitterman, LICSW, MSc, CGP; Paul Lefebvre, PhD, CGP
- 2a. **SHARING THE WORKLOAD, SHARING THE STAGE: WHAT MAKES CO-LEADER PARTNERSHIPS EFFECTIVE?**
(N/L)
Allan Sheps, MSW, RSW; Joan-Dianne Smith, MSW, RSW
- 3a. **ATTACHMENT IN GROUP THERAPY: FACILITATING A SECURE GROUP**
(N/L)
Cheri Marmarosh, PhD
- 4a. **COUPLES GONE WILD: TOP 10 COMPLICATIONS IN TREATING COUPLES**
(N/L)
Joseph Shay, PhD, CGP, FAGPA

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience; 10+= More than ten years of group leadership experience

Friday

February 26, 8:30-9:45 A.M.

Anne and Ramon Alonso Presidential Plenary Address

First You Put the Chairs in a Circle: Becoming a Group Therapist

Featured Speaker:
Eleanor Counselman, EdD, ABPP, CGP, LFAGPA



What does it mean to be a group therapist? It means having specialized dynamic and systemic training that enriches all of your clinical practice. It means being comfortable with process, with managing many interactions and reactions at once, and with moving between the intrapsychic and the interpersonal. Mainly, it means developing an internal identity as a group therapist — an identity that transcends fear of exposure and shame, withstands loneliness, and includes courage, discipline, transparency, excitement, and engagement in the here-and-now group process.

Dr. Eleanor Counselman is an Assistant Clinical Professor at Harvard Medical School and has a private practice in Belmont, Massachusetts. She has served as Editor of *The Group Circle*, Co-Chair of the Institute Committee, Editorial Board member of the *International Journal of Group Psychotherapy*, and as President of the Northeastern Society for Group Psychotherapy. She has presented nationally and internationally on group therapy, has authored numerous articles and book chapters on individual, couple, and group psychotherapy, and has received both the Alonso Award for Excellence in Psychodynamic Group Theory and the Affiliate Societies Assembly Award.

EARLY MORNING OPEN SESSIONS (7:15-8:15 AM)

- 207. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
Steinar Lorentzen, MD, PhD; Bernhard Strauss, PhD, Co-Chairs;
Jenny Rosendahl, PhD; Bernhard Strauss, PhD
- 208. **DIFFERENT SHADES OF SELF: TRUE DIALOGUE ON SKIN COLOR, IDENTITY AND PRIVILEGE**
Kavita Arora, PsyD; Sahana D'Silva, MD, MS
- 209. **RULES ARE MADE TO BE BROKEN: THE GROUP CONTRACT AS A CONTAINER FOR BUILDING CONNECTION**
David Kaplowitz, LMFT, CGP, Chair; Britt Rapphling, LCPC, CGP;
Leigh Rocklin, LCPC; Annie Weiss, LICSW, CGP
- 210. **BALINT GROUPS FOR THERAPISTS: OVERCOMING OUR OWN ISOLATION (PSYCHIATRY SIG BREAKFAST)**
Edith Katherine Knowlton, PhD
- 211. **ENHANCING RESILIENCE IN YOUTH ACROSS SETTINGS**
Mary Karapetian Alvord, PhD, Chair; Lisa Berghorst, PhD;
Colleen Cummings, PhD; Brendan Rich, PhD
- 212. **LAVENDER CHATS: A FLEXIBLE GROUP APPROACH TO SERVING TODAY'S LGBTQIA COLLEGE STUDENTS**
Mark Mason, PhD, Chair; Jeremy Cohen, PhD; Valerie Faure, MS;
Shengying Zhang, PhD, HSPP

EARLY MORNING COLLOQUIES (7:15-8:15 AM)

- COL 5. **IDENTIFYING GROUP INTERACTIONS AND GROUP EXPERIENCES USING QUALITATIVE AND QUANTITATIVE RESEARCH METHODS**
Stavros Orfanos, BA
- COL 6. **CAN I TALK ABOUT THIS IN SUPERVISION? IS IT TOO PERSONAL? NOT PERSONAL ENOUGH?**
Tzachi Slonim, PhD
- COL 7. **A LOOK AT LEVELS OF RELATING IN GROUP THERAPY**
Albert Brook, PhD, CGP

ALL-DAY WORKSHOPS (10:00 AM-12:30 PM & 2:30-5:00 PM)

- 35a. **THERAPY IS GOING TO THE DOGS: ETHICS FOR AND EXPERIENCE OF ANIMAL-ASSISTED GROUP PSYCHOTHERAPY** Lorraine Wodleska, PhD, ABPP, CGP
- 36a. **GROUP DYNAMICS AND THE NEW HEROISM: CREATING A GROUP CONTEXT THAT SUPPORTS COURAGEOUS NONVIOLENT ACTION**
Bill Rollet, MA, LFAGPA; Xu Yong, MD, CGP
- 37a. **EXPERIENCING NUCLEAR IDEAS: RELATIONAL GROUP PSYCHOTHERAPY** Richard Billow, PhD, ABPP, CGP
- 38a. **ENRICHING THE HEALING POTENTIAL OF GROUP PROCESS USING MINDFULNESS-BASED ACTION METHODS**
Sue Barnum, MA, TEP, CGP; Kate Cook, MA, LPCC, TEP

MORNING WORKSHOPS (10:00 AM-12:30 PM)

- 39. **TO THINE OWN SELF BE TRUE**
J. Scott Rutan, PhD, CGP, DFAGPA
- 40. **LONGING FOR HOME: ATTACHMENTS, DETACHMENTS AND RE-ATTACHMENTS TO PAST HOMES AS RE-EXPERIENCED AND REPAIRED IN THE THERAPY GROUP**
Myrna Frank, PhD, CGP
- 41. **FROM ISOLATION TO CONNECTION THROUGH REVERIE IN GROUP PSYCHOTHERAPY**
Walker Shields, MD, CGP, FAGPA
- 42. **UNTANGLING THE CRAZY-MAKING KNOTS OF RACISM: BEARING WITNESS IN THE GROUP** Patti Cox, PhD, CGP; Rudy Lucas, LCSW, CASAC, SAP; Jeff Muller, PhD; Christine Schmidt, LCSW
- 43. **NOT AGAIN!! WHY SOME PEOPLE REPEAT RELATIONSHIPS WITH ABUSIVE PARTNERS AND HOW GROUP THERAPY CAN HELP**
Mary Nicholas, LCSW, PhD, CGP, FAGPA
- 44. **USE OF SELF AS A GROUP PSYCHOTHERAPIST: A CREATIVE PATH TO CONFIDENCE**
Tammy Brown, MSSW, LCSW, CGP; Robert Murphy, MA, LPC, LMFT
- 45. **BREATH, TOUCH, MOTION: NONVERBAL CATALYSTS TO FURTHER GROUP PROCESSES**
Danielle Fraenkel, PhD, BC-DMT, NCC, LCAT, LMHC, CGP
- 46. **A CROWDED ROOM: USING IFS (INTERNAL FAMILY SYSTEMS) IN GROUPS**
R. Tracy MacNab, PhD, CGP, FAGPA; Annie Weiss, MSW, CGP
- 47. **BONDING COGNITIVE BEHAVIORAL THERAPY WITH PSYCHODRAMATIC THEORY AND TECHNIQUES: THE COGNITIVE PSYCHODRAMA GROUP THERAPY (CPGT) MODEL** Thomas Treadwell, EdD, TEP, CGP;
Deborah Dartnell, MSCD, MA
- 48. **FUNCTIONAL SUBGROUPING: ADDRESSING THE IDENTIFIED PATIENT AND SCAPEGOAT DYNAMICS IN GROUPS** Susan Beres, PhD; Norma Safranovsky, MD
- 49. **TOUCHING A HOT STOVE: HOW THE LEADER'S COUNTERTRANSFERENCE INHIBITS GROUP DISCUSSION OF SEXUAL CONCERNS**
Kenneth Pollock, PhD, CGP
- 50. **INTEGRATIVE GROUP THERAPY FOR DUAL DIAGNOSIS**
Claudia Arlo, MSW, LCSW-R, CASAC, CGP
- 51. **TESTING POSSIBLE FUTURES IN THE LATER STAGES OF LIFE** Bruce Bernstein, PhD, ABPP, FAGPA; Lita Moses, MSW
- 52. **CATHARSIS VERSUS CONTAINMENT? APPROACHES TO EMOTION IN EMPIRICALLY SUPPORTED GROUP TREATMENTS FOR PTSD**
Barbara Niles, PhD; William Ungar, PhD; Melissa Wattenberg, PhD

AFTERNOON WORKSHOPS 1 ½ HOUR WORKSHOPS (2:30-4:00 PM)

- 53.5 **CONFIDENTIALITY AGREEMENTS AND BREACHES: ETHICAL, LEGAL, AND CLINICAL CONSIDERATIONS FOR THE GROUP PSYCHOTHERAPIST**
Erica Lennon, PsyD; Rebecca MacNair-Semands, PhD, CGP, FAGPA

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience;

54-S (N/L)	"WHAT DO YOU MEAN YOU DON'T SEE COLOR?": RACISM AND GROUP PSYCHODYNAMICS Allegra Comas, MA; Mark Davis, BA; Kim DuBoise, MA, ABD-PhD
55-S (N/L)	HELP, I'M BEING SUED! A GROUP SUPPORT MODEL FOR MALPRACTICE CLAIMS AND BOARD COMPLAINTS Jennifer McLain, MD, CGP; Karsten Kaeppenbender, MD, CGP; Siobhan O'Neill, MD, CGP
56-S (N/L)	LEADERSHIP STYLE AND TRANSPERFERENCE IN ORGANIZATIONS (AGPA LEADERSHIP TRACK) Michelle Collins-Greene, PhD, CGP; Lisa Stern, PhD, CGP
57-S (-4)	TRANSFORMING IMPASSES INTO THERAPEUTIC ACTION: A RELATIONAL GROUP SUPERVISION MODEL Amanda Michael, PsyD, CGP
58-S (N/L)	STRANGE BEDFELLOWS: BEHAVIOR SCIENCE AND PSYCHODYNAMIC GROUP PSYCHOTHERAPY Russell Hopfenberg, PhD, CGP, FAGPA
59-S (N/L)	BREATH & GROUP: USING MINDFULNESS AND GROUP PROCESS TO CULTIVATE AWARENESS OF THE INDIVIDUAL AND THE COLLECTIVE Eric Eichler, LCSW
60-S (N/L)	TREATING INFIDELITY IN GROUPS USING EMOTIONALLY FOCUSED THERAPY Sophia Chang, PsyD
61-S (N/L)	STRENGTHENING ATTACHMENT BONDS BY IDENTIFYING TRANSGENERATIONAL GRIEF AND LOSS Mitchell Berman, MA, LMFT, CGP
62-S (N/L)	'PUTTING ON THE LID': EMOTION REGULATION IN CHILDREN'S SOCIAL SKILLS GROUPS Barbara Flynn, PhD; Jo Hariton, PhD, LCSW, CGP; Matthew Pagirsky, MS; Amy Walker, PhD
63-S (N/L)	GROUP PSYCHOTHERAPY FOR SUBSTANCE ABUSERS David Brook, MD, CGP, LFAGPA
64-S (N/L)	WOMEN, SEX AND POWER: INTEGRATING THE MADONNA, WHORE AND THE FEMALE GROUP LEADER Yoon Im Kane, LCSW, CGP; Laura Kasper, PhD, CGP
65-S (N/L)	"SECURE PRESENCE": WHAT NATURE CONTRIBUTES TO GROUP PSYCHOTHERAPY FOR SPOUSES OF VETERANS WITH PTSD Ann-Karen Neuman Kantor, MA
66-S (N/L)	RIDING THE THIRD WAVE: UTILIZATION OF ACT METAPHORS AND MINDFULNESS IN GROUP THERAPY WITH SEXUALLY COMPULSIVE CLIENTS Michael Buxton, PhD; Derek Griner, PhD; Kristina Hansen, PhD, CGP

AFTERNOON WORKSHOPS 1 ½ HOUR OPEN SESSIONS (4:30-6:00 PM)

67-S (N/L)	EXPLORING THERAPIST DYNAMICS REGARDING DIVERSITY IN GROUPS Michele Ribeiro, EdD, CGP; Marcee Turner, PhD
68-S (N/L)	CREATING COHESION: THE ART OF THE PROGRESSIVE WARM-UP Paul Berkelhammer, MA, LMHC, CGP
69-S (N/L)	HOW OUR ATTITUDES ABOUT MONEY CREATE OUR REALITY Michelle Marie Davenport, MA, LMFT; Richard Kahler, MSFP, BS, CFP
70-S (N/L)	GROUP PSYCHOTHERAPY RESEARCH THAT THE PRACTITIONER MIGHT ACTUALLY READ Les Greene, PhD, CGP, LFAGPA
71-S (N/L)	COUNTERTRANSFERENCE AND PROJECTIVE IDENTIFICATION IN GROUP ANALYTIC SUPERVISION Herbert Knott, MD
72-S (N/L)	STRADDLING THE GAP: SEX, INTIMACY, AND DESIRE IN THE PRESENT MOMENT Carole Clements, MA, MFA; Jenna Noah, MA
73-S (N/L)	THE MAGIC OF GROWTH AND CHANGE: USING PSYCHODRAMA TO ENHANCE CONNECTION Shelley Korshak, MD, CGP, FAGPA
74-S (N/L)	MINDFULLY PARTICIPATING IN A CONSULTATION GROUP Dionne Crump, MSW, LCSW; Elizabeth Klesman, LCSW, CGP; Orville McNeil, LCSW, CPP, CGP; ACT Diplomate; Anthony Morris, LCSW, CGP; ACT Diplomate; Larry Swann, II, LCSW, CGP
75-S (N/L)	SHORT-TERM GROUP ANALYTIC PSYCHOTHERAPY: EVIDENCE AND TECHNIQUES Steinar Lorentzen, MD, PhD

76-S (N/L)	ASSESSING FOR SUICIDALITY IN GROUP SETTINGS Mary McClernon, MSW, LICSW, CGP; Dawn Plath, MSW, LICSW, CGP
77-S (N/L)	INTEGRATIVE APPROACHES TO GROUP PLAY THERAPY WITH YOUNG AND SCHOOL-AGED CHILDREN Jennifer Shaw, PsyD
78-S (N/L)	ACCEPTANCE AND COMMITMENT THERAPY IN A COLLEGE COUNSELING CENTER SEXUAL TRAUMA GROUP Melissa Goates-Jones, PhD; Jennie Bingham, PhD; Jane Lawson, PhD
79-S (N/L)	MULTICULTURAL PERSPECTIVES ACROSS MULTICULTURAL DIMENSIONS: FOR MEN ONLY David Rose, PhD, CGP
80-S (N/L)	EMOTIONALLY FOCUSED GROUP PSYCHOTHERAPY (EFGT): USING EMOTIONALLY FOCUSED THERAPY (EFT) PRINCIPLES TO FORGE SECURE ATTACHMENT IN A UNIQUE GROUP SETTING Mary Stacy, LCSW, CGP

MORNING OPEN SESSIONS (10:00 AM-12:30 PM)

307.	PRACTICAL AND USEFUL EVIDENCE-BASED PRACTICE: USING CLINICIAN-FRIENDLY PROCESS AND OUTCOME MEASURES TO ENHANCE YOUR GROUPS Robert Gleave, PhD, ABPP, CGP; Chair: Mark Beecher, PhD; Derek Griner, PhD; Kristina Hansen, PhD, CGP
308.	CONTEMPORARY APPROACHES TO GROUP WORK WITH CHILDREN AND ADOLESCENTS ACROSS A RANGE OF SETTINGS Seth Aronson, PsyD, CGP, FAGPA, Chair; Naama Gersht, PhD; Jeffrey Landau, MD; Heidi Landis, LCAT-RDT-BCT, CGP; Larry Mortazavi, MD, CGP; Frannie Pingitore, PhD, PCNS-BC, CGP; Fernando Rausch, LCSW; Brett Rayford, PsyD
309.	COUPLING IN THE 21ST CENTURY: DEEPENING ATTACHMENT THERAPEUTICALLY David Hawkins, MD, CGP, DLFAGPA, Chair; Judith Coché, PhD, ABPP, CGP, LFAGPA; Marti Kranzberg, PhD, ABPP, CGP, FAGPA; Albert Neelman, PsyD

LUNCH-TIME OPEN SESSION (1:00-2:15 PM)

LG-2	THE LARGE GROUP Anne Lindhardt, MD; Gerda Winther, MA, Co-Leaders; Michael Stiers, Jr. PhD, CGP, Consultant Also being held on Thursday (1:00-2:15 pm) and Saturday, (2:00-4:30 pm)
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AFTERNOON OPEN SESSIONS 1 ½ HOUR OPEN SESSIONS (2:30-4:00 PM)

213-S.	FROM ISOLATION TO CONNECTION: GROUPS WITH HIGH FUNCTIONING INDIVIDUALS ON THE SPECTRUM Jonathan Cox, PhD, Chair; Kimberlee DeRuebia, PsyD; Susan Walker, PhD, CGP
214-S.	COURAGE TO EXPLORE-THE LIFE CYCLE OF A CAREER: THREE GROUP THERAPISTS SPEAK ON SOLITUDE Karen Travis, MSW, LCSW, CGP, FAGPA, Chair; Francis Kaklauskas, PsyD, CGP, FAGPA; Capi Landreneau, MSW, LCSW, CGP; Walter Stone, MD, CGP, DLFAGPA
215-S.	EXPLORING THE RIFT: 12-STEP, CBT AND HARM REDUCTION GROUPS Steven Henne, MA, RCC, Chair; Jeffrey Foote, PhD; Sarah Frank, MA, MFT; Jeannie Little, LCSW, CGP; Carrie Wilkens, PhD
216-S.	"WILD & PRECIOUS": A PERFORMANCE AND DISCUSSION EXPLORING SEXUALITY, GENDER, AND THE MOVEMENT FROM SHAME-FILLED ISOLATION TO CONNECTION Steven Cadwell, PhD, LICSW, CGP; Chair: Chera Finniss, PsyD, CGP, FAGPA; Elizabeth (Libby) Shapiro, PhD, CGP

AFTERNOON OPEN SESSIONS 1 ½ HOUR OPEN SESSIONS (4:30-6:00 PM)

217-S.	ETHICAL DILEMMAS IN GROUP THERAPY: LEADER AND MEMBER PERSPECTIVES Sharan Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA
218-S.	LISTENING TO THOSE MOST IN NEED: LEADERSHIP TASKS WITH COMPLEX POPULATIONS Kurt White, LICSW, LADC, CGP; Geoffrey Kane, MD, MPH
219-S.	ACCESSING THE POWER AND PROMISE OF PSYCHOEDUCATIONAL GROUPS Nina Brown, EdD, LPC, NCC, FAGPA; Tammi Milliken, PhD, HSBCEP

Saturday

EARLY MORNING OPEN SESSIONS (7:45-8:45 AM)

220. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
Steinar Lorentzen, MD, PhD; Bernhard Strauss, PhD, Co-Chairs; Gary Burlingame, PhD, CGP, FAGPA; Jennifer Jensen, JD; Steinar Lorentzen, MD, PhD; Michael Waser, PhD
221. **INTEGRATING RELIGIOUS BELIEFS AND TRANSFERENCE INTO THE THERAPEUTIC PROCESS: A JEW AND A MUSLIM SHARE THEIR EXPERIENCES** Huma Attari, MD; Matisyahu Shulman, MD
222. **F*CKING REAL INTERVENTION: ADVANTAGES AND PITFALLS OF BEING PROVOCATIVE IN GROUP**
Misha Bogomaz, PsyD, CGP; Teyya Zukor, PhD, CGP
223. **FROM ISOLATION TO CONNECTION: COMMUNITY PSYCHOANALYSIS: NEW PATHS TO CONNECTION, HEALING, AND COMMUNITY TRANSFORMATION**
George Bermudez, PhD
224. **ADDRESSING THE ELEPHANT IN THE ROOM: STRATEGIES AND RESOURCES FOR SUICIDE ASSESSMENT IN GROUP THERAPY** Joeleen Cooper-Bhatia, PhD, Chair; Erin Crozier, BS; Lauren David, BA; Margaret Taylor Davis, MS
225. **GROUP PSYCHOTHERAPY FOR TREATMENT-RESISTANT PTSD IN ACTIVE DUTY ARMY SOLDIERS**
Beverly Sivley, LCSW; Joseph Wiss, MD

EARLY MORNING COLLOQUIES (7:45-8:45 AM)

- COL 8. **REFLECTIONS ON BEING-A-BLACK-MAN: MEN OF COLOR PROCESS GROUP** Sipho Mbuqe, PhD, MEd
- COL 9. **BREAK TABOOS: TALK ABOUT ISSUES OF AGING**
Anne Ziff, LMFT, CGP
- COL 10. **GROUP THERAPY FOR TREATMENT OF SEX ADDICTION**
Lisa Lackey, MA, LCPC, CSAT, CMAT

ALL-DAY WORKSHOPS (9:00-11:30 AM & 2:00-4:30 PM)

- 81a. **CULTIVATING THE INTERNAL SECURE BASE: ALIGNING PSYCHODYNAMIC TECHNIQUE WITH ATTACHMENT THEORY IN GROUP THERAPY** Aaron Black, PhD, CGP
- 82a. **SYSTEMS-CENTERED PHASES OF GROUP DEVELOPMENT IN SMALL AND MEDIUM GROUPS** Yvonne Agazarian, EdD, CGP, DIFAGPA
- 83a. **THE PERSISTENT ADOLESCENT: EXPLORING PAST EXPERIENCE TO ENHANCE GROUP LEADERSHIP**
David Darnais, LCSW, CGP; Craig Haen, PhD, RDT, LCAT, CGP, FAGPA

MORNING WORKSHOPS (9:00-11:30 AM)

84. **EFFECTIVE FACILITATION WHEN MICROAGGRESSIONS OCCUR**
Karen Cone-Uemura, PhD, CGP; Phillip Channing Plemons Horner, LCSW
85. **THREE KEY WAYS MEMBERS CONNECT: BEING PRESENT-BRIDGING-EMOTIONAL COMMUNICATION-ALL ADDRESSED IN DEMONSTRATION GROUP** Greg MacCull, LCSW, CGP, FAGPA
86. **EXPLORING THE EROTIC-SELF THROUGH GROUP EXPERIENCE** Marcia Honig MA; Guy Segre, MA
87. **DEVELOPING RESILIENT GROUP LEADERSHIP**
Gail Brown, MA, CGP
88. **BALINT GROUPS: CASE CONSULTATION FOR CONNECTING WITH THE OTHER AND THE SELF** Edith Katherine Knowlton, PhD; Robert Berley, PhD, FAGPA; Eran Metzger, MD; Laurel Milberg, PhD; C. Paul Scott, MD, DIFAPA; Jeffrey Sternlieb, PhD
89. **EFFECTIVE AND EFFICIENT SUPERVISION: DOING IT IN GROUP** Arthur Gray, PhD
90. **"PUSH HANDS" AS METAPHOR: MINDFUL CONNECTION IN GROUP** Bojan Hui, MA; Lee Kassan, MA, CGP
91. **TRANSFORMATION IN GROUP: FROM NEED TO DECISION (THE FOUR-STEP INTEGRATIVE MODEL FOR GROUP PSYCHOTHERAPY)** Mohamed Ayman Hamed, MD, PhD; Refaat Mahfouz, MBBS, MD, PhD; Mohamed Taha, MD, PhD
92. **FROM PROCESS TO ACTION: AN OVERVIEW OF THE PARADIGM AND INTERVENTIONS OF EXISTENTIAL GROUP THERAPY** Christen Cummins, LCSW; David Hayes, PhD

93. **USING GROUP-CENTERED GROUP THERAPY TO DIRECTLY TREAT ATTACHMENT DEFICITS OF SEX OFFENDERS**
Jerry Jennings, PhD; Steven Sawyer, MSSW, LICSW, CGP
94. **GROUP COUNSELING WITH AGGRESSIVE CHILDREN**
Zipora Shechtman, PhD, FAGPA
95. **BUILDING GROUP PROGRAMS IN THE COLLEGE COUNSELING CENTER AND OTHER STAFF MODEL CLINIC SETTINGS: PROMOTING TRANSFORMATION AND CONNECTION** Jennifer Alonso, PhD, CGP; Neil Annandale, PhD, CGP; Mark Beecher, PhD; James Bleiberg, PsyD, CGP; Rita Drapkin, PhD; Joshua Gross, PhD, ABPP, CGP, FAGPA; Luis Romero, PhD; Jennifer Gabrielle Smith, PsyD
96. **THE POWER OF RELATIONALLY FOCUSED GROUP THERAPY: TRANSFORMATIONAL CONNECTIONS IN GROUP AND IN COUPLES** Darryl Feldman, PhD, ABPP, CGP; Gloria Batkin Kahn, EdD, ABPP, CGP, FAGPA

AFTERNOON WORKSHOPS (2:00-4:30 PM)

97. **ENDINGS: ALL THAT WAS, OR MIGHT HAVE BEEN**
Jeffrey Mendell, MD, CGP; Marsha Vannicelli, PhD, CGP, LFAGPA
98. **TO BE OR NOT TO BE A PERFECTIONIST**
Shoshana Ben-Noam, PsyD, CGP, LFAGPA
99. **WHY ISOLATE? CREATING INCLUSIVE COMMUNITY THROUGH EXPLORATION OF POWER, PRIVILEGE AND OPPRESSION**
Debra Bupsie, MA; Ugur Kocataskin, MA, LPC; Regina Smith, MA
100. **A JOURNEY TOWARDS MULTICULTURALLY COMPETENT LEADERSHIP** Eri Suzuki Bentley, PhD, CGP; Leann Terry Diederichs, PhD
101. **WORKING WITH THE DARK SIDE IN GROUP THERAPY USING A DEMONSTRATION GROUP** Robert Pepper, LCSW, PhD, CGP
102. **THE RHYTHMS OF GROUP**
Andrew Eig, PhD, ABPP
103. **CO-CONSTRUCTING HOPE: NEWNESS, REPETITION AND DISCONTINUITY IN THE ANALYTIC GROUP** Ido Peleg, MD
104. **FROM PREVERBAL TO VERBAL: TRANSLATING THE LANGUAGE OF THE BODY AS A PATHWAY TO INTIMACY AND ATTACHMENT** Janice Morris, PhD, ABPP, CGP, FAGPA
105. **USING THE TECHNIQUE OF 'CONFERENCING' TO DEEPEN CONNECTIONS IN GROUP** Michael Altschuler, LCSW-R, CGP
106. **DECODING BODY LANGUAGE IN GROUP PSYCHOTHERAPY: ACCESSING THE CORE BLUEPRINTS FOR IMMEDIACY**
Khleber Chapman Attwell, MD, MPH; Elizabeth Anne Stewart, APSI
107. **USING SELF-DEFENSE TRAINING AND GROUP THERAPY AT A COLLEGE COUNSELING CENTER TO TREAT FEMALE TRAUMA SURVIVORS**
Karen Chasen, JD; Jennifer Vogel-Davis, PsyD; Lisa Weinberg, PhD
108. **COME AS YOU ARE: HARM REDUCTION GROUPS FOR PEOPLE WITH CO-OCCURRING DISORDERS**
Maurice Byrd, MA, MFT; Justin Castello, PhD
109. **MEDICATION, MEANING, AND MOTIVATION IN GROUP: HELPING PATIENTS MOVE FROM IDEOLOGY TO PRACTICALITY** Ruth Geller, MD, MEd; Geoffrey Kane, MD, MPH; Shoaib Memon, MD; Christopher Wagner, PhD

MORNING OPEN SESSIONS (9:00-11:30 AM)

310. **LOUIS R. ORMONT LECTURE—NARRATING THE UNSAYABLE: ENACTMENT, REPAIR AND CREATIVE MULTIPLICITY IN GROUP PSYCHOTHERAPY** Robert Grossmark, PhD
311. **THE SOCIAL UNCONSCIOUS AND ITS IMPLICATIONS FOR GROUPS** Haim Weinberg, PhD, CGP, FAGPA, Chair; Kaoru Nishimura, MA; Carla Maria Pires e Albuquerque Pires, PhD; Ravit Rautman, PhD
312. **THE GROUP INSIDE: A PERFORMANCE AND DISCUSSION THAT EXPLORES TRANSGENERATIONAL TRAUMA AND ITS IMPLICATIONS FOR GROUP TREATMENT** Jeffrey Hudson, MEd, LPC, CGP, FAGPA, Chair; Khleber Chapman Attwell, MD, MPH; Gabriela Kohen, MFA

AFTERNOON OPEN SESSION (2:00-4:30 PM)

313. **THE LARGE GROUP** Anne Lindhardt, MD; Gerda Winther, MA, Co-Leaders; Michael Steiers, Jr, PhD, CGP, Consultant
Also being held on Thursday and Friday, (1:00-2:15 pm)

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience;

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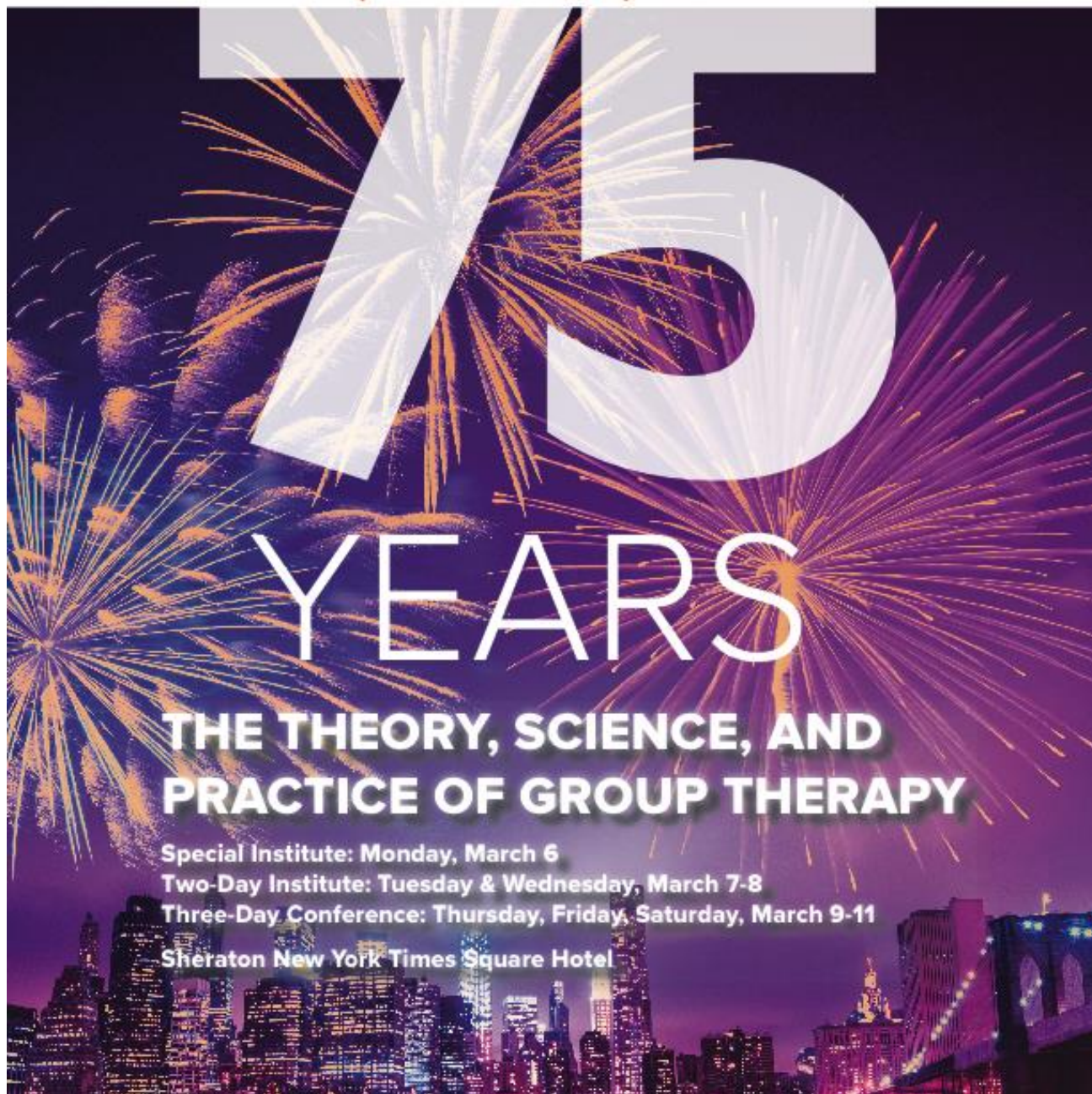
**THE THEORY, SCIENCE, AND
PRACTICE OF GROUP THERAPY**

Special Institute: Monday, March 6

Two-Day Institute: Tuesday & Wednesday, March 7-8

Three-Day Conference: Thursday, Friday, Saturday, March 9-11

Sheraton New York Times Square Hotel



61ST ANNUAL INSTITUTE



Porges



Flores



Red Well Theater Group

Two Special Institute Presentations

Monday, March 6, 9:00 A.M. – 5:00 P.M.

SI-1. Group Psychotherapy as a Neural Exercise:

A Polyvagal Perspective

Instructors: **Stephen Porges, PhD** and **Philip Flores, PhD, ABPP, CGP, LFA GPA**

This presentation will describe the Polyvagal Theory and explain how Polyvagal Theory provides a neurobiological framework to understand the processes involved in successful group psychotherapy. Group psychotherapy, conducted and guided by the insights of Polyvagal Theory, can help craft an ideal neural exercise regimen for promoting the biobehavioral adjustments for the regulation of emotions, interpersonal engagement, resilience, health, emotional attunement, and behavioral flexibility. This Special Institute will feature didactic presentations, a group demonstration, and discussion regarding how the innovative perspectives of Polyvagal Theory can enhance group work.

Dr. Stephen Porges is Professor of Psychiatry of the University of North Carolina. He is Professor Emeriti at the University of Illinois at Chicago where he directed the Brain-Body Center and the University of Maryland where he chaired the Department of Human Development. In 1994 he proposed the Polyvagal Theory, a theory that links the evolution of the vertebrate autonomic nervous system to the emergence of social behavior. Dr. Porges has authored *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (Norton, 2011) and *Clinical Applications of the Polyvagal Theory: The Transformative Power of Feeling Safe* (Norton, 2014).

Dr. Philip Flores is Adjunct Faculty at the Georgia School of Professional Psychology at Argosy University and is supervisor of group psychotherapy at Emory University. Dr. Flores is the lead author on the AGPA's treatment manual, *Group Psychotherapy of Substance Abuse and Addiction*. Dr. Flores is co-chair and contributing member of the AGPA's Science to Service Task Force that produced the Clinical Practice Guidelines for Group Psychotherapy. Dr. Flores' latest book, *Addiction as an Attachment Disorder* was the 2005 Gradiva Award Winner issued by the National Association for the Advancement of Psychoanalysis.

Continuing Education for Special Institute Presentations: 6.0 credits/6 units

SI-2. Wounded Healers and Suffering Strangers: Navigating Ethical Dilemmas Together

Instructors:

The Red Well Theater Group of Washington, DC

This Special Institute combines dramatic play reading presentations, clinical commentary, and audience discussion designed to explore ethical dilemmas relevant to the practice of group psychotherapy. It will explore the co-constructed nature of interpersonal conflict between and among therapists and group members, as viewed through the lens of ethical practice. Ethical dilemmas, whereby two or more ethical imperatives are in conflict, routinely emerge in dynamic therapy groups. The participant's success in navigating the internal, interpersonal, and group-as-a-whole dynamics through which these dilemmas are ultimately resolved, requires skill, commitment, empathy, creativity, and perseverance. This Special Institute will feature two stage play readings, each accompanied by a clinically informed commentary, and a moderated audience discussion. This presentation is eligible for Ethics CE credits.

Participating Red Well Theater Group members and guest artists include Founding Director Robert Schulte, MSW, CGP, FAGPA; Kavita Aulak, PsyD; John Dufhy, MD, FAGPA; Mary Dufhy, MSW, CGP, FAGPA; Liz Marsh, MSW; Yavar Moghimi, MD; Rosemary Segalla, PhD, CGP, FAGPA; and Rob Williams, MSW, CGP, with Connor Dale, MA; Barbara Keezel, MSW, CGP, FAGPA; Cheri Mammarash, PhD; and Tom Teasley.

The Red Well Theater Group of Washington, DC contributes to the profession of development of psychotherapists through educational presentations featuring dramatic play readings, small group process experiences, clinically informed commentaries, and moderated audience discussions. Its mission is to illustrate principles of group therapy and to illuminate themes of mutual recognition and communal wellbeing in and beyond the therapy group. Its members share a love of theater and a commitment to dynamic group therapy, approaching each discipline as a healing art, more similar than different.

Two-Day Institute Sections

Tuesday & Wednesday,

March 7 & 8

Institute Opening Plenary Session

Tuesday, March 7, 8:30 – 9:15 A.M.



Rutan

Secrets: To Share or Not to Share

Featured Speaker: **J. Scott Rutan, PhD, CGP, DFAGPA**

Mark Twain once noted, "Everyone is like a moon and has a dark side which he never shows anyone." The opposite sentiment is seen in the Alcoholics Anonymous slogan, "We are only as sick as our secrets."

This presentation will focus on the place of secrets in relationships—when they should be shared and when they should be kept. The role of secrets in group therapy will be specifically addressed.

Dr. Scott Rutan is a psychologist in private practice in Chestnut Hill, Massachusetts. He is a Distinguished Fellow and past president of the American Group Psychotherapy Association (AGPA) and a Certified Group Psychotherapist. Dr. Rutan was the Founder of the Center for Group Psychotherapy at Massachusetts General Hospital/Harvard Medical School and Co-Founder of the Boston Institute for Psychotherapy. He has published widely on group therapy and psychodynamic theory, conducts workshops around the world, and serves on the editorial boards of several journals.

The Two-Day Institute is primarily designed for clinical professionals who meet the requirements of at least a Master's degree in a mental health profession and who have clinical psychotherapy experience. Many sections of the Institute welcome psychiatric residents and graduate students in mental health degree programs as well as mental health workers who work in a range of human service settings. Please register for a section consistent with your experience.

The Institute is scheduled over two full days: Tuesday, March 7, 9:30 A.M. – 5:45 P.M. and Wednesday, March 8, 8:30 A.M. – 5:00 P.M. Registration will only be accepted for the full two-days and registrants will be expected to attend both days, including the Institute Opening Plenary Session. Continuing Education credit will not be awarded for partial attendance. Devoted to small group experiential teaching, these two-day groups are led by carefully selected experienced instructors. The secure environment of these small groups allows for rich cognitive and emotional learning about group processes and oneself as well as an opportunity for personal and professional renewal. The Institute consists of two types of sections:

- ◆ **Process Group Experience (PGE) Sections:** These small groups provide participants an environment in which to obtain, expand, and retain their skills in conducting group therapy. The group psychotherapy skills gained are important in conducting any group, regardless of its theoretical orientation, time parameter or patient population. PGE sections are essential training and benefit the participants, both personally and professionally. A portion of each PGE will be didactic. A maximum of 12 registrants will be accepted per group.

- ◆ **Specific Interest Sections:** These groups offer intensive learning about specific theories and approaches in group treatment. Registrants can pursue current interests in greater depth or learn ways of integrating new approaches and methods into their private practice, clinic, or agency work. Most of the Specific Interest Sections have extensive experiential components.

Registration maximum (12-20 registrants) has been set by each instructor.

Observation and Evaluation: Institute sections will be observed by Institute Committee members. Registrants will be asked to complete evaluation questionnaires, designed to aid us in continuing to provide high quality meetings, upon conclusion of their attendance at events.

Continuing Education for Two-Day Institute Sections: 13.0 credits/13 units

Tuesday, March 7, 9:30 AM – 5:45 PM and Wednesday, March 8, 8:30 AM – 5:00 PM

Complete Event Descriptions on AGPA's Website: www.agpa.org

Below are the listings of the two types of Institutes: Process Group Experience (PGE) and Specific Interest Sections. The PGE participants acquire general therapy skills relevant to leading groups by participating in a process-oriented group. Specific Interest Sections offer participants a chance to explore a particular theme in greater depth or to learn a new theoretical approach. For Specific Interest Sections, previous

participation in a PGE is recommended but not required. Members agree to attend the entire group, to participate actively, and to respect the privacy of the other members. After attending an Institute, participants will be able to identify various aspects of group process and dynamics. These groups provide an important opportunity for experiential learning and growth.

Process Group Experience (PGE) Sections

I-A. General Process Group Experience

Entry Level

Less than 4 years of group therapy leadership experience

Instructors:

1. John Caffaro, PhD, FAGPA
2. Patricia Kyle Dennis, PhD, LCSW, CGP
3. Linda Eisenberg, MA, MEd, CGP
4. Jay Erwin-Grotsky, LCSW, CGP
5. Barbara Finn, PhD, CGP, FAGPA
6. Robin Good, PhD, CGP, FAGPA
7. Andrea Grunblatt, PhD, CGP, FAGPA
8. Francis Kaklauskas, PsyD, CGP, FAGPA
9. Andrea Pully, MEd, LPC, CGP, FAGPA

Intermediate Level

4-9 years of group therapy leadership experience

Instructors:

10. Claudia Arlo, MSW, LCSW-R, CASAC, CGP
11. Shari Barot, MSN, CNS, CGP, FAGPA
12. Jeanne Bunker, LCSW, CGP
13. Charles Pohl, MSW, CGP
14. Keith Rand, MA, MFT, CGP, FAGPA
15. Annie Weiss, LICSW, CGP, FAGPA

Advanced Level

10+ years of group therapy leadership experience

Instructors:

16. Robert Berley, PhD, CGP, FAGPA
17. Hank Fallon, PhD, CGP, FAGPA
18. Anne McEneaney, PhD, ABPP, CGP, FAGPA
19. Ginger Sullivan, MA, LPC, CGP, FAGPA
20. Carol Vaughan, LCSW, CGP, LFAGPA

I-B. Process Group Experience Section with Mixed Levels of Experience

Instructors:

1. Chera Finnis, PsyD, CGP, FAGPA
2. Oona Metz, LICSW, CGP, FAGPA
3. Daryl Pure, PhD, ABPP, CGP, FAGPA
4. Judith Schaefer, LCSW, MSW, CGP, FAGPA
5. John Schlapobersky, BA, MSC, CGP
6. Sharan Schwartzberg, EdD, OTR/L, FAOTA, CGP, FAGPA

I-C. Process Group Experience Section for Senior Therapists

Limited to prior AGPA Institute instructors or registrants who have participated in four or more AGPA Institutes.

Instructors:

1. Michael Frank, MA, LMFT, CGP, LFAGPA
2. Esther Stone, MSSW, CGP, DLFAGPA

I-D. Two-Year Continuous Section

Registration for this section assumes attendance at two consecutive Annual Meetings. (This is the 2nd year of this two-year group; new participants will not be accepted.)

Instructors:

- Paul Kaye, PhD, CGP, FAGPA and
Gaea Logan, LPC-S, CGP, FAGPA

I-E. Two-Year Continuous Section with Intermittent Conference Calls

Registration for this section assumes attendance at two consecutive Annual Meetings. There will be five telephone conference call sessions between the two onsite meetings at the Institute. (This is the 1st year of this two-year group; new participants will be accepted.)

Instructors:

- Gil Spielberg, MSW, PhD, ABPP, CGP, FAGPA and
Robert Unger, MSW, PhD, CGP, FAGPA

or

Specific Interest Sections

II. Acknowledging the Diamond Years: The Trials and Rewards of the Senior Group Therapist

Patricia Barth, PhD, CGP, DLFAGPA; Robert White MD, CGP, LFAGPA

III. Becoming Who We Are in Groups: A Jungian Approach to Group Psychotherapy

Justin Hecht, PhD, CGP, FAGPA

IV. Beyond Binaries: Gender, Sexual Identity, and Sexuality in Group

Joseph Acosta, LPC, CGP, FAGPA; Katie Griffin, LPC, CGP, FAGPA

V. Bringing Life to Group Process: The Leader's Use of Self

Nimer Said, MA; Elliot Zeisel, PhD, LCSW, CGP, DFAGPA

VI. Coming Alive in Group: Mourning Loss by Connecting with your Tribe

Mary Sussillo, LCSW, BCD, CGP, FAGPA

VII. Cultivating the Internal Secure Base: Aligning Psychodynamic Technique with Attachment Theory in Group Therapy

Aaron Black, PhD, CGP

VIII. Developing the Whole Performer: A Group Therapy Model for Cultivating Expressiveness, Vulnerability, and Connection

Matthew Tomatz, MA, LPC, LAC, CGP

IX. Discovering the Unconscious through Parallel Process Group Supervision/ Consultation

Sherrie Smith, LCSW-R, CGP, FAGPA

X. Excitement and Shame in Group Psychotherapy

Stewart Aledort, MD, CGP, FAGPA

XI. Expanding the Emotional Range in Group: The Leader's Emotional Receptivity

Jeffrey Hudson, MEd, LPC, CGP, FAGPA

XII. Experiencing Relational Group Psychotherapy: What Does it Mean to be Relational?

Haim Weinberg, PhD, CGP, FAGPA

XIII. Lacan, Desire, and Dread in Group Psychotherapy

Timothy Scott Conkright, PsyD, CGP

XIV. Less Lonely at the Top: Strengthening Ties and Group Leadership Skills (AGPA Leadership Track)

Lise Motherwell, PhD, PsyD, CGP-R, FAGPA

Track events are also being held on Thursday, 10:00 am-5:00 pm (Workshop 4a) and Saturday, 9:00-11:30 am (Session 3T)

XV. Making Contact: The Relational Therapist in Group

Diane Montgomery-Logan, MA, CGP, FAGPA

XVI. Modern Gestalt Group Therapy: A Relational Approach to Healing and Growth

Peter Cole, LCSW, CGP; Daisy Reese, LCSW, CGP

XVII. Moving Past Reactivity to Embodied Relationship: Group Therapy Informed by the Principles of Somatic Experiencing

Roger Saint-Laurent, PsyD, SEP, CGP; Peter Taylor, PhD, SEP, CGP, FAGPA

XVIII. Restoration versus Revenge: Narrating and Integrating Trauma in Group

Suzanne Phillips, PsyD, ABPP, CGP, FAGPA

XIX. Systems-Centered's Functional Subgrouping and Its Neurobiology

Susan Gantt, PhD, ABPP, CGP, DFAGPA

XX. Under the Influence of Giants: Finding our Voices and Humanizing our Group Supervisors, Mentors, and Co-Therapists

Jerome Gans, MD, CGP, DLFAGPA; Joseph Wise, MD, CGP

XXI. Using Group Process in the Personal Exploration of Generational Trauma and Healing

Elaine Cooper, LCSW, PhD, CGP, DFAGPA

XXII. Wise Intimacy: How Close is Too Near? How Far is Too Distant? How Soon is Too Fast?

James Fishman, MSW, LCSW, CGP; Linda Rose, LCSW, BC-DMT, CGP

XXIII. Working with Love and Hate: Bringing Passion to Group Therapy

Ronnie Levine, PhD, ABPP, CGP, FAGPA

EVENT FORMATS:

COURSES: These One-Day courses are designed to cover a variety of topics in-depth. Participants must attend all sessions in order to receive continuing education credits. Course manuals are available for purchase in advance or onsite at the meeting. Continuing Education: 5.0 credits/.5 units

HALF-DAY OPEN SESSIONS (300 series): These meetings will be presented in a variety of formats, including panels, papers, and demonstrations. Audience participation and exchange with the presenters is encouraged. Continuing Education: 2.5 credits/.25 units

ONE-HOUR EARLY MORNING OPEN SESSIONS (200 Series): These presentations and discussions will be presented on specialized areas of interest for the group therapist. Continuing Education: 1.0 credit/.1 unit

ONE-HOUR EARLY MORNING COLLOQUIES (COL Series): These facilitated roundtable discussion groups will be focused on unique areas of interest for the group therapist. Continuing Education: 1.0 credit/.1 unit

The Large Group Open Sessions will be held Thursday and Friday, Lunch-Time (1:00-2:15 pm); Saturday, Afternoon (2:00-4:30 pm). Attendance at all sessions is encouraged.

WORKSHOPS (1-100 Series): All-day and half-day meetings provide a context in which participants exchange information among themselves and with the chairperson. These meetings are designed for varying levels of experience including master workshops for senior clinicians and usually include both didactic and experiential learning. Check designations for beginning and master levels (for senior clinicians). Continuing Education: All-day: 5.0 credits/.5 units; Half-day: 2.5 credits/.25 units

90-Minute Events: These sessions will be presented as open sessions and workshops on Friday afternoon. Continuing Education: 1.5 credits/.15 units

Complete Event Descriptions on AGPA's Website: www.agpa.org

7:15-8:15 am

Early Morning Open Sessions

201. **Contemporary Group Psychotherapy Research**
Cheri Marmarosh, PhD; Rainer Weber, PhD, Co-Chairs;
William Piper, PhD, DFAGPA, Discussant

Evidence-Based Group Treatments for Major Depression and Bipolar Disorder: Meta-Analytic Clinical Guidelines — Allison Garner, BS Student; Rebecca Jarvis, BS; Jennifer Jensen, MS, JD

Attachment Anxiety and Attachment Avoidance: Members' Fit with Their Group — Dennis Kivlighan, Jr., PhD

Development of a Documentation System for Small Group Treatments — An Addendum for the CORE Battery? — Bernhard Strauss, PhD

202. **Analyzing the Integral Components of the Female and Male Psyche in an Integrative Dynamic Therapy Group**
Ahmed Mohamed Kamal Ahmed Abdelkrem, MD, PhD, MsC, MBBCh; Maha Ali Hassan, MD, PhD, MsC, MBBCh; Nashaat Adel Mohamed, MD, PhD, MsC, MBBCh

203. **Virtuality in our Groups and our Lives (ISIG Coffee Hour)**
Robert Hsiung, MD; Elisabeth Joy LaMotte, MSW; Sid Siahpush, MD, PhD, MPH, CGP

204. **Meaning of Psychotropic Medications in Trauma Patients**
Amy Yang, MD

205. **Beyond Borderline Personality Disorder: Dialectical Behavior Therapy in a College Counseling Center**
Amberly Panepinto, PhD; Carissa Uschold, LCSW-R, RYT

Early Morning Colloquies

COL 1. **Duck & Cover - Group Interventions to Support Ethnically Distinct Populations Vulnerable to Surges of Scapegoating**
Siddharth Shah, MD, MPH

COL 2. **Managing Elementary School Atmosphere through Large Groups**
Einar Gudmundsson, MD

COL 3. **Psychodrama: Empirical Research and Science**
Michael Wieser, DPhil

COL 4. **Sex Offender Process Groups**
Robert Coufal, PhD; Nubia Lluberes, MD

8:30-9:45 am

Conference Opening Plenary
**Cyclical Psychodynamics and Group Psychotherapy:
Understanding People in Context**

Featured Speaker: Paul Wachtel, PhD
See page 7 for event details

10:00 am-12:30 pm & 2:30-5:00 pm

All-Day Courses

C1. **Focused Brief Group Therapy: The Practice, the Theory, and the Science**

Director: Martyn Whittingham, PhD, CGP

Faculty: Jordan Allison, PsyD

C2. **Contemporary Adolescent Group Psychotherapy: Methods, Madness, and the Fun**

Director: Seth Aronson, PsyD, CGP, FAGPA

Faculty: Thomas Hurster, MSS, LCSW, CGP, FAGPA

Andrew Pojman, EdD, CGP, FAGPA

D. Thomas Stone, Jr, PhD, CGP, FAGPA

C3. **Process Additions for the Group Psychotherapist: From Isolation to Connection**

Directors: Shelley Korshak, MD, CGP, FAGPA

Marcia Nickow, PsyD, CAD, CGP

All-Day Workshops

1a. (N/L) **Leadership Development: Becoming a Corporate Trainer**
Rick Tivers, LCSW, CGP

2a. (N/L) **Longing for Home: Past Attachments and Reparative Re-Attachments** Myrna Frank, PhD, CGP

3a. (<4) **Introductory Approach to Modern Group Analysis**
Alice Brown, PsyD, CGP; Joan Coll, MD; Sally Henry, LCSW, CGP

4a. (N/L) **Leadership: Finding Your Strengths, Interests, and Genius (AGPA Leadership Track)** Sara Emerson, LICSW, MSW, CGP, FAGPA; Samuel James, EdD, ABPP

Track events are also being held on Tuesday & Wednesday, (Two-Day Institute Section XIV) and Saturday, 9:00-11:30 am (Session 31f)

10:00 am-12:30 pm

Morning Open Sessions

301. **Online Groups - Alone in the Virtual Presence of Others**
Haim Weinberg, PhD, CGP, FAGPA, Chair; Shari Baron, MSN, CNS, CGP, FAGPA; Ravit Raufman, PhD; Salit Shahak, MSc

302. **A Systems-Centered View of Trauma and Annihilation Anxiety in the Systems of Person, Small Groups, and Large Groups**
Les Greene, PhD, CGP, LFAGPA, Chair; Yvonne Agazarian, EdD, CGP, DLFAGPA; Susan Gantt, PhD, ABPP, CGP, DFAGPA; Phyllis Goltra, PhD

303. **Military Women Reveal Barriers and Pathways to Healthcare: A Qualitative Group Study** Robert Klein, PhD, ABPP, CGP, DLFAGPA, Chair; Jessica Koblenz, PsyD, CGP; Madelyn Miller, PhD, LCSW, CGP; Suzanne Phillips, PsyD, ABPP, CGP, FAGPA

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience; 10+= More than ten years of group leadership experience

Morning Workshops

5. (N/L) **101 Un-Conventional Interventions in Group Therapy** Robert Pepper, PhD, LCSW, CGP
6. (N/L) **"Nothing Human is Alien to Me:" Intolerance and the Other** Marc Schramm, PsyD, CGP, FAGPA
7. (N/L) **Invisible Knapsacks: How White People Can Unpack Whiteness and Work Toward Racial Justice** Mark Davis, MSW; Rachel Redd, MSW
8. (N/L) **Not Again!! Why Some People Repeat Relationships with Abusive Partners and How Group Therapy Can Help** Mary Nicholas, LCSW, PhD, CGP, FAGPA
9. (N/L) **Therapy is Going to the Dogs: Canine Assisted Psychotherapy Ethics and Experience** Lorraine Wodiska, PhD, ABPP, CGP
10. (N/L) **The Art of Conferencing: Using Subgroups for Individual Growth and Group Development** Michael Altshuler, LCSW, CGP
11. (N/L) **Combined Therapy: The Paradox of Polarity and the Power of Complementary Connection and Integration** Anni Cree, MA; Mona Yehia Rakhawy, MD; Noha Sabry, MD
12. (N/L) **Music, Movement, and Moments of Meeting: A Group Experience** Suzanne Cohen, EdD, CGP, FAGPA
13. (N/L) **Family Genograms, Family Mapping, and Family Sculpture: From Isolation to Connection** Frédéric La Belle, MFA, CGP
14. (>4) **Co-Constructing Hope: Newness, Repetition, and Discontinuity in the Analytic Group** Ida Peleg, MD
15. (N/L) **From Process to Action: Existential Group Therapy** Christen Cummins, LCSW, MSW; David Hayes, PhD
16. (N/L) **"Failure to Launch" Groups for Young Adult Men** Connie Concannon, LCSW, CGP, DFAGPA; John Rochios, PhD, CGP
17. (N/L) **Beyond Midlife and Before Retirement: A Short-Term Group for Women** Rosalind Forti, LICSW, MSW, PhD; Lorraine Mangione, PhD
18. (N/L) **The Rules of Engagement: Applying Couples Therapy Techniques to Group** Lee Kassan, MA, CGP, FAGPA
19. (N/L) **Trauma Group Treatment: Big "T" Trauma and Little "t" trauma** Bonnie Buchele, PhD, ABPP, CGP, DLFAGPA
20. (N/L) **Practicing Harm Reduction Therapy: Groups for People with Co-Occurring Disorders** Maurice Byrd, MA, MFT; Justin Castello, PhD

1:00-2:15 pm

Lunch-Time Open Session

LG-1. **The Large Group** Anne Lindhardt, MD; Gerda Winther, MA, Co-Leaders; Macario Giraldo, PhD, CGP, FAGPA, Consultant
Also being held on Friday (1:00-2:15 pm), and Saturday (2:00-4:30 pm)

2:30-5:00 pm

Afternoon Open Sessions

304. **Essentials of Therapeutic Technique: Deconstructive Interventions** Richard Billow, PhD, ABPP, CGP, Chair; Earl Hopper, PhD, CGP, DFAGPA; Rosemary Segalla, PhD, CGP, FAGPA; Kathleen Hubbs Ulman, PhD, CGP, FAGPA
305. **Intricately Human: Culture, Race, Gender, Sexual Orientation, and Physical Disability in Individual, Couples, and Group Psychotherapy** Judith Cochè, PhD, ABPP, CGP, LFAGPA, Chair; Marti Kranzberg, PhD, ABPP, CGP, FAGPA; Albert Neeleman, PsyD; Reginald Nettles, PhD, CGP

306. **The Group Inside: A Performance and Discussion that Explores Transgenerational Trauma and its Implications for Group Treatment** Jeffrey Hudson, MD, LPC, CGP, FAGPA, Chair; Khleber Chapman Attwell, MD, MPH; Gabriela Kohen, MFA

Afternoon Workshops

21. (<4) **Enhancing Emotional Communication Between Group Members** Greg MacColl, LCSW, CGP, FAGPA
22. (N/L) **Projective Identification Goes to the Movies** Joseph Shay, PhD, CGP, LFAGPA
23. (N/L) **Exploring the Erotic-Self through Group Experience** Marcia Honig MA; Guy Segev, MA
24. (N/L) **Thou Shalt Not: Exploring Religious and Spiritual Harm** Alyson Massey Stone, PhD, CGP
25. (N/L) **Inspiring Passion for Group Therapy: Imagination and Demonstration** Aparna Atluru, MD; Robert Bennett, MD, PLLC, CGP; Melissa Black, PhD; Dale Godby, PhD, ABPP, CGP; Robert Lee, DO; Josh Lord, MD; Luke Mong, DO; Natalie Ramirez, MD
26. (N/L) **The Transformative Power of Integrating Emotions and Money** Michelle Marie Davenport, MA, LMFT; Richard Kahler, MSFP, ChFC, CFP
27. (N/L) **Neuroscience and Racism** Alexis Abernethy, PhD, CGP, FAGPA; Francis Stevens, PhD
28. (N/L) **Making Group Visual: Applying Art Therapy to the Group Process and the Therapist's Use of Countertransference** Sarah Frank, LMFT, ATR
29. (N/L) **The Cognitive Psychodrama Group Model** Thomas Treadwell, EdD, TEP, CGP; Deborah Dartnell, MSOD, MA
30. (N/L) **The Four-Step Integrative Model for Group Psychotherapy: Description, Development, and Application** Mohamed Ayman Abdel-Hameed, MD, PhD; Refaat Mahfouz Mahmoud, MD, PhD; Mohamed Taha Siddik Mohamed, MD, PhD
31. (N/L) **From Preverbal to Verbal: Translating the Language of the Body as a Pathway to Intimacy and Attachment** Janice Morris, PhD, ABPP, CGP, FAGPA
32. (N/L) **Together Through Song: The Power of Communal Singing to Increase Connection and Elevate Mood** Geraldine Alpert, PhD, CGP, LFAGPA
33. (N/L) **Mother-Daughter, Mother-Son: A Two-Sided Mirror** Shoshana Ben-Noam, PsyD, CGP, LFAGPA
34. (N/L) **Leading Groups with Adolescents in an Educational Wilderness Program and its Application to Group Work** Barbara Itfeld, MSN, RNCS, CGP, FAGPA
35. (N/L) **The Role of the Group Coordinator in College Counseling Centers and Other Staff Model Clinic Settings** James Bleiberg, PsyD, CGP; Joeleen Cooper-Bhatia, PhD; Rita Drapkin, PhD; Suki Montgomery Hall, PhD
36. (N/L) **Coping with Aging in Ourselves and Our Clients: Continuing to be Effective Group Therapists** Kenneth Schwartz, MD, FRCPC; William Shapiro, PsyD, CGP

5:15-7:15 pm

Membership Community Meeting

Presiding: Eleanor Counselman, PhD, CGP, LFAGPA
 AGPA President

7:15-8:15 am

Early Morning Open Sessions

206. Contemporary Group Psychotherapy Research

Cheri Marmarosh, PhD; Rainer Weber, PhD, Co-Chairs

Reflective Functioning and Therapeutic Alliance in Emotionally Focused Group Therapy for Binge Eating Disorder — Hilary Maxwell, MA*Change in Attachment States of Mind and Dimensions Following Group Psychodynamic Interpersonal Psychotherapy for Binge Eating Disorder* — Giorgio Tasca, PhD*Focused Brief Group Therapy Change Scores for Interpersonal Subtypes: The Impact of an Eight-Session Model on Targeted Interpersonal Distress* — Jordan Allison, PsyD; Martyn Whittingham, PhD, CGP

207. Inclusion and Exclusion in the Group Analytic Discourse

Mishaël Chirug, MA

208. The 'Hall of Broken Mirrors'—The Manifestation of Dissociation in a Group

Sharon Sagi Berg, MA

209. Prescription Drug Misuse (Psychiatry SIG Breakfast)

David Brook, MD, CGP, LFAGPA

210. Building a Successful Group Therapy Program in College

Counseling Centers Monika Gutkowska, PsyD, CGP; Jennie Rose Sharf, PhD

Early Morning Colloquies

COL 5. The Overlooked 'Self' in Self-Care: Alleviating and Preventing Burnout in Group and Therapist with Common Sense and Individualized Creativity SaraKay Smullens, MSW, BCD, CFLE, CGP

COL 6. Addressing Intimacy Needs and Difficulties in the Context of Integrative Dynamic Group Psychotherapy Moustafa Mahmoud Abd El Naeem Haroun, MD; Mohamed Helmy Abdelhafeez, MD

COL 7. Intersecting Identities in Group Work: Diversity, Social Justice, and Consciousness Raising John Asuncion, LMHC, CASAC, CT

8:30-9:45 am

Anne and Ramon Alonso Plenary Address

Humanity on the Move — Groups Too?

Featured Speaker: Elisabeth Rohr, PhD

See page 7 for event details

10:00 am-12:30 pm & 2:30-5:00 pm

All-Day Course

C4. Principles of Group Psychotherapy (Part 2)

Directors: Joshua Gross, PhD, ABPP, CGP, FAGPA

Misha Bogomaz, PsyD, CGP

Faculty: Jennifer Alonso, PhD

Tevya Zukor, PhD, CGP

When combined with Part 1 (teleconference series), this course will meet the 12-hour didactic requirement for CGP certification and is designed to provide a basic understanding of the theory, principles and application of group work. Please note: Part 1 is a pre-requisite for course attendance.

All-Day Workshops

37a. (N/L) Reflections in Risk: Bearing Witness to Racism in Group

Patti Cox, PhD, CGP; Phillip Horner, LCSW, CGP; Rudy Lucas, LCSW, CASAC, SAP; Christine Schmidt, LCSW; Marcée Turner, PhD

38a. (>4) Sustaining Practice: Balint Groups for Practitioner Self-Care

and Development Edith Katherine Knowlton, PhD; Eran Metzger, MD; Laurel Milberg, PhD; C. Paul Scott, MD, DLFAPA; Jeffrey Sternlieb, PhD

39a. (N/L) Systems-Centered Phases of Group Development in Small and Median Groups

Yvonne Agazarian, EdD, CGP, DLFAPA

40a. (N/L) Team-Building and Group Therapy, Learning with Mind and Body

Barney Straus, LCSW, CGP, FAGPA

41a. (N/L) Therapy Groups in Schools: Contemporary Process Groups

with Youth David Dumais, LCSW, CGP; Thomas Hurster, MSS, LCSW, CGP, FAGPA; Heidi Landis, RDT-BCT, LCAT, TEP, CGP; Alyson Rosenburg, MA; Zipora Shechtman, PhD, DLFAPA; Craig Stevens, PhD, CGP

10:00 am-12:30 pm

Morning Open Sessions

307. Current Trends in Modern Group Analysis

Elliot Ziesel, PhD, LCSW, CGP, DLFAPA, Chair; Jun Hyuck Baik, MD; Janice Morris, PhD, ABPP, CGP, FAGPA; William Watson, PhD, FAPA, CGP

308. Practice-Based Evidence Can Help! Using Clinician-Friendly Process and Outcome Measures to Enhance Your Groups

Kristina Hansen, PhD, CGP, Chair; Mark Beecher, PhD, CGP; RD Boardman, PhD; Gary Burlingame, PhD, CGP, FAGPA; Robert Gleave, PhD, ABPP, CGP; Derek Griner, PhD

309. Waking History: Examining Violence and Betrayal Through

Greek Drama to Group Psychotherapy Nina Thomas, PhD, ABPP, CGP, Chair; Bryan Doerries, MFA; Craig Haen, PhD, RDT, LCAT, CGP, FAGPA

Morning Workshops

42. (<4) The Nuts and Bolts of Starting and Maintaining Healthy Groups

Ann Steiner, PhD, MFT, CGP, FAGPA

43. (N/L) Visible and Invisible Identities in Group

Eri Suzuki Bentley, PhD, CGP; Leann Terry Diederich, PhD

44. (N/L) Will I Fail Group? Easing Pressures for Conformity in the Group Climate with Writing

Dominick Grundy, PhD, CGP, FAGPA

45. (10+) Effective and Efficient Supervision: Doing it in Group

Arthur Gray, PhD

46. (N/L) Courageously Confronting Your Own Mortality for Your Sake, Your Patients, and Your Groups

Debra Carmichael, PhD, CGP

47. (N/L) The Rhythms of Group

Andrew Eig, PhD, ABPP

48. (N/L) The Psychoanalytic Power of Collective Social Dreaming: An Opportunity for Group and Community Change

George Bermudez, PhD

49. (N/L) Applications of Imago Theory and Interpersonal Neurobiology in Relationship-Focused Group Therapy

Darryl Feldman, PhD, ABPP, CGP; Gloria Batkin Kahn, EdD, ABPP, CGP, FAGPA

50. (N/L) Decoding Body Language in Group Psychotherapy: Accessing the Core Blueprints for Immediacy

Khleber Chapman Attwell, MD, MPH; Elizabeth Stewart, CP, APSI

51. (N/L) Strengthening Attachment by Identifying Transgenerational Loss and Grief

Mitchell Berman, MA, MS, MFT, CGP

52. (N/L) Groups as Cultures of Resilience: A Psychodynamic Addiction Treatment Model

Marcia Nickow, PsyD, CADC, CGP; Deborah Schwartz, MD, CGP, FAGPA

53. (N/L) Collective Trauma and Resilience: The International Perspective

Domenico Agresta, MA; Jorge Burmeister, MD; Yael Doron, MA; Maurizio Gasseau, PsyD; Thor Kristian Island, MD

54. (N/L) Catharsis and Containment: Empirically Supported Group Treatments for Handling Emotion in Groups for PTSD

Barbara Niles, PhD; William Unger, PhD; Melissa Wattenberg, PhD

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience;

10+= More than ten years of group leadership experience

7:45-8:45 am

Early Morning Open Sessions

216. Contemporary Group Psychotherapy Research

Cheri Marmarosh, PhD, Rainer Weber, PhD, Co-Chairs

Attachment and Group Process in Day-Treatment Care — Rainer Weber, PhD*Perfectionistic Behavior and its Impact on Group Cohesion and Outcome* — Paul Hewitt, PhD
Neuroimaging and Group Psychotherapy — Leonardo Leiderman, PsyD, ABPP, CGP, FAGPA

217. Education and Group Psychotherapy: How Group Therapy Can Inform Teaching and Learning

Alexis Abernethy, PhD, CGP, FAGPA; William Whitney, PhD, MFT, MSt, MDiv

218. To Treat or to Train—That is the Question: A Potential Conflict of Interest at Analytic Group Training Institutes

Robert Pepper, PhD, LCSW, CGP

219. Group Therapy for Children with Autism Spectrum Disorders

Emily Coler Hanson, MS, LMFT, CGP; Barbara Stanton, PhD, LPCC, LMFT

Early Morning Colloquies

COL 8. Benign Dissociation Processes in Groups

Vered Bar, PsyD

COL 9. Qigong Practice Focused Group: Transformative Processes for People who Experienced Traumatic Loss

Nurit Gafni, MA

COL 10. An Adaptation of DBT Skills Group in Working with Eating Disorders at a College Counseling Setting

Krysta Webster Fink, PhD; Claire Yanping Wang Shen, PhD

9:00-11:30 am & 2:00-4:30 pm

All-Day Course

C5. Integrative Cognitive-Behavioral Group Therapy

Director: Greg Crosby, MSW, LPC, CGP, FAGPA

All-Day Workshops

81a. (N/L) Developing Resilient Group Leadership

Gail Brown, MA, CGP

82a. (N/L) Bold Visions: Newer Understandings of the Unconscious in Contemporary Psychoanalysis and Groups

Richard Billow, PhD, ABPP, CGP; Victor Schermer, MA, LFAGPA

83a. (N/L) Reflexive Group Supervision: An Affect Focused Model

Robert Moore, DPsych, MMedSci, CGP; Kathleen Hubbs Ulman, PhD, CGP, FAGPA

84a. (N/L) Bringing Together Two Worlds: Psychodynamic Process Group and Psychodrama

Sue Barnum, MA, TEP, CGP; Jana Rosenbaum, LCSW, CGP

9:00-11:30 am

Morning Open Sessions

310. LOUIS R. ORMONT LECTURE— A Relational Approach to Evidence-Based Group Psychotherapy

Molyn Leszcz, MD, FRCPC, CGP, DFAGPA

311. No Matter Which Way You Turn, Your A\$\$ is Hanging Out and

on the Line: Risk and Responsibilities of Leadership

(AGPA Leadership Track) Farooq Mohyuddin, MD, CGP, Chair; Maryetta

Andrews-Sachs, LICSW, CGP, FAGPA; Seamus Bhatt-Mackin, MD, CGP

Track events are also being held on Tuesday & Wednesday, (Two-Day

Institute Section, XIV) and Thursday, 10:00 am-5:00 pm (Workshop 4a)

312. "Wild & Precious": A Performance and Discussion Exploring

Sexuality, Gender, and the Movement from Shame-Filled Isolation to

Connection Steve Cadwell, PhD, LICSW, CGP, Chair; Chera Finnis, PsyD,

CGP, FAGPA; Elizabeth (Libby) Shapiro, PhD, CGP

Morning Workshops

85. (N/L) Rules are Made to be Broken: The Theory and Practice of Effectively Dealing with Contractual Violations in Group

Britt Raphael, LCPC, CGP; Dave Kaplowitz, LMFT, CGP

86. (N/L) Social Identities, Power, and Privilege: The Importance of

Difference in Fostering Group Cohesion Paul Gitterman, LICSW, MSc, CGP

87. (N/L) Silence is Golden: Appreciating and Working with Silence in

Groups Sherry Breslau, PhD, CGP

88. (N/L) Group Leadership: Coloring Outside the Lines

Cheryl Kalter, PhD, LPC, CGP

89. (10+) The Embodied Self: Relational Movement Experience

Nanine Ewing, PhD, BC-DMT, LMFT, CGP, FAGPA

90. (N/L) Life Staging® — Supervision and Group Work in a Creative

Format Elisabet Wolsen, MSc

91. (N/L) Two Arrows Meeting in Mid-Air: The Intersection of

Buddhism and Group Psychotherapy Wayne Ayers, PhD

92. (N/L) Group Therapy for Schizophrenic Patients

Nick Kanas, MD, CGP-R, FAGPA

93. (N/L) Fully Present: Experiential and Mindful Eating Approaches for Eating Disorder Groups

Mark Beecher, PhD, CGP; Corinne Hannan, PhD; Anna Packard, PhD

94. (N/L) Expanding the Child/Adolescent Group Leader's Toolbox:

Contemporary Approaches to Group Therapy Seth Aronson, PsyD,

CGP, FAGPA; Sean Grover, LCSW; Craig Haen, PhD, RDT, LCAT, CGP,

FAGPA; Norka Malberg, MS, EdM, MsC, PsyD; Jennifer Shaw, PsyD

95. (N/L) Women, Sex and Power: The Madonna, Whore, and the

Female Group Leader Yoon Kane, LCSW, CGP; Laura Kasper, PhD, CGP

96. (N/L) From Louis C.K. to the Hole in the Middle of the Room:

Working with Masculinities in Group Psychotherapy

Jonathan Stillerman, PhD, CGP

97. (N/L) Dancing with Disability: Affirming Group Experiences

for Clients and Therapists with Disabilities and Chronic Health

Conditions Wendy Freedman, PhD, CGP; Leslie Klein, PhD

11:45 am-1:45 pm

Group Foundation Luncheon and Performance

Sandy ("Phantom of the HMO") Hutton Presents

Still Grouping After All These Years!

A Musical Comedy Tribute to AGPA on its 75th Anniversary

A Fabulous Potpourri of Songs, Sketches, and Standup Comedy

Featuring Some of AGPA's Most Gifted Performers:

"The Barely-Off-Broadway AGPA Players!"

Psychologist/Comedian Dr. Sandy Hutton is back again with an all-

new stage show written for and about AGPA — its past, present,

and future. Sandy's been a practicing psychologist since 1975,

and a part-time professional comedian since 1990. Her performing

experience has ranged from opening for comedians Drew Carey,

Christopher Titus, and Robert Wuhl in comedy clubs to presenting

numerous keynote speeches and workshops on the subject of

humor in psychotherapy. This will be Sandra's third performance

for us including members from AGPA; her previous shows included

"Phantom of the HMO" (2000) and "Way Off Broadway" (2005).

This event is included with the five-day Institute and Conference package or the three-

day Conference registration.

Entrance Requirements: N/L= No Limitations; < 4= Less than four years of group leadership experience; > 4= More than four years of group leadership experience;

10+= More than ten years of group leadership experience

2:00-4:30 pm

Afternoon Open Session

313. **The Large Group** Anne Lindhardt, MD; Gerda Winther, MA, Co-Leaders; Macario Giraldo, PhD, CGP, FAGPA, Consultant
Also being held on Thursday and Friday (1:00-2:15 pm)

Afternoon Workshops

98. (N/L) **Endings: The Pain and the Joy**
 Jeffrey Mendell, MD, CGP; Marsha Vannicelli, PhD, CGP, LFAGPA
99. (10+) **Yearning for Connection: Hesitations on the Edge of Intimacy**
 Allan Sheps, MSW, RSW; Joan-Dianne Smith, MSW, RSW
100. (N/L) **Group Dynamics and the New Heroism: Creating a Group Context that Supports Courageous Nonviolent Action**
 Bill Roller, MA, LFAGPA; Xu Yong, MD, CGP
101. (<4) **Theories of Change for the New Therapist via Narcissistic Injury and the Use of Countertransference**
 Cynthia Miller Aron, MSW, CGP, FAGPA; Blaine King, DO
102. (N/L) **F*cking Real Intervention: Witnessing the Advantages and Pitfalls of Being Provocative**
 Elizabeth Olson, PsyD, LCSW; Tevya Zukor, PhD, CGP

103. (N/L) **Using Patient Photographs as a Stimulus in Group Therapy**
 Nancy Fawcett, MFT, CGP
104. (N/L) **Redecision Group Therapy: Working with the Emotional Brain**
 Vann Joines, PhD, CGP, LFAGPA
105. (N/L) **Swimming Below the Surface: Deepening Group Therapy Skills in Child and Parenting Groups**
 Cathi Cohen, LCSW, CGP; Mary Shuffleton, MS, LPC, CGP
106. (N/L) **"Who Are You and What Are You Doing Here?": Exploring Existentialism in the Median Group**
 Joseph Tarantolo, MD, CGP
107. (N/L) **Seven Keys to Purposeful Recovery: The Intersection Between Positive Psychology and Second-Stage Recovery**
 Andrew Susskind, LCSW, SEP, CGP
108. (N/L) **Swimming in the Flood: Growth After Trauma Professionally and Personally**
 Seamus Bhatt-Mackin, MD, CGP
109. (N/L) **Acceptance and Commitment Therapy (ACT) Focused Sexual Trauma Group in a University Counseling Center**
 Melissa Goates Jones, PhD; Jennie Bingham, PhD
110. (N/L) **Fear-Based Brain Reactions Impacting Group Members and Leaders: Group Therapy Interventions and Neuroimaging for Early Developmental Trauma**
 Leo Leiderman, PsyD, ABPP, CGP, FAGPA

Join AGPA's Continuous Online Group held in conjunction with the 2017 Meeting. The task of this group will be to provide experience with and learning about online large group dynamics. It will be available "24/7" from March 2 – March 15 and its members will interact electronically. The co-leaders will be: Robert Hsiung, MD; Jeffrey Roth, MD, CGP, FAGPA; and Vincenzo Sinisi, MA, CGP. To register, use the registration form on the back cover; more information is available on the AGPA website (www.agpa.org). AGPA 2017 registrants can participate gratis.

Twelve-Step Recovery Meetings Members of AGPA who are members of 12-Step fellowships have organized a daily OPEN 12-STEP MEETING during the six-day Annual Institute and Conference. These meetings are open to members of any 12-Step fellowship (AA, OA, NA, GA, Al-Anon and others). They are also open to any member of AGPA interested in exploring recovery for themselves, their family members, or those supporting their colleagues in recovery.

Continuing Education Credits Refer to www.agpa.org for continually updated information.

CERTIFIED GROUP PSYCHOTHERAPISTS (CGP): Institute and Conference events may be counted towards recertification requirements for the International Board for Certification of Group Psychotherapists on a one hour per one continuing education credit basis. Please note that all continuing education credit events for CGP recertification must be in group psychotherapy.

PHYSICIANS: Accreditation Statement: The American Group Psychotherapy Association (AGPA) is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Credit Designation Statement: The AGPA designates this live activity for a maximum of 43 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

PSYCHOLOGISTS: AGPA is approved by the American Psychological Association to sponsor continuing education for psychologists. AGPA maintains responsibility for the program and its content. Maximum of 43 hours.

SOCIAL WORKERS: AGPA, ASWB provider #1064, is approved as a provider for continuing education by the Association

of Social Work Boards, 400 South Ridge Parkway, Suite B, Culpeper, VA 22701, www.aswb.org. ASWB Approval Period: 1-27-15 to 1-27-18. Social workers should contact their regulatory board to determine course approval. Social workers will receive up to 43 continuing education clock hours for participating in this course. ASWB approval is usually accepted in the following states, but check with your board for any recent changes: AK, AL, AR, AZ, CO, CT, DC, DE, FL, GA, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MN, MS, MO, MT, NE, NH, NJ, NM, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WY. The Institute and Conference also meet the qualifications for up to a maximum of 43 hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Science Examiners. Provider #PCE1377.

NY SW: Amedco SW CPE is recognized by the New York State Educational Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0115. 43 hours.

NASW: An application has been submitted for review to the National NASW office in Washington D.C.

NURSES: AGPA is approved by the CA Board of Registered Nursing, Provider Number 10420, for up to a maximum of 43 contact

hours (BRNH's). Amedco is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. This course is co-provided by Amedco and AGPA. Maximum of 43 contact hours.

COUNSELORS: AGPA is an NBCC-Approved Continuing Education Provider (ACEP) and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. Maximum of 43 clock hours. NBCC-ACEP Provider #5675. Licensees in Ohio may self-submit applications for credit to the Ohio Counselor, Social Worker and Marriage and Family Therapist Board.

ALCOHOL AND DRUG ABUSE COUNSELORS: AGPA is approved by NAADAC Approved Education Provider Program for up to a maximum of 43 contact hours (4.3 CEHs). Approval #231. This course deals with Counselor Skill Groups: Ongoing Treatment Planning, Counseling Services. NAADAC approved courses are accepted in many states.

LA: This course has been submitted for review by the Louisiana Addictive Disorder Regulatory Authority.

MARRIAGE AND FAMILY THERAPISTS: Institute and Conference events meet the qualifications for up to a maximum of 43

hours of continuing education credit for MFCCs and/or LCSWs as required by the California Board of Behavioral Science Examiners. Provider #PCE1377. NBCC approval is accepted by the Marriage and Family Therapy Boards in the following states: AK, AL, AR, AZ, CO, CT, DC, ID, IL, IN, KS, MD, ME, MO, MT, NC, ND, NE, NH, NJ, NM, NV, OK, OR, PA, SC, SD, TN, TX, UT, VA, VT, WA, WI, WY.

GA: This course has been submitted for review by the Georgia Association for Marriage and Family Therapy. (Reminder: Per Georgia law, GA licensees may only apply 20 hours from any one CE activity toward their relicensure.)

MA: This course has been submitted for review by the Massachusetts (and/or Rhode Island) Association(s) for Marriage & Family Therapy, Inc. for professional continuing education.

MN: This course has been submitted for review by the Minnesota Board of Marriage & Family Therapists.

CONTINUING EDUCATION UNITS: Participation in the 2017 Institute and Conference continuing education events carries Continuing Education Units on a one unit per 10 contact hour basis. (Fractional units may be obtained.)

Complete event descriptions can be found on AGPA's Website: www.AGPA.org

Criterion VI Advanced Parameters of Practice

Appendix 4

Educational and Training Guidelines Postdoctoral Residency Programs

I. History and Process of Development

A.

In the early 1980s, individuals interested in group psychotherapy formed within several divisions of the APA, first in Division 29 (Psychotherapy), then in Divisions 12 (Clinical Psychology) and 17 (Counseling Psychology). An Interdisciplinary Council on Group Psychotherapy was created in 1989 to coordinate related activities (e.g., workshops and convention programs) of these special sections. As that group developed, members realized the value of creating a new APA division devoted entirely to group psychology and group psychotherapy. Division 49 was subsequently approved by APA's Council of Representatives in February 1991, and group psychology and group psychotherapy is recognized as a specialty by APA and ABPP.

The Group Specialty Council is part of The Society of Group Psychology and Group Psychotherapy (SGPGP) (APA Division 49), who sponsored its formation and provided funding for initiating petition activities. SGPGP hosts relevant Council documents, such as the Council's Bylaws, on its website at www.apadivisions.org.

The Group Specialty Council has existed in some form since the first petition for recognition as a specialty was sought in 2009, and reformulated in 2012 to incorporate representatives from additional organizations to provide support and knowledge on best methods for the bid for specialty recognition. The Council meets via e-mail, telephone conference calls, and face-to-face meetings during the APA Convention. The Council is responsible for development of the petition to the Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) to have group psychology and group psychotherapy designated as a specialty for training programs.

B. Introduction

Advanced specialized education and training in group psychology and group psychotherapy provides residents with the competencies for the delivery of evidence-based and effective treatment for a variety of conditions and populations; to develop and create new treatment procedures and alternatives, and to extend the knowledge base for better mental health growth development and healing. Group specialists work in numerous roles that include, but are not limited to, providing treatment services, delivery of education and training, research and assessment, consultation, supervision, program development, and evaluation. All of these require advanced levels of the specialized academic and experiential preparation. Effective and efficient clinical applications for specialty group programs build on and extend the understanding provided by the broad and general basics in APA-accredited doctoral programs in clinical, counseling, and school psychology.

II. Prerequisites/Assumptions

A. Admission to the postdoctoral group specialty program requires the following prerequisites: a doctoral degree in a clinical, school, or counseling psychology APA-accredited program that included one to two courses about group or group-related materials, both practicum and internship experiences in group and, be licensure or licensure eligible.

B. Applicants who are deficient in any of the admission criteria, such as insufficient academic preparation at the doctoral level, can be admitted provisionally and provided a plan for remediation. For example, remediation of coursework could include additional courses, readings and discussion, webinars, workshops, conference attendance, or other activities that provide the necessary and basic instruction.

C. Each resident will be assessed on entrance to the program to identify strengths and needed remediation if any for knowledge and experiences relative to the specialty. While the basic preparation is expected to occur during the doctoral program, including practicum and internship studies, the newness of the Group Psychology and Group Psychotherapy Education and Training specialty guidelines may result in some residents not being prepared for the specialty using those guidelines. This should not preclude them for the residency program, and a written plan should be developed in collaboration with the resident upon entrance to the postdoctoral program. The written plan should be placed in the resident's file and a copy given to the resident. The advisor is charged with providing regularly scheduled evaluation of the progress of remediation, which includes meeting with the resident.

D. Postdoctoral Residency Competencies for Group Psychology and Group Psychotherapy Specialty

1. Integration of Science and Practice

- Demonstrates the use of evidence-based knowledge and interventions for planning and facilitating groups.
- Conducts effective group organization practices, such as screening, orientation, and group process commentary.
- Applies the scientific principles from current research findings to group members' problems, issues, and concerns.

2. Ethical and Legal Standards/Policy

- Recognizes ethical dilemmas and concerns related to group psychotherapy and uses an ethical decision-making model when ethical dilemmas arise in groups.

3. Consultation and Evaluation

- Demonstrates an ability to work constructively with interdisciplinary mental health professional teams.
- Engages in evaluative practices as applied to groups, such as cohesion, group progress, and the like.

4. Supervision and Teaching

- Applies a supervision model when working with mental health professionals in training, such as in practicum and internship.
- Presents information relative to group psychology and group psychotherapy in venues, such as case presentations, grand rounds, and the like.

5. Assessment

- Demonstrates an ability to evaluate the group's and group members' needs and progress.
- Uses appropriate assessment measures and instruments for screening and progress.

6. Professional Values, Attitudes, and Behaviors

- Demonstrates an awareness of personal values, attitudes, and behaviors that have the potential to affect the therapeutic process.
- Conceptualizes and implements a self-reflective process related to group facilitation.

7. Intervention

- Facilitates the emergence of group therapeutic factors, such as universality, hope, catharsis, and cohesion.
- Effectively intervenes to prevent and/or address problematic group member behaviors, such as monopolizing, storytelling, and help-rejecting.
- Effectively and safely manages members' expressions of difficult emotions, such as anger, fear, guilt, and shame.

8. Individual and Cultural Diversity

- Facilitates the therapeutic experience for groups composed of diverse individuals.
- Conceptualizes the role of power dynamics in groups.
- Demonstrates an ability to intervene effectively when issues, such as marginalization and microaggressions, occur in groups.

E. Specialization -80% of residency time should be devoted to specialty related activities to include academics/didactics, experiential – group facilitation, supervision – both receiving and providing, teaching, and other clinical duties relative to group.

1. Academics/Knowledge to include dissemination of information about topics, such as the following.

- a. Evidence-based group practices;
- b. Ethics such as group dilemmas, confidentiality, documentation and reporting, potentially harmful treatments, and scope of practice;
- c. Manualized groups;
- d. Cyber/virtual groups;
- e. Cultural and diversity issues and concerns;
- f. Best group practices.

2. Experiential to include activities, such as (not all need be included):

- a. Practice and experiences with facilitation as a leader or co-leader of two or more different types of groups, such as psychoeducational, psychotherapy, training or T-group, task/work group, manualized, counseling/transition, virtual/cyber, and/or discussion/learning groups.
- b. Practice and experiences with facilitation of a variety of groups with group members, such as peers, mandated attendees, inpatient/residential/hospital, outpatient/agency, support, and voluntary participants.
- c. Supervision groups – both giving and receiving supervision
- d. Consultation groups
- e. Experiences to include:
 - 1. Screening and orientation of group members
 - 2. Assessment of group progress and climate
 - 3. Planning a group experience
 - 4. Evaluation of outcomes for the group and its members
 - 5. Consultation with other mental health professionals
 - 6. Providing referrals
 - 7. Providing supervision
 - 8. Presentations/teaching
 - 9. Documentation and report writing
 - 10. Self-reflection of leadership, group members and group process and progress
 - 11. Group related research planning

3. Techniques to include:

- a. Beginning and ending a group
- b. Maintaining an emotional presence
- c. Identification of empathic failures and their repair
- d. Collaborative goal setting
- e. Intervening to block behaviors and actions, such as microaggressions and story-telling
- f. Providing group process commentary
- g. Using linking to promote the group's recognition of universality, hope, altruism, and other therapeutic factors
- h. Encouraging member-to-member interactions
- i. Redirecting to keep the group focused
- j. Developing a therapeutic alliance
- 11. Managing conflict, intense emotions, resistance, transference, and the like
- 12. Monitoring and managing countertransference

4. Sample Group Specialty Competency Evaluation Form

Resident Name _____ Date _____

Evaluator Name and highest degree _____

Licensed as a Professional Psychologist Yes _____ No _____

Date and method of observation _____

Directions: Use the following scale to rate the Resident on each of the following competencies.

1 – Poor*	3 – Adequate (Entry level)	5 - Proficient
2 – Fair*	4 – Good	6 - Advanced

Integration of Science and Practice

- | | |
|--|-------------|
| 1. Demonstrates the use of evidence-based knowledge and interventions for planning and facilitating groups. | 1 2 3 4 5 6 |
| 2. Conducts effective group organization practices such as screening, orientation, and group process commentary. | 1 2 3 4 5 6 |
| 3. Applies the scientific principles from current research findings to group members' problems, issues and concerns. | 1 2 3 4 5 6 |

Ethical and Legal Standards/Policy

- | | |
|---|-------------|
| 4. Recognizes ethical dilemmas and concerns related to group psychotherapy and uses an ethical decision making model when ethical dilemmas arise in groups. | 1 2 3 4 5 6 |
|---|-------------|

Consultation and Evaluation

- | | |
|--|-------------|
| 5. Demonstrates an ability to work constructively with interdisciplinary mental health professional teams. | 1 2 3 4 5 6 |
| 6. Engages in evaluative practices as applied to groups such as cohesion, group progress, and the like. | 1 2 3 4 5 6 |

Supervision and Teaching

- | | |
|--|-------------|
| 7. Applies a supervision model when working with mental health professionals in training such as in practicum and internship. | 1 2 3 4 5 6 |
| 8. Presents information relative to group psychology and group psychotherapy in venues such as case presentations, grand rounds. | 1 2 3 4 5 6 |

Assessment

- | | |
|--|-------------|
| 9. Demonstrates an ability to evaluate the group and group members' needs and progress. | 1 2 3 4 5 6 |
| 10. Uses appropriate assessment measures and instruments for screening and measuring progress. | 1 2 3 4 5 6 |

Professional Values, Attitudes and Behaviors

- | | |
|--|-------------|
| 11. Demonstrates an awareness of personal values, attitudes and behaviors that have the potential to affect the therapeutic process. | 1 2 3 4 5 6 |
| 12. Conceptualizes and implements a self-reflective process related to group facilitation. | 1 2 3 4 5 6 |

Intervention

13. Facilitates the emergence of group therapeutic factors such as universality, hope, catharsis and cohesion. 1 2 3 4 5 6

14. Effectively intervenes to prevent and/or address problematic group member behaviors such as monopolizing, story-telling, and help-rejecting. 1 2 3 4 5 6

15. Effectively and safely manages members' expression of difficult emotions such as anger, fear, guilt and shame. 1 2 3 4 5 6

Individual and Cultural Diversity

16. Facilitates the therapeutic experience for groups composed of diverse individuals. 1 2 3 4 5 6

17. Conceptualizes the role of power dynamics in groups. 1 2 3 4 5 6

18. Demonstrates an ability to intervene effectively when issues such as marginalization and microaggressions occur in groups. 1 2 3 4 5 6

Comments: This space may be used for additional comments and recommendations.

Minimum Requirements

1. All residents will receive a minimum of one direct observation, one written and one orally presented evaluation per formal evaluation period. All evaluations will use the Group Specialty Competency Evaluation Form. Evaluations are conducted each semester, including the summer term. Direct observation includes live, one-way mirror, or video.

2. Written and oral evaluations will use the Group Specialty Competency Evaluation Form with copies provided to the Resident and a copy placed in their folders. Supervisors who rate any competency as 3 or less in any evaluation period must also provide suggestions and procedures for improvements.

3. Successful completion of the residency requires a minimum rating of 4 in all rated competencies. Residents are expected to have experiences in all specialty areas by the end of the program and to have achieved an advanced level (4 or 5) of performance in all areas.

5. Outcomes

A graduate of the postdoctoral training program should:

1. Have fulfilled the educational requirements to be qualified to sit for Board Certification examination in group psychology and group psychotherapy offered by the American Board of Group Psychology, an affiliate of the American Board of Professional Psychology;

2. Be eligible to sit for the state licensure examination or have obtained licensure;

3. Be able to function at an advanced level of competence as a group psychologist in any setting in which general professional psychologists practice, as well as other specific settings, independent practices; and

4. Be granted a certificate when he/she passes the exit exam and reaches the desired level of competence.

Appendix 5. Additional References Regarding Populations, Conditions, Techniques, and Procedures

Populations

- Harris, H.L., Altekruze, M.K., & Engels, D.W. (2003). Helping freshman student athletes adjust to college life using psychoeducational groups. *Journal for Specialists in Group Work*, 28(1), 64-81.
- Amstadter, A.B., Zinzow, H.M., McCauley, J.L., Strachan, M., Ruggiero, K.J., Resnick, H.S., & Kilpatrick, D.G. (2010). Prevalence and correlates of service utilization and help seeking in a national college sample of female rape victims. *Journal of Anxiety Disorders*, 24(8), 900-902.
- Battle, C.L., Greer, J.A., Ortiz-Hernández, S., & Todd, D.M. (2013). Developing and implementing a bereavement support program for college students. *Death Studies*, 37(4), 362-382.
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- Bruce, M. (2012). Stress-reducing brain exercises: a psychoeducational workshop for first-year postsecondary students.
- Cheng, M., Hasche, L., Huang, H., & Su, X.S. (2015). The effectiveness of a meaning-centered psychoeducational group intervention for Chinese college students. *Social Behavior and Personality: An International Journal*, 43(5), 741-756.
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