

Course References:

1. Schwartzberg, S.L., & Barnes, M.A. (2012). Functional Group Model. In J. Kleinberg (Ed.), *The Wiley-Blackwell Handbook of Group Psychotherapy* (pp. 139-167). Chichester, West Sussex, UK: Wiley-Blackwell.
2. Schwartz, K. (2011). *Psychotherapy Groups for Long-Term Care Residents*. Toronto, Ontario: Baycrest Publications.
3. Schwartz, K., & Schwartzberg, S.L. (2011). Psychodynamically Informed Groups for Elders: A Comparison of Verbal and Activity Groups. *GROUP Journal of the Eastern Group Psychotherapy Society*, 35(1), 17-31.
4. Burlingame, G.M., Strauss, B., & Joyce, A.S. (2012). Change Mechanisms and Effectiveness of Small Group Treatments. In M.J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change*. New York: Wiley.
5. Strauss, B., & Mattke, D. (2012). By the crowd they have been broken.... - Gruppentherapie im Wandel. In B. Strauss, & D. Mattke (Ed.), *Gruppenpsychotherapie - Ein Lehrbuch für die Praxis*. Heidelberg: Springer, S. 1-5.

SESSION 212-5**Group Psychotherapy in the Treatment of Alcohol Abuse and Alcoholism****Balcony L (4th Floor)**

Presented under the auspices the AGPA Psychiatry SIG

Chair:

David W. Brook, MD, CGP, L FAGPA, Professor of Psychiatry, New York University School of Medicine, New York, New York

The presentation consists of the theory and techniques for the group psychotherapy of patients suffering from alcohol abuse and alcoholism, and co-occurring psychiatric disorders. The AGPA book, *Group Psychotherapy Approaches to Addiction and Substance Abuse* will be used as a source, as will

material from my practice and those of participants.

Learning Objectives:

The attendee will be able to:

1. Appraise theory and techniques utilized in the group psychotherapy of alcohol abuse and alcoholism.
2. Distinguish between alcohol abuse and alcoholism, particularly with regard to the goals of abstinence vs. controlled drinking.
3. Discuss when to use group process to treat these disorders.
4. Describe the role of AA (a form of group psychotherapy), which will be described.
5. Assess the concurrent use of psychopharmacological treatments, including risks and benefits.

Course References:

1. Flores, P.J., & Brook, D.W. (2011). *Group Psychotherapy Approaches to Addiction and Substance Abuse*. New York: American Group Psychotherapy Association.
2. Vannicelli, M. (2001). Leader dilemmas and countertransference considerations in group psychotherapy. *International Journal of Group Psychotherapy*, 51, 43-62.
3. Khantzian, E.J. (2006). Group therapy, abstinence, harm reduction: The real and honest word. *Journal of Groups in Addiction and Recovery*, 1(2), 5-13.
4. Alcoholics Anonymous. (1939). *Alcoholics Anonymous (the "big book")*. New York: AA World Services.
5. Blume, S.B. (1994). Gender differences in alcohol-related disorders. *Harvard Review of Psychiatry*, 2, 7-14.

SESSION 213-5**Gender Rights in Groups and Societies-The International Perspective****Balcony M (4th Floor)**

Presented in cooperation with the International Association of Group Psychotherapy and Group Processes (IAGP) and under the auspices of the AGPA International Relations SIG

Chair:

Dena Baumgartner, PhD, CGP, Private Practice, Tuscon, Arizona

Presenters:

Giovanna Cantarella, PhD, FAGPA, Supervisor and Faculty, Niguarda Hospital at Milan University, Milan, Italy
 Hsien-Hsien Chiang, MS, RN, Professor, University of Taipei Nursing School, Taipei, Taiwan
 Galabina Petrova Tarashoeva, MD, Director, City Mental Health Center, Sofia, Bulgaria
 Michael Wieser, PhD, Assistant Professor, Alpen-Adria Universitaet Klagenfurt, Klagenfurt, Austria

Groups can have the power to address and change specific gender issues related with immigration, society processes and traumatic incidents. Different models, research outcome and experiences over more than 30 years enrich this session in a unique way.

Learning Objectives:

The attendee will be able to:

1. List the different approaches for gender specific group work related with immigration, pair relationship and trauma victim-hood.
2. Distinguish the benefits and challenges of gender specific group work in comparison with mixed group work.
3. Distinguish the challenge of a gender specific group work related with palliative care and ethical guidance from a general approach to palliative care.
4. Complete the visible effects of trauma and immigration on group processes with its psychological and social foundations.

Course References:

1. Testoni, I., Wieser, M., Moita, G., & Dima, G. (Eds.). (2012). Gender-Based Violence and Family Violence: The State of Art in Research and Intervention. *Rivista di Studi Familiari - Interdisciplinary Journal of Family Studies*, 17(1).
<http://unipress.cab.unipd.it/istanze/tes/mimbo/volume>
2. Cantarella, G. (2012). Donne nei gruppi terapeutici. Franco Angeli.
3. Martinez-Taboada, C., Arnos, A. (2009). Minorías culturales: Representaciones de las personas inmigrantes y reflexiones para la práctica comunitaria en *Revista Psicología Comunitaria*. Editorial (si libro): Publicaciones Portorriqueñas Inc. ISBN I-935145-43-6. Puerto Rico.
4. Chandy, J.M., Blum, R.W., & Resnick, M.D. (1996). Gender-specific outcomes for sexually abused adolescents. *Child Abuse & Neglect*, 20(12), 1219-1231.
5. Cohen, M., & Mullender, A. (2003). *Gender and Groupwork*. London: Routledge.
6. Tarashoeva, G., Gorinova, M., Nikolova, T., & Venelinova, R. (2012). Some changes in the women participated in the psychosocial work with victims of domestic violence. *Cultural Specifics and differences in Bulgaria*. IAGP Conference in Cartagena, Colombia.

AFTERNOON WORKSHOPS

Friday, March 1, 2:30 - 4:00 P.M.

Workshop 50-5**Silence is a Gold Mine: The Vital Use of Non-Verbal Communication in Group Therapy****Chair:**

Keith Rand, MA, MFT, CGP, FAGPA, Private Practice, Los Angeles, California

Open to participants with less than four years of group psychotherapy experience

Therapists often direct group members to use words, not actions. Despite this hallmark of "talk therapy," any group

session will feature a good deal of silence and non-verbal behavior. This workshop explores how to make meaning of these "silent" moments and provides strategies for attending to the non-verbal in ways that enhance the group process.
didactic-demonstration-sharing of work experiences-experiential

Learning Objectives:

The attendee will be able to:

1. Identify the route through which nonverbal communication becomes a legitimate part of the therapeutic inquiry.
2. Define at least five examples of nonverbal behavior that occur regularly during the group process and describe interventions that address the behavior in a therapeutic fashion.
3. Explain the relationship between the group "contract," resistance, and nonverbal behavior exhibited by group members.

Course References:

1. Bernard, H., et al. (2008). *Clinical Practice Guidelines for Group Psychotherapy*. *International Journal of Group Psychotherapy*, 58(4), 455-542.
2. Blatner, A. (1985). Becoming aware of nonverbal communication. In A. Blatner (Ed.), *Role development: A systematic approach to building basic skills*. San Marcos, TX: Author. (Now out of print.)
3. Cohen, P.F. (1996). Symbolic Communication in Modern Group Therapy. *Modern Group*, 1(1), 19-31.
4. Kauff, P.F. (2011). Psychoanalytic Group Therapy: An Overview. In J. Kleinberg (Ed.), *The Wiley-Blackwell Handbook of Group Psychotherapy*. Oxford: John Wiley & Sons, Ltd.
5. Rosenthal, L. (1996). *Resolving Resistances in Group Psychotherapy*. New York: Jason Aronson.
6. Spotnitz, H. (1971). Resistance of the non-communicating patient in group. *Modern Psychoanalysis*, 12(1), 17-23.

Workshop 51-5**Group Interventions for Financial Issues****Chairs:**

Mary Gresham, PhD, Clinical and Financial Psychologist, Atlanta, Georgia

Rick Kahler, CFP, President, Kahler Financial Planning, Rapid City, South Dakota

This workshop discusses the power of group to facilitate change in clients with financial issues. The model presented is a collaboration between group therapist and financial planner to address the issues. The workshop is both didactic and experiential in nature. Theory and research are combined with a demonstration of a commonly used technique in this type of group. The healing power of breaking money taboos is a major factor in the power of this kind of group.
didactic-sharing of work experiences-experiential-demonstration

Learning Objectives:

The attendee will be able to:

1. Discuss the model of group intervention for money issues.
2. Describe one technique used in financial therapy groups.
3. Process the value of breaking money taboos.

Course References:

1. Klontz, B., Klontz, P., Bivens, A., Wada, J., & Kahler, R. (2008). The Treatment of Disordered Money Behaviors: Results of an Open Clinical Trial. *Psychological Services*, 5(3), 295-308.
2. Gale, J., Goetz, J., & Bermudez, M. (2009). Relational Financial Therapy - The not-so-surprising relationship of money to relationships. *Family Therapy Magazine*, September/October, 25-29.
3. Klontz, B., Britt, S., Mentzer, J., & Klontz, T. Money beliefs and financial behaviors: Development of the Klontz Money Script Inventory. *Journal of Financial Therapy*, 2, 1-22.
4. Peck, J.S. (2008). *Money and meaning*. Hoboken, NJ: John Wiley & Sons.
5. Klontz, B., & Klontz, T. (2009). *Mind over money: Overcoming the financial disorders that threaten our financial health*. New York: Crown Publishing.