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:


Group psychologists and psychotherapists serve a wide variety of populations, including children and adolescents; LGBTQ 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 & Greenberg, 1989). Outcome measures include: the Outcome Questionnaire (Lambert, Hansen, Umphress, Lunnen, Okishi, 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:
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

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:**

Speciality 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
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 (Davison et al., 2017), adjustment and conduct disorders.

References

Criterion VI. Advanced Preparation in the Parameters of Practice

References


Burlingame, G. (2014). Some observations on how the practice of small group treatments can be built upon the foundation of research: A 30+ year perspective. *International Journal of Group Psychotherapy, 64*(2), 567-583.


Criterion VI. Advanced Preparation in the Parameters of Practice


Criterion VI. Advanced Preparation in the Parameters of Practice


Criterion VI. Advanced Preparation in the Parameters of Practice

Criterion VI

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.

<table>
<thead>
<tr>
<th>Goal #1: Produce graduates with a broad and general foundation in the science of psychology and the underpinnings of the profession of clinical psychology.</th>
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<tbody>
<tr>
<td>Objective: Students are to acquire knowledge of psychology as a scientific discipline and of clinical psychology as a professional specialization.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<th>Goal #2: Produce graduates with knowledge and competence to skillfully provide clinical services within entry-level clinical positions.</th>
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<tbody>
<tr>
<td>Objective A: Students shall develop knowledge of intervention and assessment methods, and research regarding their efficacy.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>Objective B: Students shall develop skills for engaging in evidence-based practice.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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</table>
**Criterion VI. Advanced Preparation in the Parameters of Practice**

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<tr>
<th>Objective C: Produce graduates with a wide range of clinical skills important in independent clinical practice.</th>
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<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
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</table>

**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.**

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>Expected Competencies: Students shall develop skills for conducting literature reviews; selecting, recruiting, and managing subjects; designing research with an understanding or 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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<th>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.</th>
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<tbody>
<tr>
<td>Competencies Expected for these Objectives: Students shall utilize empirically-supported assessments and treatments and shall develop skills for translating research into clinical practice.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
**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.

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**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
Criterion VI. Advanced Preparation in the Parameters of Practice

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.

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Biological aspects of behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Academic/Training Activity</strong></td>
<td>Psych 687R, Seminar in Psychopharmacology (3 credits) and either Psych 583, Biological and Health Psychology (3 credits) or Psych 585, Human Neuropsychology (3 credits)</td>
</tr>
<tr>
<td><strong>How competence is assessed</strong></td>
<td>Passing grade (B or better).</td>
</tr>
<tr>
<td><strong>Curriculum Area:</strong></td>
<td>Cognitive aspects of behavior</td>
</tr>
<tr>
<td><strong>Required Academic/Training Activity</strong></td>
<td>Psych 584 Cognition, Affect and Brain Function (3 credits)</td>
</tr>
<tr>
<td><strong>How competence is assessed</strong></td>
<td>Passing grade (B or better).</td>
</tr>
<tr>
<td><strong>Curriculum Area:</strong></td>
<td>Affective aspects of behavior</td>
</tr>
</tbody>
</table>
### Criterion VI. Advanced Preparation in the Parameters of Practice

<table>
<thead>
<tr>
<th>Required Academic/Training Activity</th>
<th>Psych 584 Cognition, Affect and Brain Function (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How competence is assessed</td>
<td>Passing grade (B or better).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Social aspects of behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 550, Social Psychology (3 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>Passing grade (B or better).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>History and systems of psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 510, History and Systems of Psychology (3 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>Passing grade (B or better).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Psychological measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 503, Research measurement (3 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Research methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 504, Research Design (3 credits) and Psych 505, Clinical Research (3 credits) and Psych 799R, Dissertation (12 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Techniques of data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 501, Data Analysis in Psychological Research (4 credits) and Psych 501, Data Analysis in Psychological Research (4 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Individual differences in behavior</th>
</tr>
</thead>
</table>
## Criterion VI. Advanced Preparation in the Parameters of Practice

<table>
<thead>
<tr>
<th>Required Academic/Training Activity</th>
<th>How competence is assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Area: Human development</td>
<td></td>
</tr>
<tr>
<td>Psych 520, Advanced Developmental Psychology (3 credits)</td>
<td>Passing grades (B or better).</td>
</tr>
<tr>
<td>Curriculum Area: Dysfunctional behavior or psychopathology</td>
<td>Psych 611, Psychopathology (4 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Area: Professional standards and ethics</td>
<td>Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Area: Theories and methods of assessment and diagnosis</td>
<td>Psych 611, Psychopathology (4 credits) and Psych 622, Assessment I: Intelligence (3 credits) and Psych 623, Assessment II: Personality (3 credits) and Psych 520, Developmental Psychopathology (optional, 3 credits) and Psych 711R, Advanced Child Assessment (optional, 3 credits)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Area: Theories and methods of effective intervention</td>
<td></td>
</tr>
<tr>
<td>Required Academic/ Training Activity</td>
<td>How competence is assessed</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>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)</td>
<td>Passing grades (B or better) in required courses; passing the Psychotherapy Comprehensive Examination; periodic review of students.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Theories and methods of consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/ Training Activity</td>
<td>Psych 741R, Integrative Practicum (19 credits over 3 years)</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Theories and methods of supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/ Training Activity</td>
<td>Psych 741R, Integrative Practicum (19 credits over 3 years) Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Theories and methods of evaluating the efficacy of interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/ Training Activity</td>
<td>Psych 505, Clinical Research (3 credits) also integrated within other psychotherapy courses</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Issues of cultural and individual diversity that are relevant to all of the above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/ Training Activity</td>
<td>Psych 645, Cultural Diversity and Gender Issues (3 credits) also integrated within other courses Clinical experiences with diverse populations within Practicum, Clerkships, and Externships</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>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.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Academic/Training Activity</td>
<td>Psych 609, Professional and Ethical Issues (3 credits) also integrated within other courses</td>
</tr>
<tr>
<td>How competence is assessed</td>
<td>Passing grade (B or better) in required course; involvement in Program activities and in professional/service organizations and developmental opportunities; periodic review of students.</td>
</tr>
</tbody>
</table>

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

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<table>
<thead>
<tr>
<th>Center for Change</th>
<th>Year(s) in which setting was used</th>
<th>Highest degree of supervisor</th>
<th>Credential(s) of that supervisor</th>
<th>Number of students placed each year in that setting</th>
<th>Type of setting (use setting code)</th>
<th>Service provided (use activity codes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orem, Utah</td>
<td>1993 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2</td>
<td>33 – Sexual Abuse</td>
<td></td>
</tr>
<tr>
<td>Children’s Justice Center Provo, Utah</td>
<td>1998 to present</td>
<td>LCSW</td>
<td>Licensure</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermountain Neuro Rehabilitation (Cottonwood Hospital)</td>
<td>2000 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 3</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Salt Lake City, Utah</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>CY Roby and Associates Orem, Utah</td>
<td>2001 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2</td>
<td></td>
<td>33 – Psychosexual Consulting / Assessment</td>
</tr>
<tr>
<td>Name(s)</td>
<td>Years</td>
<td>Degree</td>
<td>Licensure</td>
<td>Notes</td>
<td></td>
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<td></td>
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<tr>
<td>Erin Bigler, Ph.D., &amp; Anne Russo, Ph.D. Provo, Utah</td>
<td>1994 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2 33 – Neuropsych Consulting / Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Academy Provo, Utah</td>
<td>1993 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 33 – High Conflict Divorce</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordan Resource Center Jordan, Utah</td>
<td>2001 to 2006</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Reality Provo, Utah</td>
<td>2008 to present</td>
<td>LCSW</td>
<td>Licensure</td>
<td>1 to 2 1 Drug &amp; Alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross Creek Programs LaVerkin, Utah</td>
<td>2001 to 2006</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2 33 - RTC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kids on the Move Orem, Utah</td>
<td>2007 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 1 Special Needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Years</th>
<th>Degree</th>
<th>Licensure</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDS Family Services Provo, Utah</td>
<td>1991 to 2005</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 33 – Church Social Services Agency</td>
</tr>
<tr>
<td>LDS Hospital Rehabilitation Services Salt Lake City, Utah</td>
<td>1994 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2 5</td>
</tr>
<tr>
<td>Maddy Liebing, Ph.D/ Marina Starling, Ph.D Springville, Utah (cont’d under other names)</td>
<td>1996 to 2008</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 4 33 – RTC</td>
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<tr>
<td>Mountainlands Community Health Center Provo, Utah</td>
<td>1999 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Nebo School District Springville, Utah</td>
<td>1998 to present</td>
<td>M.Ed.</td>
<td>Certified as a School Psychologist</td>
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<tr>
<td>NeuroDevelopment Resource Center Salt Lake City, Utah</td>
<td>2008 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 33 – Neuropsych Consulting / Assessment</td>
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<tr>
<td>New Haven Residential Treatment Center panish Fork, Utah</td>
<td>2005 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
<td>1 to 2 14 – Independent Practice</td>
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<td>Years of Practice</td>
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<tr>
<td>Preferred Family Clinic</td>
<td>Prior to 1992 until present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>The Journey</td>
<td>2008 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Utah Psychological Services</td>
<td>2008 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>The Journey (Provo, Mona, Vernal, Utah)</td>
<td>2008 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Utah Psychological Services</td>
<td>2008 to present</td>
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<tr>
<td>Utah Valley Regional Medical Center, Behavioral Medicine Provo, Utah</td>
<td>Prior to 1992 until present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Utah Valley Regional Medical Center Neuro Rehabilitation Provo, Utah</td>
<td>1998 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Utah State Hospital Provo, Utah</td>
<td>Prior to 1992 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Utah State Prison Bluffdale, Utah</td>
<td>Prior to 1992 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<td>Utah Valley Regional Medical Center, Behavioral Medicine Provo, Utah</td>
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<td>1998 to present</td>
<td>Ph.D.</td>
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<tr>
<td>Valley Mental Health Salt Lake City, Utah</td>
<td>2005 to 2007</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<tr>
<td>Valley Mental Health Salt Lake City, Utah</td>
<td>2005 to 2007</td>
<td>Ph.D.</td>
<td>Licensure</td>
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<td>Vineyard Elementary School Autistic Class Orem, Utah</td>
<td>1998 to 2005</td>
<td>M.S.</td>
<td>Certified Special Education</td>
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<td>Vista Magna, Utah</td>
<td>1994 to 2009</td>
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<td>Licensure</td>
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<tr>
<td>West Ridge Academy West Jordan, Utah</td>
<td>2009 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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</table>

**Criterion VI. Advanced Preparation in the Parameters of Practice**

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<th>Organization</th>
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<th>Degree</th>
<th>Licensure</th>
<th>Years of Practice</th>
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<td>Ph.D.</td>
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<td>Valley Mental Health Salt Lake City, Utah</td>
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<td>Vista Magna, Utah</td>
<td>1994 to 2009</td>
<td>Ph.D.</td>
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<td>West Ridge Academy West Jordan, Utah</td>
<td>2009 to present</td>
<td>Ph.D.</td>
<td>Licensure</td>
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</table>
### 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

Participant/1st Author
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/1st Author
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

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 Alatebef, 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

DIVISION PROGRAM SUMMARY SHEET
Poster Session (T/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: Vicky 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
(As of 4/18/2012 4:05:24PM) Page 3 of 7

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 SubtypeWithin 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: Jeannmarie 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: Jeannmarie 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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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
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 Pre-adolescent Boys
Stacy Lott, MS, Midwestern University
Title: Boys in Crisis: Using Gender and Group Interventions to Inform Trauma and Substance Abuse Treatments
(As of 4/18/2012 4:05:24PM) Page 5 of 7
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

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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 Clantoni Harpine, PhD, University of South Carolina Aiken

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

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

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. Kilgahlan, 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. Kilgahlan, 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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Criterion VI. Advanced Preparation in the Parameters of Practice

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**

**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--An 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

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Criterion VI. Advanced Preparation in the Parameters of Practice

**Title:** A Meta-Analysis of Group Treatments for Borderline Personality Disorder  
**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  
Participant/1st Author: 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. Kamakawio‘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/1st Author: 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: 10:00 AM --- 10:50 AM Convention Center Room 318A  
Participant/1st Author: Rebecca R. MacNair---Semands, PhD, University of North Carolina at Charlotte  
**Title:** Ethical Issues Related to Social Justice in Groups  
**Maria T. Riva, PhD, University of Denver**

**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/1st Author: 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  
**Co-Author:** 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 Denke, PhD, Caron Treatment Centers, Wernersville, PA
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: 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
Gary M. Burlingame, PhD, Brigham Young University Co---Author: Kyle Lindsay, Brigham Young University Co---Author: Paige McAllister, Brigham Young University Carolyn C. Ellis, MA, George Fox University

Title: What Leads to Service Member Engagement in Group Therapy: Factors Affecting Patient Working Capacity
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
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
Edward C. Chang, PhD, 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
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
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
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**

*Author:* Martyn Whittingham, PhD, Wright State University

*Title:* Shunda Creek: Intentionally Individually Focused Adventure Therapy in a Young Adult Residential Addiction Group

*Author:* Keith C. Russell, PhD, Western Washington University

*Co-author:* Kevin A. Hallgren, PhD, University of New Mexico

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

*Author:* Erin Deneko, 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

**Title: Kinesthetic Metaphors in Adventure Therapy Groups for Traditional Community Mental Health Settings**

*Author:* Anita R. Tucker, PhD, University of New Hampshire

*Co-author:* Lee Gillis, PhD, Georgia College

*Co-author:* Leslie H. Ponciano, PhD, Loyola Marymount University

**Title: Developing a Measure of Group Attachment**

*Author:* Maria Kajankova, MSE, BA, Fordham University

**Title: Dual Relationships and Power Negotiation in Counselor Training Groups**

*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**

*Author:* Leslie E. Stelljes Nanson, BA, George Washington University

**Title: Room for Two: Creating Space for Men in a Women’s Group**

*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**

*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**

*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

*Co-author:* Dennis C Wendt, MA, University of Michigan

**Title: Toward an Evidence-Based Intensive Outpatient Curriculum for Veterans With Substance Use Disorders**

*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

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

**Criterion VI**
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
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: 175
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, 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.)
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  
Principles of Group Psychotherapy Course  
11:00 am - 12:30 pm

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

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

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

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

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

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

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

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

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

December 11  
What about When It’s Not Face-2-Face: A Group Dialogue about Ethics & Technology  
8:00 pm - 9:30 pm
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
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
## I-A. General Process Group Experience

### Entry Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Duration</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>Less than 4 years</td>
<td>group therapy leadership experience</td>
<td>1. Patricia Barth, PhD, CGP, DLFA GPA</td>
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<tr>
<td>4 years</td>
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<td>2. Michael Frank, MA, MFT, CGP, LFAGPA</td>
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<td>3. Oona Metz, LICSW, CGP, LFAGPA</td>
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<td>4. Margaret Postlewait, PhD, CGP, FAGPA</td>
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<td>5. Dan Raviv, PhD, CGP, FAGPA</td>
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<td>6. Neil Spivack, PhD, CGP, FAGPA</td>
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<tr>
<td>Intermediate Level</td>
<td>4-9 years</td>
<td>Instructors</td>
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<tr>
<td></td>
<td>group therapy leadership experience</td>
<td>7. Scott Conkright, PsyD, CGP</td>
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<td>8. Barbara Finn, PhD, CGP, FAGPA</td>
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<td>9. Catherine Reedy, LCSW, LMFT, CADC, BCD, CGP</td>
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<td>10. Kathy Rider, LCSW, BCD, CGP, FAGPA</td>
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<tr>
<td>Advanced Level</td>
<td>10+ years</td>
<td>Instructors</td>
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<tr>
<td></td>
<td>group therapy leadership experience</td>
<td>11. Cherri Finns, PsyD, CGP, FAGPA</td>
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<tr>
<td></td>
<td></td>
<td>12. Norman Netberg, PhD, DLFA GPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Ginger Sullivan, MA, LPC, CGP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. Barry Wepman, PhD, CGP, LFAGPA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. John Cafaro, PhD, FAGPA</td>
</tr>
<tr>
<td>2. Lisa Malone, PhD, CGP, FAGPA</td>
</tr>
<tr>
<td>3. Lawrence Viers, PhD, CGP</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Jerome Gans, MD, CGP, DLFA GPA, DLFAPA</td>
</tr>
<tr>
<td>2. Paul Kaye, PhD, CGP, FAGPA &amp; Gaea Logan, LPC, LPC-S, CGP</td>
</tr>
</tbody>
</table>

### 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.)

<table>
<thead>
<tr>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Francis Kaklaskauskas, PsyD, CGP, FAGPA</td>
</tr>
</tbody>
</table>

### I-E. Two-Year Continuous Section with Intermitent Conference Calls

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

<table>
<thead>
<tr>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gil Spielberg, MSW, PhD, ABPP, CGP, FAGPA &amp; Robert Unger, MSW, PhD, CGP, FAGPA</td>
</tr>
</tbody>
</table>

### 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.)

<table>
<thead>
<tr>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Esther Stone, MSW, CGP, DLFA GPA</td>
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</tbody>
</table>

## 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 Continua

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

### V. Challenges and Opportunities for Therapists after Age 65

George M. Saiger, MD, CGP, FAGPA

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

Barbara Square Ilfeld, MSN, RNCCS, CGP, FAGPA

### VII. Excitement and Shame in Group Psychotherapy

Stewart Alldort, MD, CGP, FAGPA

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

Jeffrey Hudson, MD, 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 Sassa, 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)

Darrell Purp, PhD, ABPP, CGP, FAGPA

### XVII. Minding the Body and Embodiment: The Mind-Somatic Experiencing® in 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 Reece, MSW, CGP

### XIX. Paradoxes of Desire in the Psychoanalytic Group

Macario Galindo, 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 Gaunt, PhD, ABPP, CGP, DFAGPA


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
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## Specific Modules/Theories of Group

- **Attachment**
  - SI-(I) (Mon., XI, XII | 3a, 14, 23 | 45, 71-5, 76-5 | 310, 104, 105, 112 |
  - Co-Therapy | 18 | 55, 87 |
  - Dance/MovementArt | 12, 26 | 48, 62-5 | 59, 108 |
  - Family Systems | 13 | 34a |
  - Gestalt | XVIII | 84a |
  - Integrative | 29, 31 | C04, 215-5, 77-5 | 312, 37, 93, 106, 110, 219 |
  - Interventions | X, XX | 239 |
  - Interpersonal Neurobiology | XVII, XX | 14 | 27, 28-2, 49 | C07, 27-2, 105 |
  - Mindfulness-Based | 28 | C04, 46 |
  - Modern Group Analysis | 27 | C07, 90, 109 |
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  - Psychodynamic | 21-2, 14, 80-5 | 91, 97 |
  - Psychodrama | XXII | 309, 15 | 39a, 65-5, 78-5 | 87 |
  - Systems Centered | XXII | 14a |

## Specific Populations/Types of Group

- **Addictions**: Disorders of Self-Regulation/Problems/Substance | XI | C01, 19, 31 | 51, 68-5, 80-5, 81-5 | 229, 36 |
  - College Counseling | C02 | 215, 215, 215-5 | 222, 98, 109 |
  - Alcoholics Anonymous | 38 | 215, 215-5 | 94, 112 |
  - Eating Disorders | 51 | 98 |
  - Gender-Specific/Sexual Orientation/Sexual Health Groups | IV | 55-5, 65-5 | 96, 111 |
  - Less/Grief | X | 3a |
  - Medical & Terminal Illness/Pain/Palliative Care | 215, 32 |
  - Military/Veterans | 210, C03, 215-5 |
  - Organizations/Organizational | XIV | 215-5 |
  - Consultation | Severe/Personality-Disorders | 209 |
  - Trauma-PTSD/Traumatic Experiences/Abuse/MDR/Secondary PTSD/Victim Trauma | XI, XII, XVII | C02, 3a, 18, 23 | 210, C05, 53 |
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, ARPP, CGP, FAGPA
            Michele Ribero, EEd, CGP

Faculty: Craig Aselmo, PsyD, CGP
         Michelle Bouthiller, MSW, LCSW, CGP
         Brian Rochberg, MD, CGP

When combined with Part 1 (teleconference series), this course will meet the 13-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: Marty Whittingham, PhD, CGP
Faculty: Jordan Ablow, PsyD
            Jennifer Lott, PsyD

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

Director: Andrew Pajman, EEd, CGP
Faculty: Sarah Abrams, PsyD, CGP
            Thomas Hunter, MSW, CGP
            D. Thomas Stone, Jr, PhD, CGP

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*

Director: Shelley Kornak, MD, CGP, FAGPA
            Marcia Nickow, PsyD, CADC, CGP
            Barney Strauss, MSW, MA, PCC, 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
     Steven Lorenz, MD, PhD; Sharan Schwartzberg, EEd, OTR, FAOTA, CGP; FAGPA

202. THE SEVEN POTENTIAL HAZARDS OF BLURRED BOUNDARIES IN GROUP PSYCHOTHERAPY
     (ETHICS CE CREDIT AVAILABLE)
     Robert Pepper, LCSW, MD, CGP

203. CREATING A COMMUNAL HOME FOR COLLECTIVE TRAUMA THROUGH SOCIAL DREAMING
     George Bemiserer, PhD

204. THINKING ABOUT OUR WORK: THE IMPACT OF SIBLINGS, COLLEAGUES AND FORGIVENESS
     Walter Stone, MD, CGP; RL, DLFAGPA

205. MYTHODRAMA — GROUP PSYCHOTHERAPY WITH CHILDREN AND ADOLESCENTS
     Reza Kordestani, MD, FAGPA, Chair; Nina Merebashvili, MA; Nina Strada, MA

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
     Yonni Aguzzaran, BEd, DLFAAGPA, FAGPA

2a. SELF-STATE CONFIGURATIONS IN GROUP: THE SUBSTRATE OF ATTACHMENT
     Robert Andrew Berley, PhD, CGP; FAGPA, Kato Klassen, MA, CGP; K. Brysowf Lyon, PhD, CGP

3a. USING GROUPS IN TIMES OF TERROR, TRAGEDY AND THEIR AFTERMATH: BOSTON, HAIIFA, LONDON, NEW YORK, TORONTO
     Pheila Cohen, PhD, PsyD, CGP; FAGPA; Howard Kibel, MA, CGP; M. Schlapobersky, BSIC, Meblint GA, CGP

Entrance Requirements: N/A = No limitations; < 4 = Less than four years of group leadership experience; 10+ = More than ten years of group leadership experience
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<td>Shunam Schwartzberg, EdD, CRTR, FAPTA, LGCF, CGP, FAGPA</td>
<td>(N/L)</td>
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<td>5. TO BE OR NOT TO BE A PERFECTIONIST</td>
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<tr>
<td>Shoshana Ben-Naoum, PsyD, CGP, LIFAGPA</td>
<td>(N/L)</td>
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<td>6. ARE WE THERE YET? PROBLEMS WITH FAST-FORWARDING CHANGE IN OUR THERAPY CULTURE</td>
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<tr>
<td>Dominick Grady, PhD, CGP</td>
<td>(N/L)</td>
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<td>7. NOTHING HUMAN IS ALIEN TO ME: THE OUTLIER GROUP MEMBER</td>
<td>(N/L)</td>
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<td>Marc Schwann, PsyD, CGP, FAGPA</td>
<td>(N/L)</td>
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<td>8. USING GROUP INTERVENTIONS TO PROMOTE HEALTHY RELATIONSHIPS WITH MONEY</td>
<td>(N/L)</td>
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<td>Richard Kahler, MSFT, CHF; Courtney Pullman, MA, LPCC</td>
<td>(N/L)</td>
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<td>9. AFFECT IN SUPERVISION</td>
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<td>Eleanor Connelman, EdD, CGP, FAGPA</td>
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<td>10. INTEGRATING ACTION METHODS INTO YOUR GROUPS</td>
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<td>Sylvia Israel, MFT, RDJ/BCT, TEP</td>
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<td>11. LACAN, DESIRE AND GROUP PSYCHOTHERAPY</td>
<td>(10+)</td>
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<td>Scott Conkright, PsyD, CGP</td>
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<td>R. Tracy MacNab, PhD, CGP, FAGPA; Annie Weiss, LCSW, CGP</td>
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<td>Michel Adler, PsyD, CGP</td>
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<td>Anne Slocum McEvans, PhD, ABPP, CGP, FAGPA; Ravi Rautman, PhD</td>
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<td>Rick Ocampo, LCSW</td>
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<td>Tommy Brown, MSSW, LCSW, CGP</td>
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<td>18. CBT MANAGING ANGER GROUPS FOR PTSD: THE THERAPIST EXPERIENCE</td>
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<td>Barbara Niles, PhD, William Utzinger, PhD; Melissa Wartenberg, PhD</td>
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<td>19. CONTEMPORARY APPROACHES TO ADDICTION TREATMENT: MOTIVATIONAL INTERVIEWING, HARM REDUCTION, AND SMART RECOVERY</td>
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<tr>
<td>Maurice Byrd, MA; A. Thomas Horvath, PhD; Amy Lebowitz, PsyD; Joanne Little, MSW, CGP</td>
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<td>Paul Gitterman, LICSW, MSc, CGP; Paul Leff, PhD, CGP</td>
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<td>21. ENGAGING WITH DREAMS IN GROUPS</td>
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<td>Meredith Sabini, PhD</td>
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<td>Andrew Bigg, PhD, ABPP</td>
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<td>23. NOT AGAIN! WHY SOME PEOPLE REPEAT RELATIONSHIPS WITH ABUSIVE PARTNERS AND HOW GROUP THERAPY CAN HELP</td>
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<tr>
<td>Mary Nicholas, LCSW, PhD, CGP, FAGPA</td>
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<td>24. MASTERS’ SUPERVISION ON CO-LEADERSHIP</td>
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<td>Barbara Kidder, MA; Eugene Kidder, MD; CGP, FAGPA</td>
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<td>John Frederick Hilt, MD</td>
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<tr>
<th>MORNING OPEN SESSIONS (10:00 AM-12:30 PM)</th>
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<tr>
<td>26. LIVINGDANCE: STEPS TOWARDS SELF-REGULATION AND SECURE ATTACHMENTS IN GROUP THERAPY</td>
<td>(N/L)</td>
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<tr>
<td>Danielle Frankel, PhD, BC-DMT, NCG, ICAE, LMHC, CGP</td>
<td>(N/L)</td>
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<tr>
<td>27. FROM PREVERBAL TO VERBAL: TRANSLATING THE LANGUAGE OF THE BODY AS A PATHWAY TO INTIMACY AND ATTACHMENT</td>
<td>(N/L)</td>
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<tr>
<td>Janice Morris, PhD, ABPP, CGP, FAGPA</td>
<td>(N/L)</td>
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<td>28. ENRICHING THE ATTACHMENT POTENTIAL OF EXPERIENTIAL GROUP PROCESS USING MINDFULNESS-BASED ACTION METHODS</td>
<td>(N/L)</td>
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<tr>
<td>Sue Barnum, MA, TEP, CGP; Kate Cook, MA, LPCC, TEP</td>
<td>(N/L)</td>
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<td>29. THE PROCESS OF CORRECTING AND VITALIZING SELF-WORTH USING THE FOUR-STEP INTEGRATIVE MODEL FOR GROUP THERAPY</td>
<td>(N/L)</td>
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<tr>
<td>Mohamed Ayman Abdelhamied MD, PhD; Nishaat Adel Mohamed, MD, PhD; Amr Maksam Elmewalwy, MD, PhD</td>
<td>(N/L)</td>
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<tr>
<td>30. INTERCULTURAL CONFLICT TRANSFORMATION AND HEALING COLLECTIVE TRAUMA</td>
<td>(N/L)</td>
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<tr>
<td>Aramand Valka, MFA, MA</td>
<td>(N/L)</td>
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<tr>
<td>31. INTEGRATIVE DBT GROUP FACILITATION</td>
<td>(N/L)</td>
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<tr>
<td>Claudia Arlo, LCSW, CASAC, CGP</td>
<td>(N/L)</td>
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<tr>
<td>32. HEALING ATTACHMENT WOUNDS AND NEUROPSYCHOLOGICAL DYSREGULATION IN COUPLES THROUGH RELATIONSHIP FOCUSED GROUP THERAPY</td>
<td>(N/L)</td>
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<tr>
<td>Daryl Feldman, PhD, ABPP, CGP; Gloria Kahn, EdD, ABPP, CGP, FAGPA</td>
<td>(N/L)</td>
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<tr>
<td>33. SOCIAL SKILLS GROUP THERAPY WITH CHILDREN AND ADOLESCENTS</td>
<td>(-&lt;4)</td>
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<tr>
<td>Debbie Vuong, MFT</td>
<td>(N/L)</td>
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<th>LUNCH-TIME OPEN SESSION (12:45-2:00 PM)</th>
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<tr>
<td>34. CULTURAL DIVERSITY IN AGPA: IMPLICATIONS FOR THE FUTURE OF AGPA AND THE GROWTH OF GROUP PSYCHOTHERAPY</td>
<td>(N/L)</td>
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<tr>
<td>Eric Saniuk Butler, PhD, CGP, Chair; Karen Rose Onye-Erumma, PhD, CGP; Karin Maria Hodges, PsyD, CGP; Reginald Nettles, PhD, CGP; Toby Ellen Newman, LCSW, CGP; Luis Romero, MEd, George Sager, MD, CGP, FAGPA</td>
<td>(N/L)</td>
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<td>35. MAPPING THEORY TO TECHNIQUE: WHERE THE MODEL MEETS THE METHOD</td>
<td>(N/L)</td>
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<tr>
<td>Joseph Shuy, PhD, CGP, FAGPA; Chair; Stewart Aldert, MD, CGP, FAGPA; Francis Kalikazans, PsyD, CGP, FAGPA; Ronnie Levine, PhD, ABPP, CGP, FAGPA; Lisa Mahon, PhD, CGP, FAGPA</td>
<td>(N/L)</td>
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<tr>
<td>36. ALONE IN THE PRESENCE OF VIRTUAL OTHERS: INTERNET GROUPS</td>
<td>(N/L)</td>
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<tr>
<td>Haim Weinberg, PhD, CGP, FAGPA; Chair; Shari Baran, MSN, CGP, FAGPA; Luciano Colleoni, MSc; Robert Heimg, MD</td>
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<th>AFTERNOON OPEN SESSIONS (2:30-5:00 PM)</th>
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<tr>
<td>37. GROUP PSYCHOTHERAPY PRACTICE OF THE FUTURE</td>
<td>(N/L)</td>
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<tr>
<td>Eleanor Connelman, EdD, CGP, LIFAGPA; Chair; Barry Helman, PsyD, CGP, DIFAGPA; Ooma Metz, LCSW, CGP, FAGPA; Fanoog Mohyuddin, MD, CGP, FAGPA; Kathleen Dubbs Ulman, PhD, CGP</td>
<td>(N/L)</td>
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<td>38. REVOLVING DOORS AND BRIEF ENCOUNTERS: DARE WE DO INPATIENT GROUPS?</td>
<td>(N/L)</td>
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<td>Catherine Doering, PhD, ABPP, CGP; Leslie Luthien, PhD, ABPP, CGP; Co-Chairs: Wesley Cook, PsyD; MAC; Leslie Ann Dobson, PsyD; Carleen Ellis, PsyD; Maraia Vannuci, PhD, CGP, FAGPA</td>
<td>(N/L)</td>
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<tr>
<td>39. USES OF THE SELF IN GROUP LEADERSHIP</td>
<td>(N/L)</td>
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<td>Elizabeth Shapiro, PhD, CGP; Chair; Chera Finnin, PsyD, CGP, FAGPA; Jerome Gans, MD, CGP, DLFAGPA; Robin Good, PhD, CGP, FAGPA; Robert Grossman, PhD</td>
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<th>Membership Community Meeting</th>
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<td>40. 5:15-7:15 PM</td>
<td>(N/L)</td>
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<tr>
<td>President: Lee Greene, PhD, CGP, LIFAGPA, AGPA President</td>
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Complete course descriptions can be found on AGPA’s Website: www.AGPA.org
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 Luzna, DNSc, CS, ARNP, FAAN; Zipora Shechtman, PhD, FAAPA

207. RISKY BUSINESS: ASSESSING SUICIDE IN GROUP THERAPY
Joelene Cooper-Bhatia, PhD, Chair; Sharon Black, MA; Erin Crumier, BS; Margaret Taylor Davis, MS; Justin Pautler, MA; Joshua Turchan, MA

208. GROUP PSYCHOTHERAPY AND LATINOS: CULTURAL NURITENTS FOR PROVIDING EFFECTIVE TREATMENT
Regina Arman, 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, MPH, 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, CACII, CGP

COL.4. KORU: AN EVIDENCE-BASED GROUP MODEL OF MINDFULNESS TRAINING FOR COLLEGE STUDENTS
Libby Wilho, 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-Kenn Neeman Kantor, MA

ALL-DAY WORKSHOPS

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

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

DEVELOPING NUCLEAR IDEAS: RELATIONAL GROUP PSYCHOTHERAPY
Richard Bellow, PhD, ABPP, CGP

GROUP COORDINATOR’S WORKSHOP: BUILDING SKILLS IN GROUP PROGRAM DEVELOPMENT AND LEADERSHIP
Jennifer Alonso, PhD, CGP; James Blebeig, PsyD, CGP; Jonathan Cina, PhD; Rita Droprkin, PhD; Joshua Gross, PhD, ABPP, CGP; FAGPA; Priya Kirpalani, PsyD, CGP; Rebecca MacNair-Seemans, PhD, CGP

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

37. IMMEDIACY-BRIDGING EMOTIONAL COMMUNICATION: THREE KEY WAYS GROUPS COMMUNICATE
Greg MacColl, LCSW, CGP, FAGPA

38. LOVELY, DARK AND DEEP REVERIE, THE LYRIC POETRY OF ROBERT FROST, AND TRANSFORMATIONAL PROCESSES IN GROUP PSYCHOTHERAPY
William Shields, MD, CGP, FAGPA

39. ME RUN A GROUP!! A CONSIDERATION OF WHAT KEEPS YOU FROM GROUP LEADERSHIP
Deanna Foley, PsyD; Marie Burgi, PhD

40. A JOURNEY TOWARD MULTICULTURALLY COMPETENT LEADERSHIP
Eri Suzuki Bentley, PhD, CGP; Leoni Terry Diderich, PhD

41. THE GROUP LEADER'S ISSUES AND ATTITUDES ABOUT MONEY
Lawrence Cron, 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 Wolinska, 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 Krasite, MD, PhD

47. ASSIMILATING THE PSYCHODRAMA MODALITY INTO THE GROUP COGNITIVE BEHAVIORAL MODEL (GCBM): DIRECTIONS FOR ACTION METHODS
Deborah Dartnell, MS, MA; Thomas Treadwell, EdD, TEP, CGP

48. THE BODY AS PRIMARY ACCESS TO THE SELF
Nanine Even, PhD, BC-DMT, CGP, FAGPA

49. NEUROSCIENCE AND RACISM
Alexis Abberhady, PhD, CGP, FAGPA; Francis Stevens, PhD

50. ACTING LIKE KIDS: USING STRUCTURED ROLE PLAY TECHNIQUES TO TEACH GROUP THERAPY WITH CHILDREN AND ADOLESCENTS
Elizabeth Olsen, 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 Shapton, PsyD, CGP

53. THOU SHALT NOT: HOW RELIGION AND RELIGIOUS TRAUMA AFFECT US
Alyson Massey Stone, PhD, CGP

AFTERNOON WORKSHOPS

1½ HOUR WORKSHOPS (2:30-4:00 PM)

54-5. SOCIALIZATION AND LIBERATION: EXAMINING WHITE IDENTITY AND INTERNALIZED DOMINANCE
Michele Ribbins, 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

Entrance Requirements: NLI = No Limitations; < 4 = Less than four years of group leadership experience; 10+ = More than ten years of group leadership experience
LEARNING USEFUL WAYS TO ORGANIZE THE COMPLICATED INTERVENTIONS NECESSARY FOR GOOD GROUP INTERVENTIONS Sally Bartone, PhD, ARBP, ABPP, CGP; Joel Root, EdD, ABPP, LFAGPA; Kam Hedges, PsyD, CGP

SUPPORTING CONNECTION AND UNDERSTANDING WITH NONVIOLENT COMMUNICATION IN A MULTI-Ethnic COMMUNITY Roxane Manning, PhD

THERAPEUTIC AUTHENTICITY - FINDING THE COURAGE TO BRACE UNCERTAINTY AND VULNERABILITY AS WE SUPPORT OUR CLIENTS MOVE TOWARD CONNECTION Michelle DeCota, LPC, MS, CGP

COMBINING INDIVIDUAL AND GROUP THERAPY Ari Roszman, MD, CGP

RELATING AND ATTYACHING AT THE SPEED OF LIGHT IN OUR DIGITAL AGE: HOW DO WE INTEGRATE IT ALL? Lucy Fine, LMFT; Robert Ynisinski, DMH

CIRCUS ARTS AND GROUP INTERVENTION: SWINGING INTO SELF-ESTEEM AND SELF-EFFICACY Suzanne Rappaport, MS, CTR-L

INTRODUCTION TO INTEGRATING SOMATIC TECHNIQUES INTO GROUP PSYCHOTHERAPY Caroline Calhounar, Northamer, MSW

EMOTIONAL COMMUNICATION IN GROUP AS A PATHWAY TO EARNED SECURE ATTACHMENT Lisa Moors, MA, LPC, CGP

LEARN HOW TO CONSTRUCT PROFITABLE GROUPS IN PRIVATE PRACTICE: THIS IS NOT YOUR AVERAGE MARKETING CLASS Elana Clark-Fisher, LCSW, LSTS; LSATS

MEN'S LEARNING, RELATING, AND GROWTH NEEDS IN GROUPS David Rose, PhD, CGP

WOMEN IN GROUP LEADERSHIP ROLES AND USE OF POWER AND INFLUENCE Michelle Collins-Gourbe, PhD; Rachelane Rose, BCD, BHS

FROM NOW ON: SEVEN KEYS TO PURPOSEFUL RECOVERY: THE INTERSECTION BETWEEN POSITIVE PSYCHOLOGY AND SECOND-STAGE RECOVERY Andrew Swaikind, MSW, CGP

AFTERNOON WORKSHOPS 1 1/2 HOUR WORKSHOPS (4:30-6:00 PM)

A DREAM NOT EXPLORED IS LIKE A LETTER THAT HAS NOT BEEN OPENED SAYS THE TALMUD Alice Byrnes, LCSW, CGP; Falagpa; Lois Kennedy, PsyD, CGP; Emanuel Shapiro, PhD, CGP, LFAGPA

TECHNE OF CONFERENCE - MAINTAIN A SENSE OF VITALITY AND CONNECTION IN YOUR GROUP Michael Alhazur, LCSW, CGP

CHINA AND USA MEETING AT THE CROSSROADS: THE INTRAPSYCHIC CHALLENGE OF CULTURAL EXCHANGE Bill Roller, MA, LFAGPA; Yong Xu, MD, CGP

OVERCOME YOUR RESISTANCE TO BUILDING YOUR IDEAL GROUP PRACTICE Carol Dullings, LCSW, EMDR, CGP

SKYPE-OTHERY 101 Mitchell Berman, MA, MFT; Robert Houts, MD

WHAT IT TAKES TRANSPARENCY OF POWER, PRIVILEGE, AND OPPRESSION DYNAMICS IN CO-FACILITATION Debra Boga, MA; Ugar Kocaklin, MA; Regina Smith, MA, MEA

FROM PROCESS TO ACTION: AN OVERVIEW OF THE PARADIGM AND INTERVENTIONS OF EXISTENTIAL GROUP PSYCHOTHERAPY Christina Gannon, LCSW; David Haynes, PhD

EMOTIONALLY FOCUSED GROUP PSYCHOTHERAPY (EFGT): USING EMOTIONALLY FOCUSED THERAPY (EFT) TECHNIQUES TO FORGE SECURE ATTACHMENT IN A UNIQUE GROUP SETTING Mary Stacy, LCSW, CGP; Parker Stacy, MA

TOO CLOSE OR TOO DISTANT: AN INTEGRATIVE APPROACH Anmi Cooper, PhD; Moma Rahbar. MD, Noa Sabry, MD

SHORT-TERM GROUP ANALYTIC PSYCHOTHERAPY TREATMENT APPROACH, INDICATIONS, AND TECHNIQUE Steiner Lortier, MD, MD

MOMS & BABIES - SUPPORTING THE FIRST ATTACHMENT WITH GROUP CARE Gillian Fynn, MSW, LCY

A HEALING HERD: WORKING WITH HAIR-PULLERS AND SKIN-PICKERS IN GROUPS Stacy Naktel, LCSW, CGP

ADAPTING GROUP PSYCHOTHERAPY TO WORK WITH MARGINALIZED PEOPLE Jamie Lavender, MA, LMFT, Lynn Ervin, LCY

COMMUNITY BUILDING FACILITATION Charles Anderson, PhD

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

PRACTICAL AND USEFUL EVIDENCE-BASED PRACTICE USING CLINICIAN-FRIENDLY PROCESS AND OUTCOME MEASURES TO ENHANCE YOUR GROUP Robert Gauer, PhD, ARBP, CGP; Chair: Mark Besser, PhD; Jonathan Cox, PhD; Dorn Grün, PhD; Kristina Hansen, PhD

COMBINING BRAIN READING AND GROUP PROCESS TO ILLUSTRATE PRINCIPLES OF DYNAMIC GROUP THERAPY Robert Schults, MSW, CGP, FAPCA; Chair: Maryetta Andrews-Nacca, MA, LCSW, CGP; FAPCA; Brian Dilhuy, MD, FAPCA; Macario Giraldo, PhD, CGP; Elizabeth Marsh, MSW; Rob Williams, MSW, CGP

TRAUMA IN SOCIETY: THE RECOVERY OF CONCERN THROUGH FUNCTIONAL SUBGROUPING Robert Klein, PhD, ARBP, CGP; Difagpa; Chair: Yvonne Agustan, EdD; Difagpa; FAPCA; Susan Garrit, PhD, ARBP, CGP; Difagpa; FAPCA; Earl Hopper, PhD, CGP, Difagpa

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

LG-2 THE LARGE GROUP Rob Friedman, PhD, Nimer Said, MA, Co-Leaders; Mary Dilhuy, MSW, CGP; FAPCA, Consultant; Also being held on Thursday (12:45-2:00 pm) and Saturday (12:45-2:00 pm)

AFTERNOON OPEN SESSIONS 1 1/2 HOUR OPEN SESSIONS (2:30-4:00 PM)

CREATING A SECURE PRACTICE WITH GROUPS THAT THRIVE Katherine Steele, PhD, CGP; Chair: Martha Sophia Aguirre, PhD, CGP; Britt Raphling, LCPC, CGP

PROMETING SECURE ATTACHMENTS THROUGH GENERATIONAL MENTORING: A FAMILY AFFAIR Karen Travis, MSW, LCSW, CGP; FAPCA; Chair: Janna Estes, LMHS; Brandy Price Klingman, LCSW; Deborah Hillebrandt Wray, LCSW, CGP; Annie Yosun, PsyD

I SIGNED UP FOR THIS: FINDING YOUR AUTHORITY IN THE MIST OF CHALLENGES OF GROUP LEADERSHIP MARK Mary Jago Knaeger, LCPC; MBS; CGP; Chair: Joel McPherson, MFT; Liz Herwell, PhD; PsyD; CGP; FAPCA

DANCING WITH DISABILITY: GROUP THERAPY FOR CLIENTS WITH DISABILITIES AND CHRONIC HEALTH CONDITIONS Wendy Freedman, PhD, CGP; Chair: Leslie Klein, PhD; Katherine Rapp Miller, PsyD, HSP

AFTERNOON OPEN SESSIONS 1 1/2 HOUR OPEN SESSIONS (4:30-6:00 PM)

GROUP THERAPISTS ON WRITING: THREE CASE STUDIES Joseph Kelly Moreno, PhD, Chair: Elaine Cooper, MSW, PhD, CGP; Difagpa; Lisa Friedman, PhD; AMT; Brandy, PhD, CGP

BUILDING SKILLS TO CREATE A SAFE HARBOR: INTEGRATING CBT AND INSIGHT-ORIENTED APPROACHES IN CLINICAL PRACTICE AND TRAINING IN AN AGENCY SETTING Robert Daniel, Jr, MD; John Bloom, LCSW, MD; Co-Chair: Kristi Haney Chamber, MS, RN; PMHCNS-BC; Susan Karpinski, LCSW, CGP; Jessica Keyser, PhD

COUPLING IN THE 21ST CENTURY: DEEPENING ATTACHMENT THERAPEUTICALLY David Hartman, MD, CGP; Difagpa; Chair: Judith Coche, PhD, ABPP, CGP; LFAGPA; Albert Neelen, PsyD; Thomas Suberman, MD

VA AND AGPA PARTNERSHIP: IMPROVING GROUP THERAPY SKILLS OF STAFF TO BETTER SERVE VETERANS Travis Covarrubias, LCSW, CGP, FAPCA; Chair: Delores Hendrix-Giles, LCSW, BCD, CGP; Elizabeth Kleiman, LCSW, CGP; Natalsha LeCout, LCSW, CGP; Ovelle McNea, LCSW, CGP; Anthony Morris, LCSW, CGP; Kristin Ramsey, LCSW, Tempele Seals, LCSW
Saturday
EARLY MORNING OPEN SESSIONS (7:45-8:45 AM)

219. CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH
Sarah Barkowski, Dipl.Psych; Ashley Levan, MA; Stephanie McLaughlin, BA; Dominique Schwartz, Dipl.Psych

220. A NATIONAL REGISTRY FOR PSYCHOTHERAPY: DESCRIPTION, APPLICATION PROCESS AND ILLUSTRATION
William Piper, PhD, CGP, DFAAPA; Chair; Sally Barlow, PhD, ABPP, ABG, CGP; Gary Burlingame, PhD, CGP, STA

221. IF I HAVE 1000 FRIENDS, WHY DO I NEED A GROUP?
Judith Simon, PhD, FAGPA; Chair: Alis Johanne, BA; Lisa Kayes, MSW; Alice Sklar, MA, CGP

222. TRAINING AND SUPERVISION IN COLLEGE COUNSELING CENTERS
Heather Frank, PsyD; Chair: Michelle Lynn Beutell, LCSW, CGP; Elisabeth Ann Olson, PsyD, LCSW, CGP; Benjamin Schwartz, PsyD

223. THE KARPMA TRIANGLE IN GROUP THERAPY WITH ALCOHOLICS
Stephen Karpmi, 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
Russel Hoppenberg, PhD, CGP, FAGPA

COL 7. BREATH & GROUP: USING MINDFULNESS AND GRAVE PROCESS TO CULTIVATE AWARENESS OF THE INDIVIDUAL AND THE COLLECTIVE
Eric Eichler, MSW

ALL-DAY WORKSHOPS (9:00-1:30 AM & 2:00-4:30 PM)

83a. SHARING THE WORKLOAD, SHARING THE STAGE: WHAT MAKES CO-LEADER PARTNERSHIPS EFFECTIVE?
Joan Dianne Smith, MSW, RSW, FCAPA; Allan Sheps, MSW, RSW, FCAPA

83b. WHAT DO I HAVE TO OFFER? A GESTALT APPROACH TO THE IMPACT OF SHAME ON LEADERSHIP AND CLINICAL PRACTICE
Bruce Asron, MSW, LCSW

83c. THE PERSISTENT ADOLESCENT: INTEGRATING REMNANTS OF ADOLESCENT IDENTITY TO ENHANCE GROUP LEADERSHIP
David Damani, LCSW, CGP; Craig Hens, PhD, RDT, CGP, LCAT, FAGPA

MORNING WORKSHOPS (9:00-1:30 AM)

86. DARING OUR TRUTH: AUTHENTIC RELATING IN GROUP PSYCHOTHERAPY
Waneen Ayers, PhD

87. TRANSCENDENT LAUGHTER IN GROUPS: ECHOES OF RELATIONAL SAFETY FROM OUR PRIMATE PAST
Ken Jarron, LCSW, 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, DFAAPA; Priscilla Knauf, PhD, CGP, DFAAPA

91. DIFFERENTIATION AND AUTHENTICITY: HOW THERAPISTS CAN EMPLOY UNIQUE PROPERTIES OF GROUPS TO FACILITATE SECURE ATTACHMENTS
Joan Koering, MA, NNP; Kenneth Pollock, PhD, CGP

92. MINDFUL SELF-ESTEEM PRACTICES WITHIN A PSYCHOLOGY GROUP
Nancy Weiss, PhD, CGP, Javert Manotti, PhD

93. EXPRESSIVE ARTS THERAPY AND GROUP PSYCHOTHERAPY: INTEGRATION AND APPLICATION
Loes Finlett, MA, LMFT, MT/BC, CGP

94. USING DOUBLING IN GROUPS AND WITH COUPLES
Daniel Wilde, PhD

95. HEALING GRIEF CREATED BY RACIAL SEPARATION
Brenda Arnette, MA, Jeanne Gavini, CNS, PhD, CGP; Caroline Haskell, LCSW, BCD; Ann Jealous, MA, MFT

GROUP TREATMENT FOR MEN WITH OUT OF CONTROL SEXUAL BEHAVIOR
Douglas Braun-Harvey, MFT, CGP; Michael Vigorito, LMFT, LCPC, CGP

GROUP PSYCHOTHERAPY WITH CHILDREN
Ziggy Heichman, PhD, FAGPA

WEIGHTING FOR INNER PEACE: EXPERIENCE-BASED GROUP PSYCHOTHERAPY WORK WITH EATING DISORDERS
Anna Packer, PhD; Mark Beecher, PhD; Jennie Bingham, PhD; Corrine Hamman, PhD

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

99. TRUTH, CHOICE & CONSEQUENCES
Jayde Hess, PhD, CGP

100. SINGLE-SESSION DESIGN GROUPS
Travis Couvill, LCSW, CGP, FAGPA

101. A SECURE GROUP ENVIRONMENT FOR “THE OTHER” IN A CONFLICT-RIDDEN SOCIETY USING DRAMA TECHNIQUES
Uta Fainn, MA

102. ENDINGS: LOSS AND TRANSITION
Jeffrey Mandel, MD, MSW; Marsha Yacovacu, PhD, CGP, LFAGPA

103. HELP, I'M BEING SUED! GROUP SUPPORT FOR MALPRACTICE CLAIMS AND BOARD COMPLAINTS
Karen Kiepenheur, MD, CGP; Jennifer McLain, MD, CGP; Solomon O'Neil, MD; CGP

104. BEYOND THE STORY: USE OF A SECURELY-ATTACHED PSYCHOTHERAPY GROUP MODEL TO EVALUATE AND RE-INTEGRATE EARLY TERAUPA
John Campbell, LCSW, CGP; Hannah Grace Mermian, LCSW, LMHC, CGP

105. ATTACHMENT THEN AND NOW: USING EMOTION IN GROUP TO ACCELERATE CHANGE
Jacqueline Kirkley, MD, FRCP; Diplomat ARNP; Sandra Reyno, PhD

106. HUMA SOMATIC PSYCHOTHERAPY: A HANDS-ON METHOD
Louise Briege, MA

107. PLAYING ONESELF TO PLAY TOGETHER: APPLYING IMPROV PRINCIPLES TO ATTACHMENT AND CO-DEPENDENCY IN GROUPS
Victoria Te You Moore, MA; Katherine Zwick, LCP

108. THE DANCE OF CONNECTION
Benn Berlin, PhD, BC-DMT

109. EFFECTIVELY PROMOTING GROUPS IN COLLEGE COUNSELING CENTERS
Kelly Donohue, PsyD; Amanda Peterson, MA; Tyan Zuck, PhD

110. GROUP THERAPY FOR SCHIZOPHRENIC PATIENTS
Nick Kanar, MD, CGP, FAGPA

111. CREATING SAFE AND WELCOMING SPACES FOR LGBTQIA CLIENTS
John Jack, WRAP; PhD; Luis Romero, MEA

112. ATTACHMENT PROCESSES IN ACTION: EMOTIONALLY FOCUSED THERAPY (EFT) APPLIED TO COUPLES’ GROUPS
Kristi Polychronou, MA, ECP, CGP; Petros Polychronou, MD, ECP

113. SUSTAINING HEALTHY ATTACHMENTS THROUGHOUT THE AGING PROCESS: EMOTIONAL WELLNESS GROUPS
Ruth Thomson, MSW

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

310. THE LARGE GROUP
Rebi Freedman, PhD, Nimer Said, MA, Co-Leaders; Mary Diad, MSW, CGP, FAGPA, Consultant; Also being held on Thursday and Friday, 12:45-2:30 PM

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

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 Compassion in Psychotherapy: Deepening Mindfulness in Clinical Practice.

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 credits 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 dedicated. 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.
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**

<table>
<thead>
<tr>
<th>Entry Level</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>Less than 4 years of group therapy leadership experience</td>
<td>1. Patricia Barth, PhD, CGP, DLFAGPA</td>
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<td></td>
<td>2. John Callanan, PhD, FAGPA</td>
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<tr>
<td></td>
<td>3. Patricia Kyle Dennis, PhD, LCSW, CGP</td>
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<tr>
<td></td>
<td>4. Chera Finnis, PsyD, CGP, FAGPA</td>
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<tr>
<td></td>
<td>5. Michael Frank, MA, LMFT, CGP, LFAGPA</td>
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<tr>
<td></td>
<td>6. Robin Good, PhD, CGP, FAGPA</td>
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<td></td>
<td>7. Margaret Postlewaite, PhD, CGP, FAGPA</td>
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<tr>
<td></td>
<td>8. Sharan Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA</td>
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**Intermediate Level**

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<thead>
<tr>
<th>4-9 years of group therapy leadership experience</th>
<th>Instructors</th>
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<tr>
<td>9. Jeanne Bunker, MSSW, CGP</td>
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<tr>
<td>10. Jay Erwin-Grotsky, MSSW, MA, LCSW, CGP</td>
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<td>11. Andrea Grunblatt, PhD, RPT-S, CGP</td>
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<td>12. Elizabeth Olson, PsyD, LCSW</td>
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<td>13. John Schlapasbergs, BA, MSc, CGP</td>
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**Advanced Level**

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<thead>
<tr>
<th>10+ years of group therapy leadership experience</th>
<th>Instructors</th>
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<tr>
<td>14. Lisa Mahon, PhD, CGP, FAGPA</td>
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<tr>
<td>15. Darryl Pure, PhD, ABPP, CGP, FAGPA</td>
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<tr>
<td>16. Dan Raviv, PhD, CGP, FAGPA</td>
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<tr>
<td>17. Ginger Sullivan, MA, LPC, CGP</td>
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<td>18. Robert White, MD, CGP, LFAGPA</td>
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**I-B. Process Group Experience Section with Mixed Levels of Experience**

<table>
<thead>
<tr>
<th>Instructors</th>
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<tbody>
<tr>
<td>1. Trish Cleary, MS, LCPC-MFT-ADC, CGP, FAGPA</td>
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<tr>
<td>2. Phyllis Mervis, PhD, LCSW</td>
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<tr>
<td>3. Judith Schaefer, LCSW, CGP, FAGPA</td>
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<tr>
<td>4. Neal Spivack, PhD, CGP, FAGPA</td>
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<tr>
<td>5. Barney Strauss, LCSW, CGP, FAGPA</td>
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**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.

<table>
<thead>
<tr>
<th>Instructors</th>
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<tbody>
<tr>
<td>1. Esther Stone, MSSW, CGP, DLFAGPA</td>
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<tr>
<td>2. Barry Wepman, PhD, CGP, LFAGPA</td>
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**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.)

<table>
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<tr>
<th>Instructors</th>
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<tr>
<td>Paul Kaye, PhD, CGP, FAGPA and Gara Logan, LPC-S, CGP</td>
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**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.)

<table>
<thead>
<tr>
<th>Instructors</th>
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<tbody>
<tr>
<td>Gil Spielberg, MSW, PhD, ABPP, CGP, FAGPA and Robert Unger, MSW, PhD, CGP, FAGPA</td>
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</table>

**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.)

<table>
<thead>
<tr>
<th>Instructor</th>
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<tr>
<td>Mary Dluhy, MSW, CGP, FAGPA</td>
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### 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

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

Nimer Said, MA
Elliot Zettel, PhD, LCSW, CGP, DFAGPA

**V. Coming Alive in Groups: 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 Tomatiz, 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**

Jeanie Little, LCSW, CGP

**X. Group Psychotherapy and Attachment Theory**

Phillip Flusin, 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

**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 Functioning Subgrouping and its Neurobiology**

Susan Gantt, PhD, ABPP, CGP, DFAGPA

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

Jerome Gann, MD, CGP, DLFAGPA
Joel Krieg, LCSW, 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
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, ARBP, CCP, FAGPA
Faculty: Craig Anselm, PsyD, CCP
Michelle Boulanger, LSW, CCP
Robert Deaver, PhD, ARBP, CCP
Margaret Postleswai, PhD, CCP, FAGPA
Michela Ribiro, EIS, CCP
Brian Rothberg, MD, CCP

When combined with Part 1 (teleconference series), this course will meet the 12-hour didactic requirement for CCP 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.

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

C4. ADDICTION AS AN ATTACHMENT DISORDER
Director: Philip Flores, PhD, ARBP, CCP, LFAGPA

C5. FOCUSED BRIEF GROUP THERAPY: ESTABLISHING ATTACHMENT AND REDUCING INTERPERSONAL DISTRESS IN EIGHT SESSIONS OR LESS
Director: Martyn Whittem, PhD, CCP
Faculty: Jordan Allison, PsyD
Jennifer Loe, 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*
Director: Shelley Korbak, MD, CCP, FAGPA
Marcia Nisker, PsyD, CADC, CCP
Barney Strauss, MBS, MA, PCGC, CCP, FAGPA

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Thursday

EARLY MORNING OPEN SESSIONS

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

201. CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH
Sharon Lomstein, MD, PhD; Bernard Strauss, PhD; Co-Chair; Cynthia Rogers, BSc, Cert Ed, MSc, GA; Rainer Weber, PhD

202. GROUP BODILY: THE NON-VERBAL DIMENSION OF GROUP AS A WHOLE
Michael Mano, PsyD

203. THERAPIST USE OF SELF: CONNECTING WITH DIFFICULT ‘REAL WORLD’ GROUP POPULATIONS
Shrenika Brooks, MA, PsyD; Latresa Gainer, MA, EIS

204. GROUP THERAPY IMPROVING OUTCOME SCORES ACROSS A MAJOR HEALTH SYSTEM: THE MERCY HEALTH SYSTEM EXPERIENCE
Martyn Whittem, PhD, CCP; Navdeep Kang, PsyD

205. A MINDFULNESS MEDITATION GROUP THERAPY MODEL: BUILDING INTERNAL STABILITY AND SELF-COMPASSION THROUGH SITTING, SHARING, AND COMMUNITY
Michael Bostom, PhD; Laura Gutierrez, PhD; Guinevere Harrison, PhD

206. CONNECTING STUDENTS GLOBALLY: SUCCESSES AND CHALLENGES
Emi Suzuki, PhD, Chair; Bai-Yin Chen, PhD; Yu-Ping Huang, PhD; Anne McNamara, PhD; ARBP, CCP, FAGPA; Aisha Stephen, PhD

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

1a. TECHNIQUES OF FOSTERING COHESION WITH DIVERSE IDENTITIES
Paul Gitterman, LCSW, MSc, CCP; Paul LePain, PhD, CCP

2a. SHARING THE WORKLOAD, SHARING THE STAGE: WHAT MAKES CO-LEADER PARTNERSHIPS EFFECTIVE
Allan Shepp, MSW, RSW; Jean-Dianne Smith, MSW, RSW

3a. ATTACHMENT IN GROUP THERAPY: FACILITATING A SECURE GROUP
Cheri Mancuso, LPCC

4a. COUPLES GONE WILD: TOP 10 COMPLICATIONS IN TREATING COUPLES
Joseph Shap, PhD, CCP, FAGPA

Entrance Requirements: NL: 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 an individual, couple, and group psychotherapy, and has received the Alonso Award for Excellence in Psychodynamic Group Theory and the Affiliate Societies Assembly Award.

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 Wodzinska, PhD, ABPP, CGP
36a. GROUP DYNAMICS AND THE NEW HEROISM: CREATING A GROUP CONTEXT THAT SUPPORTS COURAGEOUS NONVIOLENT ACTION Bill Rolfer, MA, LFAGPA; Xu Yong, MD, CGP
37a. EXPERIENCING NUCLEAR IDEAS: RELATIONAL GROUP PSYCHOTHERAPY Richard Bilosic, PhD, ABPP, CGP
38a. ENRICHING THE HEALING POTENTIAL OF GROUP PROCESS USING MINDFULNESS-BASED ACTION METHODS Sue Barnum, MA, TEP, CGP; Kate Cook, MA, LPC, TEP

MORNING WORKSHOPS
(10:00 AM-12:30 PM)
39. TO THINE OWN SELF BE TRUE John Scott Ratan, PhD, CGP, DHAAGPA
40. LONGING FOR HOME: ATTACHMENTS, DETACHMENTS AND RE-ATTACHMENTS TO PAST HOMES AS RE-EXPERIENCED AND REPAIRED IN THE THERAPY GROUP Miayna 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 Pati 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, MSW, LCSW, CGP; Robert Murphy, MA, LPC, LMFT
45. BREATH, TOUCH, MOTION: NONVERBAL CATALYSTS TO FURTHER GROUP PROCESSES Danielle Frankel, 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 PSYCHODYNAMIC THEORY AND TECHNIQUES: THE COGNITIVE PSYCHODRAMA GROUP THERAPY (CPGT) MODEL Thomas Treadwell, EdD, TEP, CGP; Deborah Duardo, MBO, MA
48. FUNCTIONAL SubGROUPING: ADDRESSING THE IDENTIFIED PATIENT AND SCAPEGOAT DYNAMICS IN GROUPS Susan Beren, PhD; Norma Sadyrnoy, 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 Aris, MSW, LCSW-R, CASAC, CGP
51. TESTING POSSIBLE FUTURES IN THE LATER STAGES OF LIFE Bruce Beren, PhD, ABPP, FAGPA; Lila Moses, MSW
52. CATARHARIS VERSUS CONFINEMENT: APPROACHES TO EMOTION IN EMPIRICALLY SUPPORTED GROUP TREATMENTS FOR PTSD Barbara Niles, PhD; William Unger, PhD; Melissa Wattenscheid, PhD

EARLY MORNING COLLOQUIES
(7:15-8:15 AM)
207. CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH
Steinar Lorentzen, MD, PhD; Bernhard Strauss, PhD, Co-Chairs; Jermy Roosdahl, PhD; Bernhard Strauss, PhD
80. DIFFERENT SHADES OF SELF: TRUE DIALOGUE ON SKIN COLOR, IDENTITY AND PRIVILEGE
Kavita Anve, PsyD; Sabina D'Silva, MD, MS
209. RULES ARE MADE TO BE BROKEN: THE GROUP CONTRACT AS A CONTAINER FOR BUILDING CONNECTION
David Karpovitz, LMFT, CGP, Chair; Britt Raphling, LPC, CGP; Leigh Rocklin, LPC; Annie Weiss, LCSW, CGP
210. BALANCED GROUPS FOR THERAPISTS: OVERCOMING OUR OWN ISOLATION (PSYCHIATRY SIG BREAKFAST)
Edith Katherine Knollman, PhD
211. ENHANCING RESILIENCE IN YOUTH ACROSS SETTINGS
Mary Karpezat-Anov, PhD, Chair; Lisa Bergheist, PhD; Colleen Cummings, PhD; Brendan Rich, PhD
212. LAVENDER CHATS: A FLEXIBLE GROUP APPROACH TO SERVING TODAY'S LGBT COMMUNITY COLLEGE STUDENTS
Mark Moran, 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!
Talache Smolin, PhD
COL 7. A LOOK AT LEVELS OF RELATING IN GROUP THERAPY
Alpert Brook, PhD, CGP

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.
ASSESSING FOR SUICIDALITY IN GROUP SETTINGS
Mary McClenen, MSW, LCSW, CGP; Dawn Pluth, MSW, LCSW, CGP

INTEGRATIVE APPROACHES TO GROUP PLAY THERAPY WITH YOUNG AND SCHOOL-AGED CHILDREN
Jennifer Shaw, PsYD

ACCEPTANCE AND COMMITMENT THERAPY IN A COLLEGE COUNSELING CENTER
SUSAN HANKINSON, PhD; Jennifer Bingham, PhD; Jane Lawson, PhD

MULTICULTURAL PERSPECTIVES ACROSS MULTICULTURAL DIMENSIONS: FOR MEN ONLY
David Buse, PhD, CGP

EMOTIONALLY FOCUSED GROUP PSYCHOTHERAPY (EFT): USING EMOTIONALLY FOCUSED THERAPY (EFT) PRINCIPLES TO FORGE SECURE ATTACHMENT IN A UNIQUE GROUP SETTING
Mary Story, 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 Grove, PhD, ABPP, CGP; Chair; Mark Becher, PhD, Denise Green, Kristina Hansen, PhD, CGP

308. CONTEMPORARY APPROACHES TO GROUP WORK WITH CHILDREN AND ADOLESCENTS ACROSS A RANGE OF SETTINGS
Seth Aromon, PsYD, CGP; Chair; Naomi Greenspan, PhD, Jeffrey Landau, MD, Heidi Landin, LCAT-RD-T.BCT, CGP; Larry Mear;azzeri, MD, CGP; Francine; Peterson, PhD, PCN-B, CGP; Fernando Rausch, LCSW, Brett Rayford, PsYD

309. COUPLED IN THE 21ST CENTURY: DEEPENING ATTACHMENT THERAPEUTICALLY
David Hawkins, MD, CGP; DLFA/GPA; Chair; Judith Coche, PhD, ABPP, CGP, LFAGPA; Martin Kremberg, PhD, ABPP, CGP, LFAGPA; Albert Nadelman, PsYD

LUNCH-TIME OPEN SESSIONS (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)

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

213. FROM ISOLATION TO CONNECTION: GROUPS WITH HIGH FUNCTIONING INDIVIDUALS ON THE SPECTRUM
Jonathan Cox, PhD; Chair; Kimberly Dehnason, PsYD; Susan Walker, PhD, CGP

214. COURAGE TO EXPLORE-THE LIFE CYCLE OF A CAREER: THREE GROUP THERAPISTS SPEAK ON SOLITUDE
Karen Travis, MSW, LCSW, CGP, FAGPA; Chair; Frances Kulisnok, PsYD, CGP, FAGPA; Capi Landreneau, MSW, LCSW, CGP; Walter Stone, MD, CGP, DLFA/GPA

215. EXPLORING THE RIFT: 12-STEP, CBT AND HARM REDUCTION GROUPS
Steven Henne, MA, RCC, Chair; Jeffery Foote, PhD, Sarah Frank, MA, MFT; Jeannie Little, LCSW, CGP; Carrie Wilkins, PhD

216. “WILD & PRECIOUS”: A PERFORMANCE AND DISCUSSION EXPLORING SEXUALITY, GENDER, AND THE MOVEMENT FROM SHAME-FILLED ISOLATION TO CONNECTION
Steven Cadwell, PhD, LCSW, CGP; Chair; Cheri Farris, PsYD, CGP, FAGPA; Elizabeth Libby Shappin, PhD, CGP

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

217. ETHICAL DILEMMAS IN GROUP THERAPY; LEADER AND MEMBER PERSPECTIVES
Shane Schwartzberg, EdD, OTR, FAOTA, CGP, FAGPA

218. LISTENING TO THOSE MOST IN NEED: LEADERSHIP TASKS WITH COMPLEX POPULATIONS
Kurt White, LCSW, LAD, CGP; Geoffrey Kane, MD, MFM

219. ACCESSING THE POWER AND PROMISE OF PSYCOEDUCATIONAL GROUPS
Nina Brown, EdD, LPC, NCC, FAGPA; Tammi Milikows, PhD, HSBACP
**Saturday**

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

220. **CONTEMPORARY GROUP PSYCHOTHERAPY RESEARCH**
   Steinmar Lautenbaum, MD, MD; Bernhard Strassler, MD, Co-Chairs; Gary Butleragme, PhD, CCP; FAGPA; Jennifer Jenson, JD; Steinmar Lautenbaum, MD, PhD; Michael Waiser, PhD

221. **INTEGRATING RELIGIOUS BELIEFS AND TRANSFERENCE INTO THE THERAPEUTIC PROCESS: A JEW AND A MUSLIM SHARE THEIR EXPERIENCES**
   Huma Attari, MD; Matbyahu Shulman, MD

222. **FACING REAL INTERVENTION: ADVANTAGES AND PITFALLS OF BEING PROVOCATIVE IN GROUP**
   Mikhail Bogomaz, PsyD, CCP; Tyrone Zeller, PhD, CCP

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**
   Justin Cooper-Bluhatt, PhD; Chair; Erin Crotzer, BS; Lauren David, RA; Margaret Taylor Davis, MS

225. **GROUP PSYCHOTHERAPY FOR TREATMENT-RESISTANT PTSD IN ACTIVE DUTY ARMY SOLDIERS**
   Beverly Shrley, LCSW; Joseph Wise, MD

**EARLY MORNING COLOQUIES (7:45-8:45 AM)**

COL 8. **REFLECTIONS ON BEING A-BLACK- MAN: MEN OF COLOR PROCESS GROUP**
   Nathaniel Meque, PhD, MD

COL 9. **BREAK TABOOS: TALK ABOUT ISSUES OF AGING**
   Anne Zoll, LMFT, CCP

COL 10. **GROUP THERAPY FOR TREATMENT OF SEX ADDICTION**
   Lisa Lackey, LCPC; CSAT, CMAT

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

81a. **CULTIVATING THE INTERNAL SECURITY BASE: ALIGNING PSYCHODYNAMIC TECHNIQUE WITH ATTACHMENT THEORY IN GROUP THERAPY**
   Aaron Black, PhD, CCP

82a. **SYSTEMS-CENTERED PHASES OF GROUP DEVELOPMENT IN SMALL AND MEDIUM GROUPS**
   Vannessa Agostini, EdD; CCP; DLA; FAGPA

83a. **THE PERSISTENT ADOLESCENT: EXPLORING PAST EXPERIENCE TO ENHANCE GROUP LEADERSHIP**
   David Dumas, LCSW; CCP; Craig Haas, MD; BDT; LCAT, CCP; FAGPA

**MORNINGS WORKSHOPS (9:00-11:30 AM)**

84. **EFFECTIVE FACILITATION WHEN MICROAGGRESSIONS OCCUR**
   Koren Cane-Uetara, PhD, CCP; Philip Channing Plemont Horner, LCSW (N/L)

85. **THREE KEY WAYS MEMBERS CONNECT: BEING PRESENT-BRIDGEING-EMOTIONAL COMMUNICATION-ALL ADDRESSED IN DEMONSTRATION GROUP**
   David Hollifield, CCP; FAGPA (N/L)

86. **EXPLORING THE EROTIC-SELF THROUGH GROUP EXPERIENCE**
   Marcia Honig MA; Guy Segov, MA

87. **DEVELOPING RESILIENT GROUP LEADERSHIP**
   Gail Brown, MA, CCP

88. **BALIANT GROUPS: CASE CONSULTATION FOR CONNECTING WITH THE OTHER AND THE SELF**
   Edith Katherine Knowlton, PhD; Robert Berley, PhD, FAGPA; Ethan Metzger, MD; Laurel Milberg, PhD; C. Paul Scott, MD, DLFAPA; Jeffrey Sternlieb, PhD (N/L)

89. **EFFECTIVE AND EFFICIENT SUPERVISION: DOING IT IN GROUP**
   Arthur Gray, PhD (N/L)

90. **"PUSH HANDS" AS METAPHOR: MINDFUL CONNECTION IN GROUP**
   Roban Hu; MA; Lee Kassan, MA (N/L)

91. **TRANSFORMATION IN GROUP: FROM NEED TO DECISION**
   Robert Matlab, MD; MIHCBS, MD; Mohamed Tahla, MD, PhD

92. **FROM PROCESS TO ACTION: AN OVERVIEW OF THE PARADIGM AND INHIBITIONS OF EXISTENTIAL GROUP THERAPY**
   Christen Cummins, LCSW; David Hayfi, PhD

93. **USING GROUP-CENTERED GROUP THERAPY TO DIRECTLY TREAT ATTACHMENT DEFICITS OF SEX OFFENDERS**
   Jerry Jennings, PhD; Steven Saucier, MSW; LCSW; CCP

94. **GROUP COUNSELING WITH AGGRESSIVE CHILDREN**
   Zipora Shoshan, PhD, FAGPA

95. **BUILDING GROUP PROGRAMS IN THE COLLEGE COUNSELING CENTER AND OTHER STAFF MODEL CLINIC SETTINGS: PROMOTING TRANSMUTATIVE CONSTRUCTION**
   Jennifer Alonso, PhD, CCP; Neil Amatulade, PhD, CCP; Mark Reuchen; PhD; James Bleiberg, PsyD, CCP; Rita Drapkin, PhD; Joshua Green, MD, ABPP; CCP; FAGPA; Luis Romero, PhD; Jennifer Gabrielle Smith, PsyD

96. **THE POWER OF RELATIONALLY FOCUSED GROUP THERAPY: TRANFORMATIONAL CONNECTIONS IN GROUP AND IN COUPLES**
   Darrel Feldman, PhD, ABPP; CCP; Gloria Batkin Kahn, EdD, ABPP; CCP; FAGPA

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

97. **ENDINGS: ALL THAT WAS, OR MIGHT HAVE BEEN**
   Jeffrey Mendel, CCP; Marsha Varneti, PhD, CCP; LFAGPA

98. **TO BE OR NOT TO BE A PERFECTIONIST**
   Shoshana Ben-Noa, PsyD, CCP

99. **WHY ISOLATE: CREATING INCLUSIVE COMMUNITY THROUGH EXPLORATION OF POWER, PRIVILEGE AND OPPRESSION**
   Debra Rose, MA; Edgar Kozakian, MA, LFC; Regina Smith, MA

100. **A JOURNEY TOWARDS MULTICULTURALLY COMPETENT LEADERSHIP**
    Pat Suzuki-Berley, PhD, CCP; Learn: Terry Decker, PhD

101. **WORKING WITH THE DARK SIDE IN GROUP THERAPY USING A DEMONSTRATION GROUP**
    Robert Pepper, LCSW, CCP, MD

102. **THE RHYTHMS OF GROUP**
    Andrew Eig, ABPP

103. **CO-CONSTRUCTING HOPE: NEWNESS, REPETITION AND DISCONTINUITY IN THE ANALYTIC GROUP**
    Aachan Pilling, MD

104. **FROM PREVERBAL TO VERBAL: TRANSLATING THE LANGUAGE OF THE BODY AS A PATHWAY TO INTIMACY AND ATTACHMENT**
    Janice Morris, PhD, ABPP, CCP; FAGPA

105. **USING THE TECHNIQUE OF CONFERENCEING TO DEEPEN CONNECTIONS IN GROUP**
    Michael Albusler, LCSW-R, CCP

106. **DECODING BODY LANGUAGE IN GROUP PSYCHOTHERAPY: ACCESSING THE CORE BLUEPRINTS FOR IMMEDIATE**
    Khleer Chapman Atwell, MD; MPH; Elizabeth Anne Stewart, APS

107. **USING SELF-DEFENSE TRAINING AND GROUP THERAPY AT A COLLEGE COUNSELING CENTER TO TREAT FEMALE TRAUMA SURVIVORS**
    Karen Chason, JD; Jennifer Vogel-Davis, PsyD; Lisa Weinberg, PhD

108. **COME AS YOU ARE: HARM REDUCTION GROUPS FOR PEOPLE WITH CO-OCCLUDING DISORDERS**
    Maurice Byrd, MD, MFEI; Justin Castello, PhD

109. **MEDICATION, MEANING AND MOTIVATION IN GROUP:**
    Helping Patients Move From Ideology To Practicality
    Ruth Gala, MD, MFF; Geoffrey Xue, MD, MPH; Sheba Allah, MD, MPH; Christopher Wagner, PhD

**MORNINGS OPEN SESSIONS (9:00-11:30 AM)**

310. **LOUIS R. ORMONT LECTURE—NARRATING THE UNSAYABLE: ENACTMENT, REPAIR AND CREATIVE MULTIPLICITY IN GROUP PSYCHOTHERAPY**
    Robert Grossman, PhD

311. **THE SOCIAL UNCONSCIOUS AND ITS IMPLICATIONS FOR GROUPS**
    Haim Weinberg, PhD; CCP; FAGPA; Chair: Rauna Nishiyama, MA; Carla Maria Pires e Albuquerque Pereira, PhD; Raul Raulman, PhD

312. **THE GROUP INSIDE: A PERFORMANCE AND DISCUSSION THAT EXPLOR ES TRANSGENDERAL TRAUMA AND ITS IMPLICATIONS FOR GROUP THERAPY**
    Jeffrey Hudson, MEII; LPC; CCP; FAGPA; Chair: Khleer Chapman Atwell, MD, MPH; Gabriela Kahan, MFA

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

313. **THE LARGE GROUP**
    Anne Lindsal, MA; Gerda Witter, MA, Co-Leaders: Michael Stires, Jr, PhD, CCP; 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
10+ = More than ten years of group leadership experience
CELEBRATING 75 YEARS
AMERICAN GROUP PSYCHOTHERAPY ASSOCIATION
2017
CONNECTING, EDUCATING, AND LEADING FOR
75 YEARS
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
Two Special Institute Presentations

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

SI-1. Group Psychotherapy as a Neural Exercise: A Polynagval Perspective
Instructors: Stephen Porges, PhD and Philip Flores, PhD, ABPP, CGP, LFAGPA

This presentation will describe the Polynagval Theory and explain how Group Psychotherapy provides a neurobiological framework to understand the processes involved in successful group psychotherapy. Group psychotherapy, conducted and guided by the insights of Polynagval 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 Polynagval Theory can enhance group work.

Dr. Stephen Porges is Professor of Psychiatry at the University of North Carolina. He is a 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 Polynagval Theory, a theory that links the evolution of the vertebrate autonomic nervous system to the emergence of social behavior. Dr. Porges has authored The Polynagval Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation (Norton, 2019) and Clinical Applications of the Polynagval 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 co-chairs and contributes 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 didactic 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; Kristina Avila, PsyD; John Dithy, MD, FAGPA; Mary Dithy, MSW, CGP, FAGPA, Liz Marsh, MSW; Yvonne Moghimi, MD; Rosemary Segalls, PhD, CGP, FAGPA; and Rob Williams, MSW, CGP, with Conor Dole, MA, Barbara Keezel, MSW, CGP, FAGPA, Cheri Marinaros, PhD, and Tom Treacy.

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 well-being 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.

Secrets: To Share or Not to Share
Featured Speaker: J. Scott Rutan, PhD, CGP, DFGAPA

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 Alcoholic’s 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. J. 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 they can develop and sustain 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/1.3 units
Process Group Experience (PGE) Sections

I-A. General Process Group Experience

Entry Level
- Less than 4 years of group therapy leadership experience
  1. John Caffaro, PhD, FAGPA
  2. Patricia Kyle Dennis, PhD, LCSW, CGP
  3. Linda Eisenberg, MA, MEd, CGP
  4. Jay Erwin Gronsky, LCSW, CGP
  5. Barbara Finn, PhD, CGP, FAGPA
  6. Robin Good, PhD, CGP, FAGPA
  7. Andrea Grunblatt, PhD, CGP, FAGPA
  8. Francis Kalikovskas, PsyD, CGP, FAGPA
  9. Andrea Folly, MEd, LPC, CGP, FAGPA

Intermediate Level
- 4-9 years of group therapy leadership experience
  10. Cleois Aro, MSW, LCSW-R, CASAC, CGP
  11. Shari Barone, MSN, CNS, CGP, FAGPA
  12. Jeanne Burkler, LCSW, CGP
  13. Charles Poli, MSW, CGP
  14. Keith Rand, MA, MFT, CGP, FAGPA
  15. Annie Weins, LCSW, CGP, FAGPA

Advanced Level
- 10+ years of group therapy leadership experience
  16. Robert Berley, PhD, CGP, FAGPA
  17. Hank Fallon, PhD, CGP, FAGPA
  18. Anne McInerney, 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. Chea Finnis, PsyD, CGP, FAGPA
- 2. Dina Metz, LCSW, CGP, FAGPA
- 3. Daniy Pery, PsyD, ABPP, CGP, FAGPA
- 4. Judith Schile, LCSW, MSW, CGP, FAGPA
- 5. John Schlabowersky, BA, MSc, CGP
- 6. Sharan Schwartzberg, EdD, OTR/L, FAOTA, CGP, FAGPA

I-C. Process Group Experience Section for Senior Therapists

Instructors:
- 1. Michael Frank, MA, LMFT, CGP, LFAGPA
- 2. Esther Stone, MSSW, CGP, LFAGPA

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
- Donna 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 calls sessions between the two annual meetings at the Institute. (This is the 1st year of this two-year group; new participants will not be accepted.)

Instructors:
- Gill Spielberg, MSW, PhD, ABPP, CGP, FAGPA and
- Robert Unger, MSW, PhD, CGP, FAGPA

II. Acknowledging the Diamond Years: The Trials and Rewards of the Senior Group Therapist
- Patricia Barth, PhD, CGP, DLFAGPA, Robert White MD, LFAGPA

III. Becoming Who We Are in Groups: A Jungian Approach to Group Psychotherapy
- Justin Hecht, PhD, CGP, FAGPA

IV. Beyond Binary: Gender, Sexual Identity, and Sexuality in Group Therapy
- 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, DFAGPA

VI. Coming Alive in Group: Mourning Loss by Connecting with Your Tribe
- Mary Susillo, 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
- Sherine Smith, LCSW, CGP, FAGPA

X. Excitement and Shame in Group Psychotherapy
- Stewart Aldert, 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)
- Lisa Mothnerwell, PhD, PsyD, CGP, R-FAGPA

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, Dany Rice, LCSW, CGP

XVII. Moving Past Reactivity to Embodied Relationship: Group Therapy Informed by the Principles of Somatic Experiencing
- Roger Sant-Lourenco, PsyD, SEP, CGP, Peter Taylor, PhD, SEP, CGP, FAGPA

XVIII. Restoration versus Revenge: Nurturing and Integrating Trauma in Group
- Suzanne Phillips, PsyD, ABPP, CGP, FAGPA

XIX. Systems-Centered Functional Subgrouping and its Neurobiology
- Susan Grant, 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, MD, CGP, DFAGPA

XXII. Wise Intimacy: How Close is Too Near? How Far is Too Distant? How Soon is Too Past?
- James Fishman, MSW, LCSW, CGP, Linda Riss, 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/2.5 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 (1-900 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/2.5 units**

**90-Minute Events:** These sessions will be presented as open sessions and workshops on Friday afternoon.

**Continuing Education: 1.5 credits/1.5 units**

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

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**SESSIONS • THURSDAY**

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<th>Time</th>
<th>Event Description</th>
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<tr>
<td>7:15-8:15 am</td>
<td><strong>Early Morning Open Sessions</strong></td>
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<tr>
<td>8:30-9:45 am</td>
<td><strong>Conference Opening Plenary</strong> Cyclic Psychodynamics and Group Psychotherapy: Understanding People in Context</td>
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<tr>
<td>10:00 am-12:30 pm &amp; 2:30-5:00 pm</td>
<td><strong>All-Day Courses</strong></td>
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<tr>
<td>10:00 am-12:30 pm</td>
<td><strong>All-Day Workshops</strong></td>
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<tr>
<td>10:00 am-12:30 pm</td>
<td><strong>Morning Open Sessions</strong></td>
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**Entrance Requirements:**

- **NL** = No Limitations
- **<4** = Less than four years of group leadership experience
- **4** = Four or more years of group leadership experience
- **10+** = More than ten years of group leadership experience
Morning Workshops

5. (NL) 101 Un-Conventional Interventions in Group Therapy
   Robert Pepper, PhD, LCSW, CGP

6. (NL) "Nothing Human is Alien to Me:" Intolerance and the Other
   Marc Schrader, PsyD, CGP, FAGPA

7. (NL) Invisible Knapsacks: How White People Can Unpack Whiteness
   and Work Toward Racial Justice
   Mark Davis, MSW, Rachel Redd, MSW

8. (NL) Not Again!! Why Some People Repeat Relationships with
   Abusive Partners and How Group Therapy Can Help
   Mary Nicholas, LCSW, PhD, CGP, FAGPA

9. (NL) Therapy is Going to the Dogs: Canine Assisted Psychotherapy
   Ethics and Experience
   Lorraine Wodiska, PhD, ABPP, CGP

10. (NL) The Art of Conferencing: Using Subgroups for Individual
    Growth and Group Development
    Michael Attshuler, LCSW, CGP

11. (NL) Combined Therapy: The Paradox of Polarity and the Power
    of Complementary Connection and Integration
    Anni Croc, MA, Mona Yehia Rakaw, MD, Noha Sabry, MD

12. (NL) Music, Movement, and Moments of Meeting: A Group Experience
    Suzanne Cohen, EdD, CGP, FAGPA

13. (NL) Family Genograms, Family Mapping, and Family Sculpture:
    From Isolation to Connection
    Frédéric La Belle, MA, FGA, CGP

14. (>4) Co-Constructing Hope: Newness, Repetition, and
    Discontinuity in the Analytic Group
    Ido Peleg, MD

15. (NL) From Process to Action: Existential Group Therapy
    Christen Cummins, LCSW, MSW, David Hayes, PhD

16. (NL) "Failure to Launch" Groups for Young Adult Men
    Connie Concannon, LCSW, CGP, DFAGPA, John Rochos, PhD, CGP

17. (NL) Beyond Midlife and Before Retirement: A Short-Term Group for
    Women Rosalind Fort, LCSW, MSW, PhD, Lorraine Magione, PhD

18. (NL) The Rules of Engagement: Applying Couples Therapy
    Techniques to Groups
    Lee Kassan, MA, CGP, FAGPA

19. (NL) Trauma Group Treatment: Big “T” Trauma and Little “t” trauma
    Bonnie Buchele, PhD, ABPP, CGP, DFAGPA

20. (NL) Practicing Harm Reduction Therapy: Groups for People with
    Co-Occurring Disorders
    Maurice Byrd, MA, MFT, Justin Carleto, PhD

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

Afternoon Workshops

21. (>4) Enhancing Emotional Communication Between Group Members
    Greg MasColli, LCSW, CGP, FAGPA

22. (NL) Projective Identification Goes to the Movies
    Joseph Shyu, PhD, CGP, LFAGPA

23. (NL) Exploring the Erotic-Self through Group Experience
    Marci Honig MA, Guy Segev, MA

24. (NL) Thou Shalt Not: Exploring Religious and Spiritual Harm
    Alyson Massey Stone, PhD, CGP

25. (NL) Inspiring Passion for Group Therapy: Imagination and
    Demonstration
    Apana Altius, 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. (NL) The Transformative Power of Integrating Emotions and Money
    Michelle Marie Davenport, MA, LMFT, Richard Kariel, MS, CF, CHF, CF

27. (NL) Neuroscience and Racism
    Alexis Abernethy, PhD, CGP, FAGPA, Francis Stevens, PhD

28. (NL) Making Group Visual: Applying Art Therapy to the Group
    Process and the Therapist’s Use of Countertransference
    Sarah Frank, LMFT, ATR

29. (NL) The Cognitive Psychodynamic Group Model
    Thomas Wadsell, EdD, TEP, CGP, Deborah Darnell, MSOD, MA

30. (NL) The Four-Step Integrative Model for Group Psychotherapy:
    Description, Development, and Application
    Mohamed Ayman Abdel-Hameed, MD, PhD, Rafaat Mahfouz Mahmoud, MD, PhD; Mohamed Taha Siddik Mohamed, MD, PhD

31. (NL) From Preverbal to Verbal: Translating the Language
    of the Body as a Pathway to Intimacy and Attachment
    Janice Morris, PhD, ABPP, CGP, FAGPA

32. (NL) Together Through Song: The Power of Communal Singing to
    Increase Connection and Elevate Mood
    Geraldine Aupert, PhD, CGP, LFAGPA

33. (NL) Mother-Daughter, Mother-Son: A Two-Sided Mirror
    Shoshana Ben-Noaim, PsyD, CGP, LFAGPA

34. (NL) Leading Groups with Adolescents in an Educational
    Wilderness Program and Its Application to Group Work
    Barbara Illiff, MSN, RNCS, CGP, FAGPA

35. (NL) The Role of the Group Coordinator in College Counseling
    Centers and Other Staff Model Clinic Settings
    James Bleiberg, PsyD, CGP, Jooeleen Cooper-Bhatia, PhD;
    Rita Drapkin, PhD, Suki Montgomery Hall, PhD

36. (NL) Coping with Aging in Ourselves and Our Clients:
    Continuing to be Effective Group Therapists
    Kenneth Schwartz, MD, FRCP, William Shapiro, PsyD, CGP

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 Coyle, PhD, ABPP, CGP, LFAGPA, Chair;
    Marit Kranzberg, PhD, ABPP, CGP, LFAGPA; Albert Neeleman, PsyD;
    Reginald Nettles, PhD, 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 Mamarosh, PhD; Rainer Weber, PhD; Co-Chairs
Reflective Functioning and Therapeutic Alliance in Emotionally Focused Group Therapy for
Binge Eating Disorder — Nancy Mower, MA
Change in Attachment Styles of Mind and Dimensions Following Group Psychodynamic
Interpersonal Psychotherapy for Binge Eating Disorder — Georg Teske, PhD
Focused Brief Group Therapy Change Scores for Interpersonal Subtypes: The Impact of
an Eight-Session Model on Targeted Interpersonal Distress — Jordan Alson, PsyD; Marilyn
Wittingham, PhD; CGP

207. Inclusion and Exclusion in the Group Analytic Discourse
Michael Chirurg, 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, MSc, CGP, LFAGPA

210. Building a Successful Group Therapy Program in College Counseling Centers
Monika Gutkowska, PsyD, CGP; Jennie Rose Shaf, PhD

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 Bogomolz, PsyD, CGP
Faculty: Jennifer Alonso, PhD
Teyo Zuko, PhD, CGP
When combined with Part I (conference 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 I is a pre-requisite for course attendance.

All-Day Workshops

37a. (NL) Reflections in Risk: Bearing Witness to Racism in Group
Patti Cox, PhD, CGP; Phillip Horner, LCSW, CGP; Rudy Lucas, LCSW, CGP; CASAC, SAP; Christine Schmidt, LCSW; Marcele Turner, PhD

38a. (NL) Sustaining Practice: Balint Groups for Practitioner Self-Care and Development
Edith Katherine Knowles, PhD; Eran Metzger, MD; Lauren Milberg, PhD; C. Paul Scott, MD, DFAGPA; Jeffrey Stemleb, PhD

39a. (NL) Systems-Centered Phases of Group Development in Small and
Median Groups
Yvonne Agazarin, EdD, CGP, DFAGPA

40a. (NL) Team-Building and Group Therapy, Learning with Mind and
Body
Barney Straus, LCSW, CGP, FAGPA

41a. (NL) Therapy Groups in Schools: Contemporary Process Groups with
Youth
David Dumas, LCSW, CGP; Thomas Hurster, MSS, LCSW, CGP, FAGPA; Heidi Landsis, RDT-BCT, LCAT, TEP, CGP; Alyson Rosenberg, MA; Zipora Shechtman, PhD, DFAGPA; Craig Stevens, PhD, CGP

10:00 am-12:30 pm
Morning Open Sessions

307. Current Trends in Modern Group Analysis
Eliot Zelnick, PhD, LCSW, CGP, DFAGPA; 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 Harsen, PhD, CGP, Chair; Mark Beecher, PhD, CGP; RD Boardman,
PhD; Gary Burlingame, PhD, CGP, FAGPA; Robert Gleeve, 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 Doerners, MFA; Craig Haen, PhD, RDT, LCAT, CGP, FAGPA

Morning Workshops

42. (NL) The Nuts and Bolts of Starting and Maintaining Healthy
Groups
Ann Steiner, PhD, MFT, CGP, FAGPA

43. (NL) Visible and Invisible Identities in Group
Eri Suzuki Bentley, PhD, CGP; Leann Terry Dederich, PhD

44. (NL) 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. (NL) Courageously Confronting Your Own Mortality for Your
Sake, Your Patients, and Your Groups
Debra Carmichael, PhD, CGP

47. (NL) The Rhythms of Group Andrew Esg, PhD, ABPP

48. (NL) The Psychoanalytic Power of Collective Social Dreaming:
An Opportunity for Group and Community Change
George Bermudez, PhD

49. (NL) Applications of Imago Theory and Interpersonal
Neurobiology in Relationship-Focused Group Therapy
Daryl Feldman, PhD, ABPP, CGP, Gloria Bakon Kahn, EdD, ABPP, CGP, FAGPA

50. (NL) Decoding Body Language in Group Psychotherapy:
Accessing the Core Blueprints for Immediate
Kleiber Chapman Atwell, MD, MPH; Elizabeth Stewart, CP, APSI

51. (NL) Strengthening Attachment by Identifying Transgenerational
Loss and Grief
Mitchell Berman, MA, MS, MFT, CGP

52. (NL) Groups as Cultures of Resilience: A Psychodynamic
Addiction Treatment Model
Marcia Nickow, PsyD, CADC, CGP; Deborah Schwartz, MD, CGP, FAGPA

53. (NL) Collective Trauma and Resilience: The International
Perspective
Domenico Agresta, MA; Jorge Burmeister, MD; Yael Doron, MA; Maurizio
Gassau, PsyD; Thor Kristian Island, MD

54. (NL) Catharsis and Containment: Emotionally Supported Group
Treatments for Handling Emotion in Groups for PTSD
Barbara Niles, PhD; William Unger, PhD; Melissa Wattenberg, PhD

Entrance Requirements: NL = 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 Marcarosh, Ph.D., Rainer Weber, Ph.D., Co-Chairs
Attachment and Group Process in Day-Treatment Care — Rainer Weber, Ph.D.
Perfectionistic Behavior and its Impact on Group Cohesion and Outcome — Paul Hewitt, Ph.D.
Neuroimaging and Group Psychotherapy — Leonard Lederman, PsyD, ABPP, CGP, FAGPA

217. Education and Group Psychotherapy: How Group Therapy Can Inform Teaching and Learning
Alexis Asenmeyer, Ph.D, CGP, FAGPA; William Whitney, Ph.D, MFT, MS, MDiv

218. To Treat or to Train—That is the Question: A Potential Conflict of Interest at Analytic Group Training Institutes
Robert Pepper, Ph.D., LCSW, CGP

219. Group Therapy for Children with Autism Spectrum Disorders
Emily Coier Hanson, MS, LMFT, CGP; Barbara Stanton, PhD, LPC, 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
Nurt Gafi, 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. (NL) Developing Resilient Group Leadership
Gail Brown, MA, CGP

82a. (NL) Bold Visions: Newer Understandings of the Unconscious in Contemporary Psychoanalysis and Groups
Richard Billow, PhD, ABPP, CGP, Victor Scheimer, MA, LFAGPA

83a. (NL) Reflexive Group Supervision: An Affect Focused Model
Robert Moore, DPsych, MMedSci, CGP, Kathleen Hubbs Ulman, PhD, CGP, FAGPA

84a. (NL) Bringing Together Two Worlds: Psychodynamic Process and Psychodrama
Sue Barnum, MA, TEP, CGP, Jana Rosenbaum, LCSW, CGP

9:00-11:30 am

Morning Workshops

85. (NL) Rules Are Made to Be Broken: The Theory and Practice of Effectively Dealing with Contractual Violations in Group
Britt Raphling, LPC, CGP; Dave Kaplowitz, LMFT, CGP

86. (NL) Social Identities, Power, and Privilege: The Importance of Difference in Fostering Group Cohesion
Paul Gittelman, LCSW, MS, CGP

87. (NL) Silence is Golden: Appreciating and Working with Silence in Groups
Sherry Breslau, PhD, CGP

88. (NL) Group Leadership: Coloring Outside the Lines
Cheryl Katter, PhD, LPC, CGP

89. (NL) The Embodied Self: Relational Movement Experience
Nanine Ewing, PhD, BC-DMFT, LMFT, CGP, FAGPA

90. (NL) Life Staging14 — Supervision and Group Work in a Creative Format
Elisabet Wolfson, MSc

91. (NL) Two Arrows Meeting in Mid-Air: The Intersection of Buddhism and Group Psychotherapy
Wayne Ayers, PhD

92. (NL) Group Therapy for Schizophrenic Patients
Nick Kanas, MD, CGP-R, FAGPA

93. (NL) Fully Present: Experiential and Mindful Eating Approaches for Eating Disorder Groups
Mark Breecher, PhD, CGP; Connine Hannan, PhD; Anna Packard, PhD

94. (NL) 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; Nora Maiberg, MS, EdM, MSc; PsyD; Jennifer Shaw, PsyD

95. (NL) Women, Sex and Power: The Madonna, Whore, and the Female Group Leader
Yoon Kane, LCSW, CGP; Laura Kasper, PhD, CGP

96. (NL) From Louis C.K. to the Hole in the Middle of the Room: Working with Masculinities in Group Psychotherapy
Jonathan Stillerman, PhD, CGP

97. (NL) 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 Sandy’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.
Afternoon Open Session

313. The Large Group
Arne Lindhardt, MD, Gerda Wintzer, MA, Co-Leaders; Macario Giraldo, PhD, CGP, FAGPA, Consultant
Also being held on Thursday and Friday (1:00-2:15 pm)

Afternoon Workshops

98. (NL) Endings: The Pain and the Joy
Jeffrey Mendell, MD, CGP, Martha Vannicelli, PhD, CGP, LFAGPA
99. (TD) Yearning for Connection: Hesitations on the Edge of Intimacy
Allen Sheph, MSW, RSF, Joann-Diane Smith, MSW, RSW
100. (NL) Group Dynamics and the New Heroism: Creating a Group Context that Supports Courageous Nonviolent Action
Bill Faller, MA, LFAGPA, Xu Yong, MD, CGP
101. (NL) 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. (NL) Faking Real Intervention: Witnessing the Advantages and Pitfalls of Being Provocative
Elizabeth Olson, PsyD, LCSW, Tetya Zukor, PhD, CGP

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, NA, OA, 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
(CGSP): 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 education credit events for CGSP 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 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 #0164, is approved as a provider for continuing education by the Association of Social Work Boards. 400 South Ridge Parkway, Suite 6, Cuyahoga, VA 22701, www.aswb.org. ASWB Approval Period: 1/22/15 to 1/22/18. 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, DC, FL, GA, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MS, MO, MT, NE, NH, NJ, NM, MN, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WI, WV, WY. The Institute and Conference also meet the qualifications for up to a maximum of 43 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Science Examiners. Provider #PCE3377.

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 #0105. 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 a maximum of 43 contact hours (BRN#). AGPA is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. This course is co-sponsored 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 #5676. 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 COUNSELSORS: AGPA is approved by NAADAC Approved Education Provider Program for up to a maximum of 43 contact hours (43 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 reviewed for 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 MFTs and/or LCSWs as required by the California Board of Behavioral Science Examiners. Provider #PCE3377. NBCC approval is accepted by the Marriage and Family Therapy Boards in the following states: AK, AL, AR, AZ, CO, CT, DC, IA, ID, 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 28 hours from any one CE activity toward their renewal.)

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
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.

2. Conducts effective group organization practices such as screening, orientation, and group process commentary.

3. Applies the scientific principles from current research findings to group members’ problems, issues and concerns.

**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.

**Consultation and Evaluation**
5. Demonstrates an ability to work constructively with interdisciplinary mental health professional teams.

6. Engages in evaluative practices as applied to groups such as cohesion, group progress, and the like.

**Supervision and Teaching**
7. Applies a supervision model when working with mental health professionals in training such as in practicum and internship.

8. Presents information relative to group psychology and group psychotherapy in venues such as case presentations, grand rounds.

**Assessment**
9. Demonstrates an ability to evaluate the group and group members’ needs and progress.

10. Uses appropriate assessment measures and instruments for screening and measuring progress.

**Professional Values, Attitudes and Behaviors**
11. Demonstrates an awareness of personal values, attitudes and behaviors that have the potential to affect the therapeutic process.

12. Conceptualizes and implements a self-reflective process related to group facilitation.
**Intervention**

13. Facilitates the emergence of group therapeutic factors such as universality, hope, catharsis and cohesion.

14. Effectively intervenes to prevent and/or address problematic group member behaviors such as monopolizing, story-telling, and help-rejecting.

15. Effectively and safely manages members’ expression of difficult emotions such as anger, fear, guilt and shame.

**Individual and Cultural Diversity**

16. Facilitates the therapeutic experience for groups composed of diverse individuals.

17. Conceptualizes the role of power dynamics in groups.

18. Demonstrates an ability to intervene effectively when issues such as marginalization and microaggressions occur in groups.

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


**Culture and Diversity**


**International**


**Military**


**Older Adults**

Reminiscence Therapy on the Life Satisfaction of Institutionalized Elderly. *Hu Li Za Zhi The Journal of Nursing*, 63(4) 70-79.


**Populations and Conditions**


Eating Disorders


Emotional Disturbance


**Conditions – Inpatient**


**Personality Disorders**


**Prisoners**


**Medical and Pain Management**


**Mental Illness**


Dieng, M., Butow, P.N., Costa, D.S., Morton, R.L., Menzies, S.W., Mireskandari, S., Tesson, S., Cust, A.E., & Kasparian, N.A. (2016). Psychoeducational intervention to reduce fear of cancer recurrence in people at high risk of developing another primary melanoma: Results of a randomized controlled trial. *Journal of Clinical Oncology, 34*(36), 4405-4414.


**Learning Disabilities**


Not classified as to condition*


**Techniques and Procedures**

**Conflict**


**Psychoeducational Groups**

Bakken, T.I., Sundby, I.L., & Klevmoen, G.H. (2017). Patients’, family members’, and professional carers’ experiences of psychoeducational multifamily groups for participants with intellectual disabilities and
mental illness. *Issues in Mental Health Nursing*, 38(2), 153-159.


Dieng, M., Butow, P.N., Costa, D.S., Morton, R.L., Menzies, S.W., Mireskandari, S., Tesson, S., Cust, A.E., & Kasparian, N.A. (2016). Psychoeducational intervention to reduce fear of cancer recurrence in people at high risk of developing another primary melanoma: Results of a randomized controlled trial. *Journal of Clinical Oncology*, 34(36), 4405-4414.


Grünke, B., Jensen, M., & Schnell, T. (2016). Influence of depressive symptoms on group therapeutic...
psychoeducational intervention in psychiatric patient groups of mixed diagnosis. *Fortschritte der Neurologie-Psychiatrie*, 84(2), 71-75.


Whittemore, R., Liberti, L.S., Jeon, S., Chao, A., Minges, K.E., Murphy, K., & Grey, M. (2016). Efficacy and implementation of an Internet psychoeducational program for teens with type 1 diabetes. *Pediatric Diabetes*, 17(8), 567-575.


**Technology**


**Interpersonal**

**Not classified and Techniques and Procedures**


