



N S G P

Northeastern Society for Group Psychotherapy

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N S G P

Northeastern Society for Group Psychotherapy

31

The 31st Annual Regional Conference

June 8, 9 & 10, 2012

Simmons College, Boston, MA

The Heart of the Matter: Elements of Effective Group Psychotherapies

Special Presentation

The Efficacy of Individual and Group
Psychotherapy: Can We Draw Parallels?

Leader: Jonathan Shedler, PhD

Moderator: Peter Gumpert, PhD, CGP

Panelists: Suzanne Cohen, EdD, CGP, FAGPA; Barbara Gangi, PhD; Nancy Lundy, EdD

Demonstration Group

What Is at The Heart of An Effective Therapy Group?

Group Leader: Scott Rutan, PhD, CGP, DFAGPA

Moderator: Sara Emerson, LICSW, CGP, FAGPA;

Discussants: Jim Leone, PhD, CGP; Julie Gardner, PhD, Certified Psychoanalyst



The Heart of the Matter: Elements of Effective Group Psychotherapies

NSGP'S 31ST ANNUAL CONFERENCE WILL INTEREST NEWCOMERS AND EXPERTS ALIKE, WITH AN ARRAY OF OFFERINGS INCLUDING:

Special Presentation:

The Efficacy of Individual and Group Psychotherapy: Can We Draw Parallels?
with Jonathan Shedler, Peter Gumpert, Suzanne Cohen, Barbara Gangi, and Nancy Lundy

Demonstration Group:

What Is at The Heart of An Effective Therapy Group
with Scott Rutan, Sara Emerson, Jim Leone and Julie Gardner.

Experience Groups:

Full-day group experiences (choose Psychodynamic or Special Interest) that often are a powerful catalyst for personal/professional growth.

Half-Day Workshops:

One all-day workshop and 24 half-day workshops on various topics, including: the use of affect in supervision; aggression in groups; groups for college students; humor in groups; building your practice using social media; CBT groups, groups for boys; working with couples; and spirituality in groups.

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**For General Information,
Please Call: (617) 484-4994**

Conference Overview

Welcome 4	Demonstration Group: What Is at The Heart of An Effective Therapy Group 6	Workshops: (Half-day)
Julie Anderson, Peter Gumpert and Scott Reinhart for the Conference Committee	Group Leaders: Scott Rutan, PhD, CGP, DFAGPA	Saturday a.m. 10-11
Conference Schedule 4	Moderator: Sara Emerson, LICSW, CGP, FAGPA	Saturday p.m. 12-14
Special Presentation: The Efficacy of Individual And Group Psychotherapy: Can We Draw Parallels? 5	Discussants: Jim Leone, PhD, CGP	Sunday a.m. 14-16
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NSGP

Northeastern Society for Group Psychotherapy

Welcome to the 31st Annual Conference

A warm welcome to you from the NSGP Conference Committee!

The theme of this year's conference is "What is at the heart of the work we do?" We know from our clinical experience, and from effectiveness research findings, that dynamic psychotherapies (individual, couples and group) help people resolve deep and painful life issues. The essential components of effective therapy, however, have been the subject of lively debate over the years, with many of the more recent schools of therapy introducing new challenges and proposing new solutions to the debate. In this year's two-part Special Presentation, we've asked Jonathan Shedler, PhD to present his research and conclusions on the effectiveness of individual dynamic psychotherapy, and to discuss with a panel of seasoned group therapists about how his ideas are related to group therapies.

The Experience Groups and Workshops offered by our colleagues will consider a spectrum of group therapies, including underlying processes such as interpersonal neurobiology and attachment theory. The Demonstration Group, led by our own Scott Rutan, will afford discussants, participants and observers a chance to weigh in on group processes observed in real time, and how these may be related to the essence of effective treatment.

We on the Committee hope you will be stimulated and intrigued by the various offerings at the conference, and that you will take the opportunity to re-connect with colleagues and friends. Finally, we hope you will join our Society if you aren't already a member, and deepen your connection to NSGP through the many activities offered during the year.

Julie Anderson, Peter Gumpert, and Scott Reinhardt, for the Committee

Conference Schedule

Friday, June 8, 2012

8:00-9:30 Registration —
Continental Breakfast
9:00-9:30 Experience Group
Opening/Orientation
9:45-12:15 Experience Group
Session I
12:15-1:45 Lunch Break
1:45-4:30 Experience Group II
4:30-5:00 Refreshment Break
5:00-6:45 Experience Group III
6:45-7:00 Evaluations
6:45-7:45 Social Hour

Saturday, June 9, 2012

7:45-9:00 Registration &
Continental Breakfast
8:30-8:45 Welcome
9:00-12:00 Morning Workshops
12:00-1:00 Lunch Break
1:00-2:30 Special Presentation
2:30-3:00 Refreshment Break
3:00- 6:00 Afternoon Workshops
6:00-7:00 Social Hour

Sunday, June 10, 2012

8:00-9:00 NSGP Business
Meeting
8:00-9:15 Registration &
Continental Breakfast
9:15-12:15 Morning Workshops
12:15-1:15 Lunch
1:15-2:45 Special Presentation
2:45-3:15 Refreshment Break
3:15-6:15 Demonstration Group
6:15-7:15 Social Hour

Note: Lunch is on your own, and is available at numerous locations on the Simmons College campus and at nearby restaurants.

The Northeastern Society for Group Psychotherapy, Inc. is a regional affiliate of the American Group Psychotherapy Association.
NSGP • P.O. Box 356 • Belmont, Massachusetts 02478-0003 • (617) 484-4994 • www.nsgp.com

Special Presentation

SP Saturday, June 9, 1:00–2:30 pm & Sunday, June 10, 1:15–2:45 pm

The Efficacy of Individual And Group Psychotherapy: Can We Draw Parallels?

“There is a belief in some quarters that psychodynamic concepts and treatments lack empirical support or that scientific evidence shows that other forms of treatment are more effective. The scientific evidence tells a different story: considerable research supports the efficacy and effectiveness of psychodynamic therapy.” This excerpt from Jonathan Shedler’s 2010 article in *American Psychologist* sets the stage for this two-part Special Presentation.

In the first session of this two-part presentation, Dr. Shedler will present his research findings, based on individual treatment efficacy studies. In the second session, Peter Gumpert will moderate a panel composed of Dr. Shedler and three experienced group therapists with varied perspectives on what makes therapy groups effective. Panelists will attempt to link the findings on individual therapy with their understanding of groups.

Objectives for Sessions 1 and 2

- Describe seven distinctive features of contemporary psychodynamic therapy.
- Define the concepts of effect size and meta-analysis.
- Describe the empirical evidence supporting psychodynamic therapy.
- Compare effect sizes for psychodynamic therapy with those of other evidence based treatments.
- Describe two similarities between effective individual psychodynamic therapy and effective group psychotherapy.

For a complete list of learning objectives for Special Presentation and Demonstration Group, see our on-line brochure at www.nsgp.com.

Session I: Saturday, 1:00 – 2:30 pm

The Efficacy of Psychodynamic Psychotherapy: The ‘Talking Cure’ in The Era of Managed Care and Evidence-Based Practice

In this first session, Dr. Shedler will discuss seven essential features of individual psychodynamic therapy. He will review his findings that those who receive psychodynamic therapy maintain therapeutic gains and continue to improve after therapy has ended.

Presenter:

Jonathan Shedler, PhD, Associate Professor of Psychiatry, University of Colorado School of Medicine, and Director of Psychology, Outpatient Psychiatry Service, University of Colorado Hospital. His article, “The Efficacy of Psychodynamic Psychotherapy” (*American Psychologist*, 2010), has won international acclaim for establishing psychodynamic therapy as an evidence-based treatment method.

Session 2: Sunday, 1:15 – 2:45 pm

Understanding Efficacy in Group Psychotherapies

In Sunday’s session of the Special Presentation, Dr. Shedler and three experienced group therapists will examine the ‘active ingredients’ underlying effective group psychotherapy, with group therapy panelists providing ideas and examples from their experience with mentalization, attachment, and somatically-based therapy groups.

Moderator: **Peter Gumpert, PhD, CGP**, Private Practice, Brookline, MA

Panelists: **Suzanne Cohen, EdD, CGP, FAGPA**, Private Practice, Wellesley, MA
Barbara Gangi, PhD, Private Practice, New York, NY
Nancy Lundy, EdD, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Concord, MA
Jonathan Shedler, PhD, University of Colorado School of Medicine; Private Practice, Aurora, CO

Both the Special Presentation and the Demonstration Group are co-sponsored by the NSGP Foundation.

Demonstration Group

D Sunday Afternoon, June 10, 3:15–6:15 pm

What Is at The Heart of An Effective Therapy Group?

Group Leader and Presenter:

Scott Rutan, PhD, CGP, DFAGPA. Scott Rutan is a Distinguished Fellow and Past President of both AGPA and NSGP. He has authored many articles and books, including *Psychodynamic Group Psychotherapy*, which many consider the seminal text in our field. He has a private practice in Chestnut Hill, MA.

Moderator: **Sara Emerson, LICSW, CGP, FAGPA,** President, NSGP; Private Practice, Cambridge, MA

Discussants: **Jim Leone, PhD, CGP,** Boston Institute for Psychotherapy; Harvard Medical School; Private Practice, Cambridge, MA
Julie Gardner, PhD, Certified Psychoanalyst, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Boston, MA

The early days of group therapy were right after WWII, and they were the halcyon days of Freudian Conflict Theory. Since those days, we have begun to view conflicted interactions in a new way through the lens of Object Relations Theory, which suggests the basic foundation of personality to be inescapably and inherently an object-seeking phenomenon. If we begin with the hypothesis that all our group members are, at all times, trying their best to be *in* relationships, not *out* of them, some fascinating theoretical and technical consequences follow. Angry exchanges are seen not as attempts to drive others away, but rather as defensive reactions to intimacy. Indeed, in some families anger and squabbling are the best attempts at intimacy.

There is another powerful factor that occurs in our groups—the experience of *belonging*. It does not occur in all groups and it does not occur automatically. One can be “in” a group or club or family or team, without feeling that one “belongs” there. Belonging is a far deeper and more pervasive type of relationship than simple membership; healthy belonging promotes healing, but the search for belonging can also have negative effects. The need to belong can triumph over individual responsibility and morality, as we see in the power of Ku Klux Klan, cults, urban street gangs, and various hate groups. Therefore it is imperative that we attend to factors that lead to healthy belonging in our therapy groups.

There are specific techniques that can enhance a positive sense of belonging for our group members. These techniques include:

- Focusing on *attachment* rather than *detachment*
- Paying attention to the group agreements

Dr. Rutan will lead a demonstration group that will illustrate the essential elements of psychodynamic group treatment. Following the group, Drs. Leone and Gardner will offer commentary on the processes observed in the group. The audience will be invited into the discussion as well.

Objectives

- Understand group interventions based on modern interpersonal theories.
- Appreciate when anger is a defense against narcissistic injury.
- Judge how individuals are defining their safe interpersonal space.
- Use tools for establishing working therapeutic group climates.
- Use diagnostic skills based on interpersonal interactions.

Day-Long Experience Groups

E Friday, June 8, 9:45 am–7:00 pm

The heart of our experience groups is the rich emotional and cognitive learning available to the participants. There is no better way to learn about group process than to be in an experience group with a skilled leader who presents a clear contract and well-articulated boundaries. This makes it a secure and effective environment to learn about both groups and oneself; it also means that the emotional experience can be intense.

We offer two types of experience groups. In General Psychodynamic groups participants have an opportunity to acquire general therapy skills relevant to leading groups. Special Interest groups, on the other hand, offer participants a chance to explore a particular theme in greater depth or to learn a new theoretical approach. For Special Interest groups, previous participation in a psychodynamic process group is suggested, but not required.

All experience groups are one-day events*, with a minimum of 5 and a maximum of 12 participants, unless otherwise noted. Members agree to attend the entire group, to actively participate, and to respect the privacy of the other members. If you are in a group where there is another member with whom you have a prior relationship that would inhibit your participation, please let the leader know immediately and registration will reassign you.

During the group, members will experience and explore basic elements of group dynamics including the contract, resistance, transference and termination. Didactic time at the end consolidates the learning. Observers from the Experience Group Subcommittee will visit the groups briefly but will not participate.

After attending an experience group, participants will be able to identify how group process can illuminate the psychodynamics of individual group members. For a complete list of objectives for each of the groups listed below, please see our on-line brochure at www.nsgp.com.

Objectives

All General Psychodynamic Groups have the following education objectives:

At the end of this program, participants will be able to:

- Identify the stages of group development.
- Identify individual/group resistances.
- Identify transference phenomena.
- Describe the function of the group contract.
- Compare and contrast different termination reactions and phenomena.

General Psychodynamic Groups

E-1 FOR CLINICIANS WITH 0 TO 3 YEARS EXPERIENCE

Arnold Cohen PhD, CGP, FAGPA, Private Practice, Newton, MA

E-2 FOR CLINICIANS WITH 4 TO 7 YEARS EXPERIENCE

Alan Albert, PsyD, CGP, Private Practice, Newton, MA

E-3 FOR CLINICIANS WITH 8 OR MORE YEARS EXPERIENCE

Priscilla Kauff, PhD, DFAGPA, Private Practice, New York, NY

Two-Year Psychodynamic Group

Participants are expected to attend both years of a 2-year group.

E-4 Second Year of Two Year Group — Closed Membership

Debora Carmichael, Ph.D., CGP, Private Practice, Cambridge, MA

Richard Tomb, MD, CGP, Private Practice, Nashua, NH and Worcester, MA

STANDBY OPTION:

You may attend an experience group for a reduced fee of \$65 in return for agreeing to give the committee the flexibility to assign you. You may indicate your first, second and third choices on the registration form, and indicate clearly how to reach you. When possible we will honor your preferences. However, the committee may assign you to another group to balance group size. You will be informed of your assignment when you pick up your tickets. If we cannot accommodate your request for standby option, you may choose to pay the regular fee and choose among the available experience groups.

This offer is available on a first-come, first-served basis for up to 10 people.

*with the exception of the Two-Year Psychodynamic Groups

Day-Long Experience Groups

E Friday, June 8, 9:45 am–7:00 pm, continued

Special Interest Experience Groups

E-5 Self-Care: The Heart of The Effective Group Therapist

The narratives of our patients are often upsetting for us to hear. To remain effective and emotionally healthy ourselves, group therapists must be able to talk about the impact these stories have on us. How can we take care of ourselves as we listen and bear witness to these narratives? This experience group will identify specific steps to identify and mitigate compassion fatigue and to build hope and resilience.

Objectives

- Define compassion fatigue, secondary trauma, vicarious trauma, and relevant countertransference responses.
- Identify the sign & symptoms of these concepts and the defenses utilized to manage them.
- Specify the physical and psychological costs and benefits of working with traumatized individuals of all ages.
- Identify specific steps to take to mitigate compassion fatigue.
- Identify specific steps to build hope and resiliency in their work.

Richard Beck, LCSW, BCD, CGP, FAGPA, Fordham University Graduate School of Social Services; Private Practice, New York, NY

E-6 Integrating The Mind, The Body and The Emotions in An Experiential Process Group

Traditional group therapy addresses cognitive and emotional processing and focuses on understanding and meaning making. Sensory experience is a third domain that can be utilized in group therapy. In this experiential process group we will learn to access present experience from all three domains (cognition, emotion, and somatic experiences), and will see how contributions from these three domains deepen self-awareness, interpersonal connection, and group cohesiveness.

Objectives

- Identify and distinguish between cognitions, emotions, and body experiences.
- Learn techniques that help group members to access sensory experience.
- Utilize grounding and centering to focus and clarify self-experience.
- Increase ability to identify and name body sensations as they inform self and others.
- Learn to increase immediacy and here and now process through mind, body, and emotions.

Suzanne Cohen, EdD, CGP, FAGPA, Private Practice, Wellesley, MA

E-7 The Courage of The Group Member

Courage is a mental act that involves a decision to face pain, fear or difficulty without any guarantee of a positive outcome. Courage often exists in dialectic tension with shame. Members of this experience group will have the opportunity to share their courageous moments, as well as their retreat from them.

Objectives

- Define courage and distinguish it from bravery.
- Cite five examples of courage that occur during the institute.
- Discuss the iatrogenic production of resistance by the leader's failure to recognize examples of member courage.
- Distinguish between courageous and courageous appearing (non-courageous) decisions.
- Discuss the dialectic tension between courage and shame.

Jerome Gans, MD, CGP, DLFGPA, DLFAPA, Harvard Medical School; Private Practice, Wellesley, MA

E-8 Becoming Who We Are in Groups: A Jungian Approach to Group Psychotherapy

A Jungian approach to group includes an emphasis on the dynamic unconscious and the influence of archetypes. The leader will help the members attend to paradox, transference, individuation, and the problem of the opposites. At the conclusion there will be a brief presentation on core Jungian ideas to help integrate our group experience.

Objectives

- Apply a Jungian orientation to group psychotherapy interventions.
- Identify archetypal material in group settings.
- Utilize a Jungian approach to the transference.
- Identify and facilitate strivings for individuation.
- Encourage and foster symbolic approaches to group process.

Justin Hecht, PhD, CGP, University of California; Private Practice, San Francisco, CA

Day-Long Experience Groups

E Friday, June 8, 9:45 am–7:00 pm, continued

E-9 The Heart of Our Practice — Cultivating Curiosity and Authenticity

Group leaders who are able to maintain a consistently curious attitude toward their own internal process are better able to promote a culture of curiosity and authenticity within their groups. This psychodynamic process group will have as its goal the development of attention to and appreciation of both the leaders' and the members' internal experience. Brief mindfulness and reflective writing exercises will foster the nurturing and deepening of exploration, listening, and openness.

Objectives

- Evaluate the use of brief awareness exercises to intensify group process experience.
- Employ reflective writing to foster self-exploration and group process.
- Assess advantages and drawbacks of co-facilitation of psychodynamic process groups.
- Identify individual/group resistances.
- Compare and contrast different termination reactions and phenomena.

Karsten Kueppenbender, MD, CGP, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Cambridge, MA

Siobhan O'Neil, MD, CGP, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Cambridge, MA

E-10 The Seduction of Secrets in Group Psychotherapy

Secrets, both kept and shared, can hold vital meaning in groups. Secrets can be used to build connections or to divide. We will explore how to make group a safe place for members to share their secrets in a way that promotes connection—with the self, other members and the leader.

Objectives

- Differentiate between privacy and secrecy.
- Describe the importance of the group contract.
- Identify several effective leader interventions.
- Distinguish between individual, interpersonal and group-as-a-whole secrets.

Oona Metz, LICSW, CGP, Private Practice, Arlington & Brookline, MA

E-11 Endings and New Beginnings: Negotiating Change During Life Transitions

Change requires the ability to mourn endings and the imagination to create beginnings. Each life transition can lead to a redefinition of one's identity. We will explore our reactions, resistances, and capacities to change and learn how we as leaders can help move clients from loss to growth.

Objectives

- Compare and contrast three models of change in therapy groups.
- Recognize three defenses related to resistance to change.
- Identify three factors that contribute to group safety.
- Identify the four stages of group development.
- Identify the six stages in Prochaska's change model.

Lise Motherwell, PsyD, CGP, FAGPA, Private Practice, Brookline, MA

E-12 The Looking Glass or A House of Mirrors: Exploring Action and Resistance in The Group

The Functional Group Model offers an approach to working with resistance and other anti-group phenomena that differs significantly from traditional verbal approaches. It uses certain kinds of action—group-centered, purposeful, self-initiated and spontaneous—to facilitate group development. Participating in this Functional Group, members will explore leadership strategies and identify factors that facilitate or hinder group development.

Objectives

- Identify forms of action (purposeful, self initiated, spontaneous, and group centered) as defined in *Functional Group Model (FGM)* (Schwartzberg, Howe, & Barnes, 2008) such as involved in goal directed activities and meaningful occupations.
- Determine potential sources for and meanings of forms of action as they emerge in and affect group process as a "functional entity" with a "collective identity" (Schermer, 2010).
- Discuss relationship between; forms of action in group process, group leader, and group member roles.
- Use forms of action to facilitate exploration of: "connections between perception and action" (Schermer, 2010), thoughts, feelings and actions in leader and/or member roles as co-participants in group process, and possible resistances or reluctance to using an action oriented approach that may hinder group and/or leader development.
- Evaluate activities and leader strategies used to facilitate group process.

Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, Tufts University Graduate School of Arts and Sciences, Medford, MA; Tufts University School of Medicine, Medford, MA

Workshops

W

Saturday Morning, June 9, 9:00 am–12:00 pm

Workshops are programs designed to offer a focused exploration of themes or topics which therapists encounter in leading groups. Participants can expect to discuss various ideas within the frame of their own experience, as well as to expand their theoretical concepts of group dynamics and processes. Each of the workshops listed below has specific learning objectives which can be accessed in our on-line brochure at www.nsgp.com.

Full-Day Workshop

(FD-1) IMAGO: Creating Safe Connections for Couples

Both new and experienced therapists often struggle to work successfully with couples. Managing two people who might be highly stressed and reactive to one another can be challenging. Imago Relationship Therapy provides theory and tools for holding people in a structured Imago Dialogue and thereby creating a more conscious and non-reactive safe connection. Experiential, Demonstration, Didactic/Lecture, Discussion, Audio/Visual, Writing.

Objectives

- Learn to utilize the Imago Dialogue.
- Be able to teach couples to choose a non-reactive way to communicate.
- Learn to facilitate safe connection between the couple.
- Identify to identify the characteristics of the Imago of the couple.
- Learn to help couples recognize their wounds and character adaptations.

Carol Kramer Slepian, LICSW, Imago Relationship Institute, New York, NY; Private Practice, New York, NY and Becket, MA

Steve Slepian, MA, Imago Educator, New York, NY

(W-1) The Mind-Body Interplay of Emotion and Sensation

The physical expression of affect, such as heart palpitations and headaches, often occurs during times of intense emotional distress. This experiential workshop will explore the impact of this mind-body interplay on one's emotional and physical well-being. We will also discuss the ways in which somatic expressions of affect can be utilized in group therapy. Experiential, Didactic/Lecture, Discussion.

Objectives

- Identify the mind-body interplay of emotional & physical manifestations.
- Address mind-body connections during conflicted situations.
- Recognize the impact of aggression on the body.
- Experience the interplay of anxiety and physical manifestations.
- Begin to learn ways of utilizing mind-body connections of affects in group therapy.

Shoshana Ben-Noam, PsyD, CGP, FAGPA, Pace University; Private Practice, New York, NY

(W-2) Affect in Supervision

Group therapy can create powerful emotions in the leader. Simply talking "about" them in supervision may not lead to complete understanding. Supervisory group process offers important affective information about the psychotherapy. This workshop will provide an overview of effective supervision and focus particularly on identification and use of affect through parallel process, enactments and associations within the supervisory group. A model of affective group supervision will be demonstrated. Demonstration, Discussion, Didactic/Lecture.

Objectives

- Define three tasks of supervision.
- Describe the teach/treat dilemma.
- Define parallel process.
- Discuss ways in which a supervisor elicit affect in supervision.
- Identify some characteristics of effective supervision of affect.

Eleanor F. Counselman, EdD, CGP, LFAGA, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Belmont, MA

Kathleen Ulman, PhD, CGP, FAGFA, Harvard Medical School, Mass General Hospital, Boston, MA; Private Practice, Boxford, MA

(W-3) Phases of Group Development and Emergent Leadership Roles

Group researcher Ariadne Beck has delineated a 9-phase theory of group development in which each group develops four "leaders": Task, Emotional, Scapegoat and Defiant. A "leader" is a member who exerts particular influence in the course of a group's development and direction. Focusing on the group-as-a-whole development of norms and group structure, participants will learn the task of each phase, the functions of a group's "leaders" and how to make informed choices about interventions. Special emphasis will be placed on phases 1–5, especially addressing how to intervene with destructive scapegoating. Didactic, Demonstration, Discussion, Case Presentation.

Objectives

- Identify the sequence of stages through which all groups must develop in order to help a group achieve an egalitarian, non scapegoating culture.
- Learn the underlying group tensions leading to the phenomenon of scapegoating and how to prevent this destructive dynamic.
- Learn the underlying group tensions leading to the phenomenon of scapegoating and how to prevent this destructive dynamic. Evaluate group roles such as Emotional Leader, Defiant Leader, Task Leader and learn how each "leader" furthers the development of the Group-as-a-whole structure.
- Assess the Emotional Leader's role in opening up issues of Intimacy in group, and learn ways to work productively with one's countertransference when the Emotional Leader asks the therapist to become less hierarchical, more participatory in the group process.
- Appreciate the dilemma of the Defiant Leader in Phase 5, who feels pressured to move ahead the group but who must go at his/her own pace.

Jim Fishman, MSW, LCSW, CGP, Private Practice, San Francisco, CA

Workshops

W

Saturday Morning, June 9, 9:00 am–12:00 pm, continued

W-4 Facilitating the Constructive Expression of Feelings with Emphasis on Aggression

This workshop will deal with how the therapist cultivates a group milieu, beginning with the contract, to promote the constructive expression of feelings. Transference–counter transference issues will be addressed. The guidelines set will foster progressive emotional communication, the key to a well-functioning group. Experiential, Demonstration, Didactic/Lecture, Discussion.

Objectives

- Define progressive emotional communication.
- Cite transference-countertransference issues.
- Differentiate the expression of a feeling vs. the discharge of one.
- Identify the contract criteria for a working group.
- Describe difficulties in management of aggression.

Lena Furgeri, LCSW, EdD, FAGPA, CGP, Private Practice, New York, NY

W-5 Thinking Outside the Circle: How to Start, Market and Run Groups and Group-Oriented Services of All Kinds

Group treatment need not be limited to the familiar modes and techniques of psychotherapy. Group therapists are uniquely skilled in group process. We will explore applying group leadership skills to a wide range of practice opportunities, including assessment, supervision, consultation, workplace facilitation, mediation, negotiation and starting special-interest groups. Discussion, Didactic/Lecture, Experiential, Demonstration.

Objectives

- Identify ways to apply group process skills in expanding clinical practice.
- Evaluate one's own practices and identify growth areas.
- Set goals for implementing at least one new practice project.
- Recognize how group leadership skills can be harnessed in consultation.
- Assess opportunities for establishing a special-interest group.

Steffen Fuller, PhD, Fuller Consulting Services, LLC; Private Practice, Belmont, MA

W-6 Mentalizing: Theory and Practice

This program will explore the concept of mentalization from a developmental and clinical perspective. The work of Peter Fonagy, Anthony Bateman, Mary Main, and others will be featured as we seek to understand the implicit and explicit meaning of mentalization, its integrative function and its application in psychotherapies—individual, couples and group. Experiential, Didactic/Lecture, Discussion, Audio/Visual.

Objectives

- Identify nonmentalizing modes of thought as they appear in clinical work.
- Utilize the concept of mentalization to guide clinical interventions.
- Discern the impact of early attachment on adult narratives.
- Recognize the impact of trauma and loss on the capacity for mentalization.
- Recognize and manage emotional arousal as it appears in clinical work.

Steven Krugman, PhD, Private Practice, Boston and Newton, MA

W-7 Roses, Thorns, and Buds: Effective Therapy Groups for College Students

Group treatment offers college students important opportunities for growth. We will focus on our group work with students who have sustained major interpersonal losses and life disappointments. Effective ways to lead groups that are meaningful and rich, and feel safe to students, will be discussed in detail.

Objectives

- Recognize important psychological challenges of early adulthood.
- Assist college students to participate in groups that are committed and effective.
- Help college students in groups to become more resilient in the face of major losses and failures.
- Discuss the unique healing factors of group treatment with referring colleagues.
- Make successful referrals of college students to group therapy.

Adam J. Silk, MD, MIT, Cambridge, MA; Private Practice, Brookline, MA

Alex Prior, LICSW, Stone Center Counseling Center, Wellesley College, Wellesley, MA; Private Practice, Wellesley, MA

W-8 Dysregulated Eating: What's Modern Attachment Theory and Neuroscience Got to Do with It Anyway?

What the savvy group therapist needs to know about regulation for those with weight and eating concerns in the context of developmental trauma. Knowledge of cutting edge theory and neuroscience will be integrated with group psychotherapy; somatic and experiential techniques will be introduced. Experiential, Demonstration, Discussion.

Objectives

- Learn current science and thinking in the weight regulation field: a brief synopsis of the field.
- Translate and restate the language of overeating and overweight to terms of regulation and dysregulation.
- Develop fresh group strategies for the person with challenging weight regulation problems incorporating the somatics and experiential work.
- Recognize and address solutions to developmental trauma.
- Create treatment strategies for affect regulation and dissociative self states.

Fran Weiss, LCSW-R, BCD, DCSW, CGP, Mount Sinai School of Medicine, New York, NY; New York Obesity Research Center, St. Luke's Roosevelt Hospital Center, New York, NY; Private Practice, New York, NY

Workshops

W

Saturday Afternoon, June 9, 3:00–6:00 pm

W-9 Measuring Adherence to The Functional Group Model

The purpose of this workshop is to provide group psychotherapist training in the Functional Group Model-Leader Adherence Checklist (FGM-LAC). Participants will have an opportunity to apply principles of the Functional Group Model (Schwartzberg, Howe, & Barnes, 2008) via observation of leader adherence in videotaped group sessions using the FGM-LAC. Experiential, Audio/Visual, Discussion, Case Presentation, Didactic/Lecture.

Objectives

- Recognize adherence to a reliable theoretical model, a component of intervention fidelity, as an aspect of competent delivery of group psychotherapy.
- Describe basic principles of the Functional Group Model (FGM).
- Differentiate differences between the FGM, other theoretical models of therapeutic group intervention, and common leader techniques.
- Recognize strategies specific to FGM intervention.
- Apply Functional Group Model-Leader Adherence Checklist (FGM-LAC) to observation of leader behavior and resultant group process/member response.

Mary Alicia Barnes, BS, OTR/L, Tufts University Graduate School of Arts and Sciences, Medford, MA

Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, Tufts University Graduate School of Arts and Sciences, Medford, MA; Tufts University School of Medicine, Medford, MA

W-10 LISTSERVE Participation: Talking Heads or Group Process?

Listserve have evolved into a professional fact of life and a primary source of real-time practice information. Membership and participation in listserve are governed by rules of etiquette; however, their process is determined by group dynamics. Come explore this fast growing and relatively un-discussed edge of group psychology. Experiential, Discussion, Didactic/Lecture.

Objectives

- Identify and describe what elements of listserve membership and participation are related to group theory and dynamics.
- Differentiate between group dynamics as they apply to listserve behavior and those that might be better defined as belonging to the domains of therapeutic practice.
- Better articulate and comfortably explore the interfaces between listserve netiquette and group behavior.
- Analyze the role of ethics and their relationship to listserve dynamics.
- Comprehend better the dimensions of personal participation and professional growth on listserve.

Tyler Carpenter, PhD, FAACP, Private Practice, Quincy, MA

W-11 Using Social Networking and Social Media to Enhance Your Professional Profile and Build Your Clinical Practice

The World Wide Web has changed our definition of “group.” Potential clients often find us or look us up on the Internet. What will they find? Learn how to leverage the power of this virtual water cooler to enhance your professional profile and expand your practice. Didactic, Discussion, Experiential, Audio/visual.

Objectives

- Compare and contrast social networking groups with therapy groups.
- Differentiate the role of a “leader” in a social networking group from a therapy group.
- Identify 5 major social networking methods to increase on-line visibility.
- Assess their current professional profile, as it exists, especially on the Internet.
- Develop a comprehensive social networking plan to enhance professional visibility and build a thriving clinical practice.

Pamela Enders, PhD, Harvard Medical School, Mass General Hospital, Boston, MA; Enders & Weber, P.C., Cambridge MA

W-12 The Passion of The Bad Fit: Intimate Relations with The Omnipotent Child

What could be more ‘At The Heart of the Matter’ than Dr. Stewart Aledort’s “Passion of the Bad Fit”? His theory of the Omnipotent Child explicates the nature of repetition compulsions and dysfunctional relational patterns and explains the tenacity of addictions, whether to people, drugs, sex or isolation. This workshop will explore how “bad fits” and the Omnipotent Child are elucidated through the group process. Experiential, Didactic/Lecture, Discussion.

Objectives

- Define “Omnipotent Child”.
- Name 3 “Passionate Bad Fits”.
- Identify the difference between the “come into my body” technique vs. the “sit on my lap” technique.
- State their personal preference for the above techniques and explain why.
- Comment on if and how they see themselves applying Stewart Aledort’s theory and techniques to their work with patients/clients.

Julie A. Gardner, PhD, Harvard Medical School, Mass General Hospital, Boston MA; Private Practice, Boston MA

Workshops

W

Saturday Afternoon, June 9, 3:00–6:00 pm, continued

W-13 The Social Brain: How We Come to Know Ourselves and Others

The social brain refers to our human capacity to make sense of social and emotional information at a glance, and use it to organize and direct our behavior. This model of mind, grounded in contemporary neuroscience research, has profound implications for what we do as psychotherapists, parents and people. Didactic/Lecture, Audio/Visual, Demonstration, Experiential.

Objectives

- Identify the workings of the right brain as distinct from the left.
- Utilize the elements of social brain theory to identify critical moments in psychotherapy.
- Practice following the flow of emotional information in the eyes and faces of their colleagues and clients.
- Choose interventions based on experience near principles.

Steven Krugman, PhD, Private Practice, Boston and Newton, MA

W-14 Attitude Transformation via CBT: Harnessing a Focused Group Process

This experiential workshop communicates the philosophy of CBT that truly works, particularly in skills-focused groups. Its theoretical model integrates mindfulness, relaxation, cognitive restructuring and behavior modification techniques into a sound curriculum. Following this model, workshop participants will actively work on establishing and completing a common group goal. Experiential, Demonstration, Discussion, Didactic/Lecture, Case Presentation, Audio/Visual.

Objectives

- Distinguish between attitude and belief or knowledge.
- Communicate a succinct CBT model in a focused group.
- Integrate mindfulness and relaxation techniques.
- Apply cognitive restructuring a focused group.
- Synthesize CBT components into a cohesive, sound model.

Ari Shesto, PhD, Commonwealth Psychology, Boston, MA

W-15 Wordsworth, Reverie and Creative Change in Group Psychotherapy

We will explore what Wordsworth may teach us about how reverie and dream thoughts, “the poetry of the heart,” in the context of holding and containing in the group may lead to freedom from old futile struggles and to creative change in relationships. Experiential, Discussion, Didactic.

Objectives

- Describe the unique significance and historical impact of Wordsworth’s emphasis on the importance of detailed study of the content and quality of personal inner subjective.
- Describe how group members may bring to life the old impossible struggles of internalized early object relations in the group particularly during periods of intensification of affect, (Fairbairn), and how these patterns may invite (through projective identification) imprisoning responses from other group participants including the group therapist that further increase an underlying sense of futility, deadness, and low self esteem.
- Describe how recognition of the subjective experience of being “invited to play a (responsive) part in someone else’s phantasy” may signal communication about the activation of an unconscious early imprisoning pattern of relationship in the group.
- Describe how finding access to reverie or “the poetry of the heart”, (a derivative of unconscious dream thoughts), in response to the emotional imagery of group members may begin the experience of freedom from captivity in projected unconscious phantasy, lead to expansion and deepening of thought in place of constricting, either/or linear thinking, “symbolic equation”, and “pathological certainty” derived from the recrudescence of old struggles of early object relations, and then lead to the transformation of these old patterns into new terms for building relationships.
- Recognize how imaginative literature itself, like the encounter with a reverie arising from the realm of dream thoughts, may stimulate, deepen, and enrich the capacity for free and open thought and creativity in place of imprisonment in the “pathological certainty” of seemingly logical linear conscious thought in response to complex and at times turbulent emotional experience for group participants and the group therapist.

Walker Shields, MD, Private Practice, Belmont, MA



Workshops

W

Saturday Afternoon, June 9, 3:00–6:00 pm, continued

W-16 Is There a Place for Spirituality in Group Therapy?

Does spirituality have a place in group psychotherapy? Until quite recently, it has not been perceived as a legitimate focus of the psychodynamic, therapeutic endeavor. Yet for many of our clients, our patients and ourselves, spirituality lies at the heart of our human experience and is a fundamental element in the striving to find meaning, purpose and healing in our lives. This workshop will (a) explore the spiritual dimension in the lives of the participants and leader and in the dynamics of the group; and (b) develop a conceptual, psychological, and practical basis for working with spirituality and spiritual issues in group therapy. Didactic/Lecture, Discussion, Case Presentation, Demonstration, Experiential.

Objectives

- Appreciate the legitimacy and articulate the value of incorporating the spiritual dimension into the group therapeutic process.
- Distinguish and relate the terms “spirituality” and “religion” in a more clinically useful and philosophically precise fashion, and relate these terms to “mental health.”
- Develop a “listening perspective” that relates religious and spiritual themes and concerns as they emerge in group work to psychodynamic and developmental issues.
- Recognize and work skillfully with the complex transference dynamics that may arise around the known or imagined religious affiliations and loyalties of group members and group leaders.
- Recognize and work with one’s own countertransference reactions that may interfere.

Robert L. Weber, PhD, CGP, FAGPA, Harvard Medical School, Mass General Hospital, Boston, MA; Group Solutions Network, Inc.; Private Practice, Cambridge, MA



Workshops

W

Sunday Morning, June 10, 9:15 am–12:15 pm

W-17 Developing Yourself and Your Career by Presenting Workshops

This workshop will define individual needs and identify resistances that have interfered with acting as a workshop leader. Participants will be aided in creating sample presentations based on personal strengths, passions and professional knowledge, thereby enabling resolution of earlier blocks. Further learning will occur through role-playing and discussion of successful workshops. Experiential, Discussion, Didactic/Lecture, Demonstration.

Objectives

- Select a topic to present that both excites and feels comfortable.
- Create a workshop through understanding the mechanics of building from a title to a rich, interactive presentation.
- Identify those countertransference feelings that have inhibited you in the past and have increased your confidence in your present abilities to perform.
- Experiment comfortably with new ways presenting yourself.
- Illustrate that passion in the service of the ego is an asset.

Phyllis F. Cohen, PhD, Private Practice, New York, NY

W-18 Groups for Boys

Groupworks for Education has been running very successful counseling groups for boys in primary schools in Spanish Harlem. These groups focus on building resiliency skills for poor, minority youth using a combination of psychodynamic and social/emotional educational techniques to develop and expand the boys' emotional repertoire. Demonstration, Experiential, Didactic/Lecture.

Objectives

- Compare gender differences of male and female students, particularly within the school context.
- Explore clinical, academic and administrative biases in the treatment of boys.
- Identify ways to use gender differences as an approach to treating boys.
- Use data from neuroscience, social science, and modern group psychotherapy to further the treatment of boys.
- Experience boy focused group treatment in vivo.

David Dumais, LCSW, CGP, GroupWORKS for Education, New York, NY; Private Practice, New York, NY

W-19 Working with Attachment in Group Psychotherapy

For individuals who tend to become emotionally triggered or detached in the presence of others, group process offers unique opportunities: to identify and revise internal working models of attachment relationships, to risk a greater level of intimacy and to recognize the role one plays in creating/interpreting the interpersonal world.

Objectives

- Assess attachment style (i.e., secure, dismissive, preoccupied, unresolved) in a screening interview.
- Prepare incoming members to make best use of group process, given their attachment styles and relationship dynamics.
- Define psychic equivalence, pretense, and mentalizing, and connect these three modes of experience with their associated attachment styles.
- Identify and use three interventions for working with individuals who are dismissive with respect to attachment.
- Identify and use three interventions for working with individuals who are preoccupied with respect to attachment.

David Goldfinger, PhD, Private Practice, Cambridge, MA

W-20 Humor in Groups: A Relational Perspective

Humor has traditionally been viewed with reserve by group therapists, yet people in our groups both cry and laugh together. How can we understand this common way of relating and its uses to connect, attack, avoid, entertain, etc.? We will pursue mirth, distant cousin of sorrow, as an affect in relationships. Demonstration, Experiential, Didactic/Lecture, Discussion, Case presentation.

Objectives

- Recognize different kinds of humor and their uses in relationships.
- Use interventions for managing potentially shaming uses of humor.
- Have a rationale for working with humor to build connections in groups.
- Clarify the uses of humor in their own clinical work.
- Compare mirth and sadness as meaningful shared emotional experiences in group process.

Ken Jaeger, LICSW, CGP, Private Practice, Cambridge, MA

W-21 Expressing the Unexpressed: Helping Couples Achieve Emotional Fluency

This workshop for couple therapists will explore how to facilitate emotional communication and shared meaning, thereby creating a deeper connection. We will explain the principles of our approach, demonstrate techniques for fostering emotional openness and provide opportunities to practice, in the context of three common couple dynamics. Didactic/Lecture, Demonstration, Experiential, Discussion.

Objectives

- Evaluate a new perspective on couple conflict.
- Articulate a more coherent model of conflict treatment.
- Translate patient criticisms into emotional disclosures.
- Formulate a different set of interventions.

Lee Kassin, MA, LP, LMHC, CGP, Private Practice, New York, NY

Lynn Pearl, PhD, CGP, Private Practice, New York, NY

Workshops

W

Sunday Morning, June 10, 9:15 am–12:15 pm, continued

W-22 **Building Your Tool Box: Integrating A Skills Based Approach into Your Group Therapy Treatment**

This workshop will educate participants about the value and application of using skills in treatment. By the end of the workshop participants will have a “tool box” of skills drawn from CBT, DBT and other sources that they can use immediately. Beginner to expert clinicians welcome. Experiential, Demonstration, Discussion.

Objectives

- Create your own tool box of skills to use in sessions.
- Feel more confident in integrating skills into your treatment.
- Be familiar with a wide variety of skill sets.
- Determine if using skills is useful to your work.
- Use a number of skills in your next therapy session.

Rowell Levy, PsyD, Harvard University Health Services, Cambridge, MA; Private Practice, Boston, MA

W-23 **Who Takes Care of Me? The Group Therapist’s Wellbeing**

Effective group psychotherapies begin with effective group therapists. Our ability to be effective in our work is rooted in our attention to our own wellbeing. What supports us? What challenges us? How do we attend to ourselves so that we are most available to our groups? This workshop will help therapists be more effective practitioners through improved self-care practices and self-awareness, which will directly affect the treatment of the patient and the ethical practice of psychotherapy. Discussion, Experiential, Didactic/Lecture, Audio/Visual.

Objectives

- Identify three supports for therapists’ wellbeing.
- List three challenges to therapists’ wellbeing.
- Cite the risks of inadequate self-care.
- Recognize two of your barriers to seeking support.
- Name two strategies for enhancing wellbeing.

Karsten Kueppenbender, MD, CGP, Harvard Medical School, Mass General Hospital, Boston, MA

Siobhan O’Neill, MD, CGP, Harvard Medical School, Mass General Hospital, Boston, MA

Carey O’Neill, PsyD, CGP, Coverys; Private Practice, Cheshire, CT

W-24 **Working with The Dark Side in Group Psychotherapy**

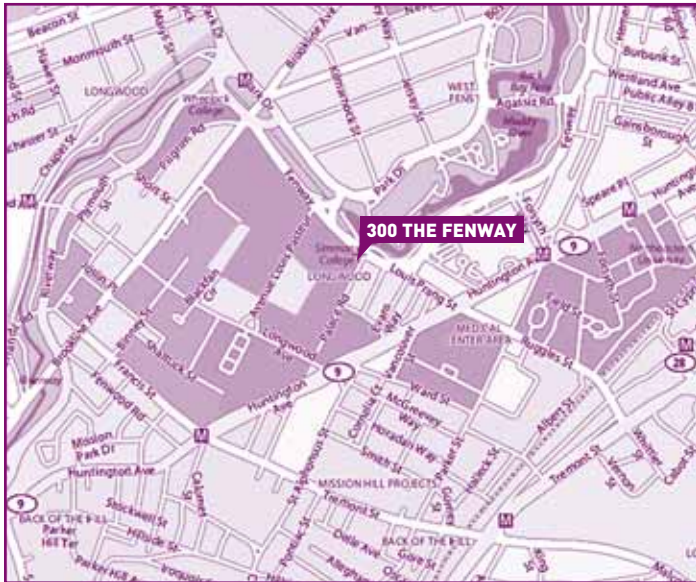
We have all had the experience of working with an ‘impossible group.’ This workshop focuses on leading a difficult group. Volunteers will role-play their most trying group members in a demonstration group. The group process will be facilitated by a combination of modern analytic technique and psychoanalytic theory with a follow up discussion. Experiential, Demonstration, Discussion, Didactic/Lecture.

Objectives

- Use techniques to resolve destructive resistances in group.
- Identify the countertransference resistances that interfere.
- Use induced feelings to choose interventions.
- Recognize the need for appropriate boundaries.
- Apply techniques to their own groups.

Robert S. Pepper, LCSW, PhD, Private Practice, Forest Hills, NY





Directions to Simmons College:

Please consult the Simmons College website for directions to 300 The Fenway in Boston: www.simmons.edu/directions.

Housing is available at nearby hotels or at Simmons College Residence Halls. The deadline for campus housing requests is May 17. Registrants requesting Simmons College housing will receive emailed instructions regarding check-in and location.

Taping and taking of photographs will be permitted with the agreement of each leader and all the participants.

Campus is smoke-free.

Mail Registration: People registering by May 1st will receive their tickets in the mail. Tickets will be mailed shortly after June 1st. People registering after May 1st will pick up their tickets at the conference.

Online Registration: Is available at www.nsgpregistration.com.

Cancellation Policy: No refund can be made unless written notification of cancellation is received at the NSGP Office, postmarked by May 1st.

Special Needs All buildings in use are handicap accessible.

NSGP Accreditation

The Northeastern Society for Group Psychotherapy, Inc. (NSGP) designates these educational activities for a maximum of 23.5 *AMA PRA Category 1 Credit(s)*[™]. Physicians should only claim credit commensurate with the extent of their participation in the activity. NSGP, Inc. is accredited by the Massachusetts Medical Society to provide continuing medical education for physicians. • Nurses may apply CME credits towards license renewal. Please contact the NSGP office for more information • NSGP 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. This activity has been approved for a maximum of 23.5 clock hours. • NSGP is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. NSGP maintains responsibility for this program and its content. These programs provide a minimum of 23.5 credits. Each psychologist should claim only those credits that he/she actually spent in the educational activity. • For information regarding the status of Continuing Education Credits for social workers, and alcohol counselors, and to find out if an authorization has been issued, please call the NSGP office at 617-484-4994.

NSGP Annual Business Meeting

Sunday, June 10, 2012 from 8:00–9:00 am
The Kotzen Room at Simmons College

All conference participants are invited to attend this meeting. Members of the Executive Committee and Chairs of Standing Committees will report on Society activities over the past year and highlight plans for the new fiscal year. Election results for the Board of Directors will be announced. NSGP is interdisciplinary, and membership is open to qualified professionals. Members are entitled to a number of benefits including reduced Conference fees. Membership materials are available through the office or at the conference.

My Conference Registration Schedule

Saturday AM	Saturday PM	Sunday AM
1st # _____	1st # _____	1st # _____
2nd # _____	2nd # _____	2nd # _____
3rd # _____	3rd # _____	3rd # _____

Special Presentation **Demonstration Group**
 Experience Groups

Conference Committee

Conference Co-Chairs

Julie Anderson, PhD, CGP
Peter Gumpert, PhD, CGP
Scott Reinhardt, PhD, CGP

Ambassador Program

Padma Ali, LMFT, Co-Chair
Donald Wexler, MD, FAGPA,
Co-Chair

Brochure

Susan Silveira, LICSW, Chair
Madeleine Littman, PhD

Experience Groups

Steve Cadwell, MSW, PhD, CGP,
Co-Chair
Joanne Lipner, LICSW, CGP,
Co-Chair
Elizabeth (Libby) Shapiro, PhD,
CGP
Judy Silverstein, PhD, CGP
Ellen L. Ziskind, LICSW, CGP

Hospitality

Leah Slivko, LICSW, PsychA, Chair
Tanya Guerian, RN
Judy Ullman, LICSW
Padma Ali, LMFT
Helen Hwang, PhD, MPH
Cindy Berman-Richter, MSW
Sioban O’Neil, MD

Publicity

Victor Diaz, LICSW
Lindy Graham, LCSW
David Poles, LMHC
Pat Regan, MSW
Kimika Tashima, MA

Registration

Joe DeAngelis, LICSW, Co-Chair
Jennifer McLain, MD, Co-Chair
Joyce Collier, LICSW, CGP
Annie Ide, LICSW
Anne Koplow, LICSW
Maxine Sushelsky, LMHC

Site

Marc Bolduc, LICSW, CADAC II,
Chair
Joel Krieg, LICSW
Howard Schnairsohn, LICSW
Padma Ali, LMFT

Workshops

Ken Jaeger, LICSW, CGP,
Co-Chair
Madeleine Lourie, LICSW,
Co-Chair
Tanya Guerian, RN
Rivkah Lapidus, PhD, LMHC
Robin Kaplan, LICSW

Register by May 1st – Save \$30!

GO GREEN! To register and pay by credit card online, at www.nsgpregistration.com

Contact Information: Please print clearly

Name: _____

Address: _____

City: _____ State _____ Zip _____

Telephone: Day _____

Evening _____

Email address: _____

NSGP Membership Status:

Member New Member Non-Member

Student Status:

Full-time Student NSGP Training Program Student

Is this your first NSGP conference?

Yes No

How did you hear about the conference?

- Previously attended NSGP Website NSGP Twitter
- NSGP Newsletter NSGP Email Announcement
- NSGP Conference Postcard NSGP Facebook Page
- NSGP Full Conference Brochure Colleague/Friend
- AGPA Newsletter AGPA Website CGTA Print Ad
- MA Psych Assoc Web Ad MAPP Print Ad
- NASW Focus Print Ad NEPsy Print Ad Blog
- Professional Listserve Other _____

Professional Discipline:

- Alcoholism Counselor Clinical Nurse Specialist
- Physician Psychologist Social Worker
- Mental Health Counselor Other _____

Number of years of group therapy experience:

0-2 3-7 8-14 15 or more

Mail Registration: Tickets will be mailed by June 1st if registration is received by May 1st. After that, they may be picked up at the conference.

Cancellation Policy: No refunds for cancellations after May 1st. Cancellations require written notification.

Payment:

- Check (Make payable to NSGP)
- VISA Mastercard AMEX Discover

Card No. _____

Exp. Date _____ CSC Code _____

The CSC Code is a 3 or 4 digit security code on the back (Visa, MasterCard and Discover) or front (American Express) of the card.

Check box if credit card billing address is NOT the same as above.

Billing address: _____

Send this form to: Jennifer McLain, MD
142 Berkeley St., 2nd Floor
Boston, MA 02116

By signing below, you agree to the following:

Effective group therapy training is best facilitated by both participation in a group led by experts and study of the resulting group process. While NSGP provides training groups rather than therapy groups, the experience can lead to difficult or uncomfortable feelings in the participants. Because they involve group participation, you should not register for Institutes or volunteer for the Demonstration Group if you prefer to avoid this risk. By registering or volunteering you acknowledge that you have been informed of this risk and consent to participate.

Signature _____

June 8, 9 and 10, 2012

Program Selection and Fee Schedule

Please mark the box to the left of each program you wish to attend. Then write in the amount you owe on the corresponding line in the right column.

	Rates for Membership Status			
	Member**	Non-Member	Student*	
<input type="checkbox"/> 3-day Package				
Includes all programs	\$450.	\$535.	\$220.	\$ _____
Includes all programs except Special Pres.	\$340.	\$430.	\$185.	\$ _____
<input type="checkbox"/> Special Presentation				
One day \$45. (check day) <input type="checkbox"/> Sat. <input type="checkbox"/> Sun.				\$ _____
Two days \$80. (check days) <input type="checkbox"/> Both days				\$ _____
<input type="checkbox"/> Experience Group	\$135.	\$170.	\$75.	\$ _____
List, in order of preference, your choice of Experience Group by number:				
1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____				
If choices 1-3 are unavailable (select one of the options below):				
<input type="checkbox"/> Assign me to a general psychodynamic group				
<input type="checkbox"/> Refund my Experience Group fee				
<input type="checkbox"/> Standby Option (see pg 3)	\$65.	\$65.	\$65.	\$ _____
<input type="checkbox"/> Workshop				
One Workshop	\$70.	\$85.	\$45.	\$ _____
Two Workshops or Full Day Workshop	\$130.	\$155.	\$65.	\$ _____
Three Workshops	\$180.	\$220.	\$90.	\$ _____
Three Workshops & Demo Group	\$230.	\$285.	\$120.	\$ _____
Please list, in order of preference, your workshop choices by number.				
2nd and 3rd choices are highly recommended, in case your 1st choice is filled. If no backup choice is indicated, the committee may choose to place you in an alternate/undersubscribed workshop.				
Saturday AM	Saturday PM	Sunday AM		
1st # _____	1st# _____	1st # _____		
2nd # _____	2nd # _____	2nd # _____		
3rd # _____	3rd # _____	3rd # _____		
<input type="checkbox"/> Demonstration Group	\$85.	\$100.	\$50.	\$ _____
Subtotal of Program Fees				\$ _____
* Student discount applies to full time students only				
** NSGP member fees are available only to those whose membership is in effect or those who have applied for membership by May 1st, 2012.				
Subtract Discounts, if applicable				-\$ _____
<input type="checkbox"/> \$30 off for Registrations postmarked by May 1st.				
<input type="checkbox"/> 25% off for first-time attendees.				
TOTAL PROGRAM FEES				\$ _____
On Site Lodging – Deadline: Postmarked by May 17th, 2011.				
Single Occupancy per person <input type="checkbox"/> \$63/day <input type="checkbox"/> private bath, \$70/day				
Double Occupancy per person <input type="checkbox"/> \$50/day <input type="checkbox"/> private bath, \$58/day				_____
<input type="checkbox"/> Thursday Night <input type="checkbox"/> Friday Night <input type="checkbox"/> Saturday Night				
Overnight Parking requested with my lodging <input type="checkbox"/> Yes				
Car Make _____ Model _____ Lic # _____ Color _____				\$ _____
GRAND TOTAL:				\$ _____

Need Help? Because of the many conference choices, registering can be confusing. For questions about the conference, call or email Joe DeAngelis at 781-646-4468 or joe.deangelis.licsw@gmail.com.