

Progress Notes...



April, 2009

Newsletter of the Lesbian and Gay Psychotherapy Association, Southern CA, Inc.

(310) 288-3465

Executive Director Report

Chuck Stewart, Ph.D.

The news keeps getting better all the time for LAGPA. We just received notice that LAGPA has achieved obtaining status as a continuing education provider for APA. The 800+ page application was submitted in January. We are very pleased to have received this approval. Not only is it more prestigious than MCEP, but it will reduce our paperwork and reduce our expenses. With MCEP, we had to have each workshop or educational forum approved which often included hundreds of pages. Now, it is our responsibility to assure APA requirements are conformed and maintain our documentation. Similarly, it allows us to offer our courses online to anyone, anywhere in the world needing APA credits. That gives LAGPA the unique and enviable position of being the only organization to of-

fer APA CEU on LGBT issues.

There is thought about converting the workshops presented at our Conference and Educational Forum into online courses. That would generate an income stream for LAGPA and the workshop originators. We'll have more on this exciting project in the future.

Many LAGPA members believe that LGBT issues should be mandated for the training of psychologists and others. The Board concurs and has established a subcommittee to investigate how to influence BOP to make this happen. The subcommittee has developed a PowerPoint presentation and gave a test run on April 19 at the home of co-president Liliane McCain. LAGPA members attended the wine-and-cheese event and gave insightful, helpful feedback. The presentation

will be given again at the upcoming BOP Board meeting, May 8-9, with added changes.

When Proposition 8 was on the ballot in California last year, CAMFT did not support the effort to have it defeated. This infuriated many LAGPA members. A subcommittee has been formed to bring to CAMFT's attention the inequality in their stance. See the enclosed article for more information on this effort.

The next big news is that we have made arrangements for this year's Annual Psychotherapy Conference to be held at USC on October 11— which coincides with National Coming Out Week activities on campus. The school is excited to be involved with our Conference. In this newsletter is our Call for Papers/Presenters. Please consider presenting your

expertise at the Conference. Of course we can use volunteers. Please contact Chuck about this.

Finally, this issue of PN is our first to put online and ask members to review it online and print what you want. It costs over \$1000 each time we send out the PN. The Board decided to try this out. Three of the newsletters will be online, while the July issue will be printed for inclusion in the annual membership drive. If want a hard copy, no problem. Just let Chuck know. He has recently obtained a tabloid size color laser printer and can print the newsletter on demand.

On a final note, I want to say how happy I am with the new board. We have greater diversity than ever and most are stepping forward to volunteer to get things done. Thank you all. ▼

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Quick Note from the Editor

Alexander Yoo, M.Div., MFTI

Dear Colleagues and Friends,
I want to encourage you all to attend the Trans Town Hall event (see flyers, pp. 5-6) Thursday, April 23. The Center of Excellence for Transgender HIV Prevention (COE), a state-wide educational, research, and support body, has a direct connection with the Office of AIDS and is hosting the event. At these town hall events, the COE offers a unique opportunity to interface with a body that not only works directly with the Of-

fice of AIDS, making real change across the state with reverberations across the country, but also to network with many community members and providers in one location. Health and wellness, and HIV prevention specifically, encompasses so many areas, including medical, mental, emotional, spiritual, and community health, and at this town hall you will meet providers from all of these arenas.

You will also have an opportunity to hear from the Center of Excellence and Community Advisory

Board who and what they are, progress on the deliverables, and future expectations. Most importantly, you will have a chance to speak directly with other community members and providers in your field(s) about how to better serve your clients, make yourself available, and offer yourself as a resource to your peers and potential clients. I look forward to seeing you there. ▼

New MFT Degree Program in LGBT Studies

Dino Koutsolioutsos, MFT

The MFT Department of Pacific Oaks College, in Pasadena, CA, announces the development of a MA graduate program in Marriage and Family Therapy, specializing in LGBT Family Studies.

This program is meant to compliment the pioneering MA/MFT LGBT Specialization at the Los Angeles campus of Antioch University. The LGBT Family Studies Program will be scheduled to start in Spring 2010.

It will be a 60-semester unit, three year program, satisfying the requirements for the licensure in Marriage and Family Therapy. The program will have a cohort format of

12 - 20 graduate students, taking the entire fixed course load of 60 semester units together over a three year period of academic and clinical training work, which will include a mandatory Master Thesis, with a research focus on LGBT mental health issues.

The entire spectrum of mental health theory and practice will be taught with the primary focus on the lived experience and mental health needs of LGBT people and families, and with a secondary focus on heterosexual realities and needs.

Admission into the program will require a commitment to

specialize in LGBT mental health, but self identification as a LGBTIQ person will not be a requirement.

The program is meant to attract a primarily, but not exclusively, LGBT group of graduate students, who will be taking all program requirements as a group, for the three year tenure of the cohort experience. Program courses will be taught primarily, but not exclusively, by LGBT experienced, licensed mental health professionals, from a variety of theoretical and clinical backgrounds.

The program will be based on a seminar level, three-day weekend format, scheduled once a month, to allow students from out of town, other California cities and other states, to travel to LA and attend the program.

Besides offering a learning immersion into LGBT mental health, the LGBT Family Studies program and cohort experience is aimed to provide an academic, experiential environment, to support an emerging process at the graduate level, of deconstructing traditional, heterocentric mental health theory and practice, while assisting in the reconstruction and further development of LGBT focused and LGBT relevant mental health theory and practice.

LGBT Mental Health Community Advisory Committee:

As a first step in the development of the LGBT Family Studies program, the MFT Department of Pacific Oaks College will be forming a Community Advisory Committee, to be recruited from academics and mental health professionals of the LGBT community, to advise and assist the department in the development, start and main-

tenance of the LGBT Family Studies Program. The MFT Department has a successful tradition in an interdisciplinary mental health ideology. Our faculty is evenly represented by all three primary mental health disciplines: MFT, LCSW, and Clinical Psychology (and we have nothing against psychiatrists, either!). We therefore welcome licensed, experienced LGBT mental health professionals from all disciplines and clinical ideologies and practices interested in contributing to, and assisting in, the development of the program.

To volunteer your membership in the Advisory Committee, or if you have any questions, or otherwise are interested in contributing time or energy to this long term endeavor, please contact Dino Koutsolioutsos, Academic Director, Department of Marriage and Family Therapy, Pacific Oaks College at dinok@pacificoaks.edu, or 323-469-0479.

Thank you, in advance, for all your help and interest!



ALEXANDER YOO, MA (MF52075)
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LAGPA Makes Historic Move

History is in the making. LAGPA is making it. And you are a part of it.
Bruce Watkins, Ph.D.

LAGPA has petitioned the California State Board of Psychology (BOP) to mandate lesbian, gay, bisexual, and transgender (LGBT) issues as a required continuing education class, on a ONE-TIME basis.

We have been in communication with Jeffrey Thomas, the assistant executive officer of the Board of Psychology (BOP). And, he has scheduled LAGPA to present at the BOP's next meeting in Manhattan Beach, CA on May 8-9, 2009.

Bruce Watkins, Ph.D. and Lauren Costine, Ph.D. will be presenting, and will be assisted by Lisa Maurel, MFT and Rev. Alexander Yoo, M.Div., MFTI. All four of them are members of the Board of LAGPA.

We will endeavor to outline LGBT cultural competency training, both the reasons for it and a broad outline of its curriculum. We hope to demonstrate not only the enormity of LGBT issues, but also the importance for all therapists to be familiarized with them, and how to utilize LGBT-affirmative therapy in order to clinically treat LGBT people in an ethical and effective manner.

As the backbone of our presentation, we will be using the "Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients," published by Division 44 of the American Psychological Association, in 2000. APA's Division 44 is the Society for the Psy-

chological Study of Lesbian, Gay, and Bisexual Issues.

Division 44 published these sixteen guidelines nine years ago. Virtually nothing has been done with them. Specifically, they advise LGB issues and how to perform LGB-affirmative psychotherapy be included in graduate school curricula, as well as part of psychologists' continuing education.

We all know that graduate school curricula are woefully inadequate when it comes to LGBT issues. And, evidently, the continuing education business does not see LGBT issues as profitable. When was the last time you received a flyer offering such a workshop or class? Clearly, LGBT issues need to be mandated as required for such classes to be offered.

A mandated LGBT issues class would benefit both straight and gay therapists. Many straight therapists see gay clients. How can they do that without the fundamental knowledge of gay issues and culture? What does the only therapist in a small town in California do when a gay person presents himself for help?

If the BOP were to mandate a required LGBT-affirmative class, such classes would soon proliferate throughout the state, and every therapist, in both large cities and small towns, could be easily informed.

By mandating LGBT-affirmative psychotherapy

education, the BOP would be bringing both straight and gay therapists together in these classes. Together, they will openly learn and discuss how to treat heterosexism, homophobia, biphobia, transphobia as well as a number of other LGBT issues such as coming out, identity development, low self-esteem, addition and recovery, treating clients with HIV/AIDS and cultural competency to name a few. Think of the healing effect that this will have on both parties. Homophobia and heterosexism could be ameliorated on both sides. Think of the healing effect that this will have on both parties. Homophobia will be mollified on both sides.

This will embolden gay therapists. For some of them, who are closeted, they will be encouraged to step out, for the first time, and participate fully in their profession. What could be more harmful to an LGBT client than a closeted therapist? What can be more harmful than a therapist, even an LGBT one, who doesn't know how to sensitively and compassionately affirm their client's sexual orientation and/or identity?

LGBT culturally competent therapists benefit their clients and their communities by providing effective affirmative psychotherapy with LGBT people and their extended families. This improves relationships and lives and reduces mental health problems, relationship cri-

ses, and domestic violence.

On Sunday, April 19, 2009, Liliane Quon McCain, MFT, hosted a wine-and-cheese LAGPA social/educational event in her home. Dr. Watkins and his committee used this event as a dress rehearsal for their presentation to BOP in May.

LAGPA members attending this event posed as the BOP and listened to the presentation, taking advantage of the opportunity to give feedback, make suggestions, and offering themselves to participate in this historical and pioneering event.

Here is a sample of what they heard, and what the Board of Psychology will eventually hear. This is the introduction to our presentation:

"On behalf of the Lesbian and Gay Psychotherapy Association of Southern California, I want to thank you for having us here, today, to make our proposal. We are honored and privileged to address you.

"I am reminded of 1971, when homosexuality was still considered a mental illness and was oftentimes treated with aversive conditioning - better known as electric shock behavior therapy. Dr. Frank Kameny, and his activist cohorts from the Washington D.C. Mattachine society, invaded the American Psychiatric Association's annual convention.

"As protesters stormed the Convocation of Fel-

Continued from Page 3

lows, Frank Kameny grabbed a microphone, and declared:

'Psychiatry is the enemy incarnate. Psychiatry has waged a relentless war of extermination against us. You may take this as a declaration of war against you.'

"My, my, my...how things have changed! My own life is a testament to that change. In 1971, I was a psychology intern at the Neuropsychiatric Institute at UCLA, deeply closeted in a straight marriage. And now, today, I stand before you as a clinical psychologist in private practice and a member of the board of the Lesbian and Gay Psychotherapy Association. I do not see you as the enemy. Instead, I see you as colleagues that can lead the way to improving the lives of LGBT people and their therapists in California.

"And yet, I come in the vigorous spirit of Frank Kameny. I know that our proposal can seem as outrageous as Kameny's was thirty-eight years ago. But, we are not here to make war. We are here to inform and to plead.

"We believe it is time for the Board of Psychology to mandate lesbian, gay, bisexual, and transgender (LGBT) issues as a required continuing education class, on a ONE-TIME basis.

"Today, we will endeavor to outline LGBT cultural competency training, both the reasons for it and a broad outline of its curriculum.

"We will start very simply, with:

"Guideline 1:

Psychologists understand that homosexuality and bisexuality are not indicative of mental illness."

And our presentation goes on from there. Those of you who attended our "dress rehearsal," we thank you for your feedback as we work to integrate your ideas into the presentation and continue to make it even better.




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TOWN HALL EVENT

**Kyoto Grand
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120 S. Los
Angeles St.
Los Angeles, CA
90012**

Contacts:

**James Rouse Iñiguez, MA
Program Assistant
415-597-8198**

**JoAnne Keatley, MSW
Director
415-597-4960**

<http://transhealth.ucsf.edu>

**This event is funded by the
State Office of AIDS.
Professional photography will
be taken.**



Center of Excellence for Transgender HIV Prevention

**SAVE THE DATE
April 23, 2009
6:00 to 8:00 PM**

Please join staff, faculty and community advisory board members from the Center of Excellence for Transgender HIV Prevention (CoE) for a night of discussion and networking around the health care and prevention needs of trans communities in the greater Los Angeles area.

Community members, community allies, providers, researchers and all interested in health care and HIV prevention are encouraged to attend. Hors D'oeuvres and refreshments will be served.



TOWN HALL EVENT

For More Information, contact:
Center of Excellence for Transgender HIV Prevention
University of California, San Francisco
50 Beale Street, Suite 1300
San Francisco, CA 94105
Phone: 415-597-8198
Fax: 415-597-9386
E-mail: transhealth@ucsf.edu

OUR MISSION

The CoE's mission is to provide leadership, capacity building, professional training, policy advocacy, research development, and resources to increase access to culturally competent HIV prevention services for transgender people in California.

**EVENTO
COMUNITARIO**

**En el Kyoto
Grand
Hotel
120 S. Los
Angeles St.
Los Angeles, CA
90012**

Comunicarse con:

**James Rouse Iñiguez, MA
Program Assistant
415-597-8198**

**JoAnne Keatley, MSW
Director
415-597-4960**

**O a la pagina web
<http://transhealth.ucsf.edu>**

**Este evento es fundado por
La Oficina Del SIDA del
Estado de California. Se
tomaran fotografias
profesionales.**



**Center of Excellence for
Transgender HIV Prevention**

**Guarde La Fecha
23 de Abril del 2009
De Las 6:00 a las 8:00 PM**

Venga Junto con el personal, facultad y los miembros de la mesa directiva de asesoramiento del Centro de Excelencia de Prevención de VIH entre la Comunidad Transgénero (CoE). a una noche de discusión y recursos sobre las necesidades de prevención de la comunidad trans en la gran área de Los Ángeles. Miembros de la comunidad, aliados, proveedores, investigadores de estudios y todas las personas interesadas en la salud, cuidado, y prevención del VIH les invitamos a asistir! Bocadillos se servirán.



EVENTO

Para mayor información contactar al:
[Center of Excellence for Transgender HIV Prevention
University of California, San Francisco
50 Beale Street, Suite 1300
San Francisco, CA 94105](http://transhealth.ucsf.edu)

Teléfono: 415-597-8198
Fax: 415-597-9386
E-mail: transhealth@ucsf.edu

NUESTRA MISION

La misión del Centro de Excelencia es el proveer liderazgo, aumentar la capacidad, capacitación profesional, abogacía en política, avance de estudios, y recursos para incrementar acceso a servicios culturalmente competentes de servicios de prevención del VIH para las personas transgénero en California.

Photos from LAGPA and SCLMA Winter Social, 2008

Our annual joint holiday party with SCLMA, Southern California Lambda Medical Association

Photos by Ricardo Tan, M.D.



Continued on next page.



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Spending hours online...? Partied out? Done playing?

Friends La Brea provides free drug counseling
as part of a research study
for gay and bisexual men who use methamphetamine.

The study will evaluate the effects of combining
drug counseling with a behavioral intervention
that gives rewards for providing clean urine samples.

Participation is 16 weeks and one follow up evaluation.

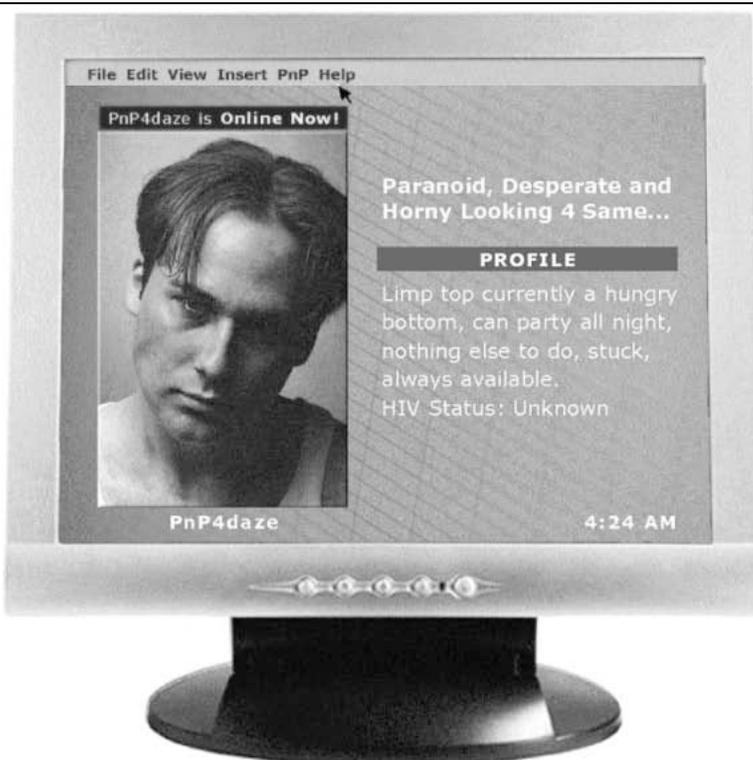
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A clinic of Friends Research Institute, Inc. in collaboration with Van Ness Recovery House and UCLA Integrated Substance Abuse Program. Funded by the Universitywide AIDS Research Program.



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
-

PLEASE NOTE: All workshops must 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 proposals must be emailed no later than Monday, June 1, 2009.

If you need additional applications, visit our website at 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.

(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: 1.5 hours for all presentations

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 1.5 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 June 1, 2009.

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 1.5 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</u> <u>Strongly Disagree</u>				
	5	4	3	2	1
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

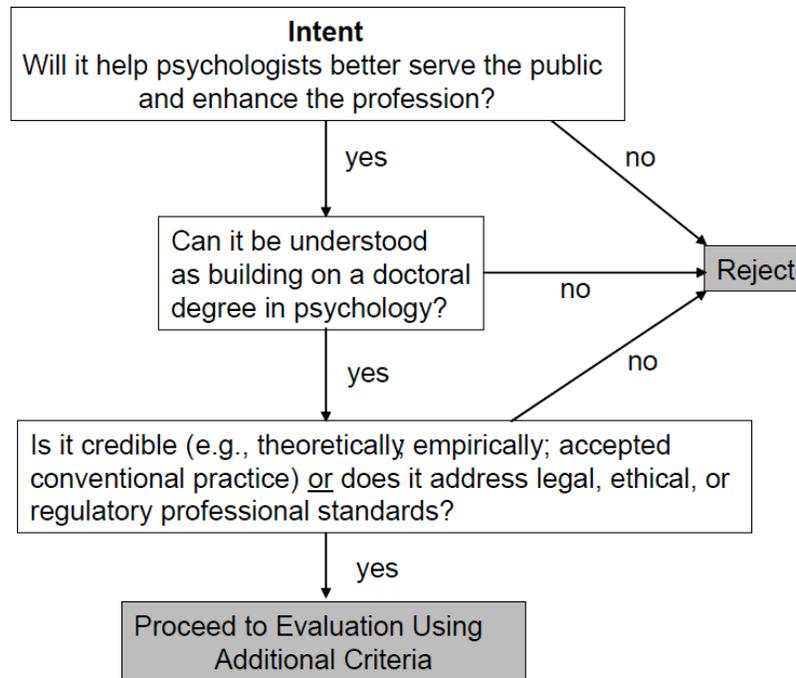
Criteria and Processes for Determining Proposed Programs' CE-Eligibility

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.

SYLLABUS HIGHLIGHTS

The Syllabus submitted to LAGPA needs these sections:

Learning Objectives — 2 or 3 objectives for a 1.5 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.

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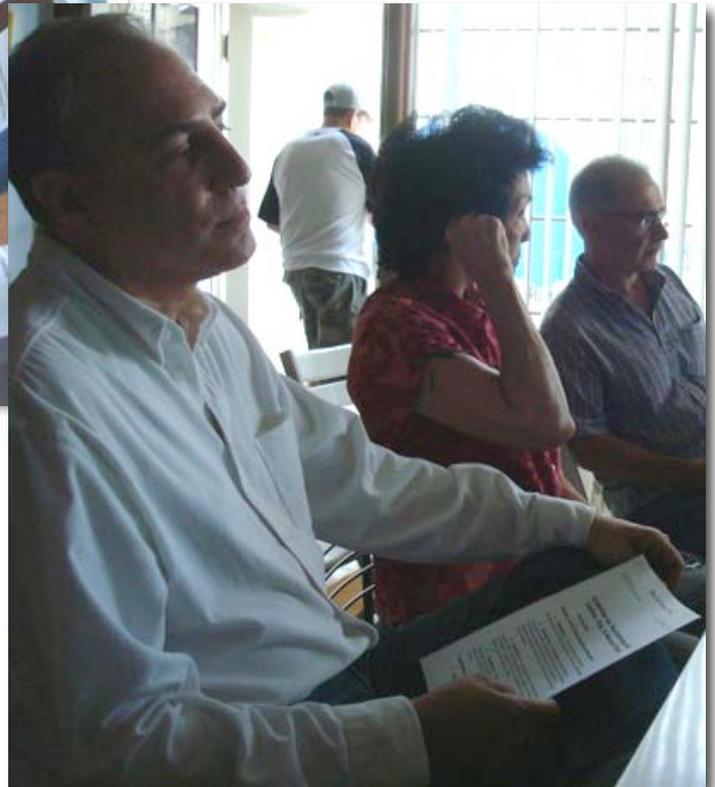
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Photos from the Wine-and-Cheese Social/Educational Event April 19, 2009

Bruce Watkins, Ph.D., Lisa Maurel, MFT, Rev. Alexander Yoo, M.Div., MFTI, and LAGPA Board practiced Board of Psychology presentation requesting mandated LGBT CEUs, gaining insightful feedback.







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Progress Notes

A quarterly publication of the Lesbian and Gay Psychotherapy Association of Southern California, Inc., an organization dedicated to the promotion of gay, lesbian, and bisexual psychology, by supporting and serving the mental health professionals who work within the lesbian, gay, bisexual, and transgender community.

Spring, 2009

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CLASSIFIED ADVERTISEMENTS

The Classified Section of the Progress Notes allows members and non-members to advertise available therapy services, employment and office space. This section is free for members and \$15 for non-members.

THERAPY

FTM/FT?/FT+ Early-to-Mid Transition Support Group
Tuesdays, 7:15-8:45 PM

Sliding Scale • 10-week cycles (no drop-in, commitment required) • Next cycle starts in June. \$50 per session; some sliding scale. Please call Alexander, MFTI, IMF 52075 at (310) 773-3484 (6310 San Vicente Blvd., Suite 410, Los Angeles, 90048) to schedule free intake and for more information. Hurry! Slots filling up. Supervisor: Jan Reynolds, MFT, MFC21785.

Men's Therapy Group for Men in Recovery

Mondays 5:30 - 7 pm. West Los Angeles. Sixty-five dollars per session. Andrew Susskind, LCSW. 310.281.8681 or andrew@westsidetherapist.com.

Over-40 Gay Men's Group

Ongoing group for gay men confronting the challenges of aging in a youth-oriented culture. All gay men over age 40 are welcome. Topics of discussion range from sex/intimacy issues to career and life goals. The group meets Fridays at 7:30 PM in West Hollywood, each session is \$40. An 8-week commitment is required. For more information, please contact Michael Liberatore, MA, MFTI #IMF-57834 at (310) 497-7682. Group is under the supervision of Tony Zimbardi, PsyD, MFT # 33579

Gay Men's Growth Group
(Studio City)

This is an ongoing men's group, which focuses on personal issues that lead toward better relationships with oneself and others. This is a group for serious minded men regardless of age, HIV or relationship status. Tuesday/Wednesday night in Studio City. \$35 per session. Contact Sandy Kaufman, MFT at 818-761-4200

Gay Men's Group
(Beverly Hills)

The Center for Cognitive Therapy in Beverly Hills is now running a Gay Men's Group on Mondays from 7:30-9PM. If interested, please call Joel Becker, PhD (PSY11680), 310-858-3831.

Ongoing Gay Men's Therapy Group

(West Hollywood)
Now accepting new participants!
Meets every Wednesday evening from 8:00 to 9:30 PM; \$50 per session. Group therapy is a helpful adjunct to individual therapy. Consider the benefits for your clients: learning to directly and healthfully express feelings; building self confidence and self esteem; feeling more comfortable in groups, relieving feelings of shame and isolation. Contact: Mark Reina, MFT, CGP at 310.366.5494.

Gay Men's Psychotherapy Group

Psychodynamic group focuses on Gay empowerment, recovery from trauma and co-addiction, compassionate self-care, mindfulness, building intimate relationships. Fridays 6 PM, \$50. For more information, please call: Matt Silverstein, MFT, 310-842-6124 (License #MFC38474).

Mixed Groups

Mixed psychotherapy groups for well functioning men and women with a focus on relationship, intimacy, sexual, family, and career issues. Yalom model. Monday and Wednesday evenings led by Raymond Bakaitis, Ph.D. For more information, please call 310-841-6870.

Social Anxiety Group

This group will be making use of the latest empirically validated treatment for social anxiety. The group will be mixed (both gay, lesbian and straight clients) and time limited to 10-12 sessions. Contact Joel Becker 310-858-3831.

Emotional Regulation Skills Group

This group that is based on the work of Marsha Linehan, Ph.D.

with patients who have the diagnosis of Borderline Personality Disorder. It is appropriate for all clients who have problems in this area, which may include patients in a wide range of disorders including substance abuse, etc. This group is adjunctive and the client must have a primary therapist who will remain in the picture as "therapist of record." Contact Joel Becker 310-858-3831.

Women Over 40

Support and process group intended to allow women over 40 years of age to discuss coming out, making new connections, and more. Married and unmarried women are welcomed. Wednesday nights from 7:30 PM to 9 PM. \$35/session. Contact Emily Moore at 626-793-1078.

Ongoing Gay Men's Therapy Group

(Pasadena)
Great group for therapists. Wednesday night group (7:30 pm to 9:00 pm) currently has openings. The fee is \$45. The group works to understand how they are relating within the group and how that is reflected (or not) in relating outside the group. Career blocks, fears, anger, the addictive process, and self-esteem issues are also part of our focus. Therapist uses primarily psychoanalytically oriented techniques and has a certificate from the Institute of Contemporary Psychoanalysis. Contact Roger Winter, MA, MFT (626) 440-9898 x2. (MFC28821)

EMPLOYMENT

Psychotherapy Bookkeeper Position

Must be able to add existing client files to software program called "Therapist Helper." Call Mike Fatula MFT at 323-876-8861 OR 323-422-9433 business cell phone. (I am live on business cell phone at 5 minutes before any hour 10AM-10PM Mon-Fri).

EDUCATION

Total Wellness! Workshops

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Classified Ads continued from previous page

Transgender/Gender Awareness and Health

GenderQueer Revolution presents Total Wellness!, a collaborative gender health series and speakers bureau for providers and community members alike, offers educational opportunities for those seeking to increase competency w/ transgender/awareness/LGBTIQ issues/populations/clients/clinical issues. National, global experts in mental health, medicine, spirituality, community health w/ over a century of speaking/tenured experience. Gender diversity experts and pioneers. See www.genderqueerrevelation.org for past and upcoming lectures and organizational consultation and to inquire about scheduling for your organization.

Trans/Gender Consultation

Have a desire to work with transgender, genderqueer, gender-diverse, or other individuals and communities? Need to increase your cultural and clinical competency? A leading Gender Diversity Clinician and Applied Community Psychology Specialist, Alexander educates mental health and medical providers, businesses, institutions, community organizations, government bodies, and educational systems on gender issues and administrative practice. A nationally recognized author and educator in print and on radio, film, and television, he provides sensitivity, cultural competency, and EEO Compliance training as a private organizational development consultant and offers diverse peer consultation and psychotherapeutic services. As a Community Psychology Specialist, he focuses on person-environment interactions and the ways larger, societal, and systemic factors impact upon individual and community health and wellness. (310) 773-3484 www.alexanderyoo.com

Humboldt County

Hello Friends,
This is Stuart Altschuler, up north in Humboldt County. I am putting out a call for proposals for someone from my old home in LA to come up

here to do a 6 hour professional training (CEU's) on counseling GLBT. We are working on getting Helen Hill up here for the "T" (Transgender).

I know a number of you are very skilled in this arena. Your travel expenses would be covered, lodging (possibly with me) and meals. We also need to know what your fee would be for the training itself. I ask you to remember that this is a rural community and funds for something like this are not plentiful. So, be kind. Besides the work part, you will have a chance to a great getaway to a beautiful location! Take that into account.

www.co.humboldt.ca.us

www.ci.ferndale.ca.us

I am working on this with Gail Narum, MFT who is on the board of the North Coast Association of Mental Health Professionals, www.ncamhp.org Gail has been in touch with a therapist in San Francisco but her fees are more than we can handle.

This would take place in the late summer or fall.

Please send your course description and CV to me at stuart@mfcc.com. I look forward to hearing from some of you.

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West Los Angeles

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nished. Both offices have windows overlooking lots of greenery. Gay affirmative practice and environment. Rent varies according to usage. \$300/day per month P/T and \$1000 FT. For more information, please contact Matthew Silverstein, PhD, MFT. 310-842-6124 or msilversteinmft@aol.com

West Hollywood

Prime therapy office for evenings and weekends. Beautiful space is available on Mondays through Thursdays evenings from 6PM to 9PM or 6PM to 10PM, and all day Friday, Saturday and Sunday. This French-windowed corner office is elegant and tasteful; furnished with antique oak wood furniture, rich brown leather couch/chair, and warmly painted walls. It also has a desk and a consulting area which makes it more spacious. There is a shared waiting room and a copier/refrigerator room. Friendly colleagues. High-end security building on designer row. Other offices within the building consist of psychotherapists, psychiatrists and writers. Street parking is free on Robertson after 6PM. If interested please call Paul Oberon, Psy.D. at 310-659-0509. Required blocks of time: 6PM to 9PM or 6PM to 10PM. Monday/ Tuesday/ Wednesday/ Thursday or 4 hr blocks for Fridays through Sundays, (example 9AM to 1 PM or 1:30PM to 5:30PM); \$25/hour (non-negotiable).

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Classified Ads continued from previous page

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NOT A MEMBER OF LAGPA?

Use this application form to join or go to our website at www.LAGPA.org and complete the online application form.

LAGPA MEMBERSHIP APPLICATION

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CITY _____ STATE _____ ZIP _____

BUS. PHONE _____ HOME PHONE _____

E-MAIL (most important) _____

DATE OF APPLICATION _____

MEMBERSHIP CATEGORY (Check One)

- ___ \$ 105 **Regular:** A currently licensed mental health professional.
 ___ \$ 105 **Associate:** Individuals interested in the field of psychotherapy but who are neither students nor interns nor licensed professionals.
 ___ \$ 50 **Student:** Unlicensed students and/or interns earning less than \$ 20,000 annual income.
 ___ \$ 50 **Retiree:** Individuals who were once practicing mental health professionals, now retired and no longer working.
 ___ \$200 **Institutional:** Organizations interested in the mission of LAGPA and wanting to support that mission through financial sponsorship.

METHOD OF PAYMENT

Please Check One: Check (payable to: LAGPA) **OR:** VISA Mastercard American Express

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OR, if paying by credit card, you may:

FAX: 310-838-6769 Email: LAGPA@sbcglobal.net

LAGPA MEMBERSHIP BENEFITS

- Mailings to all LAGPA events
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- Annual LGBT Psychotherapy Conference
- Social Events
- Membership Directory
- Web Site www.lagpa.org
- Academic Forums
- Professional Women's Events
- CEUs for MFTs, LCSWs, and Psychologists
- Networking opportunities with other professionals
- Resource Directory
- Quarterly Newsletter "Progress Notes"

CALENDAR OF EVENTS

JUNE

• 6/28
Marriage Equality/CAMFT Discussion
To be held at the home of Lilliane Quon McCain

Convention
To be held at Culver City

DECEMBER

• 12/19
LAGPA/SCLMA Annual Winter Social
Details to be determined

JULY

Membership Drive

AUGUST

• 8/9
LAGPA/SCLMA Annual Summer Social
To be held at the home of Lilliane Quon McCain

OCTOBER

• 11/11
Annual Conference (Same as Nat'l Coming Out Day)
To be held at USC

• 11/18
LAGPA Presence at LACPA



About LAGPA

The Lesbian and Gay Psychotherapy Association of Southern California, Inc. (LAGPA), was established in 1992 as an organization of mental health professionals interested in gay, lesbian, bisexual and transgender clients.

Members of LAGPA are actively involved in expanding the role of psychologists, psychiatrists, social workers, and marriage and family therapists who serve the greater gay community of Southern California. While LAGPA is

oriented towards mental health professionals, individuals who desire to join LAGPA are not required to be a licensed psychotherapist. ▼

POLICY FOR MAILING LISTS AND FLYERS

LAGPA does not sell or give out its mailing list (in any form) to any person, group or organization. If you would like to send a mailing to the membership you must provide enough copies of the item to be sent folded, stamped and ready to mail. LAGPA will run address labels and place them on the item to be mailed at a board meeting. Therefore, your materials must be received by LAGPA no later than one week prior to the next board meeting as indicated on the web site or in the newsletter, for them to be mailed in a timely fashion. If you want to do a separate mailing you must give us 10 open envelopes with the material you are mailing so we may review it. Rates for this type of service are: members \$125.00 per mailing; non-members \$175.00 per mailing. We strongly suggest you place an ad in the P.N. rather than creating a separate mailing.

As the LAGPA Board is all volunteer, and responsible for creating, collating, folding, labeling, stamping and mailing all newsletters and other correspondence throughout the year, we cannot accommodate the insertion of stand alone flyers into the newsletter or conference materials. Unless, or until, there is a full complement of board members and volunteers to assist on various committees, all flyers must appear as ads in the newsletter and/or conference brochure. Member and non-member rates are listed in the P.N. and on the web site at www.LAGPA.org. Members may bring flyers to LAGPA events and place them on tables where participants can pick them up.

The Board reserves the right to refuse to mail, include in the newsletter or display any material it deems inappropriate or offensive to its membership, or in direct conflict/opposition to the purpose/ mission statement of the organization. To engage in any of the above or for more information please contact our administrative assistant, Chuck Stewart. The purpose of a newsletter is to provide specialized information to a targeted audience. Newsletters can be a great way to market your product or service, and also to create credibility and build your organization's identity among peers, members, employees, or vendors.

First, determine the audience of the newsletter. This could be anyone who might benefit from the information it contains, for example, employees or people interested in purchasing a product or requesting your service. You can compile a mailing list from business reply cards, customer information sheets, and business cards collected at trade shows, or membership lists. You might consider purchasing a mailing list from a company.

Next, establish how much time and money you can spend on your newsletter. These factors will help determine how frequently you publish your newsletter and its length. You should publish your newsletter at least quarterly so that it's considered a consistent source of information. Your customers or employees will look forward to its arrival. ▼

NEWSLETTER POLICY

Article Submission

Your articles are welcomed and solicited, and will be published on a space available basis. Please send a copy of your articles, typed and double-spaced, to

LAGPA
Progress Notes
PO Box 34142
Los Angeles, CA 90034

You may also email your articles to ckstewar@sbcglobal.net. This newsletter is mailed to each member and may be made available to non-members by requesting copies either through mail (to the address above), or by calling 310-838-6247.

Publishing Schedule

Advertising and articles are due no later than the following dates:

Due Date	Pub. Date
Summer	
Fall	8/15 9/1
Winter	11/15 12/1

Classified Advertisement Rates

Members	FREE
Non-member	\$15.00

Display Advertisement Rates

Size	Member	Non-mem.
1/8 page or business card	\$20.00	\$30.00
1/4 page	\$40.00	\$50.00
1/2 page	\$70.00	\$90.00
Full page	\$90.00	\$125.00

This includes business cards, advertisement for upcoming events you are producing, personal promotion, or anything that you may want members to be aware of.

Mechanicals

Size	
Business Card	3.5" w x 2" h
1/8 page	
Horizontal	3.7" w x 2.37" h
Vertical	1.82" w x 4.8" h
1/4 page	
Horizontal	7.5" w x 2.4" h
Vertical	3.7" w x 4.8" h
1/2 page	
Horizontal	7.5" w x 4.8" h
Vertical	3.7" w x 9.75" h
Full page	7.5" w x 9.75" h

Become a
Board Member

Join The
Excitement

In this issue of *Progress Notes*...

- ▶ Executive Director Report
- ▶ Quick Note from Editor
- ▶ New MFT Degree Program in LGBT
- ▶ LAGPA Makes Historic Move: Mandated LGBT CEUs to BOP
- ▶ Trans Health Town Hall
- ▶ PHOTOS: Winter Social
- ▶ Call for Papers: READ THE GUIDELINES!!
- ▶ PHOTOS: Wine-and-Cheese BOP Practice
- ▶ Classified Ads and Job Announcements
- ▶ Calendar of Future Events

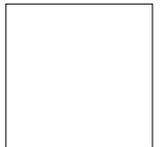
JOIN LAGPA
Don't Miss
Out on Great
Social Events

Conference Proposals Due 6/1!

Visit us on the web.
www.LAGPA.org



PO Box 34142
LOS ANGELES, CA 90034



CUSTOMER NAME
STREET ADDRESS
Address 2
CITY, ST ZIP CODE

E-mail
LAGPA@sbcglobal.net

We're on the Web!
See us at:
www.lagpa.org
310-288-3465
310-838-6769 (f)