Submission Group \* e-Learning

Submission Subgroup  

Previous AGPA Connect Faculty Participation

Previous AGPA E-Learning Faculty Participation



E-LEARNING PROGRAM PROPOSAL \*



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

This program is designed as: \*

a Single Session

a Two-Part series

a Three-Part Series

Other

Timeframe per event: \*

60 minutes

90 minutes

2 hours

2.5 hours

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. \*

AGPA seeks to offer continuing education to the attendees of each event. To do this, AGPA must supply the following information to various accrediting Boards, and must do so well in advance of the Meeting dates. This information must be submitted in a particular format, details and examples of which are given. Please craft your responses to match the formats shown, otherwise your proposal may be returned to you for revision. Answer each question completely.

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 50-75 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*

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.

If your presentation covers more than one day, please indicate Day 1, Day 2, etc.  
  
Timing for presentations:

**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 \*



**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 (e.g. within the last five to ten years(, relevant, peer-reviewed, and in APA-style citation. **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

Years of Group Psychotherapy Experience Necessary for Attendee Participation (not Presenter's experience level) \*

Over ten years

Over four years

Less than four years

No limitations

Instructional Level

Introductory

Intermediate

Advanced

Presentation is Suitable for



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

**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

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