



N S G P

Northeastern Society for Group Psychotherapy

FINAL UPDATED VERSION

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N S G P

Northeastern Society for Group Psychotherapy

33

The 33rd Annual Regional Conference

June 6, 7 & 8, 2014

Simmons College, Boston, MA

What's Affect Got to Do with It? Connection in Group Psychotherapy

Special Presentation

The Large Group: Being in a Crowd

Consultants: Sara Emerson, LICSW, CGP, FAGPA
H. Shmuel Erlich, PhD, ABPP

Demonstration Group

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

Group Leader: David Goldfinger, PhD, CGP
Discussants: Chera M. Finnis, PsyD, CGP, FAGPA; Adam Silk, MD



What's Affect Got to Do with It? Connection in Group Therapy

NSGP's 33rd Annual Conference will focus on how all participants in group experiences are impacted by the presence and expression of emotions, manifested in various ways. The array of Conference offerings includes:

Special Presentation

The Large Group: Being in a Crowd, consultants: Sara Emerson and H. Shmuel Erlich

Demonstration Group

Required, Permitted, Forbidden: The Legacy of Early Attachments on Psychological Freedom, led by David Goldfinger, with discussants Chera Finnis and Adam Silk

Day-Long Experience Groups

Full-day group experiences, including a new multi-day experience group, that often are powerful catalysts for personal and professional growth. Special Interest offerings include resonating with loss; openness to gender, race and class issues; finding our voices with strong mentors, using the lens of play, holding the somatic sense of self

Half-Day Workshops

Nineteen workshops on group-related topics including: New Behavior Therapies; Modern Attachment Theory; Neuroscience in Dysregulated Eating; Perfectionism; Hidden Affect; Poetry; Making a Professional Will; Laughter Yoga; Religious Trauma; Internal Family Systems; Embodied Attunement

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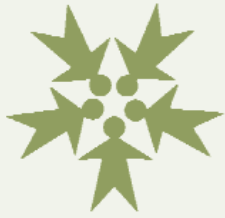
**For General Information,
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NSGP

Northeastern Society for Group Psychotherapy

Welcome to the 33rd Annual Conference

The members of the Conference Committee are happy to welcome you to this, the 33rd Annual Conference of the Northeastern Society for Group Psychotherapy, "What's Affect Got to Do with It? Connection in Group Psychotherapy."

With our 2014 roster of learning opportunities, we will provide both traditional and innovative offerings to explore the dynamics of group; this year's theme highlights the relationship between affect and connection in Group Psychotherapy.

The theme will be interwoven throughout all the offerings during the weekend: the half day Workshops, the full-day Experience Groups, the signature Demonstration Group, and the Special Presentation. This year, there will be a new Experience Group (the 'Multi-Day Experience Group'), which runs for the same number of hours, but happens over two days.

For the Special Presentation we have brought back the Large Group Experience, titled "The Large Group: Being in a Crowd." We have not offered such an opportunity for several years, and are particularly happy to do so again for the richness of experience it offers. We will be guided in the large group by Sara Emerson, LICSW, CGP, FAGPA of Cambridge, Massachusetts, and H. Shmuel Erlich, PhD, ABPP, from Jerusalem. Dr. Erlich is past-President of the Israel Psychoanalytic Society, and together with colleagues introduced the Tavistock Group Relations model to Israel.

Conference registration can occur online at www.nsgp.com. Or if you prefer, you may choose to mail in the Registration Form in this brochure. There is a saving of \$50.00 if you register before May 15th; an additional advantage of early registration is that it increases the likelihood that you will get into the offerings you most prefer.

We hope you have a wonderful time at the Conference and look forward to seeing you there.

Julie Anderson, Marc Bolduc and Scott Reinhardt, for the Conference Committee

Conference Overview

Friday, June 6, 2014

7:30-8:30 Registration & Continental Breakfast
 8:30-9:00 Experience Group Opening & Orientation
 9:00-12:00 Experience Group Session I
 12:00-1:30 Lunch Break
 1:30-3:30 Experience Group Session II
 Multi-Day Experience Group Session I
 3:30-4:00 Refreshment Break
 4:00-6:00 Experience Group Session III
 Multi-Day Experience Group Session II
 6:00-6:15 Evaluations
 6:15-7:15 Social Hour
 7:15-8:45 Special Presentation/ Large Group Experience I

Saturday, June 7, 2014

7:30-8:30 Registration & Continental Breakfast
 8:30-9:00 Opening & Orientation
 9:00-12:00 Morning Workshops
 Multi-Day Experience Group Session III
 12:00-1:00 Lunch Break/Business Meeting (Box Lunch)
 1:15-2:45 Special Presentation/Large Group Experience II
 Refreshment Break
 3:00-6:00 Afternoon Workshops
 6:00-7:30 Social Hour
 7:00-On NSGP Offsite Dinners/Parties

Sunday, June 8, 2014

8:00-9:00 Registration & Continental Breakfast
 9:00-12:00 Morning Workshops
 12:00-12:45 Lunch Break (Box Lunch)
 12:45-2:15 Special Presentation/ Large Group Experience III
 Refreshment Break
 2:15-2:45 Demonstration Group & Closing Session
 2:45-6:00 Social Hour
 6:00-7:00

Note: Lunch is on your own Friday, and is available at numerous locations on the Simmons College campus and at nearby restaurants. Box lunches will be provided to registrants on Saturday and Sunday.

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

Friday, 7:15–8:45 pm, Saturday, 1:15–2:45 pm & Sunday, 12:45–2:15 pm
Participants are encouraged to attend all three sessions

The Large Group: Being in a Crowd

The Large Group is an experiential event which will meet over three days. It is designed to provide opportunities for learning about the personal experiences, feelings and reflections evoked by being in a group that is larger than what can be handled as a face-to-face situation. The purpose is to provide a contained space for the range of processes that take place in such a setting. We will follow the Tavistock Group Relations model, inviting here-and-now reflection on both the experience of being a member of a large group, and the range of social roles people bring to and take on within this experience.

There will be two consultants to the event. The consultants' interventions and interpretations are based on their own experiences within the group; they address the group as a whole and attempt to reflect the here-and-now processes that take place.

At times the experience of the Large Group may seem confusing and without purpose. It is therefore important to participate in all three meetings in order to learn about the processes and meanings that may emerge as the group evolves and develops.

Learning Objectives

- Participants will identify the differences between a Large Group and an interpersonal or psychodynamic group
- Identify and recognize the resistances in the Large Group and the management of authority issues
- Identify the ways in which the Large Group is a venue to express greater societal issues
- Identify the function and value of the group contract
- Explore and observe the differences of the role of the conductors of the Large Group and the role of a group leader

Sara Emerson, LICSW, CGP, FAGPA, is in private practice in Cambridge MA. She is adjunct faculty at Boston College GSSW where she teaches group therapy. She is a psychoanalyst trained at the Massachusetts Institute for Psychoanalysis, is on the faculty at MIP and serves on the training committee. Ms. Emerson has been actively involved in both AGPA and NSGP, and is currently on the Board of Directors of AGPA and Past President of NSGP. She serves regularly as faculty at NSGP and AGPA conferences, and has presented at other group conferences across the country. For fourteen years she had the privilege of working with the Boston Threshold Group, a collaborative effort between a mental health agency in Belfast Northern Ireland, and the United States.

H. Shmuel Erlich, PhD, ABPP, is a Training and Supervising Analyst and past-President of the Israel Psychoanalytic Society. Together with colleagues he introduced the Tavistock Group Relations model to Israel and is a Founding Member of OFEK — The Israel Association for the Study of Group and Organizational Processes, and of PCCA—Partners in Confronting Collective Atrocities. His published books in this area are: *"Fed with Tears, Poisoned with Milk — The "Nazareth" Group Relations Conferences: Germans and Israelis — The Past in the Present"*; and *"The Couch in the Marketplace: Psychoanalysis and Social Reality."* He introduced and conducted with colleagues a Large Group event at the International Psychoanalytic Association's 2010 and 2012 International Congresses, in Berlin and in Prague.



Lecture and Demonstration Group

D

Sunday Afternoon, June 8, 2:45–5:45 pm

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

This presentation will explore the power of group therapy to free individuals from archaic allegiances that have placed constraints on who they can be, what they can feel and how they can behave.

Group process evokes each member's primary relational context, along with its attendant perils and strategies for survival. These strategies reflect the individual's early, best efforts to maintain ties to problematic caregivers, sometimes at terrific personal cost. The developing child is often required to repudiate emerging aspects of self that threaten those ties, leaving the child—now the adult—with a narrowed repertoire of self-experience and rigid principles for interpersonal relating.

By paying attention to patterned responses, minute shifts in affect and curious absences, the therapist can illuminate areas of inhibition and explore their origins. When implicit constraints are made explicit, group members (and the group as a whole) are better positioned to take risks and reclaim lost or dissociated parts of themselves.

This program will begin with a discussion of psychological freedom and its constraints, drawing on attachment theory, self psychology and intersubjectivity. Dr. Goldfinger will offer a lens through which to formulate group dynamics as well as recommendations for technical interventions.

Dr. Goldfinger will then lead a demonstration group that will illustrate the principles and intervention strategies discussed.

Following the group, Drs. Adam Silk and Chera Finnis will offer commentary on the process observed in the group. The audience will then be invited to participate in a general discussion.

Learning Objectives

- Define Brandchaft's concept of pathological accommodation
- 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 response

Group Leader and Presenter:

David Goldfinger, PhD, CGP, is a clinical psychologist, group psychotherapist, supervisor, and adjunct faculty member of the Psychoanalytic Couples and Family Institute of New England with a private practice in Cambridge, MA. In recent years, Dr. Goldfinger has been exploring the application of attachment theory to group therapy through a series of multimedia presentations.

Discussants:

Chera M. Finnis, PsyD, CGP, FAGPA, works as a clinician and consultant in New York City. In her private practice she sees individuals, groups, couples and families and she consults with agencies in both the private and public sector. She has been a supervising psychologist at Maria Droste Counseling Services. Her work has spanned many settings, including residential treatment centers, diagnostic centers, public and alternative school settings and city and state hospitals. She has led the Experiential Group in the EGPS One Year Training Program in Group Psychotherapy since 1996.

Adam Silk, MD, has many roles in the Boston area. He is a Clinical Instructor at Harvard Medical School and serves as Psychiatrist at MIT's Medical Department in Cambridge. He consults at Epiphany School and BridgeBoston Charter School in Dorchester. He is also on the faculty at the Boston Institute for Psychotherapy, with a special interest in affect and psychotherapy. Much of his current work involves leading and supervising groups in educational settings for children, adolescents, and young adults. He has a private practice in Brookline, MA.

Day-Long Experience Groups

E Friday, June 6, 9:00 am–6:00 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.

Some experience groups are one-day events, others multiple-days*, 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.

* This year offers a Multi-day Special Interest Group as well as the second meeting of a Two-Year Group.

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 receive 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.

General Psychodynamic Groups

E-1 GENERAL PSYCHODYNAMIC GROUP FOR CLINICIANS WITH 0-7 YEARS OF GROUP THERAPY EXPERIENCE

Steven Haut, LICSW, BCD, FAGPA, Past President, NSGP; Private Practice, Concord and Boston, MA

E-2 GENERAL PSYCHODYNAMIC GROUP FOR CLINICIANS WITH 8 OR MORE YEARS OF GROUP THERAPY EXPERIENCE

Chera M. Finnis, PsyD, CGP, FAGPA, Maria Droste Counseling Services, New York; Private Practice, New York, NY

Two-Year Psychodynamic Group

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

E-3 Two Year Psychodynamic Group: Second Year of Two Year Group (open only to participants of Year One of this group)

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

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

Day-Long Experience Groups

E

Friday, June 6, 9:00 am–6:00 pm

Special Interest Groups

New Offering Multi-Day Experience Group

Friday, June 6, 1:30-6:15 and

Saturday, June 7, 9:00am-12:00pm

Members have the opportunity to observe how time and experiences outside the group affect their relationships and participation in the group. Attendance at both sessions is required.

MD-1 Entering the Sand Box: The Group as a Potential Play Space

We will explore the development of active engagement among members through the lens of play, an essential element in sustaining social relationships and feeling alive. This experience group will provide participants with an opportunity to explore the ways in which they engage with others, as well as how they might restrict themselves in the here-and-now experience.

Learning Objectives

- Participants will experience and evaluate the role of the leaders as they are actively engaged in the group's interactive process
- Participants will identify therapeutic factors which contribute to the development of a safe and cohesive group culture
- Participants will evaluate the role of the leader in the development of the group as a space conducive to engaging with others in a spontaneous manner
- Through their participation in the group and the group's development, participants will have the opportunity to observe and experience their own resistances to engaging in a more spontaneous manner with the other members
- Participants will observe and learn about the importance of the leader's role in containing the group and creating a space conducive to spontaneous interactions

Arnold Cohen, PhD, CGP, Past President, NSGP; Private Practice, Newton, MA

Sara Emerson, LICSW, CGP, FAGPA, Boston College GSSW, Newton, MA; Private Practice, Cambridge, MA

E-4 Neutrality is a Myth: Considering Class, Gender, Race and Sexuality

Most of us are trained to think about the ways that members bring their interpersonal and familial dynamics into group therapy, but what about social/cultural dynamics? In this group, we will explore how dynamics related to social identities such as gender, race, sexuality and class influence our experiences as leaders and members.

Learning Objectives

- Develop critical awareness of your own social identities and how these shape your culture, values and perspectives as a clinician
- Develop increased comfort and skill in working across difference in its many forms
- Articulate at least 3 ways that social identities may shape the clinical issues that group members bring to the group
- Recognize how leadership styles may be shaped by culture, and particularly, by dynamics and biases related to gender, race and sexual orientation
- Identify some of the ways social/power dynamics are internalized and shape the intra-psychoic experiences of each of us—in both dominant and subordinate groups

Barbara McQueen, LICSW, Clinical Consultant, Beth Israel Deaconess Medical Center; Experience Group Leader, Boston Institute for Psychotherapy Training Program; Adjunct Faculty, Simmons College SSW; Private Practice, Brookline, MA

E-5 Creating Connection through Resonance with Loss

Most therapists have experienced a significant loss of some kind. At times, our own experiences of loss resonate with those of our clients, enhancing the therapeutic connection and deepening the work. At other times, our countertransference can create distance or blur boundaries. We will explore the use of self, the ways we each resonate with loss, and how to respond in ways that deepen the therapeutic connection.

Learning Objectives

- Learn about psychodynamic group process through experience
- Recognize countertransference and its potential for enhancing therapeutic connection
- Recognize countertransference and its potential for creating distance in the therapeutic relationship
- Recognize and prevent the potential for blurring boundaries when resonating with clients' losses
- Learn about impact of leadership style on group process

Oona Metz, LICSW, CGP, Presenter, AGPA National Conference, 2010 & 2011; Presenter, NSGP Annual Conference, 2004, 2008, 2010, 2012, 2013; Private Practice, Arlington & Brookline, MA

Day-Long Experience Groups

E Friday, June 6, 9:00 am–6:00 pm, continued

E-6 Under the Influence of Giants: Finding our Voices and Humanizing our Supervisors and Mentors

When working as co-leaders with different levels of experience—or simply sitting with our internalized supervisors/mentors while leading groups—feelings about power, legitimacy, competition and envy are often evoked, both within the leader(s) and among group members. Participants will explore how these differences in power affect them in their internalized and real professional relationships.

Learning Objectives

- Identify the role of family dynamics in one's professional life
- Discuss opportunities and challenges of collaborating with supervisors/mentors
- Describe and discuss one's relationship with power
- Discuss the relationship between idealization and denigration
- Discuss developmental challenges for both neophyte therapist and experienced supervisor working together for the first time

Jerome S. Gans, MD, CGP, DLFAGPA, Associate Clinical Professor of Psychiatry, Harvard Medical School; Private Practice, Wellesley, MA

Joel Krieg, LICSW, CGP, Group Coordinator, Boston Institute for Psychotherapy, Brookline, MA; Private Practice, Cambridge, MA

E-7 Minding the Body and Embodying the Mind: Somatic Experiencing of the Self in the Group

Somatic Experiencing® is a therapeutic approach which facilitates re-establishing one's natural capacity to regulate activation, settling and social engagement. We will explore how basic concepts of SE can help group members and leaders deepen the felt experience of self and other, mind and body and the interpersonal field of groups.

Learning Objectives

- Apply basic concepts of Somatic Experiencing® in order to develop a more embodied therapeutic stance
- Judge the usefulness of tuning in to deeply felt internal states to make subsequent interpersonal interactions with group members and colleagues more effective
- Trace the development of group members' individual and collective self-regulation
- List the three specific defensive or protective survival responses—fight, flight and freeze—and offer examples of how these responses can manifest in group dynamics
- Utilize techniques for the containment and management of client and leader's activation, developing strategies for grounding, orienting and stabilizing, including maintaining group leader's own settled nervous system; supporting orienting responses; inviting social engagement; developing strategies for grounding, orienting and stabilizing prior to working with states of higher activation; and helping group members learn to notice somatic signs of activation in self and others as that activation arises, before it becomes overwhelming

Peter J. Taylor, PhD, SEP, CGP, FAGPA, Secretary of the Board of Directors, Somatic Experiencing Trauma Institute; Presenter at EGPS and AGPA Annual Meeting; Private Practice, New York, NY

Roger Saint-Laurent, PsyD, SEP, CGP, Chair of the Board of Directors, Somatic Experiencing Trauma Institute; Presenter at EGPS and AGPA Annual Meeting; Private Practice, New York, NY

Workshops

W

Saturday Morning, June 7, 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.

W-1 To Be or Not to Be a Perfectionist

Perfectionism is multidimensional. It can be self- or other-oriented; positive or negative. This workshop will explore aspects of perfectionism such as impossibly high personal standards, excessive concern over mistakes and preoccupation with parental/societal demands. It will also address how group therapy can help perfectionists to accept themselves as human and imperfect. Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- Identify perfectionistic aspects of themselves
- Recognize parental demands contributing to perfectionism
- Note societal expectations contributing to perfectionism
- Cite group interventions that can help perfectionists accept themselves as human and imperfect

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

W-2 Awareness, Courage, Love and Behaviorism: New Behavior Therapies for Your Group

Members will participate in several different structured exercises from third wave behavior therapies, including Functional Analytic Psychotherapy and Acceptance and Commitment Therapy. Exercises will include handouts for evoking immediacy (here and now), exercises to address painful thoughts and feelings. These fresh ideas for psycho-educational assignments can easily be incorporated into ongoing process groups. Demonstration, Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- Obtain three handouts from ACT Made Simple book to use in their groups (and know how to implement them as a group exercise)
- Obtain three handouts adapted from A Guide to Functional Analytic Psychotherapy: Awareness, Courage, Love, and Behaviorism to use for their groups (and know how to implement them as a group exercise)
- Obtain two written assignments they can ask their groups to do to obtain clinically relevant feedback about the groups
- Obtain two ideas for how written exercises can be implemented successfully and easily in long term groups

Renee Hoekstra, PsyD, Private Practice, Boston, MA

W-3 Introduction to Group Psychotherapy

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

Learning Objectives

- Recognize group process as an active part of many varieties of therapy groups
- Have beginning familiarity with the theories for group therapy's effectiveness
- Describe the basic premise of interpersonal group psychotherapy
- Distinguish interpersonal from psychodynamic group psychotherapy
- Recognize the difference between a "process" group and other kinds of groups

Ken Jaeger, LICSW, CGP, Lesley University, Cambridge, MA; Private Practice, Cambridge MA

MOVED to Sunday Morning, June 8, 9:00 am. Now numbered W-20

W-4 Working with the Dark Side in Group Psychotherapy: A Demonstration Group

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

Learning Objectives

- Apply techniques to their own groups
- Distinguish between objective and subjective countertransference
- Differentiate boundary crossings from boundary violations
- Solve treatment impasses
- Manage aggressive group members

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

Workshops

W

Saturday Morning, June 7, 9:00 am–12:00 pm, continued

W-5 Thou Shalt Not: How Religion, Spirituality and Religious Trauma Affect Us

Religion can be a source of healing, but for some it's one of wounding. This workshop explores the negative impact religion and the defensive use of spirituality can have on mental health and affective functioning. We will explore the use of group psychotherapy to enhance emotional freedom and authentic connection. Experiential, Didactic/Lecture, Case Presentation, Discussion.

Learning Objectives

- Articulate how religious and/or spiritual values may limit the type of affect clients may express in individual and group psychotherapy
- Describe spiritual bypassing and one way clients may use it.
- Explain two ways religion may negatively impact mental health and relationships
- Identify ways countertransference to religious or spiritual material can enhance or hinder the process of psychotherapy
- Articulate how secure attachment relationships in individual and group psychotherapy facilitate working with religious trauma, religious wounding and spiritual bypassing

Alyson M. Stone, PhD, CGP, Private Practice, Austin, TX

W-6 Couples Gone Wild: Top 10 Complications in Treating Couples

Tony Soprano brings Carmela in for couples therapy. They both mock you. Homer Simpson comes in with Marge. Ugh. You hate him! Get a divorce, lady. Your individual therapy training never prepared you for this! But, since couples are small groups, perhaps your group training can help. Using video clips, we will examine common complications in treating couples—and what to do about them (Rated R). Audio/Visual, Didactic/Lecture, Discussion.

Learning Objectives

- Anticipate common complications in treating couples
- Identify warning signs for the emergence of storminess in the couple
- Recognize common countertransference reactions when faced with such a couple
- Enhance ability to formulate underlying dynamics in these situations
- Learn techniques to intervene when such situations arise

Joseph Shay, PhD, CGP, FAGPA, Private Practice, Cambridge, MA

W-7 Dysregulated Eating Groups: The Integration and Application of Modern Attachment Theory, Sensorimotor Skills and Neuroscience

This workshop will demonstrate what the savvy brain-wise therapist needs to know to work with the challenging group of patients who span the continuum of dysregulated eating—from weighty issues to being obese—in the context of developmental trauma, affect regulation and neurobiology. Sensorimotor and experiential techniques introduced. Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- Examine the metaphor of food through the lens of attachment
- Recognize and address solutions to developmental trauma
- Practice from a knowledge base of current thinking in weight regulation field
- Create group strategies for affect regulation and dissociative self states
- Apply sensorimotor and experiential skills to your group repertoire

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

Workshops

W

Saturday Afternoon, June 7, 3:00–6:00 pm

W-8 Sensory Awareness and Embodied Attunement of the Group Therapist: The Royal Road to Affect

Sensory experience and the body's intelligence bring the group fully into the here and now, and help group members to experience emotions. Through movement to music, demonstration of leader techniques, and sensory based consultation, we will study the power of embodied attunement. Wear comfortable clothes for movement. Experiential, Demonstration, Didactic, Discussion.

Learning Objectives

- Identify and differentiate between cognitions, emotions and sensory experiences
- Learn techniques to develop somatic awareness and embodied attunement
- Learn how to ground and center the body
- Label and identify body sensations to inform self and others
- Increase immediacy of group process

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

W-9 Mentalization in Group: Theory and Practice

Mentalization theory describes how we learn to understand others and ourselves. The capacity for mentalization underlies all successful communication and psychotherapy. Mentalization theory has significant implications for doing psychotherapy of all kinds and for group in particular. Its strategic interventions fit readily within many models of treatment. Didactic/Lecture, Discussion, Experiential.

Learning Objectives

- Recognize various types of mentalization
- Distinguish between mature and immature mentalization
- Use treatment techniques guided by an understanding of this theory
- Discover their own style of mentalizing and its vulnerabilities
- Learn interventions aimed at restoring mentalization

Steven Krugman, PhD, CGP, Group Solutions Network, Newton, MA; Private Practice, Boston, MA

W-10 Leading Groups and Organizations: Hidden Affect and Motives?

Leadership can stimulate powerful conscious and unconscious forces in us all. This process-oriented workshop is designed to explore what draws the participants to leadership positions in addition to that which inhibits them from doing their best work. Themes related to sex, aggression, shame and narcissism will be explored. Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- List 3 unconscious motives for choosing leadership
- Recognize the unconscious motives that operate in themselves
- Observe when their own unconscious motives are being triggered
- Develop strategies to work with unconscious motives
- Utilize their own unconscious motives to promote effective leadership

Darryl L. Pure, PhD, ABPP, CGP, FAGPA, Feinberg School of Medicine, Northwestern University, Chicago, IL; Private Practice, Chicago, IL

W-11 Hidden Affect in Group: Indicators of Early or Hidden Trauma in Members' Medical and Family History

This workshop uses the Group Screening Interview as a format wherein a clinician might gather clues to hidden affect dwelling in a prospective member's medical history. These clues are embedded in individual childhood and adult illnesses and injuries, military service, childbirth and immediate and extended family history (including migration experiences).

Demonstration, Discussion, Experiential, Didactic/Lecture.

Learning Objectives

- Recognize clues in the individual medical history which indicate probable developmental trauma that may be subsumed in symptom presentation and/or within an incomplete prior psychiatric diagnosis
- Identify indicators of unexpected outcomes of historical and/or "normal" medical events. Extrapolate events in history to translate subtle irrational perceptions about the world and the experiences of the self in the current day
- Appraise family history for probable remnants of generational trauma
- Differentiate traumatic events in history that are normalized versus those that become fractured in sensory memory

Virginia D. Reiber, PhD, CGP, Private Practice, Dedham, MA

Workshops

W

Saturday Afternoon, June 7, 3:00–6:00 pm, continued

W-12 **Affect, Poetry, Reverie and Transformational Processes in Group Psychotherapy**

Through study of our affect-laden responses to selections of poetry, this workshop will apply concepts of Bion, Fairbairn, and Winnicott to explore use of reverie, a derivative of unconscious dream thinking, to promote deepening of relationships in group psychotherapy. Experiential, Didactic, and Discussion.

Learning Objectives

- Appraise their experience of using reverie (day-time dream thoughts) in relation to affect-laden interpersonal processes that might promote deepening of relationships in the group context
- Describe how provision of a good-enough “holding environment” (Winnicott) may promote access to reverie and growth of the “container/contained” (Bion) and thereby lead to growth-promoting mourning and transformational processes in the group context
- Describe how the unique power of imagery, paradox, irony and the music of language in great poetry creates metaphors for emotional experience and how these metaphors may evoke reveries leading to deeper awareness of previously inaccessible affect-laden opportunities for connection with others
- Describe how access to reverie (a derivative of unconscious dream thinking) in the mind of the group therapist may expand consciousness concerning not only overt but also covert interpersonal dynamics in the group
- Describe how access to reverie may aid group participants in exploration and creative management of affect-laden experience in their relationships with each other that might otherwise be overwhelming and lead to unfortunate enactment
- Describe how access to reverie may aid in the establishment of an empathic environment (a holding environment) in the group that may promote growth in the capacity to build relationships

Walker Shields, MD, CGP, FAGPA, Boston Psychoanalytic Society and Institute; Private Practice, Belmont MA

CANCELLED

W-13 **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, such as the kind or number of patients or groups, fees, proportion of self-pay clients, paperwork, practice promotion or isolation. Participants will address desired changes, roadblocks that hamper implementation and creative solutions that bolster change. Experiential, Discussion, Didactic.

Learning Objectives

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

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

Workshops

W

Sunday Morning, June 8, 9:00 am–12:00 pm

W-14 **Creating a Professional Will: From Denial and Fear to Acceptance and Action**

An overwhelming majority of clinicians do not have a Professional Will. A Professional Will is an essential guide for your colleagues at a time that is likely to be sudden, emotional, highly stressful and where expedience is key to providing quality patient care. It is also an ethical requirement. We will explore the role of denial and identify key components of a Professional Will. Participants will be encouraged to discuss their reactions and make a plan to complete this important, necessary and ethically required task. Didactic/Lecture, Discussion, Applied Learning Exercise, Case Presentation.

Learning Objectives

- Identify at least one barrier that has prevented them from completing a Professional Will
- Identify the main components of a Professional Will
- Reference ethical standards relevant to a Professional Will
- Identify and document key information to be included in a Professional Will on worksheets provided
- Develop a plan with a timeline and a support structure to increase the likelihood of completion of a Professional Will

Debora A. Carmichael, PhD, CGP, Private Practice Cambridge, MA and Nashua, NH

Joyce Collier, LICSW, CGP, Facing Cancer Together, Newton, MA

Debra Filiurin, LMHC, CGP, Community Dispute Settlement Center, Cambridge, MA; Private Practice, Cambridge, MA

W-15 **Managing Performance Anxiety: How to Perform Masterfully in High Stress Situations**

Based on research from sport and performance psychology, this workshop focuses on cognitive and emotional aspects of public speaking, networking and interviews. Participants will learn how to assess their “mental toughness,” set realistic goals, assess strengths/liabilities and create strategies for managing and changing mental hurdles that negatively affect performance. Experiential, Didactic, Demonstration, Discussion, Case Presentation.

Learning Objectives

- Identify typical factors that interfere with optimal performance
- Identify and apply specific techniques that minimize anxiety to improve performance
- Learn ways to assess specific strengths/liabilities in the mental sphere of performance
- Distinguish between outcome goals and performance goals so that realistic performance goals can be established along with specific strategies for achieving those goals

Pamela Enders, PhD, CGP, Harvard Medical School, Boston, MA; Enders & Weber, Cambridge MA

W-16 **Stages of Group Development and Leadership Roles**

This workshop delineates the nine potential phases of a group’s development based on the research of Ariadne Beck and the Chicago Group Therapy Research Team. The four influential group “leaders” will be defined: Emotional, Scapegoat, Defiant and Task Leaders. Solutions to challenging group dynamics (scapegoating and defiant behaviors) will be highlighted as will group-as-a-whole intervention. Didactic, Experiential, Discussion.

Learning Objectives

- Gain an appreciation of the Group-as-a-whole developmental perspective; achieve a more egalitarian, non-pathologizing view of each member's behavior and his/her contribution to function and healthy structure of the group
- Identify the various phases of the group’s development, tasks of each phase and corresponding emergent group leader roles
- Distinguish—through the phases of group development lens—when intra-psychic work is clinically safest and most effective
- Identify the “scapegoat leader,” understand his/ her group function as the one who makes room for difference
- Identify the “emotional leader” and “defiant leader” roles—the former speaking for “group cohesion” and the latter speaking for the asymmetry within a group’s growth/change process

Jim Fishman, LICSW, CGP, Private Practice, San Francisco, CA

W-17 **Laughter Yoga in Groups: Implications for Life and Practice**

A conceptual overview of Laughter Yoga will set the stage for the centerpiece of this workshop: an experiential introduction to the practice. A facilitated discussion will follow to give participants the opportunity to reflect on their experience and invite them to build a bridge between self-care strategies and professional practice. Experiential, Didactic/Lecture, Discussion.

Note: This workshop does not involve any advanced yoga poses, but consists rather of some vocalizations, clapping, deep breaths, simple stretches and other easy movements of a playful nature. Moreover, these are easily adjusted if necessary. Anyone can participate!

Learning Objectives

- Identify the psychological benefits of the practice of laughter yoga
- Contrast the exercise of laughter yoga with other de-stressing techniques such as deep-breathing and body-based relaxation
- Discuss the benefits of laughter yoga as applied to clinical examples
- Utilize concepts identified in the practice of laughter yoga in their work with clients in a group setting
- Apply or adapt elements of laughter yoga for their own self-care

Benjamin Cooley Hall, MDiv, MA, Brenner Center for Psychological Assessment and Consultation, MSPP, West Roxbury, MA; Insight Meditation Community of Providence, Providence, RI

Daniel Wolfson, MA, Brookline Community Mental Health Center, Brookline, MA; The Manitou Experience, Oakland, ME

Workshops

W

Sunday Morning, June 8, 9:00 am–12:00 pm, continued

W-18 When the Words and Music Meet: Listening to the Affect of Our Groups, Our Patients and Our Selves

Groups provide an array of clinical data—thoughts, feelings and behaviors. When determining appropriate clinical interventions, the group therapist must be especially attuned to the affect in the room. This workshop will sharpen participants' abilities to listen, expand their capacities to hear the affect and enhance their therapeutic responsiveness. Audio/Visual, Didactic/Lecture, Discussion, Case Presentation, Sharing of Professional and Personal Experience.

Learning Objectives

- Articulate a multi-dimensional, conceptual model that guides how they listen to the dynamics of their groups and group members
- Enhance their ability to listen, hear, and respond in clinically useful ways for the group and its members
- Identify impediments to their listening and hearing what the group members are really saying, i.e., to confront the categorical predispositions that hinder effective listening
- Describe with greater appreciation the usefulness of their own subjective reactions in comprehending the dynamics of the group and its members
- Develop greater facility for listening to and working with both the process (music) and the content (lyrics) of group sessions, by attending to the metaphorical language that emerges within the group

Robert L. Weber, PhD, CGP, FAGPA, Harvard Medical School, Boston, MA; Private Practice, Cambridge, MA

W-19 A Crowded Room: Using IFS (Internal Family Systems) in Group Therapy

This presentation will illustrate the basic principles of the Internal Family Systems (IFS) model and demonstrate its utility in group therapy. We will present the basic tenets of the model and illustrate the value of integrating IFS into psychodynamic, interpersonal work. We will demonstrate how helping group members to identify, explore and work with parts promotes cohesion, minimizes scapegoating and promotes interpersonal and intrapsychic development and healing. Demonstration, Experiential, Didactic/Lecture, Discussion.

Learning Objectives

- Analyze the benefits of using IFS in groups
- Summarize the process of “unblending” and “speaking for parts” and formulate interventions to facilitate unblending in groups
- Demonstrate strategies to elicit and identify parts shared by subgroups/group as a whole
- Compare leadership roles in IFS and psychodynamic groups

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

R. Tracy MacNab, PhD, CGP, FAGPA, Private Practice, Newton, MA

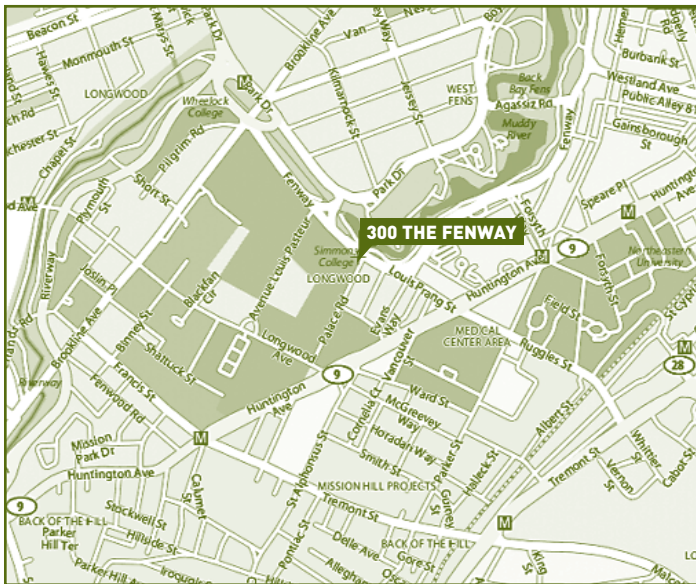
W-20 Working with the Dark Side in Group Psychotherapy: A Demonstration Group

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

Learning Objectives

- Apply techniques to their own groups
- Distinguish between objective and subjective countertransference
- Differentiate boundary crossings from boundary violations
- Solve treatment impasses
- Manage aggressive group members

Robert S. Pepper, LCSW, PhD, CGP, Long Island Institute for Mental Health, Rego Park, NY; 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 15. 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 mail will receive their one-page ticket by email.

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 or emailed by May 15th.

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

Saturday, June 7, 2014 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.

* Box Lunch is provided.

My Conference Registration Schedule

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

- Special Presentation** **Demonstration Group**
 Experience Group

Conference Committee

Conference Co-Chairs

Julie Anderson, PhD, CGP
 Marc Bolduc, LICSW, CADC II, CGP
 Scott Reinhardt, PhD, CGP

Brochure Committee

Lucille Jordan, LCSW, Chair
 Madeleine Littman, PhD

Experience Group Committee

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

Hospitality Committee

Cindy Berman-Richter, Chair
 Helen Hwang, PhD, MPH
 Sioban O'Neil, MD
 Kimika Tashima, MA

Publicity Committee

Judy Ullman, MSW, LICSW, CGP, Chair
 Zsuzsi Gero, MA, LMHC, LCMHC
 Ann Koplow, LICSW
 Rivkah Lapidus, PhD, LMHC, CGP
 Sasha Watkins, LMHC

Registration Committee

Joe DeAngelis, LICSW, Chair
 Joyce Collier, LICSW, CGP
 Howard Schnairsohn, LICSW

Site Committee

Melissa Kelly, LICSW, Chair
 Christine Boie, CNS
 Joel Krieg, LICSW, CGP
 Susie Shayegani, LICSW
 Karen Wischmeyer, LICSW, CAS, CGP

Workshop Committee

Tanya Gurian, APRN, Co-Chair
 Madeleine Lourie, LICSW, Co-Chair
 David Goldfinger, PhD, CGP
 Robin Kaplan, LICSW

Register by May 15th – Save \$50!

June 6, 7 and 8, 2014

GO GREEN! To register and pay by credit card online, go to www.nsgp.com.

Contact Information: Please print clearly!

Name: _____

Email address: _____

Address: _____

City: _____ State _____ Zip _____

Telephone: Day _____

Evening _____

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

Cancellation Policy: No refunds for cancellations after May 15th. 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: Joe DeAngelis, LICSW
661 Massachusetts Avenue, Suite 12
Arlington, MA 02476

or fax (secure and confidential) to 781-646-4469 (no cover page needed)

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 an Experience Group 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.

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	\$500.	\$650.	\$250.	\$ _____
<input type="checkbox"/> Special Presentation				
Special Presentation (three days)	\$125.	\$150.	\$75.	\$ _____
<input type="checkbox"/> Experience Group (Full-day or multi-day)				
	\$150.	\$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 7)	\$75.	\$100.	\$50.	\$ _____
<input type="checkbox"/> Workshop				
One Workshop	\$50.	\$75.	\$25.	\$ _____
Two Workshops	\$100.	\$150.	\$50.	\$ _____
Three Workshops	\$150.	\$225.	\$75.	\$ _____
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	\$100.	\$125.	\$50.	\$ _____
Subtotal of Program Fees				\$ _____
* Student discount applies to full time students only				
Subtract Discounts, if applicable				-\$ _____
<input type="checkbox"/> \$50 off for Registrations postmarked by May 15th.				
<input type="checkbox"/> 25% off for first-time attendees.				
TOTAL PROGRAM FEES				\$ _____
On Site Lodging – Deadline: Postmarked by May 15th.				
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 _____				
Additional Registration Fee AFTER May 26th				\$ 25.
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.