

CALL FOR PAPERS / PRESENTERS

Fifteenth Annual LGBT Psychotherapy Conference

Lesbian and Gay Psychotherapy Association of Southern California, Inc. (LAGPA)

October 11, 2009

Co-Sponsored by: University of Southern California (USC)

LAGPA is accepting proposals for our Annual Psychotherapy Conference. The event is being co-sponsored by USC and held on campus. The topics should focus on LGBT clients and the knowledge needed by therapists to better serve this population.

Some workshops given at previous LAGPA Conferences include:

- Disclosure – Walking HIV+ Clients Through the Minefield of Sharing Who They Are
- Business and Life Coach— “Recover Your Life: A Woman’s Perspective”
- Intersections and Clinical Concerns: Trans*, Gender, Sexuality, and You. Yes, You!
- Why the 12 Steps of Alcoholics Anonymous are a perfect prescription for mental health from a psychological perspective
- Is English a White Devil Language? Training the queer ear hear and re-pair the “light”-privileging metaphors that saturate our talking cure.
- How Mitch Walker’s Archetypal Ideas on Gay Soul Are Critically Important for Clinical Practice and the Gay Movement Today
- From Chaos to Clarity: Taking Charge of ADHD in the LGBT community
- The Female Therapist...an inner journey of exploration
- Working with Transgender Issues in Treatment
- Digging in the Garden of Eden: Erotic and Spiritual Transference and Counter-transference
- Hollywood United Methodist Church (HUMC): A Home for Queer Christians.
- LGBT History and Myth: Psychoeducation Techniques for Empowering LGBT Self-Esteem in Therapy and Daily Life
- Accidental Prophets
- Archetypal personality patterns in heterosexual and gay male couples: masculine, feminine, puer, senex, and shadow traits.
- LGBTQ youth today, where do we stand? Honoring the memory of Lawrence King.
- Eroticism, Shame, and the Lesbian Search for Self
- Our Changing View of Gay men's Lives: A New Model of Psychosocial Development Across the Lifespan
- Digging in the Garden of Eden: Erotic and Spiritual Transference and Counter-transference
- Living in the Relational Paradigm – Imago Relationship Therapy
- Abandoned sacred locations: Exploring the role of Lesbian and Gay myth in clinical practice
- The Experience of Lesbian Co-Mothering
- Incorporating LGBT People into an Inclusive Multicultural Framework
- Gay Men and Master/slave relationships: Common misconceptions and Applications of the Power Exchange Dynamic
- Responding to Homophobic Crime in Los Angeles County

- Our families: Coping with prejudice in a heterosexual world
 - Transsexual, Transgender & Gender Variant: Issues in Contemporary Clinical Psychology
 - Psychotherapy with Gays and Lesbians From Iran
 - A Psychodynamic Understanding of Sexual Compulsivity
 - Coming Out Spiritually — Exploring the Nexus of Religion & Homophobia
 - The “Challenge of Being” for transsexuals and everyone else: An examination of living, wellness, legalities, and therapeutic considerations.
 - Crystal Meth, HIV Risk, and Gay Men: A Harm Reduction Approach
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The workshops need to be:

- Relevant to psychological practice, education and science;
- Enable psychologists to keep pace with emerging issues and technologies; and
- Allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.

Submission Guidelines:

The LAGPA Convention Committee will review proposals. The Committee makes its decisions based on the following regulations/guidelines:

- Proposals must be submitted using the official application available in this flyer or website and all requested information.
- Proposals should reflect applicability and relevance to licensed masters or doctoral level psychotherapists in the areas of clinical practice, theory, research and methodology.

If you require assistance or clarification please contact Chuck Stewart, Ph.D. at:

lagpa@sbcglobal.net.

All proposal must be emailed no later than **Monday, June 1, 2009**.

[If you need additional applications, visit our website at www.lagpa.org.](http://www.lagpa.org)

Call for Papers/Presenters Application
15th Annual LAGPA Psychotherapy Conference
Sunday, October 11, 2009 ** University of Southern California (USC)

Proposals must be emailed no later than Monday, June 1, 2009

Instructions:

1. Send an email with the subject line “Conference Application” that contains answers to questions 1, 2B, 3, 4, 5, 6, 7, and 9 written directly into the email.
2. To the email, attach documents for 2A, 7, and 8.

All correspondence is by email and attachments must be in Microsoft Word or as a Rich Text Formatted document. Document file extension must be .doc, .docx, or .rtf. WordPerfect, Works documents and pictures (jpg, tif, png, etc.) will not be accepted. No fax submissions.

1. Presenter(s): For each presenter, include:

Name/Degree(s)/Certificates
Full Mailing Address with City/State/Zip
Phone, Fax, and Email.

2. Vitae and Presenter Identification:

(a) Vitae—Attach the vitae of the presenter(s) (please, not more than 2 pages per person). There is a maximum of two presenters for a 1½-hour session and four presenters for a 2-hour session. The selection committee may reduce 2-hour requests to 1½ hours depending on need.

(b) Bio Line—In addition, it is vital that a very brief 1-2 line bio be submitted for each presenter, including degree, licensure, and affiliations. The identifications will be used in the convention program(s).

3. Program Title: Try not to exceed 15 words.

4. Time: Request 1½ or 2 hours?

5. Audio/Visual Needs: Indicate if you need:

- Overhead Projector/Screen
- VCR/Monitor
- Flip Chart with markers
- None
- I will bring my own
- Other (specify)

6. Learning Level: Indicate if the course is at:

- Intermediate (useful for psychotherapists with experience in this field), or,
- Advanced (useful for psychotherapists with extensive experience in this field).

7. Abstract: Abstract that will be used in the convention program. (May be written directly in the email or at the top of the attached Syllabus.) Please keep it to 50 words or less.

8. Syllabus: Attach a course syllabus that includes:

- Learning objective of the course
- Summary of main points to be covered
- Learning methods that will fulfill the educational goals
- Assessment

PLEASE SEE THE CLARIFICATIONS ON SYLLABUS DESIGN GIVEN ON THE NEXT PAGES.

SYLLABUS HIGHLIGHTS

The Syllabus submitted to LAGPA needs these sections:

Learning Objectives — 2 or 3 objectives for a 1 ½- or 2-hour workshop. Objectives must be stated in behavioral terms specifying what will be learned by the end of the workshop.

Content — The content needs to be based on academic and/or standard practice. The content needs to underscore the value to clients. Academic sources are to be cited (more than three for most workshops) and shown how the academic sources are directly related to the course content. If there are handouts, they need to be submitted with the Syllabus.

Methodology — List the methods that will be used.

Assessment — Create a short written assessment that is based on behavioral outcomes and related to the Learning Objectives.

9. Authorization: By submitting this application: I/We understand and agree to all of the instructions, rules and regulations. I/We give permission to LAGPA to edit the presentation title, abstract, length of presentation and identifying information as necessary for publication purposes without notification. I/We understand that no materials submitted for consideration will be returned. Write, "I(we) agree with the conditions of this application."

Proposals must be emailed no later than **Friday, March 23, 2008.**

**Email your application and supporting documents to:
Chuck Stewart, Ph.D. at – lagpa@sbcglobal.net**

Your email will be acknowledged within 5-days. If you do not get an acknowledgement, send the application again by email and contact Chuck Stewart at 310-838-6247.

CLARIFICATIONS ON SYLLABUS DESIGN

LAGPA is an authorized continuing education provider for the American Psychological Association (APA). We have achieved this distinction by adhering closely to the stringent APA requirements. This provides the highest caliber educational experiences for our members.

The Syllabus contains four areas: **Learning Objectives**, **Content**, **Methodology**, and **Assessment**. Each of these will be discussed below to help you conform your materials to APA Continuing Education standards.

LEARNING OBJECTIVES

Every program offered for CE credit must have predetermined learning objectives. Rather than a description of topics to be covered, learning objectives should clearly define what the participant will know or be able to do as a result of having attended the program, and these objectives must be stated in measurable terms. As a guideline, there should be three to four objectives for a four hour program; five to six objectives for a seven to eight hour program, etc.

For a 1 ½- or 2-hour workshop, there should be 2 or 3 Learning Objectives.

Although it is not required that instructors be psychologists, they must have expertise and be competent in the areas in which they teach. Expertise might be demonstrated by some combination of the following: relevant educational experience such as holding a doctoral degree in psychology, review of records of previous teaching experiences, years of clinical experience, publications in areas relevant to the content being taught, evaluation forms from previously offered programs, personal knowledge of the instructor's teaching ability, and references.

Writing Behavioral Learning Objectives and Assessments

- √ Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity. Learning objectives must be observable and measurable. Learning objectives should: (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors
- √ Verbs to consider when writing learning objectives:
 - list, describe, recite, write
 - compute, discuss, explain, predict
 - apply, demonstrate, prepare, use
 - analyze, design, select, utilize
 - compile, create, plan, revise
 - assess, compare, rate, critique
- √ Verbs to avoid when writing learning objectives:
 - know, understand
 - learn, appreciate
 - become aware of, become familiar with
- √ Example of well-written learning objectives:

This workshop is designed to help you:

1. Summarize basic hypnosis theory and technique;
2. Observe demonstrations of hypnotic technique and phenomena;
3. Recognize differences between acute and chronic pain;
4. Utilize hypnosis in controlling acute pain;
5. Apply post-hypnotic suggestions to chronic pain; and
6. Practice hypnotic technique in dyads.

EXAMPLE: Illustrative Learning Objectives

Title: *Succeeding in an Academic Career*

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

Insufficient Learning Objectives

- Identify the advantages in advancing one's career of having a systematic research program
- Manage the complexities of scheduling research assistants, supervisees and other helpers
- Negotiate the ins and outs of getting publications and grants
- Discharge advising obligations while still having time to write
- Increase chances for retention, tenure, and promotion through understanding academic policies and the administrative structure

Acceptable learning objectives

- Identify the practical applications for teaching effectiveness of building a systematic research program
- Identify relevant ethical codes associated with research, clinical, or academic supervision with students
- Negotiate the regulatory and ethical information regarding publication and grant writing with colleagues or students
- Apply appropriate mentoring skills for maximal student growth
- Use an understanding of academic policies and the administrative structure to create more efficient classrooms and labs

Note: Insufficient learning objectives identify the advantages that might accrue to the individual faculty member, but fail to link these to improved services and the broader regulatory, ethical or professional issues that might also serve broader constituents within this context. By contrast, the acceptable learning objectives effectively tie the knowledge gains associated with this program to the effective functioning of the students and the administrative units associated with the faculty's functioning, and highlight the professional and scientific gains that would be expected to accrue as a result of the program.

CONTENT

The content of continuing education is the crucial component of programs intended to maintain, develop, and increase conceptual and applied competencies that are relevant to psychological practice, education, and science. CE programs may include content related to well-established psychological principles, or may be based on content that extends current theory, method, or practice. CE programs may provide information related to ethical, legal, statutory or regulatory policies, guidelines, and standards that impact psychology.

Criteria

1. Educational programs are to be based on a methodological, theoretical, research, or practice knowledge base. This requirement must be met by at least one of the following:
 - 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 been supported using established research procedures and scientific scrutiny;
 - 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.
2. Educational programs must include statements that describe the accuracy and utility of the materials presented, the basis of such statements, the limitations of the content being taught, and the severe and the most common risks.
3. Educational programs must offer program content that builds upon the foundation of a completed doctoral program in psychology.
4. Educational programs must be prepared to demonstrate that content is relevant to psychological practice, education, or science.
5. Educational programs must clearly describe any commercial support for the CE program, presentation, or instructor to program participants at the time the CE program begins. Any other relationship that could be reasonably construed as a conflict of interest also must be disclosed.

EXAMPLE: Course Content Requiring Citations

The demonstration of program credibility can include citations to relevant peer-reviewed research, and reference to broader, recognized traditions of research and theory, among others:

Title: “The Use of Expressive Arts in Psychotherapy”

Insufficient Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from their extensive clinical experience, the presenters demonstrate a variety of expressive techniques that help open clients to new forms of mental health, adjustment, and optional functioning by helping them to recognize and experience their internal response.

This program is derived from the work of:

S. Smith, *Clinical Applications of the Expressive Arts* (New York: Stonewall Publications, 2000).

Acceptable Response

The use of expressive arts in psychotherapy has a longstanding tradition. Music, dance and other creative arts are valuable additions to successful psychotherapeutic practice. This program

illustrates a range of expressive arts and their potential applications in the treatment of emotional distress.

Drawing from the fields of art therapy, dance therapy, and other allied fields of recreational and occupational therapy, this program overviews the historical traditions, current research findings, and practice knowledge that inform the application of arts in psychotherapeutic practice.

This program is derived from the following works:

McNamara and Scott (2000), *Historical Research in Music Therapy, 3rd Edition*.

Douglas, D.B., (2001). Effectiveness of the Expressive Arts in Psychotherapeutic Practice:

Documentation of Research in Clinical Practice. *Journal of Arts in Medicine, 3*, 121-134.

Stanford, L.M. and Dickson, E.E. (2001). A controlled study of the effects of expressive arts as adjunctive techniques in psychotherapy. *Journal of Psychotherapy Research, 33*, 211-228.

Note: The insufficient program description draws primarily from presenter experience and only minimal, non peer-reviewed publications. The acceptable response clearly identifies relevant research literature that supports both the application of the expressive arts and their associated outcomes within relevant clinical contexts.

METHODOLOGY

CE activities can be delivered via numerous methods which include, but are not limited to: workshops, seminars, conferences, conventions, grand rounds, lectures, books, videotapes, audiotapes, CD-ROMs, and web-based activities. All CE activities, regardless of the delivery method, must adhere to the Standards of the APA Sponsor Approval System.

On your application, please indicate the various teaching methodologies you plan to use such as lecture, video/PowerPoint, discussion, handouts, grand rounds, etc.

ASSESSMENT

It is expected that an assessment will be given at the end of the workshop. However, assessments are often given by the CE provider (in this case LAGPA) as part of the overall assessment.

Please create a typical written assessment and include it in the Syllabus (although you most likely will not administer it).

- √ Objective learning assessments should be written in a manner that determines whether participants learned what you planned to teach them. The evaluation (or learning assessment) should be based on the stated learning objectives of the program. You use the same terminology that was used to write the Learning Objectives.

Example of a well-written learning assessment:

Based on the content of the workshop, I am able to:	<u>Strongly Agree - Strongly Disagree</u>				
1. Describe at least two theoretical approaches to hypnosis;	5	4	3	2	1
2. Employ at least two hypnotic induction techniques;	5	4	3	2	1
3. Explain how psychological approaches differ when applied to acute vs. chronic pain;	5	4	3	2	1
4. Demonstrate a technique for applying hypnosis to acute pain;	5	4	3	2	1

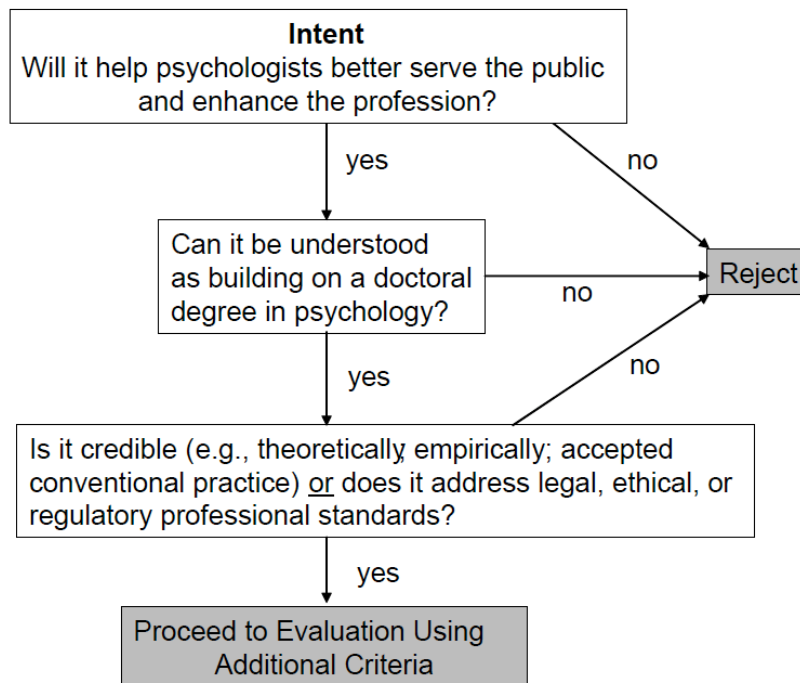
5. Provide a post-hypnotic suggestion for controlling chronic pain;	5	4	3	2	1
6. State that I had the opportunity to practice the technique during the workshop.	5	4	3	2	1

Criteria and Processes for Determining Proposed Programs' CE-Eligibility

Acceptable programs must adhere to the definition of continuing education in that they improve service to the public and enhance contributions to the profession. Programs that address the personal or professional well being of the psychologist must also demonstrate how they meet the above definition.

Determination of eligibility is not made on the basis of topic alone. The responsibility is on the applicant to adequately establish the bridge between program content and the elements of the criteria. The more distant a topic appears from core disciplinary knowledge, the greater the responsibility of the sponsor to demonstrate the connection to improvement of services to the public and contributions to the profession.

The CE Committee will use the *Standards and Criteria for Approval of Sponsors of Continuing Education* to evaluate proposals. In so doing, they will employ the following evaluative steps:



EXAMPLE: *Building Your Practice*

Insufficient learning objectives	Acceptable learning objectives
<ul style="list-style-type: none"> Compare advantages and disadvantages of buying versus renting office space. 	<ul style="list-style-type: none"> Identify the professional, legal and ethical issues related to buying versus renting office space.
<ul style="list-style-type: none"> Learn to read a financial report. 	<ul style="list-style-type: none"> List three regulatory issues concerning electronic medical records and billing

	systems.
<ul style="list-style-type: none"> • Maximize income from managed care. 	<ul style="list-style-type: none"> • Negotiate contracts for managed care services that maximize patient care.
<ul style="list-style-type: none"> • Develop successful strategies for locating subletters for office space. 	<ul style="list-style-type: none"> • Analyze and minimize confidentiality concerns involving shared office space.
<ul style="list-style-type: none"> • Maximize caseload through successful marketing. 	<ul style="list-style-type: none"> • Create ethically sound marketing tools and techniques.
<ul style="list-style-type: none"> • Design promotions to attract the self-pay clientele. 	<ul style="list-style-type: none"> • Provide effective client advocacy to third party payors.

Note: Insufficient learning objectives successfully articulate the advantages that might accrue to the practitioner, but do not extend these to underscore their value to the clients or the broader society that may follow from the knowledge gains associated with this program. Acceptable learning objectives, by comparison, clearly identify the broader contributions that might support the welfare of the consumer and the society by addressing ethical and regulatory implications associated with successful business practice.

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