



25 East 21st Street - 6th Floor - New York, NY 10010

Toll Free: 877-668-AGPA (2472) · Phone: 212-477-2677 · Fax: 212-979-6627

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Meetings & Events

2012 Annual Meeting

March 5-10, 2012

Sheraton New York Hotel & Towers, New York, NY

Submit Proposal

Step One - A Presenter Information

Please list the names of all presenters, co-presenters, etc. who will be leading this session:

Primary Presenter (YOU):

Co-Presenter 1:

Enter the following information for the proposal primary presenter.

*Fields marked with an asterisk are required

PRIMARY PRESENTER

DEMOGRAPHIC INFORMATION

*Full Name & Degree(s)

*Address

*City

*State

*Zip Code

*Home Phone

*Work Phone

Mobile Phone Fax *Email *** EDUCATIONAL HISTORY**

The information from the following chart will be sent to various CE boards as part of the CE application process, therefore filling out this chart completely is important. Remember, the reviewers on these boards do not necessarily know who you are, so inclusion of all information helps them assess our presenters.

It is expected that you will complete the chart for all degrees you hold, starting with your highest degree and working backward. For example, it is unlikely that you would hold a Doctorate or a Masters degree without holding a previous degree. If you have a Bachelor's, Master's and Doctorate, please list them all. Please also be sure to complete the information for each of the four fields in each line. Do not leave fields blank.

Degree	Major Area	Institution	Year Received
*	<input type="text"/>	<input type="text"/>	Select Year <input type="text"/>
	<input type="text"/>	<input type="text"/>	Select Year <input type="text"/>
	<input type="text"/>	<input type="text"/>	Select Year <input type="text"/>

*Past experiences relevant to topic area (most recent first):

Please do not say "see attached" or refer to other documents.

*How is this presenter qualified (by education and/or experience) to "teach" assigned content? (Expertise in a topic does not equate ability to teach the material. Please explain your qualifications to teach the material.) Do not say "see above", as this question has a different focus.

PROFESSIONAL AFFILIATION

List one professional affiliation (e.g., Agency, Hospital, University, Private Practice; if your

position is Private Practice, please list your Facility as "N/A").

*Position

*Facility

*City

*State

AGPA MEMBERSHIP STATUS

*Please select one.

- | | |
|--|--|
| <input type="radio"/> Distinguished Fellow | <input type="radio"/> New Professional |
| <input type="radio"/> Fellow | <input type="radio"/> Student |
| <input type="radio"/> Clinical | <input type="radio"/> Research |
| <input type="radio"/> Associate Clinical | <input type="radio"/> Academic |
| <input type="radio"/> Adjunct | <input type="radio"/> Nonmember |

NRCGP CERTIFICATION STATUS

*Are you certified by the National Registry of Certified Group Psychotherapists (NRCGP)?

- Yes No

*CURRICULUM VITAE

A curriculum vitae must be submitted for each session presenter and co-presenter. This needs to be a "professional length" CV -- do **NOT** submit a biographical sketch or summary in place of a CV. It should include contact info, educational and work histories, affiliations, publications, research and other like items.

- Attached electronically** (preferred):
Use the "Browse" button to locate your curriculum vitae on your computer
 No file chosen
- Will be faxed to:**
212-979-6627
Must be faxed within 7 days of submission of this proposal
- Will be mailed to:**
AGPA, 25 East 21st Street, 6th Floor, New York, NY 10010
Must be mailed to the AGPA office within 7 days of the submission of this proposal.

SESSION CO-PRESENTERS

Step One must also be completed for each session co-presenter. Once the primary presenter has completed Step One, the form will be displayed again and must be completed for the number of co-presenters selected.

*Number of additional co-presenters (not including yourself)

COMMENTS

Enter any comments you might have.



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Step Two

Primary Presenter Participation and Course Format

Enter the following information for the primary presenter and select the course format(s) you are applying for.

*Fields marked with an asterisk are required

PRIMARY PRESENTER

CO-PRESENTER(S)

No Co-presenters

PREVIOUS FACULTY PARTICIPATION

Indicate previous meetings/events in which you have participated as a faculty member.

Year	Meeting/Event
2011	<input type="text"/>
2010	<input type="text"/>
2009	<input type="text"/>
2008	<input type="text"/>
2007	<input type="text"/>
Other	<input type="text"/>

PROPOSALS SUBMITTED FOR THE 2012 NEW YORK, NY MEETING

Indicate which event at the New York, NY meeting this proposal should be considered for. If you would like to have this event submitted for more than one format, please indicate this under the comments section.

INSTITUTE SECTION

Process Group Experience Section

These sections, which are structured to provide experiential and cognitive learning, examine analytic and process group experience. Individuals applying to lead process group experience sections must have previously attended the National Instructor-Designate Section. The National Instructor-Designate Section is held only in even years (see information below).

National Instructor-Designate Section

Those who have not attended the National Instructor-Designate Section may apply this year by using the enclosed proposal form. It is essential for those interested to apply this year (even if you have previously applied) as this section is only held in even years. Please note that space is limited; eight to ten applicants will be invited to the National Instructor-Designate Section held in New York, NY. Following this meeting, Instructor-Designates will lead a process group experience section for the 2013 or 2014 Institute.

Qualifications for the Instructor Designate Section:

1. Prior Process Group Experience sponsored by the Institute is required. The applicant must attend three process groups, national or local affiliates with at least two groups being national.
2. Applicant should submit personal data including training, years and frequency of running groups, theoretical orientation and courses in group therapy (e.g., CGP course).
3. Applicant should submit two letters of recommendation from senior AGPA members or supervisors and/or trainers familiar with their work and with the Institute or its equivalent.

Specific Interest Section

Intensive learning exploring a variety of theories and methods in group treatment are offered in these limited registration groups. Current topics may be pursued in greater depth and instructors may offer new approaches and methods into private practice, clinic and agency work.

CONFERENCE SECTION

2-Day Course

1-Day Course

Courses: These events are held for 12 hours held over two or three days or 5 hours for one day and have unlimited attendance. Various formats may be used, however, a clearly structured curriculum is always in place and submitted for review with the proposal to the Annual Meeting Committee.

All-Day Workshop

(not available for first-time presenters)

- Half-Day Workshop**
- 90-Minute Workshop**

Workshops: These events are 5-hour (all-day), 2½-hour (half-day) or 90-minute meetings where participants exchange information among themselves and with the chairperson. Attendance is limited, with interaction guided by the faculty person. Please note workshops are topically focused, but vary in emphasis with designations listed in priority order. The following modes of instruction are utilized: didactic, experiential, demonstration, sharing of work experiences. **NOTE: Proposals from persons who have not previously led an AGPA workshop are limited to half-day or 90-minute presentations and must be accompanied by a letter of reference from a senior AGPA member who can directly address the leader's ability to conduct a workshop.**

- Half-Day Open Session/Paper Forum**
- 90-Minute Open Session/Paper Forum**
- 1 Hour Open Session/Paper Forum**

Open Sessions: These sections are 2½-hour, 90-minute or 1-hour presentations and have unlimited attendance. Various formats may be used; most usually require a designated chair and several presenters. Some topics lend themselves to formal presentations followed by a designated discussant. Others are best handled through a less structured format. Active discussion with the audience is encouraged in all Open Sessions. The use of slides or overheads is encouraged. If material is to be presented by videotape, a copy of the tape must be included with the proposal. All open session proposals accepted for presentation at the 2011 Annual Meeting will be audio recorded.

Chairpersons and panelists agree to have their remarks recorded by virtue of accepting an invitation for the Annual Meeting.

- 1 Hour Round-Table Colloquy**

COLLOQUIES: These small group discussion tables are geared for diverse and innovative events.

PLEASE NOTE: If you are re-submitting a proposal that you have already presented at a past Annual Meeting, you still must complete the entire proposal form.

DISTANCE BASED LEARNING PROGRAM PROPOSAL

Please indicate whether the event you are proposing is compatible to a distance based learning format.

- Yes No

Would you be interested in presenting your proposal in a distance based

learning platform?

Yes No

Which format is appropriate?

- audio/tele-conference
- audio-recording
- online course
- webinar
- home-study course
- other

Have you previously presented the material in this proposal in any format other than face-to-face?

Please indicate:

COMMENTS

Enter any comments you might have

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Step Three

Proposal Details

Enter the following information about the primary presenter and the proposal being submitted.

*Fields marked with an asterisk are required

PRIMARY PRESENTER

CO-PRESENTER(S)

No Co-presenters

WORKSHOP EXPERIENCE

* Have you led an AGPA workshop before?

Yes No

If No, enter the name of the senior AGPA member who will submit a reference letter

(optional) Upload Reference Letter: No file chosen

*Course Title

Co-sponsored Event With (List organization or AGPA committee, taskforce, or special interest group)

Subject Index

Select up to two subjects to be included in the listing for the course syllabus (at least one subject is *required)

1.

2.

***Course Description**

A 50 word or less, paragraph-form synopsis of the content of your presentation.

***Course Objectives**

Please provide a minimum of three (3) learning objectives (or, for sessions more than 2 ½ hours in length, 1 objective per hour of content) for your program offering. Institute events should include 6-7 objectives. Please write your objectives to meet the following formatting requirements (if submitted objectives do not meet these formats, you will be asked to revise them).

Please number each objective, as you will be referring to those numbers when writing your agenda.

Objectives are:

- Something the learner will be able to do...
- After the session is over...
- That is observable or audible...
- And that is measurable while still in the learning situation.

The following are NOT learning objectives:

- "Provide information about theoretical and practical ways to note the effect of the paternal legacy in personal and professional life."
The presenter, not the learner, is doing this, so it is a presenter goal, not a learning objective.
- "Understand the concepts of choice and responsibility in their relationship to work with any patient population."
"Understand" is not observable or audible -- you can't see or hear someone "understand" something.
- "Help their clients formulate a plan or idea and carry it through to completion."
Since the participant is not able to "help their clients" while they are still in the learning situation (because their clients are not there), this is not an objective.

To write good objectives, start each with a verb from this list:

Do NOT start objectives with any of the following: understand, know, learn, appreciate, recognize, acquire.

Examples of good objectives:

- State the simple rules for emotional congruence.
- Compare options for improving the client's termination process.
- List methods of facilitating dialogue with individual patients.

In each of the above cases, the learner is the one doing the "action", it can be observed (seen or heard) and it is happening during the learning situation.

***Program Outline (Agenda) -- Please read carefully, as there have been changes since last year:**

Please submit a full outline of the material to be covered by the program offering. **Do NOT** submit a paragraph or prose description of your course in place of an outline. Please write your agenda to meet the following formatting requirements (if submitted agenda does not meet these formats, you will be asked to revise it):

- Do not allocate large amounts of time to introduction of speakers.
- Highlight only major topics and subtopics.
- For each topic:
 - Indicate the number of the learning objective that is being addressed in that topic/content.
 - Indicate which presenter will be teaching that topic (if there is more than one presenter).
 - Indicate the teaching method(s) used to deliver the content of that topic (e.g. lecture, PowerPoint, video, handouts, discussion, Q&A, role play, demonstration, small group activity, case study, etc.).
 - Indicate the number of minutes allocated to each topic:

NOTE: When indicating the number of minutes, do not use large block of minutes, (e.g., 180 minutes). Large periods of time must be broken down in smaller fragments. Even if your session includes a topic or event (such as a group process) that covers several hours, you must outline what you expect to happen during that time and indicate the number of minutes allocated to each part.

Do NOT list or indicate any time for breaks or lunch - list only time spent for educational content. AGPA will include time for breaks and lunch when submitting the information to the CE Boards.

If your presentation covers more than one day, please indicate Day 1, Day 2,

etc.

Do NOT allocate large amounts of time to introduction of speakers

Example: (for a 60-minute presentation with two presenters)

- I. Fight-or-flight responses and couples distancing (25 min, Obj 1, John Smith, Lecture)
 - A. The phenomenon of flooding
 - B. Lowering intensity and increasing safety
 - C. Related research on effective and ineffective couples interventions
- II. Educating the couple (a case study) (10 min, Obj 1, Jane Doe, Case Study/Q&A)
 - A. content vs. process
 - B. mechanics of communications
 - C. treatment planning
- III. Assessment concerns related to this method (15 min, Obj 2, Smith/Doe, PwrPnt/Lecture/Discussion)
 - A. Organizing presenting problems
 - B. Using family history
 - C. Organizing current stressors
- IV. Specific challenges to this model (10 min, Obj 3, Smith, PwrPnt/Lecture/Q&A)
 - A. Mentally ill partners
 - B. The silent couple



***Assessment Test**

An assessment test consisting of five objective questions (multiple-choice, true/false, fill-in, matching). The questions must pertain to information the attendee has learned as a result of attending the program offering. Please keep the questions objective and close-ended. Also, don't forget to provide the correct answers to the questions.

Examples:

1. (T/F) Recruiting young marrieds to attend programs is fairly difficult. TRUE
2. (T/F) Lack of Time and Money are two factors that hurt young marriages. TRUE

***APA requires that programs presented be based on a methodological, theoretical, research, or practice knowledge base. Into which of the following four categories does your session fall (choose one - you will be asked to substantiate this choice in the following two questions).**

- 1. Program content has obtained credibility, as demonstrated by the involvement of the broader psychological practice, education, and science communities in studying or applying the findings, procedures, practices, or theoretical concepts;
- 2. Program content has been supported using established research procedures and scientific scrutiny;
- 3. Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach;
- 4. Program content is related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

***Write a brief narrative describing how the content meets that criterion (how is it backed up by broader psychological practice, or established by research procedures or has been peer reviewed, published support or how it relates to statutory or regulatory policies).**

***Significant Articles**

Please provide five (5) bibliographic references that support your APA category choice and your narrative noted above. Do not provide more than one reference authored by yourself or your co-presenting team, as the references are to both show broad support for the professional acceptance of the content and to provide learners with additional sources for reading beyond what the presenters themselves have written.

These references will be printed on the website and in the syllabus. Please include complete article references utilizing the style outlined in the *Publication Manual of the American Psychological Association (3rd edition, 1983)*; you may also use the *International Journal of Group Psychotherapy* as a guide -- copies of the articles are not necessary. For books, include city and publisher; for articles include journal, volume, number of issue and pages.

***Teaching Methods**

Which of the following teaching methods will be used during your presentation? Check all that apply. (You can add other methods to this list if needed.)

- Lecture
- Overhead/Slides
- Powerpoint
- Video
- Handouts
- Discussion/Q&A
- Role play
- Demonstration
- Small Group
- Case Study
- Other Please list:

***Experience Level**

- Over ten years
- Less than four years
- No limitations

***Instructional Level**

- Introductory
- Intermediate
- Advanced

***Describe the presenter's participation in the planning and evaluation of this presentation/session (check all that apply):**

- Discussed with planners the needs of the target audience
- Developed and/or provided input on objectives
- Established content
- Will review evaluation(s) / summary
- Other (please specify):

***Designation of Approach**

Please number in order of priority.

- | | |
|---|---|
| <input style="width: 100px;" type="text" value="-- Select --"/> | <input style="width: 100px;" type="text" value="-- Select --"/> |
| Didactic | Sharing of work experiences |
| <input style="width: 100px;" type="text" value="-- Select --"/> | <input style="width: 100px;" type="text" value="-- Select --"/> |
| Demonstration | Experiential |

***REGISTRATION LIMIT**

Please indicate maximum number of registrants your presentation could accommodate. Requests for more than 40 registrants are subject to Committee approval and based on meeting space availability. Minimum of 25.

Registration Limit

***FACULTY REGISTRATION**

Presenters are to register and stay throughout the Annual Meeting week. We believe it is important that faculty members are accessible to attendees and also able to gain the full experience of the Annual Meeting as both a faculty member and attendee. If your proposal is accepted, do you as well as any other faculty members (if applicable) agree to register for the Annual Meeting?

Yes No

COMMENTS

Enter any comments you might have



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- Group Therapy
- Need A Group Therapist?
- For The Group Therapist/Student
- Join Our Group
- Certification
- Members Only
- Meetings & Events
- Training Opportunities
- Publications
- About Groups, Inc.
- Newsroom

Thank you for submitting your proposal. [Click here to print a copy of your proposal.](#)

Please take a few moments to give us your recommendations.

RECOMMENDATIONS FOR SPEAKERS, FACULTY AND TOPICS

The Annual Meeting Committee and Distance Learning Task Force is soliciting your recommendations for speakers, faculty and topics for future programs. We would appreciate you listing any suggestions you might have below.

Speaker/Faculty Name	Suggested Topics
<input type="text"/>	-- Select --
<input type="text"/>	-- Select --
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Submit