



N S G P

Northeastern Society for Group Psychotherapy

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N S G P

Northeastern Society for Group Psychotherapy

30

The 30th Annual Regional Conference

June 10, 11, & 12, 2011

Simmons College, Boston, MA

People in Groups:

New Insights on the Social Synapse*

* *The social synapse is the space between us. It is also the medium through which we are linked together into larger organisms such as families, tribes, societies, and the human species as a whole.*

Louis Cozolino, *The Neuroscience of Human Relationships*

Special Presentation

Your Mind in Mine: Empirical Foundations and Clinical Applications of Mentalization Therapies

Lois W. Choi-Kain, MD

Demonstration Group

Attachment Theory and Group Psychotherapy

Group Leader: Philip J. Flores, PhD, ABPP, CGP, FAGPA

Discussants: Eleanor F. Counselman, EdD, CGP, FAGPA and
Joel C. Frost, EdD, CGP, FAGPA, ABPP



People in Groups: New Insights on the Social Synapse

NSGP'S 30TH ANNUAL CONFERENCE WILL INTEREST NEWCOMERS AND EXPERTS ALIKE, WITH AN ARRAY OF OFFERINGS INCLUDING:

Special Presentation:

Your Mind in Mine: Empirical Foundations and Clinical Applications of Mentalization Therapies with Lois Choi-Kain.

Demonstration Group:

Attachment Theory and Group Psychotherapy with Philip Flores, Eleanor Counselman, and Joel Frost.

Experience Groups:

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

Half-Day Workshops:

24 workshops on topics including mentalization, attachment, how our wiring affects connection, addiction, trauma, group leadership, mindfulness, couples and combat stress, school-based group therapy for trauma, weight regulation. Several of the trauma workshops are offered through the *Rice Memorial Fund*.

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

Conference Overview

Welcome 4 Karen Wischmeyer and Peter Gumpert, for the Conference Committee	Day-Long Experience Groups: General Psychodynamic Groups . . . 6 Two-Year Psychodynamic Groups . . . 6 Special Interest Groups 7-8 Workshops: (Half-day) Saturday a.m. 9-11 Saturday p.m. 12-13 Sunday a.m. 14-15	NSGP Annual Business Meeting 16 Registration Policy 16 Accreditation 16 Lodging 16 Conference Committee 16 2011 Conference Registration Form 17
Conference Schedule 4 Special Presentation: <i>Your Mind in Mine: Empirical Foundations and Clinical Applications of Mentalization Therapies</i> 5 Presenter: Lois W. Choi-Kain, MD Demonstration Group: <i>Attachment Theory and Group Psychotherapy</i> 5 Group Leaders: Philip J. Flores, PhD, ABPP, CGP, FAGPA Discussants: Eleanor Counselman, EdD, CGP, FAGPA Joel C. Frost, EdD, ABPP, CGP, FAGPA		



NSGP

Northeastern Society for Group Psychotherapy

Welcome to the 30th Annual Conference

A warm welcome from the NSGP Conference Committee!

From time to time, new theoretical perspectives are developed that inform us about how psychotherapy — including group psychotherapy — does its important work. The theme of this Conference introduces or expands on two such perspectives. The more familiar of them to most group therapists is attachment theory, which is increasingly being applied to the practice of group psychotherapy. Less familiar to many of us is the idea that mentalization is an important skill that children acquire — most often in the context of a secure attachment — that helps them understand accurately their own and others' thoughts, feelings, and actions. Both these ideas have implications for strengthening group therapy approaches and for helping us understand the extraordinary importance in our lives of good relationships.

We on the Committee hope you will enjoy and be stimulated by the offerings of this Conference. We also hope that you will find (and continue to find) warm, collaborative relationships with valuable colleagues. NSGP provides an intellectually stimulating and professionally helpful environment, but it has also developed a nurturing organization that is genuinely caring and non-hierarchical. We hope you will join our organization if you aren't yet a member, and that you will become (or remain) involved in NSGP's various committees and activities.

Peter Gumpert and Karen Wischmeyer, for the Conference Committee

Conference Schedule

Friday, June 10, 2011	Saturday, June 11, 2011	Sunday, June 12, 2011
8:00-9:30 Registration — Continental Breakfast	7:45-9:00 Registration & Continental Breakfast	8:00-9:00 NSGP Business Meeting
9:00-9:30 Experience Group Opening/Orientation	8:30-8:45 Welcome	8:00-9:15 Registration & Continental Breakfast
9:45-12:15 Experience Group Session I	9:00-12:00 Morning Workshops	9:15-12:15 Morning Workshops
12:15-1:45 Lunch Break	12:00-1:00 Lunch Break	12:15-1:15 Lunch
1:45-4:30 Experience Group II	1:00-2:30 Special Presentation	1:15-2:45 Special Presentation
4:30-5:00 Refreshment Break	2:30-3:00 Refreshment Break	2:45-3:15 Refreshment Break
5:00-6:45 Experience Group III	3:00- 6:00 Afternoon Workshops	3:15-6:15 Demonstration Group
6:45-7:00 Evaluations	6:00-7:00 Social Hour	6:15-7:15 Social Hour
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.

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 11, 1:00–2:30 pm & Sunday, June 12, 1:15–2:45 pm

Your Mind in Mine: Empirical Foundations and Clinical Applications of Mentalization Therapies

The concept of *mentalization* was introduced some twenty years ago by Peter Fonagy, Ph.D and several of his colleagues. It describes the way humans make sense of their social world by imagining the beliefs, motives, emotions, desires and needs that underlie their own and others' behavior in interpersonal interactions. Using ideas from the fields of psychoanalysis, developmental psychology, attachment theory, and cognitive neuroscience, Fonagy and others have elaborated a theory of how the capacity to mentalize develops in early childhood, and how deviations from the normal developmental path of mentalization result in adult psychopathology.

Part I of this Special Presentation (Saturday) outlines the theoretical and empirical bases of the concept of

mentalization, and Part II (Sunday) presents the essential components of mentalization-based treatment (MBT) in both individual and group psychotherapy.

Objectives

- Recognize the definition and theoretical origins of the concept of mentalization.
- Identify major scientific findings that support the validity of the concept of mentalization.
- Describe the various clinical steps in applying a mentalization-based treatment model, ranging from assessment of attachment and mentalizing in the moment, to expanding patient's mental process from rigid intrapsychic content to flexible, dynamic interpersonal understanding.
- Differentiate the mentalizing approach from traditional psychotherapeutic individual and group therapy approaches.
- Identify when a mentalization based treatment may be preferable to a more traditional model of therapy.

Lois W. Choi-Kain, MD, will be presenting. Dr. Choi-Kain is Medical and Program Director of the Gunderson Residence at McLean Hospital in Belmont, MA. She is both a psychoanalytic psychotherapist and a researcher, and has published research papers and presented with a number of the founders of mentalization-based treatment.

Demonstration Group

D Sunday Afternoon, June 12, 3:15–6:15 pm

Attachment Theory and Group Psychotherapy

This Demonstration Group will illustrate experientially the ways that attachment theory furnishes an effective theoretical foundation for group therapy. Particular attention will be paid to the process of attachment and the inevitable rupture, repair, and reunion that occurs in all healthy, functional, and authentic relationships.

Objectives

- Describe the ways that attachment theory can be applied to group psychotherapy.
- Define the different styles of attachment (avoidant, ambivalent, disorganized, & secure) and their relationship to groups.
- Identify the ways that secure base and exploration are intricately connected.
- Demonstrate the ways that group cohesion and attachment are related.
- Recognize the similarities and differences between attachment theory, object relations theory, and self psychology.

Demonstration Group Leader:

Philip J. Flores, PhD, ABPP, CGP, FAGPA, is a clinical psychologist who has worked for the past thirty years on addictive disorders and group psychotherapy. He is an adjunct faculty member at the Georgia School of Professional Psychology at Argosy University, and supervisor of group psychotherapy at Emory University. Dr. Flores has authored numerous articles and two books. His book *Addiction as an Attachment Disorder* won the 2005 Gradiva Award of the National Association for the Advancement of Psychoanalysis. He has presented numerous workshops nationally and internationally. Dr. Flores is in private practice in Atlanta, GA.

Discussants:

Eleanor Counselman, EdD, CGP, FAGPA, is Assistant Professor in the Department of Psychiatry, Harvard Medical School and Immediate Past President of NSGP. She is in private practice in Belmont, MA.

Joel C. Frost, EdD, ABPP, CGP, FAGPA, is an Assistant Clinical Professor in the Department of Psychiatry, Harvard Medical School. He is in private practice until May 1, 2011, when his practice will be closed.

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

Day-Long Experience Groups

I Friday, June 10, 9:45 am–7:00 pm

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

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

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

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

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

Objectives

All General Psychodynamic Groups have the following education objectives:

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

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

*with the exception of the Two-Year Psychodynamic Groups

General Psychodynamic Groups

I-1 FOR CLINICIANS WITH 0 TO 3 YEARS OF GROUP THERAPY EXPERIENCE

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

I-2 FOR CLINICIANS WITH 4 TO 7 YEARS OF GROUP THERAPY EXPERIENCE

Elizabeth (Libby) Shapiro, PhD., CGP, Private Practice, Cambridge and Lexington, MA; Assistant Clinical Professor, Harvard Medical School

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

Joseph Shay, PhD, CGP, FAGPA, Faculty, PCFINE and McLean/MGH.

Two-Year Psychodynamic Group

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

I-4 Two-year Experience Group, First Year

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.

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

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

I-5 Two-year Experience Group, Second Year

This will be the second year of this psychodynamic Experience Group. Members who participated last year are expected to return this year. New members will not be accepted.

Steve Haut, MSW, LICSW, BCD, FAGPA, Private Practice, Boston and Concord, MA

STANDBY OPTION:

You may attend an experience group for a reduced fee of \$65 in return for agreeing to give the committee the flexibility to assign you. You may indicate your first, second and third choices on the registration form, and indicate clearly how to reach you. When possible we will honor your preferences. However, the committee may assign you 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.

Day-Long Experience Groups

I

Friday, June 10, 9:45 am–7:00 pm, continued

Special Interest Experience Groups

1-6 **Mentalization Based Treatment in Groups**

MBT is a psychodynamic approach grounded in Peter Fonagy's theory on mentalization and attachment. The model teaches patients to reflect on their thoughts and feelings, thereby improving their ability to self-regulate. This experience group will explore how mentalization can be developed through group process.

Objectives

- Recognize and be able to identify mentalization and reflective functioning in psychological process.
- Utilize mentalization based interventions to help regulate affect and clarify meanings.
- Utilize the mentalization framework to create interconnectedness among group members.
- Track the impact of insecure attachment on the capacity for mentalizing.
- Recognize prementalizing modes of thought.

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

Nancy Lundy, EdD, Private Practice, Concord, MA

1-7 **An Immersion in the Supervisory Experience**

Important aspects of the supervisory process will be examined through both live demonstration and experience group process, including the unconscious transmission of affect and parallel process. Current and future supervisors will encounter in the here-and-now an in-depth exploration of the clinical dilemmas they are often asked to help resolve.

Objectives

- Identify various dimensions of supervision.
- Cite some important attributes of what might constitute "good" supervision.
- Recognize how the supervisor's theoretical allegiance might affect his/her interventions.
- Discuss the idea of parallel process as a supervisory variable.
- Recognize the importance of a contract for the conduct of supervision.

David A. Altfeld, PhD, CGP, L FAGPA, Co-Director, Supervisory Training Program, National Institute for the Psychotherapies, New York, NY

1-8 **The Transition Process in the Life of a Therapist**

We are living in a time of instability and uncertainty. We work hard helping our patients deal with change, but how do we manage change in our own lives? In this group we will look at various aspects of the change process, consider the powerful role that loss plays, and seek the courage to head into the unknown.

Objectives

- Recognize the necessity of going through a transition in order for change to take place.
- Examine how one has dealt with life's transitions in the past, and how they might relate to current choices.
- Identify aspects of our changing world that are influencing current decision making.
- Distinguish between change, transformation, and transition.
- Apply the three stages of the transition process to one's own life.

Bruce H. Bernstein, PhD, ABPP, CGP, FAGPA, Private Practice, New York, NY

1-9 **Projective Identification and Countertransference**

As group leaders, we often find ourselves entangled in group dynamics that are messy and overwhelming. This experience group will explore the power of projective identification and countertransference, and how they affect the group process.

Objectives

- Define the process of projective identification.
- Identify the process of projective identification as it emerged in the group process.
- Identify his/her own countertransference reactions.
- Identify ways to help members reown their projected parts.
- Detect interplay of projective identification and countertransference.

Barbara Keezell, LICSW, CGP, Staff, Boston Institute for Psychotherapy; Private Practice, Brookline, MA

Day-Long Experience Groups

I

Friday, June 10, 9:45 am–7:00 pm, continued

I-10 "A Course in Relationships": An Imago Group Model in Action

IMAGO is a theory of primary love relationships in which unconscious relating becomes conscious, intimate and healing. Using IMAGO dialogue, participants will explore how relationships can be transformed. In this ten session structured group model, group process will be integrated with didactic learning, guided visualization, writing, and experiential exercises.

Objectives

- Compare and contrast a psycho-educational group model with more a psycho-dynamic group model.
- Recognize how their "imago" impacts on the way they connect to others, inside and outside of the group.
- Practice the Imago Dialogue process to strengthen empathic connection
- Identify and apply how their "Missing Self" or "shadow" impacts on their relational connection.
- Identify and explore how wounds and adaptations based on the Imago theory, impact on their relational connection in group.

Carol J. Kramer Slepian, LCSW, Private Practice, NY, NY and Becket, MA

I-11 Managing the Need to Be Liked and Becoming the "Good Enough" Group Therapist

The need to be liked is natural for the therapist as well as the group member. This experience group will explore clinical issues related to being liked versus being therapeutic. We will learn ways to manage transference and countertransference with the goal of becoming the "good enough" group therapist.

Objectives

- Distinguish clinical issues that may stimulate the leader's need to be liked.
- Identify group-related behaviors that were valued in the leader's family.
- Summarize leader resources for managing negative transferences.
- List guidelines for establishing a group culture where members are free to love and hate constructively.
- Formulate internal tools for therapist affect management.

David Ward, LCSW, LADC, CGP, Private Practice, Yarmouth, ME

I-12 From Moments to History: A Rendezvous with Time

In this group, participants will be invited to share key moments of their history and how their experience and gradual processing of these key moments have shaped their lives. In the discussion section, using central Lacanian concepts, we will observe how these moments have become part of the group narrative.

Objectives

- Identify two basic dialogues in the group.
- Recognize the difference between statement and enunciation.
- Distinguish the ego narrative from the unconscious.
- Contrast the Lacanian approach with other psychoanalytic views.
- Debate the pros and cons of a Lacanian approach.

Macario Giraldo, PhD, Private Practice, McLean, VA; Faculty, Washington School of Psychiatry



Workshops

W

Saturday Morning, June 11, 9:00am–12:00 pm

Workshops are half-day 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 Trauma and Healing Across the Lifespan: Resiliency in Adults, Couples and Children

This is the opening panel of a two-part program, the second being afternoon workshops. In the tenth anniversary year of 9/11, the panel will present on trauma, its impact and recovery, for adults, armed forces couples, and children in the Boston School System. Didactic/Lecture, Discussion, Case Presentation. (This panel may be attended alone or with any other workshop, including the associated Saturday afternoon workshops.)

Objectives

This panel and its partnered workshops will provide knowledge about trauma in particular contexts, for various groups, and will present various ways to address the needs of different populations.

- Identify in therapy the long-term effects of trauma.
- Present basic techniques to use when working with traumatized couples.
- Become better able to apply group treatment for traumatized school children.
- Learn how to distinguish trauma, family conflicts, and school conflicts from each other.
- Apply group therapy techniques to address trauma throughout the life span.

Chairperson: Cecil A. Rice, PhD, Past President, NSGP; President and Co-founder, Boston Institute for Psychotherapy, Boston, MA; Private Practice, Needham, MA

Alan Albert, PsyD, CGP, Staff Psychologist, Neponset Health Center, Boston, MA; Private Practice, Newton Centre, MA

Suzanne B. Phillips PsyD, ABPP, CGP, FAGPA, Adjunct Clinical Professor, Psychology Doctoral Program, C. W. Post Campus, Long Island University, Brookville, N.Y., Private Practice, Northport, NY

William Sharp, PsyD, Director, School-Based Counseling Program, Boston Institute for Psychotherapy and the Boston Graduate School of Psychoanalysis, Boston, MA

This panel is sponsored by the Rice Memorial Fund. See below for more information.

The Rice Memorial Fund Program at the 2011 NSGP Conference

There are four workshops this year (W1, W9, W10, and W11) that are sponsored by the Rice Memorial Fund. The NSGP Foundation Rice Memorial Fund seeks to understand violence and its prevention in and through groups.

These four workshops are co-sponsored by the Boston Institute for Psychotherapy School-Based Program, and Strategic Outreach for the Families of All Reservists (SOFAR).

Workshops

W

Saturday Morning, June 11, 9:00am–12:00 pm, continued

W-2 Tune into Creativity and Turn Down Intellect: An Expressive Therapy Exploration

Sometimes a picture (rhythm, sound or gesture) IS worth a thousand words. In this experiential workshop, participants use their own creative energy to access inner knowledge and foster connection in a group. Expressive modalities utilized include: photography, art-making, drama, rhythm, poetry and movement. Experiential, Discussion, Demonstration.

Objectives

- Utilize creative methods including art-making, rhythm work, creative writing and psychodrama with greater confidence.
- Express, explore and contain personal experiences in a group setting using a variety of artistic modalities.
- Build a repertory of accessible expressive arts exercises to use in clinical practice.
- Respond to the creative work of others using artistic responses.
- Demonstrate how to link creative exercises to foster connection in a group.

Dorothy Anderson-Perales, LICSW, CAGS, Private Practice, Cambridge, MA

W-3 Minding Minds: Group Process as a Pathway Toward Mentalization

For individuals who become easily overwhelmed or emotionally detached, group process offers a unique opportunity to appreciate how our experiences of one another — and of the wider world—are mediated through our minds. This workshop explores ways to help clients recognize their roles in creating/interpreting the world(s) they live in. Didactic/Lecture, Discussion, Experiential.

- Describe characteristic responses to the Strange Situation experiment for securely attached, avoidant-insecurely attached, ambivalent-insecurely attached, and disorganized attached infants.
- Define psychic equivalence, pretense, and mentalizing, and connect these three modes of experience with their associated attachment styles.
- Identify specific signs of dismissive, preoccupied, and disorganized attachment styles in clients' reactions to group process.
- Identify and use one intervention to promote mentalization for each of the three following attachment styles: dismissive, preoccupied, and unresolved.
- Identify and use three interventions to promote mindfulness in group therapy.

David Goldfinger, PhD, Private Practice, Cambridge, MA

W-4 Mindfulness for People Who Don't "Get" It: Effective Interventions for Teaching Awareness in Groups

Mindfulness can be hard to teach. This workshop includes: experiential participation, relevant applications, exercises during groups, structured "shorts" and modifications based on group development, participation, and engagement. Didactic/Lecture, Experiential, Discussion.

Objectives

- Be able to replicate at least one mindfulness exercise in one's own group.
- Assist clients in using mindfulness to emotion as a group intervention.
- Be able to explain to clients how mindfulness is relevant or applicable.
- Be able to articulate what mindfulness is.
- Identify ways to modify mindfulness exercises based on the needs of their group.

Renee Hoekstra, PsyD, Private Practice, Boston and Stoneham, MA

W-5 Cultural Box: Exploring Culture in a Group Context

In today's society, clinicians need to recognize and address the effects of cultural differences in therapeutic settings. But how many of us feel confident in handling this "touchy" subject? This workshop will focus on exploring culturally-based transference and counter-transference through experiential activity. Experiential, Discussion

Objectives

- Utilize creative methods to explore personal cultural values.
- Recognize transference/counter-transference and defenses arising from cultural differences.
- Identify how personal cultural values can affect the group process.
- Identify culturally-based ways of expressing and maintaining affect in the group.
- Identify clinically appropriate ways of addressing cultural differences in the group.

Alexandra (Sasha) Juravleva, LMHC, UHCS, Northeastern University, Boston, MA; Private Practice, Cambridge, MA.

Toshie Suzuki, LICSW, formerly Counselor/Multicultural Specialist, Berklee College of Music, Boston, MA

Workshops

W

Saturday Morning, June 11, 9:00am–12:00 pm, continued

W-6 The Trauma Recovery Group

This workshop describes the Trauma Recovery Group, a time-limited, goal-focused, and relational group for survivors of interpersonal trauma. After introducing the foundations and key elements of treatment, we will guide participants through the screening and implementation phases of the group with the use of case examples and role plays. Didactic/Lecture, Case Presentation, Demonstration, Experiential, Discussion.

Objectives

- Describe the theoretical foundations of the Trauma Recovery Group, and similarities and differences in relation to other group trauma treatment models.
- Identify key elements of the Trauma Recovery Group and explain their relevance.
- List the phases of implementation of the Trauma Recovery Group and identify central tasks within each phase.
- Appreciate the application of structural and technical aspects of the Trauma Recovery Group in a simulated group session.
- Discuss considerations involved in adapting this model to other trauma populations.

Michaela Mendelsohn, PhD, Instructor in Psychology, Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School, Cambridge MA; Private Practice, Cambridge and Wellesley, MA

Judith Lewis Herman, MD, Director of Training, Victims of Violence Program, Cambridge Health Alliance, Cambridge, MA; Clinical Professor of Psychiatry, Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School, Cambridge, MA

Emily Schatzow, MEd, Consultant, VISIONS Inc, Roxbury MA; Supervisor, Victims of Violence Program, Cambridge Health Alliance, Cambridge MA; Private Practice, Cambridge, MA

Melissa Coco, LICSW, Senior Clinician and Supervisor, Victims of Violence Program, Cambridge Health Alliance, Cambridge MA; Teaching Associate in Psychiatry, Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School, Cambridge, MA

Diya Kallivayalil, PhD, Staff Psychologist, Outpatient Psychiatry Department, Cambridge Health Alliance, Cambridge MA; Instructor in Psychology, Department of Psychiatry, Cambridge Health Alliance/Harvard Medical School, Cambridge, MA

W-7 Projective Identification Goes to the Movies

This workshop examines the concept of projective identification using movie and TV clips. Included are segments from *Six Feet Under*, *Good Will Hunting*, *The Simpsons*, *Rebel Without a Cause*, *Breakfast Club*, *In Treatment* and others. Objectives include sharpening the definition, recognizing its presence in couples and group therapy, and learning to intervene more effectively when it exists (Rated “R”). Didactic/Lecture, Audio/Visual, Discussion.

Objectives

- Define projective identification.
- Appreciate the different definitions of projective identification.
- Recognize projective identification in action in group therapy.
- Learn to intervene more successfully when projective identification is present.
- Recognize common countertransference reactions in the presence of projective identification.

Joseph Shay, PhD, CGP, FAGPA, Instructor in Psychology, Department of Psychiatry, Harvard Medical School, Boston MA; Private Practice, Cambridge, MA

W-8 Working with Existential Issues and Ultimate Concerns in Group Therapy

Existential factors bring us into contact with our human condition, our mortality, freedom, responsibility, isolation and our search for meaning. These are matters of “ultimate concern” that give life a sense of urgency and raise the question of purpose. In this workshop we will consider the emergence of such concerns in group and how to work with them for therapeutic benefit. Didactic/Lecture, Discussion, Case Presentation, Experiential.

Objectives

- Define and identify existential issues and “ultimate concern(s).”
- Better understand the place of ultimate concerns in their own lives.
- Springboard from this increased self-awareness about ultimate concerns to such concerns among their group members.
- Articulate their own reluctance and resistance to attend to and integrate such issues into the group therapeutic process.
- Use the group dynamics that emerge from such concerns for the psychotherapeutic benefit of the group and its members.

Robert L. Weber, PhD, CGP, FAGPA, Assistant Clinical Professor of Psychology, Harvard Medical School/MGH, Boston, MA; Group Solutions Network, Inc.; Private Practice, Cambridge, MA

Workshops

W

Saturday Afternoon, June 11, 3:00–6:00 pm

W-9 Beyond the Usual: Leading Support Groups for Adults Who Have Survived Catastrophic Trauma

This workshop will focus on the group therapist's role in leading support groups for severely traumatized adults, especially those surviving catastrophic events. Considerations will include the leader's need to understand the importance of safety, space and structure, as well as acceptance, respectful curiosity, and awe. Case examples and workshop participant experiences will be examined. Discussion, Didactic/Lecture, Case Presentation.

Objectives

- Explain the varieties of trauma ensuing from overwhelming public tragedies.
- Discuss how public/national trauma as a group theme calls for a different role for the group leader.
- Recognize differences between public, interpersonal, and intrapsychic responses to traumatic events.
- Expand ideas about how a group leader functions and organizes him/herself in the face of mass trauma.
- Begin to apply principles of working with a traumatized population to both individual and couples treatment.

Alan Albert, PsyD, CGP, Staff Psychologist, Neponset Health Center, Boston, MA; Private Practice, Newton Centre, MA

This workshop is sponsored by the Rice Memorial Fund. See page 9 for more information.

W-10 Responding to the Needs of Couples in the Aftermath of Trauma and Combat Stress

The marriages of military couples are often compromised by the separations, dangers, physical and emotional stress inherent in their missions. Homecoming is a treasured event and a complicated process. This workshop will illuminate the nature of trauma and stress faced by military couples and interventions to support resiliency and coping skills. Didactic/Lecture, Audio/Visual, Experiential, Discussion.

Objectives

- Identify the impact of trauma cluster symptoms on relationships.
- Describe the stages of the Deployment Cycle and the personal and relationship challenges involved.
- Describe the relationship between trauma and anger.
- Describe the impact of trauma and combat stress on intimacy.
- Define Couple Psychological First Aid.
- Identify the Protective Factors that abate the impact of Deployment, trauma and combat stress for couples.

Suzanne B. Phillips PsyD, ABPP, CGP, FAGPA, Adjunct Clinical Professor, Psychology Doctoral Program, C. W. Post Campus, Long Island University, Brookville, N.Y.; Private Practice, Northport, NY

This workshop is sponsored by the Rice Memorial Fund. See page 9 for more information.

W-11 Emotional Tutors: The Place of School-Based Group Therapy in Overcoming Trauma and Building Connections

If your child struggles with math or reading, you get a math or reading tutor. What if your child struggles with classroom basics like talking, listening, and making friends? Therapy groups can be emotional tutors for children recovering from trauma. Examples of school-based groups will provide material for a discussion of how healing occurs in the social synapse. Case Presentation, Discussion, Didactic/Lecture.

Objectives

- List some basic structural elements of a talk group.
- Compare and contrast psycho-educational groups and more open talk-based groups.
- Implement school based therapy groups.
- Evaluate the talk-action paradigm presented.
- Review the work of school-based therapists in helping children overcome trauma and succeed in classrooms.

Dr. William Sharp, PsyD, Director, School-Based Counseling Program, Boston Institute for Psychotherapy and the Boston Graduate School of Psychoanalysis, Boston, MA

This workshop is sponsored by the Rice Memorial Fund. See page 9 for more information.

W-12 The Social Brain: Wired to Connect

Neuroscientists have established that interpersonal relationships shape the brain; we are "wired to connect." How we make sense of the complex emotional information that allows us to be empathic and engaged, or vigilant and protective, is part of this new understanding of brain, mind and relationship. Clinicians will gain insights and strategies for tracking interpersonal connections, managing arousal and building collaboration. Didactic/Lecture, Discussion, Experiential.

Objectives

- Identify the core brain systems that govern interpersonal behavior.
- Describe the arousal regulating systems and their impact on behavior and experience.
- Differentiate between the impact of positive and negative arousal states on attention and capacity for metallization.
- Employ state-regulating strategies for amplifying or dampening arousal states.
- Monitor their own states of mind-body for information about the interpersonal field.

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

Workshops

W

Saturday Afternoon, June 11, 3:00–6:00 pm, continued

W-13 The Looking Glass or A House of Mirrors: Exploring Action and Resistance in the Group

Group leaders often struggle when working through resistance and anti-group phenomena. The Functional Group Model (FGM) explores and addresses what facilitates or hinders group development, analyzing verbal or non-verbal actions as purposeful, self-initiated, spontaneous, and group centered. Understanding these action components can promote leadership development, member participation, and group process. Experiential, Discussion, Didactic/Lecture.

Objectives

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

Mary Alicia Barnes, BS, OTR/L, Fieldwork Coordinator, Tufts University Department of Occupational Therapy, Graduate School of Arts and Sciences, Medford, MA

Sharan L. Schwartzberg, EdD, OTR/L, FAOTA, Professor of Occupational Therapy, Tufts University Department of Occupational Therapy, Graduate School of Arts and Sciences, Medford, MA; Adjunct Professor of Psychiatry, Tufts University School of Medicine, Boston, MA

W-14 You Do Groups Too? How Marketing Your Group Skills Can Boost Your Practice

Therapists often overlook the opportunities that groups provide for promoting their practices. Your group work can help market all aspects of your practice. Topics covered include encouraging group treatment for your individual clients, raising the profile of your practice through advertising your group skills and starting new groups. Discussion, Didactic/Lecture, Experiential.

Objectives

- Identify specific personal and professional needs that participants have in raising volume and income related to their practices.
- Set specific goals for increasing numbers of clients and generating additional revenue.
- Differentiate how group services can uniquely provide opportunities for boosting practice variables.
- Evaluate how participants' personal attitudes toward group help and/or hinder promotion of group services in their practices.
- Formulate a marketing plan and a practice growth plan that utilizes group services as a catalyst for practice stimulation and expansion.

Steffen Fuller, PhD, Private Practice, Belmont, MA

W-15 The Group Leader as Catalyst for or Impediment to Change

Group therapists can: promote authentic member-to-member contact or short-circuit meaningful interactions with premature cerebral interventions; encourage exploration with tentative hypotheses or shut down inquiry with dogmatic pronouncements; acknowledge mistakes or locate difficulty exclusively in group members. This workshop will examine these and a host of other leadership interventions. Didactic, Demonstration group, Discussion.

Objectives

- Identify four leader interventions that interfere with or promote group cohesion.
- Describe leader interventions that increase safety and decrease defensiveness and resistance.
- Evaluate the leader's ability to identify and to work effectively with group themes and unconscious processes.
- Cite three examples of the therapists' use of countertransference for therapeutic purposes.
- List three indications for group-as-a-whole interpretations.

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

Adam J. Silk, MD, Staff Psychiatrist, Medical Department, MIT; Private Practice, Brookline, MA

W-16 Integrated Group Psychotherapy: Accelerating Healing by Combining Group Effects

The roles attachment, separation and loss play in mental health will be clarified through discussion of a unique integrated approach that combines different groups, accelerating the process of working through. Weighting and timing different groups within an integrated psychotherapy program will be demonstrated using video tapes, patient work and outcomes. Case Presentation, Didactic/Lecture, Demonstration, Audio/Visual.

Objectives

- Articulate an attachment-based theory of psychopathology and approach to group treatment.
- Recognize the stages of group development from an attachment perspective as they emerge within an open-structured group format.
- Apply integrated principles in group practice with a broad range of pathology.
- Design a comprehensive group program from an integrated theoretical perspective.
- Propose evaluative strategies for examining effectiveness, utilizing both quantitative and qualitative approaches.

Jacqueline L. Kinley, MD, FRCPC, Diplomate ABPN, President-Elect of the Canadian Group Psychotherapy Association, Director, Halifax Mental Health Day Treatment Program, Capital District Health Authority, Halifax, Nova Scotia; Psychotherapy Training Director, Department of Psychiatry, Dalhousie University, Nova Scotia

Workshops

W

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

W-17 Your Body is Your Supervisor: Understanding the Attachment System from the Inside Out

Our bodies give us information that is non-verbal. The attachment system develops pre-verbally, before we use words to process our experience. In this workshop we will use body awareness and expressive movement to music (the Nia Technique) to learn about the attachment system and how attachment is experienced and expressed in the bodies of the group therapist and the group members. Experiential, Demonstration, Discussion, Didactic/Lecture.

Objectives

- Enumerate ways the therapist can use somatic awareness to understand the attachment system.
- Apply somatic awareness to self and to group members.
- Describe each type of attachment, including secure, ambivalent, disorganized, and dismissive.
- Enumerate ways that the group therapist can use attachment theory to facilitate change in group members.
- Apply affect regulation to self and group members for disorganized attachment.

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

W-18 Longing to Belong

When a particular type of relationship — belonging — occurs in groups, it can have a powerful healing capacity. Using video clips and discussion, we will explore the concept of belonging: its neurobiological foundation, the role of early attachments, current social networking and the dark side of belonging. Ways to promote positive belonging in therapy groups will be described. Discussion, Audio/Visual, Didactic/Lecture.

Objectives

- Define belonging as applied to a therapy group.
- Identify the stages of emotional disconnection.
- Recognize three signs of positive belonging in therapy groups.
- Cite three leader behaviors that promote positive belonging.
- Name two examples of the negative effects of belonging.

Eleanor F. Counselman, EdD, CGP, FAGPA, Assistant Professor of Psychiatry, Harvard Medical School, Boston, MA; Private Practice, Belmont, MA

Scott Rutan, PhD, CGP, DFAGPA, Faculty, Boston Institute for Psychotherapy, Brookline, MA; Private Practice, Newton, MA

W-19 Addiction as an Attachment Disorder

The emergence of attachment theory reflects a conceptual revolution that has evolved over the last ten years which synthesizes the best ideas of psychodynamic theory, the cognitive sciences, child development, and neurobiology. Attachment theory offers an explanation for the transformational powers inherent in all authentic relationships and provides a credible and practical way to understand and treat addiction. Didactic/Lecture, Discussion, Audio-Visual.

Objectives

- Explain how early treatment strategies need to differ from later stage treatment strategies.
- Demonstrate different styles of attachment (Avoidant, Ambivalent, Disorganized & Secure) and their relationship to treatment.
- Identify the ways that “secure base” and “exploration” are intricately connected.
- Demonstrate ways that attachment theory and self psychology are applied to therapy, especially with patients who suffer from character pathology and substance abuse.
- Describe the ways that attachment theory can be applied to addiction treatment.

Philip J. Flores, PhD, ABPP, CGP, FAGPA, Adjunct Faculty, Georgia School of Professional Psychology, Argosy University; Supervisor of Group Psychotherapy, Emory University, Atlanta, GA

W-20 Integrating Attachment Theory and Research into Clinical Practice

Many clinicians are fascinated by infant/parent research, yet unsure how to apply it in practice. This workshop will clarify clinically applicable patterns, dynamics and concepts from attachment research. Workshop members, forming a consultation group, will use this material to address a question or concern about an actual case described by one of the participants. Didactic/Lecture, Demonstration, Discussion.

Objectives

- Identify clinically useful concepts from attachment theory and research.
- Begin to recognize organized and disorganized attachment patterns and dynamics.
- Begin to apply attachment patterns and themes to a case presented in the workshop.
- Recognize how interventions may be informed by understanding attachment theory and research.
- In the Group Consultation/Supervision Experience, propose an intervention or approach informed by attachment theory and research.

Barbara Kuerer Gangi, LCSW, CGP, PhD, Private Practice, New York, NY

Workshops

W

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

W-21 Social Interaction Groups with Children, Preadolescents and Adolescents

This workshop provides an overview of children's, pre-adolescents' and adolescents' social interaction groups; how to facilitate such groups, how to integrate neuropsychological findings, the pros and cons of social interaction groups in an era of managed care. Case Presentation, Experiential, Discussion, Didactic/Lecture.

Objectives

- Determine appropriate ways to facilitate children, preadolescents, and adolescents social interaction groups.
- Identify children, preadolescents and adolescents that are appropriate for a social interaction group.
- Describe the developmental tasks of a social interaction group for children, preadolescents and adolescents.
- Integrate neuropsychological development in social interaction groups for children, preadolescents and adolescents.
- Compare the pros and cons of children, preadolescents and adolescents attending a social interaction group versus attending individual play-therapy.

Andrea Grunblatt, PhD, CGP, Private Practice, Kingston, NY

W-22 Building Your Toolbox: Integrating Skills into Group Treatment

This workshop will educate participants about the value and application of using skills in individual and group treatment. By the end of the workshop participants will have a "tool box" of skills drawn from CBT, DBT and other sources that they can use immediately with individuals and groups. Beginner through experienced welcome. Experiential, Discussion, Didactic/Lecture, Case Presentation.

Objectives

- Practice new skills during the workshop.
- Be familiar with a variety of new skills.
- Feel more confident in integrating skills into their treatment.
- Determine if using skills is useful to their work.
- Use a number of skills in their next therapy session.

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

W-23 Life Coaching in Groups

Life coaching involves building on strengths and resilience to develop better work/life balance and more fulfillment in life. Barriers to greater success and satisfaction are identified. Coaching focuses on wants, values, purpose and action and is useful for relatively high functioning people. The workshop offers a sampling of coaching methods and principles, including some experiential exercises. Experiential, Didactic/Lecture, Discussion.

Objectives

- Distinguish between coaching and psychotherapy.
- Identify barriers to greater fulfillment.
- Apply goal-oriented powerful questions.
- Identify one goal and commit to action steps toward it.
- Observe how positive psychology influences coaching.

Judith Silverstein PhD, CGP, PCC, Private Practice, Needham, MA

W-24 Weight Regulation Meets Group Psychotherapy at the Neural Clef

Weight Matters: what the effective 'brain-wise therapist' needs to know about modern attachment theory, interpersonal neurobiology and their affect on those struggling with weight regulation and weight control. Knowledge of cutting edge science will be integrated with somatic, experiential, and group psychotherapy techniques. Didactic/Lecture, Experiential, Demonstration, Discussion.

Objectives

- Learn current science and thinking in the weight regulation field through a brief synthesis of the field.
- Develop fresh group strategies for the person with challenging weight regulation problems, incorporating the somatics involved.
- Recognize and address solutions to developmental trauma.
- Create treatment strategies for affect regulation and dissociative self-states.
- Advance knowledge from classical attachment theory to modern attachment theories.
- Apply attachment theory and neuro-science to group techniques.
- Translate and restate the language of overeating and overweight to terms of regulation and dysregulation.

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





Directions to Simmons College:

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

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

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

Campus is smoke free.

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

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

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

Special Needs All buildings in use are handicap accessible.

NSGP Accreditation

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

NSGP Annual Business Meeting

Sunday, June 12, 2011 from 8:00–9:00 am
The Kotzen Room at Simmons College

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

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

Conference Committee	
<p>Conference Co-Chairs Peter Gumpert, PhD, CGP Karen Wischmeyer, LICSW, CAS, CGP</p> <p>Ambassador Program Vanessa Gamble, PsyD, CGP, Co-Chair Donald Wexler, MD, FAGPA, Co-Chair</p> <p>Brochure Susan Silveira, LICSW, Chair Melinda Salomon, CPRP, PhD</p> <p>Experience Groups Mark Sorensen, PhD, CGP, FAGPA, Co-Chair Steve Cadwell, MSW, PhD, CGP Joanne Lipner, LICSW, CGP Judy Silverstein, PhD, CGP Ellen L. Ziskind, LICSW, CGP</p> <p>Hospitality Leah Slivko, LICSW, PsychA, Co-Chair Tanya Gurian, RN Alicia Powell, MD Judy Ullman, LICSW</p>	<p>Publicity Barbara Martin, LMHC, Co-Chair Sasha Juravleva, LMHC, Co-Chair Marc Bolduc, LICSW, CADAC II Carol Crosby, LICSW Victor Diaz, MSW, LICSW Noemi Razso, MA Carolyn Stone, EdD Toshie Suzuki, LICSW Kimika Tashima Takahide Watanabe, LMHC</p> <p>Registration Joe DeAngelis, LICSW, Co-Chair Jennifer McLain, MD, Co-Chair Joyce Collier, LICSW, CGP Anne Koplou, LICSW Maxine Sushelsky, LMHC</p> <p>Site Jennifer Ragan, PhD, Chair Joel Krieg, LICSW Howard Schnairsohn, LICSW</p> <p>Workshops Ken Jaeger, LICSW, CGP, Co-Chair Madeleine Lourie, LICSW, Co-Chair Tanya Gurian, RN Lawrence Kron, JD, PhD Rivkah Lapidus, PhD, LMHC, CGP</p>

Design: K. White designer_solution@comcast.net

Register by May 1st – Save \$30!

To register and pay by credit card online, go to www.nsgpregistration.com

Contact Information: Please print clearly

Name: _____

Address: _____

City: _____ State _____ Zip _____

Telephone: Day _____

Evening _____

Email address: _____

NSGP Membership Status:

Member New Member Non-Member

Student Status:

Fulltime Student NSGP Training Program Student

Is this your first NSGP conference?

Yes No

How did you hear about the conference?

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

Professional Discipline:

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

Number of years of group therapy experience:

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

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

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

Payment:

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

Card No. _____

Exp. Date _____ CSC Code _____

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

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

Billing address: _____

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

By signing below, you agree to the following:

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

Signature _____

June 10,11 and 12, 2011

Program Selection and Fee Schedule

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

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

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