



N S G P

Northeastern Society for Group Psychotherapy

This PDF document is created with
bookmarks for easy navigation.

To access the bookmarks in Acrobat Reader:

Version 6, under “View” menu,
scroll to “Navigation Tabs” and
select “Bookmarks” from the drop-down menu.

Version 8 or later, under “View” menu,
scroll to “Navigation Panels” and
select “Bookmarks” from the drop-down menu.



N S G P

Northeastern Society for Group Psychotherapy

32

The 32nd Annual Regional Conference

June 14, 15 & 16, 2013

Simmons College, Boston, MA

Group Therapy: Face Time in the Age of Facebook

Special Presentation

Social Networking and the Group Self

Panelists: Richard Billow, PhD, ABPP; Andrew Eig, PhD, ABPP;
Richard Fletcher, PhD; Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP;
Lise Motherwell, PhD, PsyD, CGP, FAGPA

Demonstration Group

Groups without Borders:
Group Support Across Distance

Group Leader: Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP
Discussants: Theresa Cohen, LICSW, CGP; Pamela Enders, PhD, LICSW, CGP



Group Therapy: Face Time in the Age of Facebook

NSGP's 32nd annual conference will focus on cutting edge issues, namely how social networking technology affects our relationships and the effectiveness of our group work. The program this year should appeal to all since we cannot help being touched by this timely topic. The array of offerings include:

Special Presentation:

Social Networking and the Group Self with panel members Lise Motherwell, Andrew Eig, Richard Billow, Jeffrey Kleinberg and Rich Fletcher

Demonstration Group:

Groups Without Borders: Group Support Across Distance led by Jeffrey Kleinberg, with discussants Theresa Cohen and Pamela Enders

Experience Groups:

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

Half-Day Workshops:

Twenty four half-day workshops on various topics, including: how to create safety in online groups, interpersonal neurobiology, the collaborative divorce approach, social networking to improve your practice, and coping skills-based groups in a health care practice.

NSGP Board of Directors

President:

Peter Gumpert, PhD, CGP

Past President:

Sara Emerson, LICSW, CGP, FAGPA

Secretary:

Theresa Bullock Cohen, LICSW, CGP

Treasurer:

Debra Carmichael, PhD, CGP

Directors:

Julie Anderson, PhD, CGP

Marc G. Bolduc, LICSW, CADC II, CGP

Steven A. Cadwell, PhD, LICSW, CGP

Joseph Doherty, EdD, CGP

Pamela Enders, PhD, LICSW, CGP

Julie Gardner Mandel, PhD

Lawrence Kron, JD, PhD

Oona Metz, LICSW, CGP

Office Manager:

Susan Wade

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

Conference Overview

Welcome 4	Demonstration Group:	Workshops: (Half-day)
Julie Anderson and Scott Reinhart for the Conference Committee	Groups Without Borders: Group Support Across Distance 6	Saturday a.m. 10-11
Conference Schedule 4	Group Leader: Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP	Saturday p.m. 12-13
Special Presentation: Social Networking and the Group Self 5	Discussants: Theresa Cohen, LICSW, CGP Pamela Enders, PhD, LICSW, CGP	Sunday a.m. 14-15
Panelists: Richard Billow, PhD, ABPP Andrew Eig, PhD, ABPP Richard Fletcher, PhD Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP Lise Motherwell, PhD, PsyD, CGP, FAGPA	Day-Long Experience Groups:	NSGP Annual Business Meeting 16
	General Psychodynamic Groups . . . 7	Registration Policy 16
	Two-Year Psychodynamic Groups . . . 7	Accreditation 16
	Special Interest Groups 8-9	Lodging 16
		Conference Committee 16
		2013 Conference Registration Form 17



N S G P

Northeastern Society for Group Psychotherapy

Welcome to the 32nd Annual Conference

Welcome to the 32nd Annual Conference of the Northeastern Society for Group Psychotherapy! Our theme is “Group Therapy: Face Time in the Age of Facebook,” and we hope to open up a dialogue about the impact of technology and instant communication on the work we do. Are we and our groups now *more* connected in complicated ways—or perhaps *disconnected* in other ways?

This year’s conference has many of our wonderful hallmarks and a few surprises. Friday will offer an array of full-day Experience Groups to choose from, and the weekend offers 24 half-day Workshops to enjoy. The Rice Memorial Fund and the NSGP Foundation have co-sponsored the Special Presentation, which probes the psychological and interpersonal effects of digital communication and social networking, and some of the ethical issues and confusions emerging within group therapy. The Demonstration Group aims to bring the virtual group into the same space as the real, with group members meeting initially remotely from the leader, and then processing the experience in a face-to-face format. We have worked hard to integrate our conference theme in the Special Presentation and Demonstration Group, and strongly recommend that you register for *both* events.

Register online at www.nsgp.com, or mail in the registration form in this brochure. Take advantage of the Early Bird Discount, and register by May 1. We look forward to seeing you there!

Julie Anderson and Scott Reinhardt, for the Committee

Conference Overview

Friday, June 14, 2013		Saturday, June 15, 2013		Sunday, June 16, 2013	
8:00-9:30	Registration & Continental Breakfast	8:00-9:00	Registration & Continental Breakfast	8:00-9:00	Registration & Continental Breakfast
9:00-9:20	Experience Group Opening/Orientation	8:30-8:45	Welcome	9:00-12:00	Morning Workshops
9:30-12:00	Experience Group Session I	9:00-12:00	Morning Workshops	12:00-1:00	Lunch/Business Meeting
12:00-1:45	Lunch Break	12:00-1:00	Lunch Break	1:15-2:45	Special Presentation
1:45-4:30	Experience Group II	1:00-2:30	Special Presentation	2:45-3:00	Refreshment Break*
4:30-5:00	Refreshment Break*	2:30-3:00	Refreshment Break*	3:00-6:00	Demonstration Group
5:00-6:45	Experience Group III	3:00-6:00	Afternoon Workshops	6:15-7:30	Social Hour
6:45-7:00	Evaluations	6:00-8:00	Evening Meetups		
6:45-7:45	Social Hour				

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

* Coffee and refreshments are available for purchase in the Common Grounds Cafe.

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 15, 1:00–2:30 pm & Sunday, June 16, 1:15–2:45 pm

We are grateful for the support of the Rice Memorial Fund and the NSGP Foundation

Social Networking and the Group Self

The explosion of digital communications in the last decade has had an impact on the individual and society that we're only starting to explore. Questions arise: what constitutes the boundary between private information and public exposure when the internet is the playspace of social connection? How does our experience of connectedness change if we can connect 24/7 without ever meeting? In the world of groups, Skype has offered clinicians a modality for supervision and training over distance. Facebook has brought us to a universe where we can know so much more about each other, yet no one is minding the boundaries.

The Rice Memorial Fund, with its mission to advance knowledge in the area of trauma prevention, and the NSGP Foundation joined with NSGP to develop and co-sponsor this Special Presentation. Our panelists have been involved with various forms of social networking technology, and will share their experience and concerns surrounding the interface between technology and the world of groups and group therapy. Saturday's panel will explore some of the benefits and the ethical and clinical concerns that have arisen as boundaries and conventions of privacy have shifted. Sunday's panel will describe several projects with vulnerable populations, that rely on technological assists to promote community and mental health. Both presentations will have ample time for audience questions and comments.

We strongly recommend that you attend the Demonstration Group along with the Special Presentation—and experience firsthand how the presence of technology can affect the nature of group dynamics.

Learning Objectives for Sessions 1 and 2

- Describe three ways social media can inhibit “here and now” affective expression in the group.
- Describe three ways social media can enhance “here and now” emotional expression in the group.
- Describe three types of symbolic functions Facebook may serve for the group or group member.
- Identify three common anxieties group leaders may have when confronted with social media in their groups.
- Name three ways therapists can facilitate deeper connections among patients when using technology during group therapy.
- Describe three situations in which you would not want to use technology for group therapy.

Saturday's Panel, 1:00 – 2:30 pm:

Lise Motherwell, PhD, PsyD, CGP, FAGPA, earned her PhD in Media Arts and Sciences from MIT and her PsyD from MSP. She is Treasurer and a Fellow of the American Group Psychotherapy Association, President of the NSGP Foundation, and teaches in the NSGP Training Program. She co-edited with Joseph Shay *Complex Dilemmas in Group Therapy: Pathways to Resolution*.

Andrew Eig, PhD, ABPP, is a clinical psychologist, psychoanalyst, and group psychotherapist. He teaches group psychotherapy and psychoanalysis at The Derner Institute for Advanced Psychological Studies at Adelphi University and The Manhattan Institute for Psychoanalysis. He is Secretary of The Board of Directors for The American Board of Group Psychotherapy. He is in private practice in Manhattan.

Richard Billow, PhD, ABPP, is a clinical psychologist, psychoanalyst, and group psychotherapist. Currently, he serves as a Clinical Professor in the Derner Institute's Adult and Child Postgraduate Programs, and is the Director of the Adelphi University Group Program. He has published over 50 articles in leading journals, and several books. His latest book, *Relational Group Psychotherapy: Developing Nuclear Ideas*, is scheduled for 2013 publication.

Sunday's Panel, 1:15 – 2:45 pm:

Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP, is the retiring president of the American Group Psychotherapy Association and author/editor of several journals and books. With colleagues, he has provided training over Skype to group therapists in India after the hotel bombings, and to professionals in Chengdu, China, after the tragic earthquake in 2008. Last year he served as the keynote speaker at the first conference on group counseling in Beijing, and co-taught a week-long course at the Shanghai Mental Health Center.

Richard Fletcher, PhD, is a Research Scientist at MIT's Media Lab and Assistant Professor at UMass Medical School's Department of Psychiatry, specializing in mobile technologies for psychophysiological monitoring and behavioral interventions. He is also conducting research at MGH's Center for Global Health.

Lecture and Demonstration Group

D Sunday Afternoon, June 16, 3:00–6:00 pm

Groups without Borders: Group Support Across Distance

This Demonstration Group is designed to illustrate a growing activity in our field: consultation, supervision, and training over distance by means of video conferencing. Additionally, we've designed this event to invite the observers, group leader, and group members to experience the difference between a virtual (or remote) group meeting and a traditional face-to-face meeting, and discuss it together. The group will not be a process-oriented therapy group, but more like the consultation and training groups that Dr. Kleinberg has led for clinicians working with first responders and community mental health workers serving in a crisis situation.

Dr. Kleinberg will open the session with a presentation of his recent work in disaster relief settings in China and India, which involved consultation sessions over Skype to groups of community mental health providers. Following his presentation, the Demonstration Group members will meet in a room separated from him and the observers, and will communicate with Dr. Kleinberg in a video-Skype format. The observers, sitting behind Dr. Kleinberg in the auditorium, will see and hear what he does. After a break, the group then will reconvene in the auditorium for a more traditional process group experience, and there will be time for audience questions and discussion.

NB: as this brochure goes to press, there is a concern about HIPAA compliance in our working with Skype. We will be investigating this issue, given its relevance to many of us in the field, and discuss our findings during the event itself.

Also, we request that those signing up to participate in the Demonstration Group have clinical experience working with trauma.

Learning Objectives

- Describe the contemporary approach to mental health outreach immediately following a natural or man-made disaster.
- Describe three ways that technology has assisted in disaster mitigation for vulnerable populations.
- Define the ethical challenges that have arisen with online psychotherapy.
- Name three populations that might best be served by on-line consultation or therapy.
- Name three ways therapists can facilitate deeper connections among patients when using technology during group therapy.
- Describe three situations in which you would not want to use technology for group therapy.

Group Leader and Presenter:

Jeffrey Kleinberg, PhD, MPH, ABPP, FAGPA, CGP. Dr. Kleinberg is the retiring president of the American Group Psychotherapy Association, former president of the Eastern Group Psychotherapy Society, former editor of *GROUP*, and Editor of the recently published *Wiley-Blackwell Handbook of Group Psychotherapy*. With colleagues, he has provided training over Skype to group therapists in India after the hotel bombings, and to professionals in Chengdu, China, after the tragic earthquake in 2008. Last year he served as the keynote speaker at the first conference on group counseling in Beijing.

Discussants:

Theresa Cohen, LICSW, CGP, is a psychotherapist, coach, and supervisor in full-time private practice in Lexington, MA. She serves on the Board of the Northeastern Society for Group Psychotherapy, and has been instrumental in the task force upgrading the NSGP website and database management.

Pamela Enders, PhD, LICSW, CGP, is on the faculty of Harvard Medical School and teaches at MGH. In addition to having a private practice in Cambridge, MA, Pamela also has a coaching/consultation business. She has studied the impact of social media and social networking for the past 10 years. She currently chairs the Marketing and Publicity Task Force for NSGP.

Day-Long Experience Groups

E Friday, June 14, 9:30 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.

*with the exception of the Two-Year Psychodynamic Groups

STANDBY OPTION:

You may attend an experience group for a reduced fee 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.

All General Psychodynamic Groups have the following Learning 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 2 YEARS OF GROUP THERAPY EXPERIENCE

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

E-2 FOR CLINICIANS WITH 3 TO 7 YEARS OF GROUP THERAPY EXPERIENCE

Gregory MacColl, LCSW, CGP, FAGPA, Private Practice, New York and Forest Hills, NY

E-3 FOR CLINICIANS WITH 8 OR MORE YEARS OF GROUP THERAPY EXPERIENCE

Steven L. VanWagoner, PhD, CGP, FAGPA, Private Practice, San Francisco, CA

Two-Year Psychodynamic Group

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

E-4 First Year of Two-Year Group

This experience group will enable participants to learn the stages of group development over an extended period. We will make use of the here and now, examine the impact group members have on each other, and explore group transferences, resistance, and termination phenomena. We will investigate how group development continues over a year's gap. Members who participate this year are making a commitment to attend next year as well.

Joseph Shay, PhD, CGP, FAGPA, PCFINE, McLean Hospital, Belmont, MA; Massachusetts General Hospital, Boston, MA; Private Practice, Cambridge, MA

Day-Long Experience Groups

E Friday, June 14, 9:30 am–7:00 pm, continued

Special Interest Experience Groups

E-5 The Secure Base: Attachment Theory and Group Psychotherapy

Attachment theory recognizes interpersonal connection as primary. Many group members have difficulty making healthy mutual relationships. In this group, members will experience the utility of attachment theory in group: the group as “secure base,” members’ relational models as enacted in group, the importance of leader attunement, the inevitable injuries and repairs that occur in authentic relationships, and ways group therapy can address early implicit learning about attachment.

Learning Objectives

- Describe the different attachment styles.
- Identify ways that attachment theory applies to group therapy.
- Demonstrate ways of having a “safe haven” in a group facilitated exploration.
- Recognize early implicit interpersonal learning.
- Recognize the implications of current neurobiological research for group therapy.

Eleanor Counselman, EdD, CGP, FAGPA, Harvard Medical School, Boston, MA; Private Practice, Belmont, MA

E-6 Leader Interventions in an Integrative Group Model

Groups unconsciously select several different types of group leaders from among their fellow participants: task, emotional, scapegoat and defiant leaders. Participants will learn how groups select these leaders to help them move through universal themes and phases of group development. The co-facilitators will demonstrate and highlight Ariadne Beck’s group-as-a-whole integrative model while utilizing psychodynamic and interpersonal interventions as well.

Learning Objectives

- Define elements of interpersonal, psychodynamic, and group-as-a-whole approaches.
- Distinguish similarities and differences between these approaches.
- Analyze group dynamics from an Integrative/Layered approach to group.
- Explain best practice principles for group intervention based upon an evidence-based, integrative perspective.
- Construct group interventions that rely on both visible and invisible group processes.

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

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

Learning Objectives

- Define courage and distinguish it from bravery.
- Cite five examples of courage that occur during the Experience Group.
- 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.

Jerry Gans, MD, CGP, DLFAFPA, DLFAPA, Harvard Medical School, Boston MA; Private Practice, Wellesley, MA

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

Group therapy can be a powerful experience to help us become who we are more fully. The leader will use Jungian symbolic perspective to open group members to the enriching experience of the dynamic unconscious and the influence of archetypes. In the group process and in the concluding didactic presentation, members will experience the power of paradox, transference, individuation, and the problem of opposites.

Learning 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 B. Hecht, PhD, CGP, University of California, San Francisco, CA; Private Practice, San Francisco, CA

Day-Long Experience Groups

E Friday, June 14, 9:30 am–7:00 pm, continued

E-9 **Becoming Effective with Uncomfortable Group Feelings**

In this experience group we will explore multiple ways of understanding communications that can be uncomfortable for both leaders and group members. Through a didactic and experiential process, we will analyze and form interventions to help therapists become more comfortable and effective with a fuller range of emotions.

Learning Objectives

- Identify leaders and members fears of experiencing passionate feelings in the group.
- Identify individual and group emotional communications as both relational and protective adaptations.
- Develop interventions that facilitate emotional integration and more mature relating.
- Define how the therapeutic relationship can be used to facilitate healthier forms of relating.
- Study regression as having an integrative component.

Ronnie Levine, PhD, CGP, FAGPA, Center for Group Studies and EGPS Training Program; Private Practice, New York, NY

E-10 **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.

Learning 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, PhD, PsyD, CGP, FAGPA, Private Practice, Brookline MA



Workshops

W

Saturday Morning, June 15, 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.

W-1 Appetites and Desires: Group as a Forum to Explore Underlying Affects

Group can provide a forum to explore how deeper affects are expressed through behaviors, such as shopping, eating, drinking, etc. in an attempt to soothe an often times indistinguishable longing or feeling. In this workshop we will discuss affect, dissociation and affect regulation and the ways in which group process can facilitate exploration and enhance understanding. Didactic/Lecture, Case Presentation, Discussion.

Learning Objectives

- Describe how affect regulation informs group process.
- Discuss how group processes can enhance group members understanding of their own affective states.
- Explain the relationship between dissociative processes and affect.
- Describe the relationship between repetition compulsion and compulsive behaviors.
- Summarize how group dynamics can facilitate the interruption of repetitions.

Sara J. Emerson, LICSW, CGP, FAGPA, Boston College Graduate School of Social Work, Newton, MA; Private Practice, Cambridge, MA

W-2 Becoming Safely Connected: Creating Positive Wiring Online

Is the therapeutic process supported or complicated by going online? Despite any hesitations, the move to integrate psychotherapy online is happening. Having led courses and groups online for trauma survivors since 2006, the presenter will inquire with us how to create safety online, exploring what works and what doesn't. An experiential component will be included so we can put our inquiry into action! **If possible, please bring a laptop with wi-fi capabilities, a cell phone and headphones.** Audio/Visual, Case Description, Discussion, Experiential.

Learning Objectives

- Compare and contrast educational benefits of online groups/courses versus in-person group.
- Choose between three approaches to online groups/courses.
- Describe how the Becoming Safely Embodied Skills are taught as an online course.
- Predict which current online courses/groups will best serve them or their clients.
- Assess whether they can take their in-person group online.

Deirdre Fay, LICSW, Private Practice, Arlington, MA

W-3 Introduction to Group Psychotherapy

This workshop will introduce newcomers to group psychotherapy. We will survey various approaches to group therapy and theories for how and why groups are helpful. We will assemble a group of volunteers for a one-hour interpersonal/psychodynamic group and then discuss those personal experiences in light of the group theories discussed. Demonstration, Experiential, Discussion, Didactic/Lecture.

Learning Objectives

- Distinguish among commonly available forms of group psychotherapy.
- Articulate several theories of group therapy's effectiveness.
- Describe the basic premise of interpersonal group psychotherapy.
- Distinguish between interpersonal and psychodynamic group psychotherapy.
- Describe the difference between a "process" group and other kinds of groups.

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

W-4 Interpersonal Neurobiology

This program examines the evolution of the social brain and how we make sense of the world. We will review brain structures, processes and dynamics that underlie our social and emotional intelligence. We will explore the non-conscious emotion-driven process that attunes us and the role of cognition and language in constructing our narratives and meanings. Didactic/Lecture, Audio/Visual, Discussion, Experiential.

Learning Objectives

- Recognize the basic brain processes that underlie emotional intelligence.
- Discuss the interaction of top-down and bottom-up brain dynamics.
- Utilize "mindsight" and other reflective strategies to regulate affect.
- Distinguish between right and left brain processing.
- Integrate the primal importance of affective communication into various models of treatment.

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

Workshops

W

Saturday Morning, June 15, 9:00 am–12:00 pm, continued

W-5 “The Member of the Wedding”: Group Therapists Explore a Classic Work of Fiction

The 1950 film “The Member of the Wedding” poignantly conveys the pain and ambiguity of identity formation and the power of inclusion and exclusion. This workshop shows segments of the film and provides a forum to explore themes of identity as group therapists and as members or nonmembers of this NSGP peer group. Audio/Visual, Discussion, Experiential, Didactic/Lecture.

Learning Objectives

- Identify group-related themes in *The Member of the Wedding*.
- Describe ambivalence and compromise as defining elements of being in groups.
- Describe, discuss and analyze effects of cultural stigma.
- Articulate and describe one's own complex experiences related to peer groups and how these experiences can be enacted in professional roles.
- Describe levels of ambivalence about one's relationship to NSGP.

Rivkah Lapidus, PhD, LMHC, CGP, Right Turn, Arlington, MA; Private Practice, Somerville, MA

W-6 From Conflict to Collaboration: Using a Small, Inter-Disciplinary Group for a Gentler and Safer Divorce Process

Collaborative divorce offers a more humanistic alternative to the traditional adversarial approach. Mental health professionals work with attorneys, the divorcing parties, and other specialists (financial professionals, child specialists, etc.) in an inter-disciplinary team. Group therapists are particularly well suited to the task of working as collaborative coaches in a process that focuses on communication, negotiation and problem solving to reach a “good enough divorce agreement.” Didactic/Lecture, Case Presentation, Discussion, Experiential.

Learning Objectives

- Describe collaborative family law and how it can be used most effectively.
- Discuss how to help clients resolve interpersonal conflict more effectively.
- Acquire new skills for working with other professionals and as part of an inter-disciplinary team.
- Explain how to build a collaborative practice.
- Effectively apply group skills to the legal process of divorce.

Betsy Ross, LICSW, CGP, DivorceAndRenewal, Boston, MA; Private Practice, Sharon, MA

Paula H. Noe, JD, DivorceAndRenewal, Boston, MA; Private Practice, Newton, MA

W-7 What Was I Thinking? Therapist Errors and How We Can Learn from Them

All group therapists are faced with clinical situations which confuse us or cause us to feel unknowledgeable, unskilled, or unhinged. By examining a videotape of a group in action in which the inexperienced therapist faces an angry and devaluing group, the instructors will invite participants to review the session and think about more productive ways to intervene. Audio/Visual, Didactic/Lecture, Experiential, Discussion.

Learning Objectives

- Identify several commonly occurring dilemmas in group therapy.
- Distinguish how different theoretical models conceptualize these dilemmas.
- Identify different technical interventions to respond to such dilemmas.
- Describe typical countertransference reactions of the group therapist.
- Describe two ways in which an angry patient is a benefit to a group.

Joseph Shay, PhD, CGP, FAGPA, PCFINE, McLean Hospital, Belmont, MA; Massachusetts General Hospital, Boston, MA; Private Practice, Cambridge, MA

J. Scott Rutan, PhD, CGP, DFGPA, Boston Institute for Psychotherapy, Boston, MA; Private Practice, Chestnut Hill, MA

Annie Weiss, LICSW, CGP, Boston Institute for Psychotherapy; Boston College, Newton MA; Private Practice, Cambridge and Newton, MA

W-8 Overcoming the Fear of Humiliation: Individual and Group Therapy for Social Anxiety Disorder

Social anxiety disorder is the third most prevalent psychiatric diagnosis in the U.S. yet relatively few treatment resources specializing in this problem are available. Through lecture, demonstration and role-plays, workshop participants will be introduced to a mindfulness-based treatment model that integrates both psychodynamic and behavioral interventions. Didactic/Lecture, Demonstration, Experiential, Audio/Visual.

Learning Objectives

- Explain why social anxiety disorder can be resistant to treatment.
- Describe the diagnostic criteria for social anxiety disorder.
- Explain how mindfulness influences neuroplasticity.
- Describe and demonstrate how to shift from states of social anxiety.
- Describe the value of learning how to quiet the self.

Mark Sorensen, PhD, CGP, FAGPA, The Center for Social Anxiety, Newton, MA; Private Practice, Newton Highlands, MA

Workshops

W

Saturday Afternoon, June 15, 3:00–6:00 pm

W-9 Sensory Awareness and Embodied Attunement of the Group Therapist: The Magic of Immediacy and Connection

Sensory experience and the body's intelligence bring the group fully into the here and now, leading to a deeper understanding and meaning of self and self-in-relationships. Through movement to music, demonstration of leader techniques, and sensory based consultation, we will study the power of the leader's embodied attunement. Wear comfortable clothes for movement. Experiential, Demonstration, Didactic/Lecture, Discussion.

Learning Objectives

- Identify and differentiate between cognitions, emotions, and sensory experiences.
- Describe techniques for developing somatic awareness and embodied attunement.
- Describe methods used to ground and center the body
- Label and identify body sensations that can inform self and others.
- Demonstrate how to enhance the immediacy of group process in a therapy group.

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

W-10 Just Do It! How to Start and Promote Groups in Private Practice

Have you ever thought about starting a group in private practice? For many therapists, there can be considerable anxiety about how to design and promote a group. This workshop will give step-by-step instructions about how to plan your group, market to your target audience, screen referrals, and prepare members. Didactic/Lecture, Audio/Visual, Experiential, Discussion.

Learning Objectives

- Evaluate your private practice and identify the target demographic for your group.
- Select the type, duration, and fee structure for your specific type of group.
- Assess the most effective way to generate group referrals for your specific type of group and describe ways of using networking skills and electronic media for marketing.
- Design a screening process for referrals and how to prepare new group members.
- Identify trainings, supervision, and peer support resources for group therapists.

Theresa Bullock Cohen, LICSW, CGP, Private Practice, Lexington, MA

W-11 Dissociation in Groups: Lessons from a Stage One Trauma Group

Dissociation is a problem that requires specialized knowledge and management. This workshop will address what dissociation is and methods for managing this symptom. The presenter will discuss group structure, elements of the contract, triggers for dissociation, and management of group members' reaction to dissociation. Didactic/lecture, Discussion, Case Presentation.

Learning Objectives

- Identify, with increasing confidence, when someone is dissociated.
- Explain how dissociation is a neurophysiological phenomenon.
- Identify and describe at least 3 grounding strategies.
- Identify and describe 3 ways to structure groups to address dissociation.
- Explain the value of psycho-education in addressing dissociation.

Tanya Terry Gurian, MN, APRN, Boston Institute for Psychotherapy, Brookline, MA; South End Community Health Center, Boston, MA

W-12 Mentalization and the Social Brain: How We Know Others and Ourselves

Mentalization is an integrative cognitive process that supports all social interaction and self reflection. In turn, it depends upon an underlying neurobiology. Main, Fonagy, Bateman, and Siegel offer clinically powerful diagnostic and treatment models for understanding the development and functioning of this process. The workshop will explore these ideas and their use in clinical practice. Didactic/Lecture, Audio/Visual, Discussion, Experiential.

Learning Objectives

- Distinguish between good mentalization and bad.
- Discuss the interaction between the attachment system and mentalization.
- Describe and utilize "mindsight" and other reflective strategies to regulate affect.
- Distinguish between right and left brain processing.
- Integrate the primal importance of affective communication into models of treatment.

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

Workshops

W

Saturday Afternoon, June 15, 3:00–6:00 pm, continued

W-13 When Parents Separate: Untangling and Rearranging to Keep Kinship Strong

Separated parents are connected forever. Some parents have cordial relationships from the start, some re-learn trust and heal in later years. Families don't "break," they untangle and rearrange. We will discuss new models for today's separated parents, gay and straight, that have emerged in group work with stepmothers. Didactic, Discussion, Case Presentation.

Learning Objectives

- Describe how marriages do not end in a moment but untangle over time.
- Distinguish between normal separations of first-time parents and more formal separations that may lead to divorce.
- Identify the goal for separated parents: creating a benign emotional space to continue parenting.
- Describe the five factors that contribute to establishing a kinship circle around children: choice of where to live, letting go of old feelings, life events, ages of children, impact of new partners.
- Apply these principles to their own client base to understand how to help separating parents look ahead and keep kinship strong around their children.

Judy Osborne, LMFT, LMHC, Stepfamily Associates, Brookline, MA

W-14 Working with 'The Dark Side' in Group Psychotherapy

In order to be an effective group therapist, the leader must feel comfortable with her/his own aggression and the aggression of group members. Volunteers will role-play their most trying members. Using a combination of psychoanalytic theory and modern psychoanalytic technique, Dr. Pepper will demonstrate his approach to working with difficult members in group through the use of induced feelings. Attention will also be paid to the importance of maintaining the frame in group treatment. Demonstration, Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- Apply techniques discussed in the workshop to difficult members of their own groups.
- Distinguish objective from subjective countertransference.
- Differentiate between boundary crossings and boundary violations.
- Resolve treatment impasses in their own groups.
- More confidently manage aggressive group members.

Robert S. Pepper, LCSW, PhD, CGP, Long Island Institute for Mental Health, Rego Park, NY; New York Institute of Technology, New York, NY; Private Practice, Forest Hills, NY

W-15 Streamlining Private Practice: Increasing the Gain and Decreasing the Pain

This is a workshop for therapists at all levels who wish to change some aspect of their private practice (kind or number of patients/groups, fees, proportion of self pay clients, paperwork, practice promotion, isolation). Participants will address desired changes, roadblocks that hamper implementation, and creative solutions that bolster change. Discussion, Experiential, Didactic/Lecture.

Learning Objectives

- Identify areas of change that will make private practice more satisfying.
- Describe roadblocks that impede their own implementation.
- Distinguish the practical from psychological impediments.
- Formulate solutions that will override the impediments.
- Create a plan to support participants' own commitment to specific changes.

Marsha Vannicelli, PhD, FAGPA, Harvard Medical School, Boston, MA; Massachusetts School of Professional Psychology, Boston, MA; Private Practice, Cambridge, MA

W-16 Working Along the Edge of Eating Regulation, Attachment and Somatic Experience

Matching theory with application for those concerned with weight matters and dysregulated eating; what the brain-wise therapist needs to know about attachment and regulation in the context of developmental trauma, rupture and repair. Attention to somatics will be integrated with group techniques. Didactic/Lecture, Experiential, Discussion, Demonstration.

Learning Objectives

- Identify and describe current science and thinking in the weight regulation field: two sides of the addiction model and bariatric surgery.
- Translate and restate the language of overeating and overweight to terms of regulation, dysregulation, and attachment.
- Develop fresh group strategies for the person with challenging weight regulation problems supporting the implicit with somatics and experiential work.
- Create additional treatment strategies for affect regulation and dissociative self-states
- Identify strategies in group psychotherapy for working with ruptures in dysregulated eating, and to facilitate repair.

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

Sunday Morning, June 16, 9:00 am–12:00 pm

W-17 Redefining Hope: Group Psychotherapy for Individuals with Chronic Medical Conditions

This workshop will introduce the complexities of facilitating a group for individuals with chronic medical conditions. We will explore the work of re-defining hope, how that shapes group dynamics, and how to mitigate compassion fatigue for the group leader. The workshop will include an experiential group exploring perspectives on death, dying, illness, and mortality. Didactic/Lecture, Experiential, Discussion, Case Presentation.

Learning Objectives

- Identify the existential elements inherent in groups for individuals with chronic medical conditions.
- Identify and be able to address challenges and benefits group members and leaders encounter within the culture of the group.
- Describe personal perspectives that influence group culture and the redefinition of hope.
- Identify and describe signs of compassion fatigue.
- Articulate the importance and significance of self-care for leaders of these groups.

Rhea D. Antonio, PsyD, Rice Center for Young Children and Families, Brookline, MA; Private Practice, Boston, MA

W-18 Listening to and Learning from Our Groups: How to Know What We Don't Know

Social media sites on the internet have created a new social norm about what it means to “know” others. This, along with our own professional ego ideals, can interfere with our ability to truly “know” our patients. The wise group therapist values “not knowing.” This workshop will encourage you to journey into “unknown” territories and, thereby, enhance your capacity for listening and learning more effectively. Didactic/Lecture, Discussion, Experiential, Case Presentation.

Learning Objectives

- Identify why and how a position of “not knowing” offers more potential for learning in groups.
- Define the ways in which our professional ego ideals may interfere with true listening to and learning from our patients.
- Be able to assess what external and internal pressures may arise in the group leader that interfere with his/her therapeutic efficacy.
- Discuss mistake-laden cases without undue guilt or shame, thereby freeing the group leader to be a more effective therapist in the future.
- Apply to therapy groups a listening model that progresses from listening, to hearing, to responding, and to resting in the moment.

Marc G. Bolduc, LICSW, CADC II, CGP, Center for Addiction Medicine, Massachusetts General Hospital, Boston, MA; Private Practice, Boston, MA

Robert L. Weber, PhD, CGP, Massachusetts General Hospital, Boston, MA; Private Practice, Cambridge, MA

W-19 How Much is Enough? Termination from Group Therapy

This workshop will explore the contract we make with group members about termination from group. Is it when you got what you came for and how do you know? As leaders we can often see ways in which group can continue to be helpful for a member, but members might not see it. So what is enough? Discussion, Didactic/Lecture, Case Presentation.

Learning Objectives

- Develop guidelines to help members evaluate their progress in group.
- Develop and articulate criteria to guide members in the process of termination from group.
- Describe the multiple reasons for termination from group and recognize the role of the leader in assessing a member's readiness for termination.
- Describe the role of the leader in assessing a member's readiness for termination.
- Differentiate the leader's countertransference responses from a member's wish to leave the group.

Sara J. Emerson, LICSW, CGP, FAGPA, Boston College Graduate School of Social Work, Newton, MA; Private Practice, Cambridge MA

W-20 Leverage the Power of 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 are likely to either find you or look you 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/Lecture, Discussion, Experiential, Audio/Visual.

Learning Objectives

- Compare and contrast social networking groups with therapy groups.
- Differentiate the role of a “leader” in a social networking group from the role of leader of a therapy group.
- Identify 5 major social networking methods to increase on-line visibility.
- Assess participant's 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.
- Identify privacy and ethical concerns related to using social networking sites.

Pamela Enders, PhD, LICSW, CGP, Harvard Medical School, Boston, MA; Private Practice, Cambridge, MA

Workshops

W

Sunday Morning, June 16, 9:00 am–12:00 pm, continued

W-21 Required, Permitted, Forbidden: The Legacy of Early Attachments on Psychological Freedom

Based on experience with caregivers, each individual constructs a working model of the social world that determines which feelings, needs, impulses, behaviors and roles are (and are not) allowable. Group therapy offers a unique opportunity to revise these models toward greater freedom through a safe, mirrored process of mutual risk-taking. Didactic/Lecture, Discussion, Experiential, Audio/Visual.

Learning Objectives

- Define Bowlby's concept of the internal working model.
- Identify specific signs of secure, dismissive, and preoccupied attachment styles in clients' reactions to group process.
- Differentiate the experience modes of psychic equivalence, pretense, and mentalizing.
- Identify and explicate clients' internal working models by recognizing patterns of interaction in the group.
- Expand psychological freedom by "making the dialogue inclusive" and gently challenging compulsory roles, affects, and responses.

David Goldfinger, PhD, Private Practice, Cambridge, MA

W-22 Transcendent Laughter in Groups: A Relational Perspective

This workshop focuses on "transcendent laughter," a concept borrowed from religious studies to describe a healing moment when a group is connected safely enough to laugh together at their existential challenges. We will discuss theories of laughter and the role of relational engagement by the leader. A one-hour experiential group will further the exploration and be followed by discussion. Didactic/Lecture, Experiential, Discussion.

Learning Objectives

- Identify different kinds of humor and their uses in groups.
- Describe interventions for managing potentially shaming uses of humor.
- Describe a rationale for working with humor to build connections in groups.
- Identify and clarify the uses of humor in participants' own clinical work.
- Clarify and explain a relational argument for authentic engagement by group leaders.

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

W-23 Matching Need with Passion: Creating Opportunities for Groups on the Frontline of Health Care Changes

With changes in health care delivery and reimbursement, behavioral health groups are the future for a range of practice settings. This workshop will focus on the development of short-term and ongoing groups, using coping skills-based therapies, which meet evolving systemic, provider and multiple patient needs in primary care practice. Discussion, Didactic/Lecture, Experiential, Demonstration.

Learning Objectives

- Identify health care changes relating to behavioral health groups in a medical setting.
- Identify opportunities for developing groups to meet systemic needs.
- Define the steps involved in developing and marketing new group solutions.
- Generate a range of group solutions based on those specifically demonstrated in the workshop.
- Apply to the participant's own groups lessons learned by others in conducting groups in medical settings.

Ann Koplow, LICSW, Beth Israel Deaconess Medical Center, Boston, MA

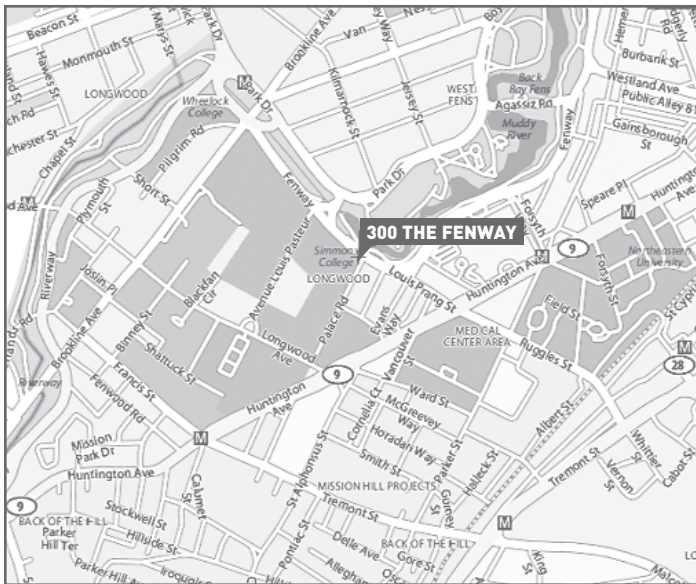
W-24 Early Identification with Opposite Gender Caretakers: Effects on Our Therapeutic Capacity

Many of us more easily talk and think about our identifications with same-sex caretakers and neglect our identifications with opposite-sex caretakers. Increasing awareness of identifications with one's opposite-gender caretakers can expand one's therapeutic capacity as a group leader. Using a suggestive technique, participants will be encouraged to access these unconscious aspects of themselves. The group will then focus on the awareness of this expanded capacity as it is experienced in the group. Experiential, Discussion, Didactic.

Learning Objectives

- Explain how early repressed opposite-gender perceptions and reactions affect group leadership style.
- Describe how present perceptions of gender role reflect early relationships with parental figures.
- Identify repressed capabilities to provide opposite-gender types of support (e.g. more nurturing by males, more aggressiveness by females, etc.).
- Respond flexibly to various situations that occur in the group, especially when related to gender issues.
- Demonstrate increased acceptance of transference reactions of group participants.

Dan Raviv, PhD, CGP, FAGPA, Private Practice, Great Neck and New York, 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.nsgp.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 maximum 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 16, 2013 from 12:00–1:00 pm**
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.

**note time change...bring your lunch to the meeting.

My Conference Registration Schedule		
Saturday AM	Saturday PM	Sunday AM
1st # _____	1st # _____	1st # _____
2nd # _____	2nd # _____	2nd # _____
3rd # _____	3rd # _____	3rd # _____
<input type="checkbox"/> Special Presentation <input type="checkbox"/> Demonstration Group <input type="checkbox"/> Experience Groups		

Conference Committee	
<p>Conference Co-Chairs Julie Anderson, PhD, CGP Scott Reinhardt, PhD, CGP</p> <p>Brochure Committee Susan Silveira, LICSW, Chair Madeline Littman, PhD</p> <p>Experience Groups Committee Steve Cadwell, PhD, LICSW, CGP, Co-Chair Joanne Lipner, LICSW, CGP, Co-Chair Joyce Collier, LICSW, CGP Elizabeth L. Shapiro, PhD Judy Silverstein, PhD, CGP Ellen Ziskind, LICSW, CGP</p> <p>Hospitality Committee Leah Slivko, LICSW, PsychA, Co-Chair Cindy Berman-Richter, LICSW, Co-Chair Christine Boie, CNS Tanya Gurian, MN, APRN Helen Hwang, PhD, MPH Sioban O'Neil, MD Judy Ullman, LICSW Kimika Tashima, MA</p>	<p>Registration Committee Joe DeAngelis, LICSW, Co-Chair Jennifer McLain, MD, CGP, Co-Chair Joyce Collier, LICSW, CGP Ann Koplow, LICSW Maxine Sushelsky, LMHC</p> <p>Site Committee Marc Bolduc, LICSW, CADC II, CGP, Chair Christine Boie, CNS Lucille Jordan, LCSW Melissa Kelly, LICSW Joel Krieg, LICSW Karen Wischmeyer, LICSW, CAS, CGP</p> <p>Workshop Committee Ken Jaeger, LICSW, CGP, Co-Chair Madeleine Lourie, LICSW, Co-Chair Tanya Gurian, MN, APRN Robin Kaplan, LICSW Rivkah Lapidus, PhD, LMHC, CGP</p>

Register by May 1st – Save \$25!

GO GREEN! To register and pay by credit card online, go to www.nsgp.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 registering for this conference, 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.

June 14, 15 and 16, 2013

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.	\$ _____
<input type="checkbox"/> Special Presentation				
Special Presentation (two days)	\$ 70.	\$ 80.	\$ 60.	\$ _____
SP (both days) and Demo Group	\$145.	\$165.	\$105.	\$ _____
<input type="checkbox"/> Experience Group	\$140.	\$175.	\$ 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)	\$ 70.	\$ 80.	\$ 60.	\$ _____
<input type="checkbox"/> Workshop				
One Workshop	\$ 75.	\$ 90.	\$ 50.	\$ _____
Two Workshops or Full Day Workshop	\$140.	\$165.	\$ 75.	\$ _____
Three Workshops	\$190.	\$225.	\$100.	\$ _____
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	\$ 90.	\$105.	\$ 55.	\$ _____
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, 2013.				
Subtract Discounts, if applicable				-\$ _____
<input type="checkbox"/> \$25 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, 2013.				
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@verizon.net.