**PROPOSALS SUBMITTED FOR AGPA CONNECT 2021**
Indicate which event at the AGPA Connect 2021 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.

**IMPORTANT:** Faculty participation is limited to two events. The following restrictions also apply: Participants will not be invited to participate in two limited registration events (e.g., Institute and Workshop) nor will you be invited to participate in two unlimited registration events (e.g., two Open Sessions).

**PLEASE NOTE:** The Committee reserves the right to recommend and propose a different format for the submitted event (for example, even if you submit a workshop, the Committee may recommend an alternative format which may restrict participation as noted above).

**PLEASE NOTE:** This is by invitation only.

Submission Group \* AGPA Connect - Three Day Conference

Submission Subgroup  Open Session: 2 ½ Hours (Half-Day)

How many events would you like to offer? Please select one

**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 Power Point slides is encouraged. If material is to be presented by video, a copy of the video must be included with the proposal. All open session proposals accepted for presentation at the Annual Meeting will be audio recorded. **Chairpersons and panelists agree to have their remarks recorded by virtue of accepting an invitation to present at AGPA Connect.**The following formats may be used:

* **PANELS:**Panelists present formal papers and/or address questions posed by the chairperson in a particular area of interest.
* **DEMONSTRATION GROUPS:**Faculty demonstrate approaches on specific topics, in some cases utilizing groups composed of volunteers from the audience.
Open Session panel or demonstration group proposals should be submitted as a complete package with all participants confirmed. The responsibility for this resides with the chairperson who is expected to work with all participants in advance to assure a high quality session. All correspondence will be directed to the Chairperson. The proposal should indicate the suggested duration of the presentation. Events may be linked with other presentations on a similar topic.

 **COLLOQUY:** These 1-hour small discussion groups are geared for diverse and innovative events.

**All open session** proposals accepted for presentation at AGPA Connect with the exception of colloquies will be recorded. Chairpersons and panelists agree to have their remarks recorded by virtue of accepting an invitation by the Committee.

First-Time AGPA Faculty for Open Sessions: Individuals applying for this section who have not previously led at AGPA are typically limited to 90-minute or one-hour presentations. First-time faculty must also submit a letter of reference from a senior AGPA member who can directly address the leader's ability to conduct an open session.

 Check here if you are a First Time AGPA Faculty for Open Sessions

Faculty Participation at AGPA Annual Meetings

In an effort to rotate faculty opportunities, the Committee will give special consideration to those who have submitted proposals previously that were not accepted. Check here if this applies:

 This Applies to me

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. \*

Course Title. \* 

Co-sponsored Event With (List organization or AGPA committee, task force, or special interest group, if applicable)

**Subject Index/Search Topic Areas**
Please review the lists below to indicate the two topic areas which are most relevant to your presentation. The subjects that you select will be used to tag your presentation for search. This information will be used so that interested parties can locate your presentation in our program materials as well as on our website. At least one subject is required.

Please select 1st topic area category \* Please select one

Please select 2nd topic area category \* Please select one

Course Description (A 50-80 word or less, paragraph form synopsis of the content of your presentation): \*



**Diversity issues are integral to all the work we do as group psychotherapists.** A culturally-responsive approach to group therapy respects peoples’ complex identities. Please explain how your workshop/open session/institute addresses and/or incorporates issues related to diversity (e.g., differing ages, races, sexual orientations, religions, gender identities, cultures, body size, abilities or socio-economic realities), social justice and/or anti-oppressive practices?

Examples:

1. In this institute/workshop, the potential impacts of power differentials and identity/cultural differences between group supervisors and supervisees will be considered. Issues of how to address unconscious bias and any microaggressions that emerge in the supervision relationship will be considered.
2. This open session will consider issues of privilege and marginalization as it shows up in the complexity of trauma and how we examine ways to respond based on theoretical frameworks that may have minimized the role of culture and diversity in the past. The racial identity of the therapist will also be examined in terms of the impact of safety and trust on the group.
3. While the overall focus of this program is on group therapist self-disclosure, the presenters will explore a culturally-responsive model of group therapist self-disclosure. We will consider concepts of intersectionality, power, and privilege as they relate to the social identities of the both the group therapist and group members. We will discuss the potential benefits and risks of therapist self-disclosure taking into consideration the social identities of both the therapists and group members.

Explain here: \*



**Learning Objectives:**Please provide a minimum of three learning objectives (or, for sessions more than 2 ½ hours in length, one objective per hour of content) for your program offering.

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: **analyze, apply, appraise, choose, cite, classify, compare, conduct, contrast, create, define, demonstrate, describe, design, detect, differentiate, discuss, distinguish, evaluate, explain, identify, interpret, list, match, measure, name, plan, predict, prepare, prescribe, propose, rank, rate, review, revise, select, specify, state, summarize, utilize.**

**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.
* Identify the principle methods of avoidance and the effect on the connection between the therapist and patient.
* 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*

**List your learning objectives here.
The participant will be able to:**

Objectives \*



**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.

Timing for presentations:

* Two-Day Institute: Day 1 = 360 minutes; Day 2 = 390 minutes
* All-Day Workshop = 300 minutes
* Half-Day Workshop/Open Session = 150 minutes

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

1. Fight-or-flight responses and couples distancing (25 min, Obj 1, John Smith, Lecture)
	* + The phenomenon of flooding
		+ Lowering intensity and increasing safety
		+ Related research on effective and ineffective couples interventions
2. Educating the couple (a case study) (10 min, Obj 1, Jane Doe, Case Study/Q&A)
	* + content vs. process
		+ mechanics of communications
		+ treatment planning
3. Assessment concerns related to this method (10 min, Obj 2, Smith/Doe, PwrPnt/Lecture/Discussion)
	* + Organizing presenting problems
		+ Using family history
		+ Organizing current stressors
4. Specific challenges to this model (10 min, Obj 3, Smith, PwrPnt/Lecture/Q&A)
	* + Mentally ill partners
		+ The silent couple
5. Participant Evaluations (5 min)

Program Outline \*



Please confirm the timing of your session. \*

 I verified that the length of my session is 150 minutes which is reflected in the above outline.

**Assessment Questions:**
An assessment test consisting of ten objective questions (multiple-choice, true/false, 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.

Assessment Test (list 10 objective questions and be sure to number each one) \*

 

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). [ clear ]

Program content has been supported using established research procedures and scientific scrutiny

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

Program content has peer reviewed, published support beyond those publications and other types of communications devoted primarily to the promotion of the approach

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. References should be current within the last five years (if possible). **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 (6th edition, 2009)*; 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. Sample references are also included below for your convenience.

Journal article:

Gans, J.S. and Alonso, A. (1998). Difficult patients: Their construction in group therapy. International Journal of Group Psychotherapy, 48, 311-326.

Book:

Tillich, P. (1952). The Courage to Be. New Haven, CT: Yale University Press.

Significant Articles - 5 References \*



Teaching Methods Which of the following teaching methods will be used during your presentation? \*

Other Teaching Methods

Instructional Level [ clear ]

Introductory

Intermediate

Advanced

Presentation is Suitable for

Describe the presenter's participation in the planning and evaluation of this presentation/session

**Faculty Registration:**Presenters are required to register and encouraged to stay throughout the week of AGPA Connect. We believe it is important that faculty members are accessible to attendees and also able to gain the full experience of AGPA Connect 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 AGPA Connect? \* Please select one

**SESSION CO-PRESENTERS**

Please click **add new** below to complete the profile information for your co-presenters.

Number of additional co-presenters (not including yourself) \* Please select one

Additional Presenters

**Full Name**

**Email**

**Applicant Type**

Full Name

Email

Applicant Type

**Showing: 1-1 of 1**

Please indicate whether the event you are proposing is compatible to an E-Learning platform. Please select one

Would you be interested in presenting your proposal in an E-Learning platform? Please select one

Which format is appropriate? Please select one

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

COMMENTS (Enter and comments you might have)

