



39th
Cape Cod
Institute[®]

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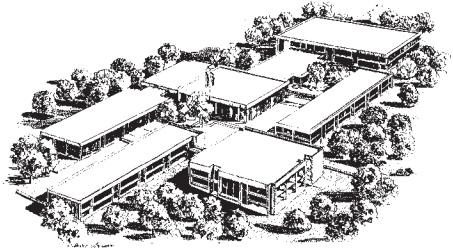
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**Cape Cod
Institute®**

Director: Gilbert Levin, Ph.D.
Professional Learning Network, LLC

Deborah Plummer



Deborah L. Plummer, PhD, is a psychologist and nationally recognized diversity thought leader. As Chief Diversity Officer at UMass Medical School and UMass Memorial Health Care, she shapes and leads the academic health sciences center's embrace of diversity as fundamental to its institutional excellence. As Professor, Departments of Psychiatry and Quantitative Health Sciences, she continues research on racial identity development and cross-racial friendships while facilitating classes on cultural competence in healthcare and strategies for reducing health disparities.

Deborah is the founding director of a graduate degree program in diversity management, and maintained a private practice for twenty years treating individuals, couples and families. As consultant and founder of D.L. Plummer & Associates, a firm specializing in diversity management and organizational development, Deborah worked successfully with over seventy international and national corporations including Fortune 500 companies, hospital systems, community mental health agencies, public and private school systems, and faith-based institutions, developing diversity strategic plans, facilitating diversity training and conducting organizational development consultations.

Deborah is the editor of the *Handbook of Diversity Management* (Rowman and Littlefield) and author of *Advancing Inclusion: A Guide for Effective Diversity Council and ERG Membership* (Half Dozen Publications) and *Racing Across the Lines: Changing Race Relations through Friendships* (Pilgrim Press), which received the Mayflower Award for best publication in the category of Church and Society. She has authored several book chapters and published numerous journal articles to the professional community on racial identity development and managing diverse work environments. She is the lead author in the design and development of the Diversity Engagement Survey (DES), a tool for measuring diversity and inclusion in organizations, and has written for *Diversity Executive* and *Boston Globe Magazine*. She is an avid blogger and contributing writer for the Huffington Post, has been featured in media outlets such as Boston Globe, New England Psychologist, Diversity Inc., Smart Business, Cleveland Plain Dealer, and served as an expert commentator for WEWS Cleveland News Channel 5.

With the aftermath of an atypical presidential election season focused on gender, age and race issues, the public struggle between advocates of religious liberties and advocates for LGBT equality, and events such as the Black Lives Matter movement and campaigns for hiring more people with disabilities, we can be confident that diversity issues will not be relegated to obscurity. Technological advances have allowed us to get our information from customized sources tailored to align with what we want to know, understand and believe, making it increasingly challenging to build coalitions and advance inclusion toward the benefit of all.

Critically important to the inclusion effort are diversity practitioners, OD consultants, psychologists, educators, and health and mental health professionals who act as informed diversity leaders, transformative change agents and compassionate healers capable of building inclusive organizations and peaceful communities.

We will explore the impact of five trends (globalization, domestic tension, innovation, transformation, and technological impact), learn five skills sets to practice (marrying intention and impact, holding multiple realities, moving from certainty to curiosity, using privilege as a life skill, managing unconscious bias) and move toward five actions (addressing what will happen if I do nothing, taking diversity seriously, making quality decisions, linking metrics to goals, creating learning communities).

Through engaged conversations, interactive exercises and critical examination of societal trends through the lens of diversity frameworks, participants will enhance their diversity competencies and learn strategies for effectively navigating our complex, multicultural society.

Monday

Defining inclusion and examining strategies for managing its creative tension.

Tuesday

Examining the impact of global diversity trends on the work of inclusion: changing face of America, advancement of women, life/work integration, faith and spirituality, activist consumers, networked economy, demand for advanced education.

Wednesday

Communicating effectively across differences: balancing intention and impact; holding multiple realities, identities and perspectives; moving from certainty to curiosity; using privilege as a life skill; and making quality decisions.

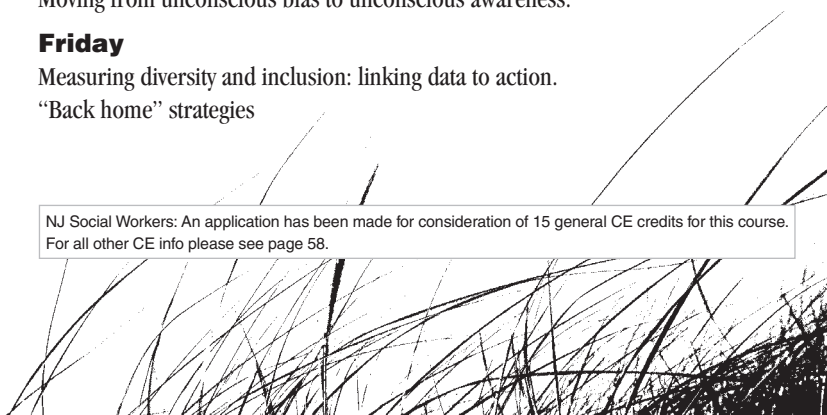
Thursday

Moving from unconscious bias to unconscious awareness.

Friday

Measuring diversity and inclusion: linking data to action.
“Back home” strategies

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course.
For all other CE info please see page 58.





Linda Graham, MFT, is an experienced psychotherapist in the San Francisco Bay Area and leads trainings internationally on the emerging integration of relational psychology, mindfulness and neuroscience. She is the author of *Bouncing Back: Rewiring Your Brain for Maximum Resilience* (New World Library, 2013) and publishes weekly *Resources for Recovering Resilience* archived at www.lindagraham-mft.net

Dealing effectively with challenges and crises is the core of resilience and well-being. Helping clients develop flexible and adaptive strategies for coping with everyday disappointments, existential dread, and extraordinary disasters is the heart of the therapeutic process. Helping clients harness the brain’s processes of change to rewire coping strategies that are defensive, dysfunctional, and blocking of growth, and to encode new more flexible patterns of response, is the focus of this workshop.

Modern neuroscience is teaching us how to use the brain’s innate neuroplasticity to rewire coping behaviors, even when they are seemingly “stuck” and intractable. Clinicians will learn through didactics, experiential exercises, and group discussions which tools and techniques of brain change best help clients reverse the impact of stress and trauma; come out of anxiety, depression, grief, loneliness, guilt and shame; deepen the self-compassion and empathy that connect them to their inner resources; strengthen the resonant relationships that foster perseverance; and shift their perspectives through mindful awareness to discern options and make wise choices.

Participants will learn to apply these tools and techniques, which underlie the therapeutic modalities they are already familiar with (including Internal Family Systems, Sensorimotor Psychotherapy, AEDP, DBT, EFT) to four intelligences—somatic, emotional, relational, reflective—and recover the natural resilience that supports well-being and flourishing. Clinicians will also learn to apply these tools to their own brain care as self-care to avoid compassion fatigue and burnout.

Monday

Basics of Neuroscience of Resilience

- Evolutionary context
- Impact of attachment conditioning, including early developmental trauma, on brain functioning and resilience
- The power of neural deconsolidation-reconsolidation to create new neural pathways and rewire traumatic memories

- Executive functions of the pre-frontal cortex – the brain’s CEO of resilience
- Lifestyle choices that promote neurogenesis, accelerate brain change, and prevent/reduce/reverse cognitive decline

Tuesday

Somatic Intelligence

- Body-based tools to regulate the nervous system’s automatic survival responses and return the body-brain to its natural physiological equilibrium
- Use of the brain’s social engagement system to manage surges of emotions, generate a neuroception of safety, and prime the brain’s plasticity-receptivity to learning

Wednesday

Emotional Intelligence

- Practices of mindful empathy and self-acceptance to antidote the brain’s negativity bias, heal toxic shame, and retire the inner critic
- Cultivating positive, pro-social emotions to shift the functioning of the brain out of contraction and reactivity to more openness, receptivity, the bigger picture
- Exercises to manage signal anxiety when facing the new or the unknown

Thursday

Relational Intelligence

- Tools to help clients recover the internal secure base of earned secure attachment
- Teach clients skills of resonant relationships—reaching out for help, setting limits and boundaries, repairing ruptures, resolving conflicts, negotiating change—that allow them to navigate their world with skill and love
- The impact of digital technology on the brain, on relationships, on resilience

Friday

Reflective Intelligence

- Practices of mindfulness—knowing what you’re experiencing while you’re experiencing it—that strengthen the brain’s response flexibility that leads to therapeutic change
- Tools to notice, name and tolerate what’s happening and reactions to what’s happening; to step back and unpack thoughts, emotions, “rules,” belief systems; to shift perspectives and discern options
- Tools to create the coherent narrative of experience that leads to post-traumatic growth

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Fran Johnston



Frances Johnston, PhD, is Founder of Teleos Leadership Institute and an ICF Professional Certified Coach (PCC). She is a world-renowned scholar-practitioner, researcher, and co-author of the Harvard Business Press book, *Becoming a Resonant Leader*. Over the course of her 20+ year career, she has become a trusted mentor and advisor to C-level executives and top teams across a broad range of organizations and sectors—including many of the world’s biggest and best-known companies. She has also worked with the United Nations Development Programme and consulted to government leaders around the globe on issues of inclusion, post-conflict organizational development, and community leadership. Fran’s fascination with group development and deep commitment to organizational growth enables her to create real connections with those she serves and catalyze transformational change in large systems. She’s done it worldwide in a variety of complex contexts and approaches, including: 6,000 business line leaders in a global energy company; 1,000 community and government leaders in post-Khmer Rouge Cambodia; 50 physician leaders in a regional health system; 25 managers of her local food co-op; and with one incredibly competitive Division I college basketball coach. Fran sees the potential of any group or individual to make a difference and change the world.

The world around us is changing at unprecedented speed. Paradoxically, we’re more connected than ever, but are we truly connected at a deeper, more meaningful level with those around us? Building and sustaining positive relationships is now more important than ever because it is in relationships we create true human connection. This workshop will guide you on a journey of self-awareness, resonant relationships, and discussions of leading change in our often stressful world. Through exciting and meaningful activities, Fran will support your learning and exploring of personal values and beliefs while delving deeply into what matters most to you and the impact on the people you care about. You will come to better understand and navigate positive relationships and human connection in your life.

We will explore ways to become better leaders for teams, organizations, and ourselves. Resonant Leaders help people feel more engaged at work and in life with the way we talk with one another. People need support to pursue their dreams; there is often room for growth in our performance of important tasks at hand; and sometimes we don’t see things the same way. These conversations are critical for personal growth, healthy workplaces, and an ever-improving society. This workshop will help you to renew yourself, while connecting deeply with like-minded people. We will learn to become resonant leaders, more capable in having the important conversations that help create communities that inspire others to do the same. From our own experience, we can learn and create the knowledge and positive energy that the world needs now. In our own way, we can then go make the world a better place.

This workshop is designed for consultants, coaches, therapists and adult

learners—people who have a wealth of experiences, insights about leadership, and ideas about how to build resonance relationships in their communities, organizations, and families. Sessions will include reflections, assessments, group dialogues, practice and short discussions on research in leadership, neuroscience, psychology, emotional intelligence, and organizational culture. The workshop will be highly experiential and participant-centered. This course will be fun, reflective and rejuvenating while providing hands-on practice of important workplace conversations. Fran will work with each person and the group to create a powerful learning community that focuses on everyone's growth and development as a community and individually.

Monday

Getting Oriented to the Course, Your Hopes, and Your Relationships

- Intentional Change: Understanding the importance of emotions in creating sustainable change
- Vision, Purpose and My Future: Painting a compelling picture of the future aligned with your values and purpose
- Practice: Supporting Others to Find their Dreams: Engaging those you lead in growth conversations

Tuesday

Inspiring Others to Engage

- Creating a Container: Building resonant relationships based on trust
- Practice: Engaging Others in the Vision—Building rapport and drawing others in to a shared vision for the task at hand

Wednesday

Making an Impact on Others' Performance

- Influence Styles: Understanding influence styles and the behavioral adaptability needed for dealing with a range of people in various contexts
- Practice: Influencing Others for Performance: Practicing the art of influence and dialogue to help others reach their peak performance

Thursday

Sometimes We Don't See Clearly, and We Don't Agree

- Know your Lenses, and Manage Conflict
- How I See the World: Information and dialogues on lenses through which we view self and others
- Understanding perceptions and biases that help and inhibit healthy connections
- Practice: Navigating conflict in key relationships

Friday

Collaborating for Growth: Working Together for Greater Impact

- Behaviors that support effective collaboration
- Practice: What is Next for You? Conversations that support development
- Planning for integration and application



Rubin Naiman, PhD, is a psychologist, clinical assistant professor of medicine and the sleep and dream specialist at the University of Arizona's Center for Integrative Medicine, directed by Dr. Andrew Weil. He is the leader in the development of integrative medicine approaches to sleep and dream disorders, integrating conventional sleep science with depth psychological and spiritual perspectives.

Dr. Naiman is the author of a number of groundbreaking works on sleep, including *Healing Night*, *Healthy Sleep* (with Dr. Weil) and *The Yoga of Sleep*, as well an upcoming book, *Wild Sleep and Dreams*. Dr. Naiman also blogs for Huffington Post and Psychology Today. His presentations have been described as "brilliant," "magical," "truly creative," and "simply outstanding." (See www.DrNaiman.com.)

Mental health is not just a matter of waking life. Sleep loss, the most prevalent health concern in the U.S. today, has been strongly linked to anxiety, depression, obesity, and illness. Although mental health professionals routinely encounter insomnia in their practices, few are adequately prepared to address it.

Join world-renowned sleep and dream expert Dr. Rubin Naiman for a uniquely informative clinical and consciousness-enhancing experience. This comprehensive program addresses insomnia from a body, mind, and spirit perspective, integrating complementary and alternative medicine, cognitive-behavioral interventions, and Jungian/archetypal approaches. Through engaging presentations, in-depth discussions, and personal practices, participants can expect to gain a rich and practical understanding of sleep and dreams to better help their clientele as well as themselves.

Monday

An Integrative Approach to Sleep and Dreams

- Objectives, outline and approach
- Sleep and dream loss: the night fever model
- Sleep loss, inflammation, physical and mental health

The nature of sleep and dreams

- We don't get sleep because we don't get sleep
- The science of sleep and REM sleep
- Rhythms: the power of when

Tuesday

The Big Picture: Cultural Factors Shaping Our Sleep

- The suppression of night, darkness and melatonin
- The industrialization of everyday life
- Our addiction to waking: counterfeit energies and resistance to rest

Understanding and Evaluating Major Sleep Disorders

- Screening and evaluation of sleep and dreams
- The presentation and etiology of insomnia
- Personal evaluation: describe your “night stand”

Wednesday

Healing Sleeplessness and Insomnia

- The Noise Reduction Model: taking & letting go of something to sleep
- Sleeping pill alternatives: botanicals, nutraceuticals, melatonin
- Managing body, mind and bed ‘noise’

Managing Body and Bed Noise

- The body in sleep: gravity, heat, rest practices, stimulus control
- The princess and the pee: what really wakes us up at night? (+OSA/snoring)
- Your sleep environment: beds, bedding and bedrooms

Thursday

Managing Mind Noise

- Thoughts, beliefs and meta-cognitions around sleep (CBT-I)
- A non-violent approach to night, sleep and dreams
- Sleeping together: the night side of relationships

Re-Writing Our Bedtime Story

- The art of spiritual surrender
- Where do you go when you go to sleep?
- Falling in love with sleep again

Friday

Understanding Dreams and Dreaming

- Dream interpretation, relation and healing
- Bad dreams, nightmares and shadow work
- The waking dream: re-enchanting everyday life

The United States of Consciousness: Sleep & Dream Lessons for Waking

- Braid Theory: toward a unified consciousness:
- What is consciousness?
- On becoming practically conscious

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.

Gloria Burgess



Gloria Burgess, PhD, has led thousands of people in life-changing workshops, retreats, seminars, and conferences on six continents. A Visiting and Adjunct Faculty in Applied Behavioral Science and Transformational Leadership, she teaches executives at the University of Washington, University of Southern California, and Center for Courage and Renewal®.

As a trusted advisor, she works with prominent organizations and thought leaders around the world. **Sanctuary** is part of her popular series *Dare to Wear Your Soul on the Outside*®, which focuses on conscious living and service. For many years, Gloria offered her programs only in business, health care, and philanthropic settings to help frazzled, burned-out leaders reconnect with their inner wisdom and purpose. So many people have requested her highly-successful programs, they are now open to people in all professions. In the 1990s, Gloria coined the phrase legacy consciousness. Today, she infuses the ethos of legacy consciousness in all aspects of her work, so that we might become conscious stewards of our individual, collective, and planetary resources.

Gloria earned her PhD and MBA from University of Southern California and has studied and taught with renowned scholars at Yale and Harvard. Her groundbreaking books include *Embodied Leadership* (ed.), *Flawless Leadership*, and *Dare to Wear Your Soul on the Outside*. www.gloriaburgess.com

Pioneering scholar, master facilitator, and acclaimed poet and author Gloria Burgess summons us to remember that inside each of us is a marvelous world waiting to be born. But how? During this time of deep transition, many of us are so focused on supporting others—e.g., aging parents, our growing or grown children—we often lose sight of our own dreams. And for those of us in the helping professions—leaders, consultants, coaches, therapists, teachers, doctors, nurses, clergy, social workers, civil servants, attorneys—we excel in putting everyone and everything else on our “to do” lists, but we forget about ourselves. This inspiring, interactive session is an invitation to remember who you are. It is an invitation to shed your busyness and step across the threshold... into the exquisite realm of sanctuary.

Sanctuary is an extraordinary time out of time... a time to reflect on your own true nature, realign with what has heart and meaning, and respond to your soul’s deepest calling. **Sanctuary** offers you an opportunity to celebrate your gifts and, most importantly, to care for yourself as you re-ignite your passion, attuning to what makes you fully alive.

Drawing on relevant research from the arts, behavioral science, neuroscience, and perennial wisdom traditions, we will learn from Gloria’s insightful teaching as together we create a vibrant, life-giving learning community. Through reflection, small group exercises, dialogue, music, poetry, movement, and other integrative modalities, we will host questions such as: What is the world calling me to—*now*?

Each day we will reflect on and reimagine our unique contribution to the world. Throughout the week, Gloria will offer powerful, yet subtle support as you take the first crucial steps on the most significant journey of your life—honoring yourself and re-claiming your calling!

You will leave energized and inspired to step more fully into your own magnificence, and to light the way for others.

Monday

Inspiring Radical Hospitality

- Cultivating personal sustainability: Caring for yourself, others, and the world body
- Fostering courageous practices to open your heart and soul
- Co-creating a vibrant, life-giving learning community

Tuesday

Inspiring Confidence

- Developing clarity: Who am I called to be—for this particular time?
- Releasing old, worn-out narratives to make way for what holds heart and meaning
- Saying NO to toxicity and life-draining drama
- Saying YES to possibility

Wednesday

Inspiring Passion

- Remembering who you are
- Expanding boundaries and shape shifting
- Embracing full presence
- Re-igniting your passion—what makes you come fully alive

Thursday

Inspiring Joy

- Encouraging creative renewal and rejuvenation
- Exploring individual, relational, and collective well being
- Becoming strong, resilient instruments of healing, hope, and possibility—for ourselves, our families, our clients, our communities, our world

Friday

Inspiring Integration and Legacy

- Weaving it all together so that you leave refreshed and inspired
- Lighting the way for others without burning out
- Creating a “playlist,” a resource to sustain you on your journey

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Paul Foxman, PhD, has led hundreds of top rated workshops internationally, and has appeared on television and radio as an expert on the topic of anxiety. His books include *Dancing with Fear* (2007), *The Worried Child* (2004) and *The Clinicians Guide to Anxiety Disorders in Kids and Teens* (2017). He also co-authored a casebook, *Conquering Panic and Anxiety Disorders*. He is known for his knowledge and clarity, sense of humor, compassion, and engaging speaking style.

Dr. Foxman is a clinical psychologist as well as Founder and Director of the Center for Anxiety Disorders in Vermont. In 1985 he co-founded the Lake Champlain Waldorf School in Shelburne, VT, now flourishing from kindergarten through high school. He has 40 years of clinical experience in a variety of settings including hospitals, community mental health centers, schools, and private practice. His education includes Yale University (B.A. in Psychology), Peabody College of Vanderbilt University (Ph.D. in Clinical Psychology), and training at the Department of Psychiatry of Mt. Zion Hospital in San Francisco, the Kennedy Child Study Center in Nashville, and the San Francisco Psychoanalytic Institute.

Anxiety disorders are now recognized as the most common, chronic and costly emotional conditions in the United States as well as globally. The soaring trend towards anxiety has been accelerated by world events, violence in the media (including video games and even television programming directed at children), a high divorce rate and family breakdown, economic stress, a challenged school system and other stresses. These sources have produced a generation of young people susceptible to all the anxiety disorders seen in adults. Our challenge is to recognize anxiety in kids and teens, and to help them cope.

In this workshop, you will learn ways to “connect” with anxious children and teens, and inspire them to learn how to manage and even prevent anxiety. Based on adolescent brain research, the nuances of working with teens will be included. You will also acquire strategies to help anxious parents (“bulldozers,” “helicopters” and “snowplows”) be more effective in supporting their anxious children. The pros and cons of medication will be addressed. Pitfalls and strategies for high-conflict divorce cases will also be considered. In addition, you will learn what recommendations to make to schools and teachers to help manage anxiety in students.

To increase your effectiveness with the various manifestations of anxiety in children, we will address each of the following disorders with case examples and clinical vignettes:

- Separation Anxiety Disorder
- Generalized Anxiety Disorder

- Panic Disorder (with Agoraphobia)
- Obsessive-Compulsive Disorders (including skin picking and hair pulling)
- Social Anxiety Disorder (including Selective Mutism)
- Specific Phobias
- Post-traumatic Stress Disorder

Emphasis will be on creative psychotherapy using insight, cognitive-behavioral therapy, somatic focus (yoga, movement, breathing games, flow activities), mindfulness practices, medication and “nature’s remedies,” and family system interventions.

Workshop format will include multimedia presentations, lecture, discussion, and group practice of the therapy process.

Monday

- The Peter Pan story and research about therapy effectiveness applied to children and teens
- How anxiety begins in children: the positive “3 Ingredients Framework”
- 4 behavioral health recommendations for all children and teens
- “3-S Process” for teaching stress management skills
- Games, strategies and practices for regulating anxiety (e.g. “Magic Word,” mindfulness, flow activities, yoga, “Baby Buddhas” meditation for preschoolers)

Tuesday

- Recommendations for teachers and schools for managing student anxiety
- Pros and cons of medication and “nature’s remedies”
- Separation anxiety: treatment strategies including helping parents let go

Wednesday

- Generalized anxiety: why we worry and strategies for what to do instead
- Panic Disorder and Agoraphobia: treatment metaphors and interventions

Thursday

- Obsessive-compulsive Disorders: Exposure and Response Prevention (ERP)
- Strategies for Excoriation (skin picking) and Trichotillomania (hair pulling)
- Social Anxiety Disorder: self-esteem, group therapy, selective mutism

Friday

- Specific Phobias: virtual reality exposure
- Crisis Intervention for Acute Stress Disorder
- Strategies for Post-traumatic Stress Disorder

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Carol J. Kramer, LICSW, is a sought-after Clinical Imago therapist, Faculty Trainer and Workshop Presenter. Carol was trained by Dr. Harville Hendrix, founder of Imago Relationship Therapy and co-author, with his wife, Dr. Helen LaKelly Hunt, of the bestseller *Getting the Love You Want*. Carol brings enthusiasm, passion, expertise, warmth and clarity to the process of understanding and learning Imago theory. She is able to break down the skills of how to utilize the theory and she makes the process of learning engaging, safe, fun and productive. Among the places Carol has presented are Omega Institute, Kripalu and the Cape Cod Institute.

If you dread your next appointment with a couple, avoid doing couples therapy altogether but would like to, or love couples and want to do it better, join Carol Kramer for this profound, hands-on learning experience. This training will introduce the basic theory and therapeutic processes of Imago Relationship Therapy and will help therapists understand the core issues all couples face.

Together we will cover how to:

- Work with the “difficult” couple
- Transform destructive conflict into creative tension
- Move couples from ineffective “communicating” to deep dialogue that restores connection and evokes joy
- Enhance couples’ mutual curiosity, appreciation of each other, and sense of humor
- Change your emphasis from the negative fallout of childhood wounds to helping couples develop positive interactions that will foster closeness, safety, connection, and joy

This skill-building training will give you the means of getting to the heart of most couples’ most profound power struggle—their failure to get each other to meet leftover developmental needs from childhood. Instead, each partner tries to coerce the other to match the distorted inner image of their early caretakers (called the Imago) through blame, shame, and criticism. Through Imago Relationship Therapy you’ll learn a way of offering couples another option—to create a Conscious Partnership that restores original connection and joy, healing the wounds of the past. Methods will include lectures, live demonstration of the process, practice and videos. The training is credited by Imago Relationships International toward certification as an Imago Therapist for anyone who wishes to continue his or her training to become a Certified Imago Therapist.

Monday

- Introduction to Imago Relationship Therapy
- Introduction to Dialogue: The Flagship of Imago
- Demonstration: Mirroring
- Phenomenology: Explain Supervisory Process
- Practice: Mirroring Finding your Imago

Tuesday

- How to use Evolutionary Journey with couples
- The power of Validation and Empathy
- Integrating Validation and Empathy: When and how
- Demonstration of Couples Dialogue: Emphasis on the rhythm and how to shift energy
- Video of Couples Session
- Practice: Imago Dialogue
- New Learnings

Wednesday

- How to use the Psychological and Social Journey with couples
- The importance of moving clients from content to affect
- The dance between regression and progression
- Using Sentence Stems and Doubling to deepen
- Demonstration: Couples Dialogue using stems and doubling
- Practice the Couples Dialogue using stems and doubling
- New Learnings

Thursday

- How to structure an Imago session
- Demonstration
 - Practice: Steps in an Imago Session
 - Feedback using the Supervision model

Friday

- Complete role-play practice
- Questions and Answers
- Closing: Where to go from here



Ronald J. Frederick, PhD, is a licensed clinical psychologist whose career has focused on the transforming power of emotional and relational experience. He is a Founding and Senior Faculty member of the AEDP Institute, co-founder of the Center for Courageous Living in Beverly Hills, CA, and author of the books *Living Like You Mean It* (Jossey-Bass, 2009) and the forthcoming *Loving Like You Mean It* (Central Recovery Press, 2019). Extensively trained by Dr. Diana Fosha, the developer of AEDP, he has been practicing and teaching AEDP for over twenty years and is actively involved in the training and supervision of psychotherapists internationally. In addition, Dr. Frederick is a certified EMDR consultant. Noted for his warmth, humor, and engaging presentation style, Dr. Frederick regularly leads workshops at the Cape Cod Institute, the Kripalu Center, and the Esalen Institute, has provided professional trainings for the Lifespan Learning Institute, CA, Professional Psych Seminars (PPS), and Premier Education Solutions (PESI), and frequently speaks to national, state, and local organizations.

The capacity to be emotionally present has been shown to increase effectiveness both in life and the work we do with our therapy clients. Yet, many factors can thwart our ability to be emotionally present and attuned with ourselves and others. How can we more reliably make use of our feelings to enhance our lives and clinical work?

Drawing on current findings in the areas of affective neuroscience, attachment, and neuroplasticity, “Emotional Mindfulness” provides a framework and practice through which we can more readily connect with, understand, and make optimal use of our feelings. This workshop will illustrate how our emotional range becomes constricted, but how, through a proven process of mindfully connecting and working with our emotions, we can come more fully into the present moment, engage more deeply with others, and more readily affect growth, healing, and change with our clients. In a highly experiential format, you will have the opportunity and space to learn and practice strategies to sensitize yourself to your felt experience, regulate anxiety and distress, and increase your capacity for therapeutic presence. Throughout, we will pay special attention to strengthening our observational self thus increasing our ability to identify and manage emotional reactions and triggers, distinguish and shift our attention between self and other experience, and maintain an open, grounded presence. We will explore ways in which we can bring our authentic selves more fully into the therapeutic encounter that can enliven, deepen, and accelerate the process.

Through lecture, demonstration, meditations, video clips, and experiential exercises you will learn powerful techniques that can easily be integrated into your life and therapy practice. You will leave this workshop with a toolkit to help transform both your life and clinical work.

Together we will cover how to:

Increase your ability to be present, engaged, and make purposeful use of your emotional experience in life and in your work with clients.

Recognize ways in which you avoid or cut yourself off from the wisdom and power of your emotions.

Demonstrate skills to regulate anxiety and distress and navigate emotional experiencing.

Explain how to use your felt experience to better understand clients, track the unfolding process of therapy, and guide your interventions.

Strengthen your observational skills and ability to manage emotional triggers and reactions.

Monday

Cultivating Your Emotional Self

- The why, what, and how of emotional mindfulness.
- Recognizing, examining, and understanding the effects of your early experience on your internal emotional dynamics .

Tuesday

Increasing Awareness, Regulating Distress, and Emotional Experiencing

- Cultivating the skills of emotional mindfulness

Wednesday

Cultivating Your Emotional Self in Session

- Recognizing and working with the ways in which your attachment history colors and affects your experience with clients.

Thursday

Developing Your Observing Self

- Navigating emotional reactions and triggers.

Friday

Bringing Yourself More Fully into the Therapeutic Encounter

- Increasing your capacity for emotional expression and reception.

George Faller



George Faller, LMFT, is a retired Lieutenant of the NYC Fire Department, a Licensed Marriage and Family Therapist in New York and Connecticut and an Approved Supervisor for AAMFT. He is the founder and president of the New York Center for EFT (nyceft.org). As an EFT Trainer, George teaches at the Ackerman Institute for the Family in NYC, is a board member of the Porter Cason Institute for the Family at Tulane University and is the director of training at the Center for Hope and Renewal in Greenwich, CT. George also works as a marriage consultant and conference leader to the US Military, FDNY and many Wall Street executives in addition to training therapists across the U.S. and abroad. Specializing in trauma, Family EFT, and self-of-the-therapist issues, George is committed to bringing EFT to underserved populations and pushing the leading edge of EFT. George has been a featured guest on MSNBC Nightly News "People Making a Difference" with Brian Williams. He is co-author of *Sacred Stress: A Radically Different Approach to Using Life's Challenges for Positive Change* (2016).

Emotionally Focused Therapy, developed by Dr. Susan Johnson over the past 25 years, is one of the most empirically validated models of couples therapy in the world. Focusing on identifying repetitive negative patterns of interaction and replacing them with positive cycles of responsiveness, EFT provides a simple and powerful mechanism for change.

This course will expand the concepts of EFT to families and introduce exciting new ideas from George's book *Sacred Stress*. Participants will learn to apply the language of attachment to effect change with their most challenging relationships and stressful events. Making extensive use of videotapes, role plays, and experiential exercises, participants will both see and practice the skills of EFT, a model that is getting worldwide attention for its ability to create the safe haven and secure base that are emblematic of loving and durable relationships. This course includes both didactic instruction and experiential approaches, mirroring the model itself, which help clients both understand their stuck places and have a new, corrective experience in the therapy room.

Monday

Seizing the Power of Attachment To Facilitate Change

Understanding the foundations of attachment theory and working with emotions.

Tuesday

Understanding Cycles of Interdependency & the EFT Process

Learn to help each partner understand how their own feelings and behaviors unwittingly shape and are shaped by the feelings and behaviors of their partner, and learn ways to help the couple define the problem as the cycle, rather than each other.

Wednesday

Going Deeper—Helping Withdrawers & Pursuers Reach Out to Each Other through Enactments

Couples often only see the reactive behavior of the other (often angry outbursts or withdrawals) resulting in more distress and isolation, along with constricted beliefs about each other and sometimes themselves. Learn to help clients touch the underlying feelings that drive this reactivity, even when these feelings are outside their own awareness. Learn to help our clients share their deeper fears and needs with each other. Practice the skills that will help your clients learn to reach and respond.

Thursday

Learn how to use the techniques and theoretical underpinning of EFFT to understand a family's emotional dynamics, access attachment issues, and create new patterns of emotional healing.

Friday

Taking EFT Home Both Professionally and Personally

Integrate the concepts of EFT with Sacred Stress to learn how to befriend stress and use stress as a catalyst for positive change in all areas

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Nancy Napier, MA, LMFT, is a psychotherapist and hypnotherapist in private practice in New York City. She is an author, teacher, and psychotherapist and, for well over a decade, has been on the faculty of the Somatic Experiencing Trauma Institute. She offers her own professional workshops on subjects including parts work, the optimal future self, spirituality and mindfulness, self-of-the-therapist issues, and more, as well as workshops for the public on various topics. She is author of

Recreating Your Self: Increasing Self-Esteem Through Self-Hypnosis; Getting Through the Day: Help for Adults Abused as Children; and Sacred Practices for Conscious Living, all published by W. W. Norton, as well as *Sacred Practices for Conscious Living, 2nd Edition* and *Meditations & Rituals for Conscious Living* (co-author), published by Lotus Blossom Press.

Working with clients, we encounter many early rules that told us who and what it was possible for us to be. These survival rules came from family, religion, school, and peer groups. They constituted rules of attachment and continued connection, rules of how to be acceptable to caregivers, how to belong. In a deeply embodied and unconscious sense of the consequences of breaking these rules, clients spontaneously hold themselves back from more fully inhabiting who they could more authentically be.

Often, attempts to break these early rules elicit powerful survival responses that may stop or block clients from accessing and living their potential. One way to address these blocks is to orient to the optimal future self (OFS). In this work, clients access the body state of the OFS, allowing the present-day body to experience directly the felt-sense of the OFS. One of the key questions we ask clients is: how does the optimal future self inhabit his or her body in ways that are different from present-day experience? Then, we allow time for the present-day body-mind to learn these new body states. This work offers a “dress rehearsal” of new body states, perspectives, and responses.

Because the OFS represents a new body-mind state, the process asks clients to let go of actively preconceiving or imagining a future, or attempting to predict what these new opportunities may entail. What the body learns the psyche tends to follow, so we emphasize the direct, embodied experience of the OFS in order to allow the present-day body to actively learn from this wiser, more mature self. Drawing on principles from Ericksonian hypnosis, Somatic Experiencing™, and parts work, among other approaches, we will explore both the direct experience of the optimal future self and how to use it clinically. As with so many approaches that deal with direct experience, the more clinicians have an intimate relationship

with this approach, the more we can hold a resilient and reliable container for clients' experiences.

Monday

Overview of work with the optimal future self (OFS)

- Hypnotic elements
- Body-based elements, development of felt-sense
- Parts work and coupling dynamics
- Family-of-origin/attachment issues
- Demo

Tuesday

Clinical elements of working with OFS

- Family messages resulting in over- and under-couplings
- Breaking family rules
- Ways to frame OFS journeys for clients
- More hypnotic strategies
- Group guided meditation—meeting your OFS

Wednesday

Accessing the OFS to address specific issues, physical conditions, and general themes

- Issues and challenges that may arise in this work and what to do with them
- Contraindications to this work
- Demo on specific issue or theme

Thursday

Video of OFS session or demo

- Practice in dyads—an opportunity to be both client and practitioner
- Debrief practice
- Q & A

Friday

Additional ways to access the OFS

- Group guided meditation—stepping into the footprints of the OFS
- Teaching clients to say “yes” to an optimal future if an experience of the OFS isn't available
- Q & A
- Closure

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course. For all other CE info please see page 58.



John P. Forsyth, PhD, is an internationally recognized author, speaker, and trainer in the use of Acceptance and Commitment Therapy and practices that cultivate mindfulness, loving kindness (Metta), and compassion. For over 20 years, his work has focused on developing ACT and mindfulness practices to alleviate human suffering, awaken the human spirit, and to nurture psychological health and vitality. His personal journey and experience, balanced with practical insights grounded in scientific evidence, offers hope to those wishing to find a path out of suffering and into wholeness



Jamie R. Forsyth, PhD, is an active and gifted clinician and clinical supervisor, with extensive expertise in the use and application of Acceptance and Commitment Therapy with severe forms of mental illness (e.g., psychosis and personality disorders) and forms of psychological and emotional suffering in inpatient, outpatient, and college mental health settings. Beyond ACT, Jamie is a skillful integrationist and researcher, with specialized knowledge in relational and process-oriented therapeutic work, addictions, motivational interviewing, including mindfulness and self-compassion practices.

Life invites obstacles, problems, and pain. There is no escaping this simple truth. But for many, the pain of life is neither a teacher nor a friend, but instead the enemy and source of considerable suffering, hardship, and despair. Mental health professionals know this all too well. The pain may take psychological, emotional, or physical forms, but it's there and people are desperately seeking a way out and a way forward.

But what if the pain of life could be had just as it is. What if there was a way to nurture the conditions for our own genuine happiness and peace of mind, even when life is (or was) hard. Suppose even, that we could empower those we serve to develop a new relationship with the difficulties they carry and move forward with those difficulties in ways that dignify the pain and support what truly matters. In this intensive workshop, we will learn about one particular approach and set of practices that aims to do just that. It's called Acceptance and Commitment Therapy (ACT).

ACT is an evidence-based approach that balances mindfulness and acceptance processes with commitment and behavior change in the service of living a more vital life. Acceptance and mindfulness-based practices, including ACT, are rapidly making their way into mental health care, medicine, and society.

This body of work offers a fresh perspective on psychological suffering and powerful clinical strategies to cultivate transformative life changes.

You will learn powerful strategies to help your clients:

- Gain freedom from suffering
- Let go of unhelpful struggles
- Cultivate peace of mind & self-compassion
- Show up to life as it is
- Get unstuck and moving
- Live a rich & meaningful life

Led by a dynamic husband and wife team, this workshop will introduce ACT, both as a model and intervention technology, and illustrate its use across a broad set of problem areas that are commonly seen in mental health settings. This work can be challenging for both therapists and clients alike, for much of ACT work involves contacting difficult and painful psychological content without defense and for a purpose other than psychological relief. Thus, understanding the application and integration of the ACT model of psychological health and suffering is essential for effective ACT work.

Through lectures, live and video demonstrations, and practical experiential exercises, we learn ways to help our clients live well, richly, and meaningfully, without first having to eliminate sources of emotional and psychological pain. We will also learn how ACT can be integrated effectively into your mental health practice. Clinical worksheets and other practical tools will be provided.

Mental health professionals, including graduate students and post-doctoral fellows, are invited to attend. Familiarity with ACT is not required.

Monday

Why It's Hard Being Human: Getting Inside the ACT Approach

Tuesday

Confronting the System of Stuckness: Making Space for Something New

Wednesday

Contacting the Sweetness in Life: Clarifying What Matters and What Gets in the Way

Thursday

Cultivating a New Relationship with the Difficulties We Carry: Skillfully Disarming & Transforming Forms of Suffering

Friday

Empowering ACTIONs that Matter: Stepping Openly, Mindfully, and Wholeheartedly

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Bessel van der Kolk, MD, is a clinician, researcher and teacher in the area of posttraumatic stress. His work integrates developmental, neurobiological, psychodynamic and interpersonal aspects of the impact of trauma and its treatment.

Dr. van der Kolk and his various collaborators have published extensively on the impact of trauma on development, such as dissociative problems, borderline personality and self-mutilation, cognitive development, memory, and the psychobiology of trauma. He has published over 150 peer reviewed scientific articles on such diverse topics as neuroimaging, self-injury, memory, neurofeedback, developmental trauma, yoga, theater and EMDR.

He is founder and Medical Director of the Trauma Center at JRI in Brookline, Massachusetts; past President of the International Society for Traumatic Stress Studies; and Professor of Psychiatry at Boston University Medical School. He regularly teaches at universities and hospitals around the world.

His most recent 2014 *New York Times* Science bestseller, *The Body Keeps the Score: Brain, Mind, and Body in the Treatment of Trauma* transforms our understanding of traumatic stress, revealing how it literally rearranges the brain's wiring—specifically areas dedicated to pleasure, engagement, control, and trust. He shows how these areas can be reactivated through innovative treatments including neurofeedback, mindfulness techniques, play, yoga, and other therapies.

Most people who seek psychiatric care have histories of trauma, chaos, or neglect. The past two decades have seen an explosion of knowledge about how experience shapes the brain and the formation of the self. This evolving science has had profound implications for our understanding of what constitutes effective intervention. Sadly, most of the knowledge about how trauma affects the brain and the development of the entire human organism remains to find its way into the curricula of professional schools.

Advances in the neurosciences, attachment research, and information processing show how brain function is shaped by experience and that life itself can continually transform perception and biology. The memory imprints of trauma(s) are held in physical sensations, bodily states, and habitual action patterns. This causes the entire human organism to continuously react to current experiences as a replay of the past.

The earliest form of trauma treatment was to tell other people the story of what had happened and to find support and validation. However, validation, insight, and understanding are rarely enough to deal with unspeakable, intolerable, and unacceptable traumatic experience. Trauma causes people to remain trapped in the past by leaving deep, ongoing imprints on the entire organism—from their immune systems to their internal physical rhythms. Neither

words nor compassion suffice in accessing these deep imprints on body and brain. To overcome the tyranny of the past one needs to learn to befriend one's damaged inner world and learn to deal with initially overwhelming sensations and arousal levels. Hence, recovery requires facing the imprint of trauma on the self as helpless, enraged, betrayed, ashamed, and endangered. Healing involves dealing with the defensive efforts that helped ensure survival, but that now keep people stuck. The cultivation of a deep sense of physical safety and physical mastery is a prerequisite for initiating new ways of perceiving reality and promoting new behavior patterns, and requires effective ways to deal with the fragmented memories of the past.

Recovery means bringing the traumatic experience to an end in every aspect of the human organism. In this course we will explore the role of yoga, mindfulness, rhythms, EMDR, neurofeedback, sensorimotor therapy, martial arts, Internal Family Systems Therapy, and theater to help mind, brain, and body to live fully in the present, rather than staying trapped in the traumatic past.

Monday

Trauma and developmental psychopathology. The acquisition of affect regulation, attachment, and psychopathology. The breakdown of information processing in trauma.

Tuesday

Affective neuroscience for thoughtful clinicians. The nature of the threat response, attention, and concentration. Lessons from neuroimaging and psychophysiology.

Wednesday

Recognition and treatment of survival action patterns. Assessment, treatment planning, stabilization techniques, and trauma processing. Neural plasticity and rewiring brain circuitry.

Thursday

Specific stabilization and trauma processing techniques, including EMDR, touch, yoga, improvisational techniques, chi qong in the treatment of learned helplessness and dissociation.

Friday

From fight/flight to being alive to the present—integration of traumatic memories, including group and theater approaches.

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Deb Dana, LCSW, is a clinician and consultant specializing in working with complex trauma and is Coordinator of the Kinsey Institute Traumatic Stress Research Consortium. She developed the Rhythm of Regulation Clinical Training Series and lectures internationally on ways in which Polyvagal Theory informs work with trauma survivors. Deb co-edited, with Stephen Porges, *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies*, and is the author of *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation*.

The autonomic nervous system powerfully shapes our experiences of safety and influences our capacity for connection. Operating outside of conscious awareness, autonomic circuits assess safety and risk and initiate actions to help us navigate the challenges of daily living. Trauma interrupts the development of autonomic regulation. When shaped by traumatic experience, the autonomic pathways of connection are replaced with patterns of protection. Polyvagal Theory, through the organizing principles of hierarchy, neuroception, and co-regulation, has revolutionized our understanding of how this system works. We now have a guide to the neurophysiological processes of mobilization, collapse, and social engagement and can reliably lead our clients out of adaptive survival responses into the autonomically regulated state of safety that is necessary for successful treatment.

A polyvagal approach to therapy begins with helping clients map their autonomic profiles and track their moment-to-moment movement along the autonomic hierarchy. With this foundation, the essential clinical questions address how to help clients interrupt habitual response patterns and find safety in a state of engagement. In polyvagal-informed therapy, the therapist is a co-regulating resource with the responsibility for creating neural exercises that bring the right degree of challenge to shape the autonomic nervous system toward safety and connection.

In this experiential workshop participants will first learn the basics of Polyvagal Theory and then apply the theory to clinical work. Participants will experiment with multiple ways to map autonomic responses, skills to safely explore patterns of action, disconnection, and engagement, and techniques to build autonomic regulation and resilience. The workshop will bring Polyvagal Theory into practical application with a roadmap to help clients tune into their autonomic stories, reset their nervous systems, and restore a sense of safety.

Monday

The Science of Connection

- Understanding the organizing principles of Polyvagal Theory
- The neurophysiology of safety and survival
- How the nervous system shapes physical and psychological experience
- The challenge to “notice and name”: An introduction to autonomic mapping
- Creating a personal profile map

Tuesday

Patterns of Connection and Protection

- Neuroception and how it guides us
- Evolution of the Social Engagement System
- Sending cues of safety
- Tracking autonomic state shifts
- Identifying Triggers and Glimmers

Wednesday

Navigating Autonomic Pathways

- Anchoring in the ventral vagal system
- Recovering from dorsal vagal collapse
- Safely moving through sympathetic mobilization
- SIFTing and Savoring
- Building co-regulating skills

Thursday

Resetting the Nervous System

- Regulation through the Social Engagement System
- Exercising the vagal brake
- Autonomic portals of intervention: breath, movement, touch, sound
- Rupture and repair through the lens of the autonomic nervous system
- Exploring the autonomic challenges of play and intimacy

Friday

The Power of a Polyvagal Perspective

- Nuts and bolts of a Polyvagal informed therapy session: Demonstration and discussion
- Getting comfortable teaching Polyvagal Theory to clients
- From micro to macro: Polyvagal Theory across multiple domains
- How does Polyvagal Theory change the way you practice? The responsibilities of a polyvagal-informed therapist



George McCloskey, PhD, is a Professor and Director of School Psychology Research in the Psychology Department of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy of Pediatric Neuropsychology. Based on 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He frequently presents both internationally and nationally. He consults with a number of school districts and private schools nationwide on issues related to improving students' self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)* available fall 2015 from Schoolhouse Press. (See www.georgemccloskeyphd.com)

In this course George McCloskey—widely admired for the clarity, comprehensiveness, and warmth of his teaching style—will help participants gain a deeper understanding of executive functions and of the ways executive-function deficits impact the behavior and academic performance of children and adolescents.

Participants will gain state-of-the-art knowledge of how to identify executive function strengths and weaknesses and the most effective ways to help children and adolescents improve their use of executive functions. Ways to discuss executive functions with children, parents and school staff will be offered as well as ways to help motivate adolescents to ensure their full participation in efforts to help them. Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation.

Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

Monday

- Executive Functions: What they are and what they are not
- A comprehensive model of Executive Functions
- Development of Executive Functions during childhood and adolescence
- Executive Functions and Clinical Diagnoses
- Executive Functions and Personality

Tuesday

- Learning vs. Producing: The nature of producing disabilities in children
- Assessing Executive Functions Part 1

Wednesday

- Assessing Executive Functions Part 2

Thursday

- Interventions for Executive Function Difficulties
 - Part 1: FBAs and External Control Strategies

Friday

- Interventions for Executive Function Difficulties
 - Part 2: Bridging Strategies: From external control to internal control
 - Part 3: Strategies for improving internal self-regulation



Margaret Wheatley, EdD, began caring about the world's peoples in 1966, as a Peace Corps volunteer in post-war Korea. In many different roles—speaker, teacher, consultant, advisor, formal leader—her work has deepened into an unshakable conviction that leaders must learn how to invoke people's inherent generosity, creativity and need for community. As this world tears us apart, sane leadership on behalf of the human spirit is the only way forward. She is co-founder and president of The Berkana Institute (www.berkana.org), an organizational consultant since 1973, a global citizen since her youth, and a prolific writer. She has authored nine books, including the classic *Leadership and the New Science*. She has been honored for her ground-breaking work by many professional associations, universities and organizations. www.margaretwheatley.com

This course summons us to be leaders for this time as things fall apart, to reclaim leadership as a noble profession that creates possibility and humaneness in the midst of increasing fear and turmoil. It is possible, in this time of profound disruption, for leadership to contribute to the common good. It is possible, as we face the fearful complexity of life-destroying problems, to experience recurring moments of grace and joy.

It is possible, as leaders of organizations, communities, and families, to discover deep and abiding satisfaction in our work if we choose not to flee or withdraw from reality. It is possible to find a path of contribution and meaning if we turn our attention away from issues beyond our control and focus on the people around us who are yearning for good leadership and engage them in work that is within reach. It is possible to use our influence and power to create islands of sanity in the midst of a raging destructive sea.

Twenty-five years after the publication of *Leadership and the New Science* (1992), Margaret's newest book uses the new science of living systems to explain why we ended up in this harsh, life-destroying world, in spite of our years of efforts to create positive change. She also tracks our current culture against the very well-defined pattern of collapse as described in the work of several historians and economists.

There are those who welcome this time of disruption and chaos as the means to create healthier, more humane and life-affirming ways of living on this planet (for as long as the planet will have us). But Meg's work directs our attention to how we need to lead people through the falling apart stage. We cannot simply leap

Who Do We Choose To Be? Facing Reality, Claiming Leadership, Restoring Sanity

to new ways of being; first we must prepare for disintegration and collapse and the strong emotions that accompany them. First we must learn how to use our power and influence as leaders to create islands of sanity, where the best human qualities can be maintained rather than succumbing to fear and aggression. As leaders, we can respond with sanity, partnering well with life's organizing dynamics to create cohesive teams and communities where people feel motivated to be generous, creative and kind.

This course provides a rich and provocative learning environment, with time to: explore the dynamics of your own organizations and/or communities; gain awareness of your personal experiences/learnings as leaders; gain greater understanding of the pressures and dynamics of current culture; and learn practices that reintroduce us to the pleasures and possibilities of working well together, no matter what is occurring in the external environment.

Monday

What time is it on the clock of the world?

Tuesday

The pattern of collapse: Lessons for leaders

Wednesday

The dynamics of living systems: Lessons for leaders

Thursday

Leading an Island of Sanity

Friday

Who do we choose to be?

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course.
For all other CE info please see page 58.



Linda A. Curran, BCPC, LPC, CAADC, CDDP, is a sought-after international trainer, best-selling author and film producer. Linda has trained thousands of clinicians in the treatment of trauma. With advanced degrees in both clinical psychology and public health, Linda is a board certified licensed professional counselor; certified Gestalt therapist; certified hypnotherapist; level II EMDR practitioner; certified addiction counselor diplomate; certified co-occurring professional diplomate; and president of Integrative Trauma Treatment. Author of both *Trauma Competency: A Clinicians Guide* and *101 Trauma-Informed Interventions* and producer of the video series, *The Master Clinician Series*, Linda has developed, produced, and presents multi-media workshops on all aspects of psychological trauma. Linda continues to advocate for accessible, coherent, integrative trauma treatment for all those affected by trauma.

With advances in both brain imaging and neuroscience came a fuller understanding of trauma; what it is; how it is experienced and stored in the body and subcortical areas of the brain; and state of the art therapeutic interventions for its successful resolution. Through didactic illustration and explanation, live and videotaped demonstrations, and experiential exercises, this seminar provides clinicians with a thorough understanding of trauma theory, diagnosis, and phase-oriented treatment. Participants will leave this workshop with the tools to facilitate clients' movement through Phase One-stabilization and safety, along with the knowledge to recommend one or more of the current trauma processing modalities that comprise Phase Two-processing trauma memories including, Eye Movement Desensitization & Reprocessing (EMDR), Somatic Experiencing (SE), Sensorimotor Psychotherapy, and Internal Family Systems (IFS).

In this course we will go over how to:

Describe both the neuroscience of trauma and its biological nature.

Define and differentiate the following diagnoses: Simple Post Traumatic Stress Disorder, Developmental Trauma Disorder; Complex Post Traumatic Stress Disorder and Borderline Personality Disorder

Define Janet's phase model of treatment for complex trauma, including the goals of each phase

Demonstrate various trauma tools; mindfulness, guided imagery, EFT and

meridian-based techniques to decrease client's arousal levels and modulate affect

Describe the current trauma processing modalities

Monday

Trauma Overview

- What is Trauma?
- Neuroscience and current trauma paradigm
- Biological nature of trauma~ fight/flight/freeze/collapse
- Porges' Polyvagal Theory
- Differentiating single incident, prolonged, complex and developmental trauma

Tuesday

Baby/Momma Trauma

- Attachment and The Adverse Childhood Experiences Study (ACE Study)
- Primer: Attachment Essentials
- Insecure Attachment Styles (Assessment and Primary Treatment Issues)
- Avoidant
- Preoccupied
- Disorganized type (Main, Hesse)
- The Adverse Childhood Experiences Study (ACE Study)~ implications for treatment

Wednesday

Janet's Tri-phasic Model Trauma Treatment

Stage One: Stabilization and Safety

- Assessment, Rapport, Psychoeducation
- Helping clients develop the skills to stay stable (Part One)

Thursday

Janet's Tri-phasic Model Trauma Treatment:

Stage One: Stabilization and Safety:

- Helping clients develop the skills to stay stable (Part Two), including breathing techniques, mindfulness, EFT, yoga, and multi-sensory guided imagery

Friday

Stage Two: Processing Trauma Memories

- Assessing client readiness for processing trauma memories
- Overview of current trauma processing modalities
- Q & A
- Wrap up



Richard Schwartz, PhD, began his career as a systemic family therapist and an academic, at the University of Illinois and at Northwestern University. Grounded in systems thinking, Dr. Schwartz developed the Internal Family Systems model (IFS) in response to clients' descriptions of various parts within themselves. In 2000, he founded the Center for Self Leadership (www.selfleadership.org), which offers three levels of trainings and workshops in IFS for professionals and the general public, both in this country and abroad. A featured speaker for national professional organizations, Dr. Schwartz has published five books and over fifty articles about IFS.

The Internal Family Systems Model is a method of therapy which fosters transformation, gently, quickly, and effectively. It views multiplicity of mind as our natural state and our “parts” as sub personalities that may be healed and transformed by bringing the Self into its rightful role as leader of the internal system. The Self, a core of valuable leadership qualities, is our true nature—compassionate and loving. Although IFS has been most widely used as a treatment for trauma, it is a flexible model that provides abundant opportunities for application. IFS advances treatment in several areas: First, by showing respect and appreciation for the client’s protective parts, it reduces resistance and backlash. Second, it helps clients fully unburden the extreme beliefs and emotions they accrued from their traumas. Third, affect is regulated in a simple and effective way so that clients are not overwhelmed during sessions. Fourth, because it is the client’s Self that is leading in the healing, transference is reduced and clients do much of the work on their own, between sessions. Fifth, IFS gives therapists practical ways to understand and work with their countertransference so they can remain in the open-hearted state of Self leadership with clients. Sixth, it frees therapists from the role of trying to police clients’ symptoms like suicide, eating disorders, addictions, and self-mutilation. Seventh, therapists are free to be themselves, without having to be clever or controlling, and come to enjoy partnering in the fascinating and sacred process that naturally unfolds as clients heal themselves.

This workshop is designed for therapists with little exposure to IFS as well as those who know the basics of IFS, but have trouble when clients resist, have particularly difficult parts, or when it comes to using the model with couples or larger systems. We will begin with an overview of IFS and then move on to the deeper exploration of issues that arise during treatment. This course will also provide the opportunity to participants to identify and work with the parts of themselves that interfere in their relationships with clients. The workshop will be a balance of lectures, demonstration, and experiential exercises.

Monday

Introduction to IFS and overview of the process of IFS therapy

Tuesday

Working with resistant clients and/or difficult parts

Wednesday

IFS applied to couples

Thursday

IFS applied to groups, families, and larger systems

Friday

How to work with parts of the therapist that interfere with IFS therapy

Internal Family Systems Workshop

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Debbie Korn, PsyD, maintains a private practice in Cambridge, MA, and is an adjunct training faculty member at the Trauma Center at Justice Resource Institute in Boston. She has been on the faculty of the EMDR Institute for the past 24 years and is the former Clinical Director of the Womens' Trauma Programs at Charter Brookside and Charles River Hospitals. Dr. Korn has authored or coauthored several prominent articles focused on EMDR, including a comprehensive review of EMDR applications with Complex PTSD. Dr. Korn is an EMDRIA-approved consultant and a past board member of NESTTD. She is also on the Editorial Board of the *Journal of EMDR Practice and Research*. She presents and consults internationally on the treatment of adult survivors of childhood abuse and neglect. She has been a regular presenter at the EMDR International Association Conference and was invited to present EMDRIA's first "Masters Series" class. As a clinician, teacher, researcher, and consultant, Dr. Korn is known for her knowledge and integration of many different clinical models. In treating and consulting on complex, chronically traumatized cases, she believes that it is important to carry a large toolbox and to remain flexible, practical, and integrative.

An overwhelming array of treatment models is available to therapists working with chronically traumatized clients. What are the common denominators across these models, and what are the unique contributions of each? This workshop offers a conceptual framework and practical, phase-oriented approach to working with complicated, dysregulated trauma clients. This approach stresses the importance of moment-to-moment tracking and dyadic regulation with an emphasis on secure attachment as a primary treatment objective. It is designed to help the clinician identify those strategies most appropriate for a given case.

The first part of the workshop will provide an overview of the most useful concepts and strategies from a variety of trauma treatment models—including IFS, EMDR, Hypnosis, CBT, Ego State Therapy, Sensorimotor Psychotherapy and SE, AEDP, DBT, and Structural Dissociation. An understanding of relevant concepts and strategies can guide the therapist during assessment, case conceptualization, and treatment planning as well as through all additional phases of treatment.

The second part of the workshop will offer guidelines for decision-making in establishing priorities, creating treatment plans, and making intervention choices. The overarching approach proposed in this workshop acknowledges the competencies and survival resources inherent in each person and the power of the therapeutic relationship. Interventions are designed to honor and deepen existing resources and self-capacities, while simultaneously introducing new skills and

strategies. Throughout the workshop, videotapes will be shown to demonstrate the concepts and strategies being presented, and to show how multiple clinical models can be integrated into the treatment of an individual client.

Monday

- Complex PTSD and Related Conditions
- Screening for Dissociation
- Trauma Treatment Models: Common Denominators and Specialized Contributions
- Complex Case Conceptualization: Macro/Micro Conceptual Maps, Treatment Planning

Tuesday

- Phase-Oriented Trauma Treatment
- Modulation Model; Dealing with Hyper- and Hypo-arousal
- Structural Dissociation; Dissociative Continuum; BASK Model
- Understanding the Internal Family System
- Evaluating Readiness for Trauma Processing

Wednesday

- Disrupted Developmental Domains: Responsibility/Self-worth, Safety, Power
- Resilient Self and Compromised Self Triangles of Experience
- Phobias, Defenses, and Pathogenic Affects
- Recognizing and Responding to Attachment Styles
- Moment-to-Moment Tracking; Dyadic and Self-regulation

Thursday

- Translating a Conceptual Understanding into a Treatment Plan
- Intervention Categories/Hierarchy; Process vs. Content Interventions
- Global and Moment-to-Moment Decision-making: Choosing the Best Strategies for a Given Client
- Mindfulness and Relationally-Focused Interventions
- Regulation and Information-Focused Interventions

Friday

- Ego State and Defense-Focused Interventions
- Processing and Integration-Focused Interventions
- Experiential Shifts: Realization; Passive to Active Defenses; Adaptive Action Tendencies, Completion and Truth
- Past, Present, and Future Targets
- Meta-processing/Re-evaluation

Mirabai Bush



Mirabai Bush is a Senior Fellow and Founding Director of the Center for Contemplative Mind in Society. Under her direction, The Center introduced contemplative practices into the fields of higher education, law, business, journalism, social justice activism, and the military. A key contributor to Google's Search Inside Yourself curriculum, she has taught mindfulness in organizations including AMEX, Hearst Publications, Mind and Life Institute, and Fetzer Institute.

She is the co-author of *Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning* and author of *Working with Mindfulness* CD. She is co-author with Ram Dass of *Compassion in Action*. In 2015, her chapter "Awakening at Work: Introducing Mindfulness into Organizations" will be published in *Mindfulness in Organizations* by Cambridge University Press. Mirabai's contemplative teachers include Neemkaroli Baba, S. N.Goenka, Kalu Rinpoche, Geek Rinpoche, Kanai Sesei, and others.

This summer's course will include new practices and discussions not included last year.

Mindfulness is a contemplative practice that quiets the mind in order to cultivate a personal capacity for deep concentration and insight in the face of the 10,000 distractions of everyday life. It is often defined as the awareness that arises by paying attention on purpose in the present moment non-judgmentally. This course will introduce a series of secular mindfulness practices for individuals and groups, including some that have been developed specifically for the workplace.

To learn mindfulness, you will not be asked to take leaps of faith, dim your critical voice, or fit any square pegs into round holes. You will be using the resources and wisdom of your own body and mind, followed by discussions on working together based on the values and perspectives embodied in the practices. Each session will include Q&A, discussion, participation, and examples of how others are using these practices.

Monday

Introduction to the course, to each other, and to the potential benefits of mindfulness for individuals and organizations. Practices will include mindfulness of the breath, body sensations, walking, and external objects. Short review of recent studies on the effect of mindfulness on the brain and the body and examples of programs in organizational settings from the Smith School of Social Work to Google.

Tuesday

An introduction to the connections between mindful practices and emotional intelligence (one's ability to perceive, assess, and manage the emotions of oneself, others, and groups). Practices will include mindful listening (to sound, music, another person) and mindful communication. We will discuss mindful listening in client relationships, in the workplace, and in education.

Wednesday

Practices that build on the attention and self-awareness cultivated through basic mindfulness. One key practice is Loving Kindness, a guided practice that cultivates care, concern, acceptance, and loving kindness for oneself and others. It decreases implicit biases and can open the way to resolution of conflicts.

Thursday

Compassion. We will learn a dyads practice called Just Like Me, which emphasizes the similarities in people and cultivates appreciation for the differences.

Friday

Taking It All Back Home: Self Care (deep relaxation, self-compassion), Models and Methods for the Workplace, and Resources.

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Natasha Prenn, LCSW, is a psychotherapist, speaker, educator, author and life coach. As a senior faculty member of the AEDP Institute (Accelerated Experiential Dynamic Psychotherapy), she pioneered the AEDP Essential and Advanced Skills Courses, and is well known as a trainer of therapists across the U.S. and abroad. Natasha, an engaging presenter, is noted for her ability to translate AEDP theory into user-friendly steps, and for her enthusiastic belief that the mechanisms of the magic of experiential-dynamic work are teachable and therefore learnable skills. Her obsession with languaging interventions and skills training has led to her co-authoring a monograph for APA: *Supervision Essentials for Accelerated Experiential Dynamic Psychotherapy*. This book is filled with practical skills to wield the power of AEDP's theory and practice into psychotherapy supervision. In addition to her work with individuals and couples, Natasha offers individual and group AEDP supervision. She is a founding editor of *Transformance: The AEDP Journal*, and she is currently writing the *AEDP Skills Manual*. Some of her papers are available on the AEDP website.



Molly Eldridge, LICSW, has been in private psychotherapy practice on Cape Cod for over 25 years. She has done extensive training in AEDP beginning in 2009. She assisted at many advanced level AEDP courses (several with Natasha Prenn) and was certified in AEDP in 2015 and became a certified AEDP Supervisor in 2016. She loves that AEDP makes “something” happen right away in session and provides a cogent theory with such heart. Currently, she runs several training groups both on Cape Cod and in the Boston area as well as offering individual supervision. She is on the AEDP Institute Diversity committee and part of the AEDP NE planning group. She is the past assistant director of the Cape Cod Institute and current CE consultant and thrilled to be here in this new role—teaching!

Accelerated Experiential Dynamic Psychotherapy is a transformation-based, healing-oriented model of therapy. It integrates and uses to clinical advantage all we now know about neuroplasticity, mother-infant research, dyadic resonance, developmental models, transformational studies, body-focused treatments, and attachment research and theory. AEDP fills the longstanding gap between theory and clinical practice: It explicates how to engender secure attachment in our different therapeutic dyads with specific intervention strategies for expanding self-self attachment and self-other relational capacities.

To practitioners first discovering AEDP it can look deceptively easy and almost magical. AEDP is in many ways a natural, instinctual way of working, and yet it is not magic, it is not easy. It is rather a rigorous treatment modality with very specific skills, interventions, sequences of interventions, and maps that translate AEDP theory into how to work with AEDP clinically.

Appropriate for both those new to AEDP and those with experience, this workshop will be a nuts-and-bolts dig into how to do AEDP. Inside the magic, there is a clear and recognizable structure, the bones of AEDP. We will practice the language of actual interventions, the steps and sequences that allow the work to flow, and the maps and protocols that inform our decision-making. We will unpack how to facilitate the different dyadic change processes that are central to AEDP.

Natasha is well-known for her “how-to” workshops. Natasha and Molly will use a balance of videotape, practice exercises, and user-friendly course materials to make AEDP’s complexity simple and practical. You will head back to work armed with immediately applicable clinical interventions and a framework for the different interventions you may already be using.

Monday

See Me, Feel Me

Moment-to-moment tracking, the AEDP Protocol, entry points, experiential language

Tuesday

I Second that Emotion

Self-disclosure and its metaprocessing

Wednesday

What’s Love Got To Do with It?

Dyadic change processes: receiving, receptivity, or, more simply put, “Can you take it in?”

Thursday

Oh, Won’t You Stay Just a Little Bit Longer

Anxiety regulation, working with defenses, intrapsychic and interpersonal

Friday

Celebrate Good Times

“We did it,” privileging the positive, acknowledging mastery and success, metatherapeutic processing: usually an endpoint, a starting point in AEDP

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Edward M. Hallowell, MD, is founder of The Hallowell Center in Sudbury, MA, and New York City, both outpatient clinics. He is the author of 15 books, including *Delivered from Distraction: Getting the Most Out of Life with Attention Deficit Disorder*. On the faculty of Harvard Medical School from 1983 to 2003, Dr. Hallowell now spends his professional time seeing patients, lecturing, and writing. He lives in Arlington, MA, with his wife, Sue, and their three children, Lucy, Jack, and Tucker.

Having ADHD himself, having two children who have it, having treated it in children and adults for 35 years, Dr. Hallowell is uniquely qualified to discuss the clinical, personal, and human aspects of living with ADHD.

From childhood through adulthood, ADHD presents both difficult dilemmas and unique opportunities for change, growth, and success. The goal of diagnosis and treatment is to transform ADHD from a chronic liability into an overall asset in life. The purpose of this seminar is to show how to do precisely that and to present all the exciting new information we have learned about ADHD in the past decade.

In his work with people of all ages Dr. Hallowell has learned that a strength-based approach to diagnosis and treatment leads to the best outcomes. The moment the clinician meets the patient or client, he or she looks for talents, skills, and strengths and builds a treatment plan to promote those first and foremost. This mobilizes hope, excitement, and a cascade of positive energy, which drives treatment to much greater success than is observed in other kinds of treatment. Interweaving advanced material and innovative new treatments with introductory information, aimed both at professionals and non-professionals, this seminar will explore the entire world of ADHD in its human as well as its clinical and scientific dimensions. It will provide a solid, practical basis for diagnosis and treatment at all ages.

Monday

Introduction

Explanation and rationale for the strength-based approach • Special techniques in the strength-based approach • History of ADHD • What is it like to have ADHD? • Potential skills and strengths in people who have ADHD • The 7 habits of highly effective ADHD-ers • Life stories of successful ADHD-ers • Problems to overcome in life with ADHD • Epidemiology in US and across cultures • ADD vs. ADHD

Tuesday

Biology of ADHD

Brain scan data • Genetics of ADHD • The itch at the core of ADHD: Reward deficiency syndrome • An organized approach to the diagnosis of ADHD • Statistically validated screening tests of ADHD • The role of neuropsychological testing • Common pitfalls in making the diagnosis • Over-diagnosis vs. under-diagnosis • How to take a strength-based history • How to explain the diagnosis of ADHD to a child or adult

Wednesday

Conation: A New Tool for Assessing Strengths

The Kolbe Conative Strength Assessment • Conditions that coexist with ADHD • ADHD vs. modern life: How to tell them apart • Childhood bi-polar disorder vs. ADHD: How to tell them apart • Dyslexia and ADHD • Addictions and ADHD • A new use of the 12-step program in treating ADHD • The basics of treating ADHD • The start of treatment: A pivotal moment

Thursday

How To Find the Buried Treasures in ADHD

Promoting strengths: A systematic approach • Major danger alert: How to make the transition to college • Nutrition and ADHD: Omega-3s and beyond • Cerebellar stimulation: A new exercise-based treatment • Neurofeedback and LENS • Two traps to avoid: Spin and slide (terms to be explained) • Managing “The Big Struggle” in families • Couples and ADHD • Sexuality and ADHD

Friday

The Role of Medication in the Treatment of ADHD

The pros and cons of various medications • Guidelines to finding the right dose of the right medication • Explaining medication to others • Clinical examples of the use of medication in all ages • Treating worry, anxiety, and ADHD • Promoting organizational skills in life with ADHD • Finding the right career in life with ADHD • Choosing the right mate in life with ADHD • Finding joy in life with ADHD



Bob Anderson has dedicated his career to exploring the intersections between leadership and personal mastery, and between competence and consciousness. The creator and author of *The Leadership Circle Profile*, an integrated and innovative leadership assessment tool, Bob is a true pioneer in the field of leadership development and research. As the founder of The Leadership Circle, and co-founder of Full Circle Group, Bob lends his expertise to developing practitioners around the globe to carry

on the powerful work derived from the tools and offerings these two companies provide to leaders.

Bob's practical wisdom, humility, creativity, humor and expertise provide a rare and transformative experience for his clients. He has developed and facilitated many intensive retreats and workshops, including: The Authentic Leader, Mastering Leadership, and Pathway to Partnership.

Bob has a master's degree in organizational development and a bachelor's in economics and business administration and he serves on the faculty at The University of Notre Dame. He and his wife of 30 years make their home in Toledo, Ohio, and are the proud parents of three successful adult children. (See <http://masteringleadershipbook.com>)

People who are highly effective, proficient, and skilled at what they do are often honored with the title of master. Mastery in anything—from sports, to the arts, to leadership—requires a highly competent “outer game” and a highly conscious “inner game.” Effective, masterful leadership is Conscious Competence.

What seldom gets acknowledged is that the inner game runs the outer game. It is the maturity of the inner game that mediates and manages the outer game. Most of our efforts to develop mastery in leadership focus on the outer game of competence and very little on the inner game of consciousness. Until our efforts take a more unified, balanced approach, one that simultaneously involves both the inner and outer game (consciousness and competence), we will fall short in our efforts to develop leaders for the future at the pace required.

Consciousness and performance—personal, organizational, and systemic—are fundamentally connected. The organization will be structured and perform at the predominant level of consciousness of its leadership. If we want higher-order performance, individually and organizationally, consciousness must be restructured.

The good news is that the structure of mind can evolve throughout the lifespan. Consciousness, like an operating system, can be restructured for higher performance in the face of higher complexity. Research has mapped out the

trajectory of adult development—how consciousness structures itself at one level of mind and then restructures itself into the next higher-order structure, and the next, and the next. Each new higher-order structure ushers in enhanced capacity, in which more—much more—becomes possible.

This workshop will provide a powerful leadership development experience for both those seeking to improve their own organizations and those serving clients as organizational development consultants, coaches, and therapists. It will introduce you to a unified model of leadership that integrates most of the best theory and research to emerge over the past 50 years in the fields of leadership, psychology, human potential, and even spirituality. At the core of this model are the Stages of Adult Development frameworks that are just now finding their way into our approaches to leadership effectiveness.

The workshop will include a self-assessment using the Leadership Circle Profile, which provides personal insight through the lens of the Unified Model. It will introduce five leadership practices (listed in the outline below) that will reliably boot up higher-level leadership.

Monday

Introduction of the Conscious Leadership Framework
Stages of Adult and Leadership Development
Reactive and Creative Structures of Mind

Tuesday

The Leadership Circle Profile Assessment
The Unified Model of Leadership
Your Profile Results

Wednesday

Practice 1: Working with Underlying Self-Limiting Beliefs

Thursday

Practice 2: Developing Intuition to Balance Reason
Practice 3: Discerning Personal Purpose
Practice 4: Distilling your Leadership Vision

Friday

Authenticity
Practice 5: Courageous Conversation
Legacy

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



Donald Meichenbaum, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, from which he took early retirement, and he is now Research Director of the Melissa Institute for Violence Prevention, Miami (see www.melissainstitute.org). He is one of the founders of Cognitive Behavior Therapy, and in a survey of clinicians he was voted “one of the ten most influential psychotherapists of the 20th century.” He has presented and consulted internationally. He has published extensively, and his latest books are *Roadmap to Resilience* (see www.roadmaptoresilience.com), and *The Evolution of Cognitive Behavior Therapy: A Personal and Professional Journey with Don Meichenbaum*.

We are each not only “homo sapiens,” but also “homo narrans” or “story tellers.” We are lived by the stories we tell ourselves and we tell others. This workshop will provide a Constructive Narrative perspective of psychotherapy, highlighting what “expert” psychotherapists do that contributes to the most effective treatment outcomes. It will provide specific practical ways to integrate narrative psychotherapeutic procedures such as emotional processing, restorative retelling, adaptive disclosure, imagery rescripting, cognitive restructuring, journaling with exposure-based and skills-oriented stress inoculation training procedures. How to bolster resilience in six domains (physical, interpersonal, emotional, cognitive, behavioral and spiritual) will be highlighted. The neurobiological and psychosocial benefits of a strengths-based treatment approach will be discussed. The application of this integrative approach with clinical populations who experience Complex PTSD, Prolonged and Complicated Grief, Borderline Personality Disorders and Co-occurring disorders such as Substance Abuse will be demonstrated using video cases. In the aftermath of traumatic events, often the major way that individuals cope is to use some form of spirituality. How to integrate spirituality and psychotherapy will be presented, as well as a life-span narrative treatment approach with “high-risk” children, adolescents and the elderly.

A comprehensive To Do List will be provided, so attendees can take home interventions that they can apply immediately, both professionally and personally.

Monday

A Constructive Narrative Perspective of Psychotherapy

- What distinguishes individuals (25%) who develop PTSD and other disabilities from the 75% who evidence resilience?
- The narrative, neurobiological and psychosocial differences and the treatment implications

Constructive Narrative Psychotherapy: How to Integrate Narrative Therapy Procedures

- How to implement the Core Psychotherapeutic Tasks: What “expert” psychotherapists do
- How to spot “HYPER” in the field of psychotherapy; A 19 Item Checklist

Tuesday

Specific Ways To Integrate Narrative Therapeutic Procedures

- How to implement narrative therapeutic interventions such as emotional processing, restorative retelling, imagery rescripting, adaptive disclosure, cognitive restructuring, and journaling
- Video case demonstrations

Wednesday

Application To Specific Clinical Populations

- How to use narrative and evidence-based cognitive behavioral interventions to treat patients with Complex PTSD, Prolonged and Complicated Grief Disorders, Borderline Personality Disorders, and patients with Co-occurring disorders such as Substance Abuse
- Ways to bolster resilience
- Video case presentation and small group discussions

Thursday

Ways To Integrate Spirituality and Psychotherapy

- Assessment of the role that spirituality and religion play in your patient’s coping repertoire
- How to conduct culturally-sensitive, spiritually-oriented psychotherapy

Friday

A Life-Span Narrative Treatment Approach

- High-risk children, adolescents and the elderly
- The future of psychotherapy using computer technology with a Narrative approach
- How to bolster Vicarious Resilience in psychotherapists: How to help the helpers
- A “TO DO” CHECKLIST: What attendees can take home and apply professionally and personally

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course. For all other CE info please see page 58.



Jeffrey K. Zeig, PhD, is the Founder and Director of the Milton H. Erickson Foundation. He has edited, co-edited, authored or coauthored more than 20 books on psychotherapy that appear in 14 foreign languages. Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, the Brief Therapy Conferences, the Couples Conferences, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. He is on the editorial board of numerous journals; a fellow of the American Psychological Association; and life fellow of the American Society of Clinical Hypnosis. He is a distinguished practitioner in the National Academy of Practice in Psychology of the National Academies of Practice. A psychologist and marriage and family therapist in private practice in Phoenix, Arizona, Dr. Zeig conducts workshops internationally (40 countries). He is president of Zeig, Tucker & Theisen, Inc., publishers in the behavioral sciences.

There's something both inspirational and humbling about watching the clinical work of master therapists like Virginia Satir, Carl Whitaker, Salvador Minuchin, and Milton Erickson. While it's tempting to think they have a unique therapeutic gift, it's even more helpful to ask, "How do they do it?" In this workshop, through demonstration and group practice, you'll expand your own creativity and expressive range as a healer as we explore core dimensions of clinical craft, including methods for intensifying emotional impact, establishing attunement, harnessing nonverbal and paraverbal methods, and incorporating hypnotic communication. You'll discover how to:

- Integrate elements of both the expressive and healing arts into your work
- Use metaphors, visual images, and theatrical techniques to a waken clients from their unadaptive trances
- Understand how the grammatical understructure both film and hypnosis offer new possibilities for helping clients access empowering resource states
- Elicit new beliefs, challenge preconceptions, and empower clients to move beyond their self-perceived limitations

Monday

Advanced Techniques of Psychotherapy I: Emotional Impact

Psychotherapy is a situation of impact. Artists, including directors, writers, painters, composers, choreographers and poets have explored using communication for emotional impact. We will study methods from these disciplines that can be applied in any school of psychotherapy to improve outcomes.

Tuesday

Advanced Techniques of Psychotherapy II: Attunement

Attunement is the foundation of empathy and rapport. We will learn how to attune to affect, behavior, cognition, attitude, linguistic, and relationship patterns – even how to attune to the preconscious associations that drive behavior. A precursor to every intervention, attunement will be described from the perspective of hypnosis, psychotherapy, and social psychology. Clinical applications will be demonstrated.

Wednesday

Advanced Techniques of Psychotherapy III: Creating Impact using Nonverbal and Paraverbal methods

Communication is composed of nonverbal, paraverbal, and contextual channels; the words only convey part of the message. We will study the effective use of prosody, proximity, gesture, expression and context, and how those aspects can be woven into the process of therapeutic communication to empower effective clinical outcomes.

Thursday

Advanced Techniques of Psychotherapy IV: Resilience, an experiential approach

Those who seek counseling can often benefit from accessing resilience, especially those who have been traumatized clients. Resilience can be accessed through experiential methods, not didactic information.

Friday

Advanced Techniques of Psychotherapy V: Therapist Sculpting: Appealing to the Eyes

Therapists and coaches can increase effectiveness by learning how to strategically use visual methods. Generative change can be facilitated by appealing to the client's eyes. A full 50% of brain functioning is dedicated to visual processing. Therapeutic concepts should be enhanced visually. We will explore a new, dramatic, experiential method that can be used for assessment and treatment.

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.



SueAnne Piliero, PhD, has been working with Dr. Diana Fosha, the founder of AEDP, for nearly 20 years. She is senior faculty and a founding member of the AEDP Institute. Dr. Piliero travels nationally and internationally to teach AEDP to a broad range of clinical audiences. She has given seminars and experiential workshops to various universities and health organizations nationwide. She is a lead trainer and a sought-after individual and small group consultant for clinicians around the world. She is known for her warm, open, engaging teaching style and her ability to communicate complex topics with humor and clarity. Dr. Piliero received her doctorate from Adelphi University, and her master's degree in human development and psychology from Harvard. Her clinical interests and specialties are in trauma, PTSD, dissociation, and the ways in which the mind, body, and spirit are powerfully poised to transform them. She teaches, supervises and is in private practice in New York City.

Working with trauma and attachment wounds requires not just learning the theory or techniques, but also building capacity within our Selves to “be with” and “stay with” deep emotional pain, grief, shame, rage, unbearable aloneness.

It requires a strong therapeutic presence; leading boldly; co-regulating; psycho-biologically attuning to our patients, our self, and the dyad. It requires fiercely advocating and championing our patients’ capacity to heal and be whole when they see and feel nothing but darkness.

In short, it requires the courage and capacity to practice from the “inside out.” Not an easy task.

This workshop is based on AEDP (Accelerated Experiential Dynamic Psychotherapy), which champions our innate healing capacities. AEDP has roots in and resonances with many disciplines — among them interpersonal neurobiology, attachment theory, emotion theory and affective neuroscience, body-focused approaches, and last but not least, transformational studies. AEDP uses specific intervention strategies for working explicitly, dyadically, and experientially with intense unresolved traumatic emotions. These transform suffering and foster patients’ feeling deeply recognized and understood, safe and secure, and as a result, increasingly capable to reconnect to their Core Authentic Self.

In this workshop, we will explore in depth what therapeutic presence really means, and how to bring our Selves more fully into the therapeutic relationship in order to enhance, deepen and accelerate the healing process. Through lecture and videotape of actual sessions you will see, hear, and witness how the most powerful tool in our clinical toolkit is the therapist’s strong, embodied presence.

In this course we will go over how to:

- Strengthen your ability to be more present, engaged, and make more purposeful use of your own emotional experience in your work with patients.
- Recognize the ways in which your own “affect phobias” can get in the way of patients’ healing process.
- How to use your Self as a Healing Mechanism (e.g. through self disclosure of feelings and patient’s impact on you)
- How to work with shame and pathogenic affects
- Transform maladaptive beliefs about Self and Other through cognitive restructuring and uncoupling dynamics

Monday

The key ingredients to developing a Strong, Embodied presence leading from a centered, open, grounded place within our Selves. Staying present, not only to the client’s emotions, but also your own. Going “beyond mirroring” by actively stepping in to help or support the healing journey.

Tuesday

Attunement & Co-Regulation Micro, moment-to-moment tracking of patient, therapist, and dyad. Providing emotional scaffolding via presence, vocalizations, body, prosody.

Wednesday

The Intimacy of Moment-to-Moment Relational Work. Explicit and experiential work with the experience of attachment and of intersubjective delight.

Thursday

Undoing Aloneness: A Key Ingredient In Transforming Trauma & the Self Making explicit use of the therapist’s affective engagement to undo the patient’s aloneness in the face of trauma. The processing of pathogenic fear, shame, and self loathing associated with attachment trauma.

Friday

Therapeutic Stance: “Fierce Love” Actively advocating on the parts of the patient’s self that have been rejected or disavowed. Speaking the truth on behalf of the patient’s Core Authentic Self when s/he is unable to. Explicitly holding the hope even when the client has none.

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course. For all other CE info please see page 58.



Jonah Paquette, PsyD, is a licensed clinical psychologist, speaker, and author. He is the author of *Real Happiness: Proven Paths for Contentment, Peace, and Well-Being* (PESI Publishing, 2015), a research-based self-help book in which he distills the key findings in the fields of happiness, and offers user-friendly tools to achieve lasting well-being. His second book is set to be released in 2018. Dr. Paquette is a staff psychologist for Kaiser

Permanente in the San Francisco Bay Area, where he conducts group and individual psychotherapy, performs crisis evaluations, and serves as the Training Director for an APA-Accredited postdoctoral residency program.

In addition to his clinical work and writing, Dr. Paquette offers training and consultation to therapists and organizations on the promotion of happiness and conducts professional workshops around the country. He is also a frequent media contributor, having been featured regularly in print, online, and radio outlets. Dr. Paquette's clinical experiences have spanned a broad range of settings, including Veterans hospitals, community mental health clinics, college counseling centers, and his current work at Kaiser Permanente. He has a passion for imparting the key findings related to happiness and wellbeing with a broader audience, and he is honored to share these with you.

Although the field of clinical psychology has traditionally aimed to “fix what’s wrong,” the newer sub-field of positive psychology instead helps us to “build what’s strong.” In this experiential seminar, participants will learn about the nature of happiness, and discover how positive psychology can help us to increase happiness both in ourselves and in our clients in a powerful way.

For most individuals, the desire to be happy is universal and ubiquitous. Indeed, numerous surveys around the world, spanning various cultures, have found that personal happiness ranks at the top of what people want most in life. And yet despite the importance we place on it, many individuals find lasting well-being to be frustratingly elusive. In fact, some studies suggest that rates of personal happiness may even be declining in recent years.

Whereas the question of happiness has historically been left to fields like philosophy and theology, the past decade has witnessed an explosion of research offering evidence-based findings in the areas of happiness and well-being. Positive psychology has shed newfound light on the pursuit of happiness, and offers clinicians a valuable supplement to traditional approaches in their work with clients.

In this seminar, participants will explore what it means to be happy, why happiness is so important, and why it can often feel so hard to come by. We will then explore 10 research-based principles for lasting well-being, drawing from positive psychology, mindfulness-based approaches, and cutting-edge neuroscience. In addition, we will introduce and put into practice over 50 evidence-based tools and techniques that can easily be implemented into clinical practice.

Through discussion, lecture, clinical vignettes, and small group work, you will learn to harness these breakthrough findings and transform your clinical work.

Monday

- Happiness: What is it really, and why does it matter?
- It's good to be happy: The impact of personal well-being on health, longevity, and career success
- Roadblocks to happiness: Why is well-being so elusive?
- Principle 1: Gratitude

Tuesday

- Principle 2: Kindness and Altruism
- Principle 3: Mindfulness
- Principle 4: Self-Compassion

Wednesday

- Principle 5: Connection
- Principle 6: Optimism
- Principle 7: Forgiveness

Thursday

- Principle 8: Savoring
- Principle 9: Harnessing Strengths
- Principle 10: Finding Flow

Friday

- Additional concepts of note
- Applying positive psychological interventions to clinical populations
- Making it stick: Creating a Happiness Maintenance Plan

NJ Social Workers: An application has been made for consideration of 15 general CE credits for this course. For all other CE info please see page 58.



Salman Akhtar, MD, is Professor of Psychiatry at Jefferson Medical College and a Training and Supervising Analyst at the Psychoanalytic Center of Philadelphia. He has served on the editorial boards of the *International Journal of Psychoanalysis*, the *Journal of the American Psychoanalytic Association*, and the *Psychoanalytic Quarterly*. His more than 300 publications include 86 books, of which the following are solo-authored: *Broken Structures* (1992), *Quest for Answers* (1995), *Inner Torment* (1999), *Immigration and Identity* (1999), *New Clinical Realms* (2003), *Objects of Our Desire* (2005), *Regarding Others* (2007), *Turning Points in Dynamic Psychotherapy* (2009), *The Damaged Core* (2009), *Comprehensive Dictionary of Psychoanalysis* (2009), *Immigration and Acculturation* (2011), *Matters of Life and Death* (2011), *The Book of Emotions* (2012), *Psychoanalytic Listening* (2013), *Good Stuff* (2013), *Sources of Suffering* (2014), *No Holds Barred* (2016), and *A Web of Sorrow* (2017). Dr. Akhtar has delivered many prestigious invited lectures throughout the world. He is the recipient of numerous awards including the American Psychoanalytic Association's Edith Sabshin Award (2000), Columbia University's Robert Liebert Award for Distinguished Contributions to Applied Psychoanalysis (2004), the American Psychiatric Association's Kun Po Soo Award (2004) and Irma Bland Award for being the Outstanding Teacher of Psychiatric Residents in the country (2005). He received the highly prestigious Sigourney Award (2012) for distinguished contributions to psychoanalysis. Dr Akhtar has served as the Film Review Editor for the *International Journal of Psychoanalysis*, and is currently serving as the Book Review Editor for the *International Journal of Applied Psychoanalytic Studies*. He has also published 9 collections of poetry.

This set of presentations will address some unpleasant and distressing emotions that are frequently encountered in the clinical situation. These include fear, greed, shame, hatred, and guilt. Each day of the workshop will be devoted to one of these emotions. Descriptive, developmental, and dynamic aspects of each will be explored and sociocultural and clinical illustrations will be provided. The aim is to enhance empathy with individuals experiencing these affects and to improve therapeutic strategies in helping them cope with the accompanying distress.

Monday

Fear: This session will focus upon fear, categorize its intensities, and trace its developmental origins. Similarities and differences between fear and anxiety will be addressed, while showing how the two co-exist in the state of phobia. Comment will also be made upon fearlessness, counterphobia, courage, and cowardice. A brief foray into the cultural realm will demonstrate how the unpleasant emotion of fear can be turned into the excitement of horror movies, gothic literature, and thrill-seeking games while, on the negative side of things, forming a part of

ethno-racial prejudice and political oppression. Returning to the clinical realm, the presence of fear in the transference-countertransference matrix and the strategies to deal with the resulting problems will be discussed.

Tuesday

Greed: This session will elucidate the phenomenological aspects of greed, categorizing its manifestations into primary, secondary, and defensively-altered types. Diverse perspectives on the childhood origins of greed will be highlighted. After a brief foray into the cultural realm, the presentation will focus upon the appearance of greed in the clinical situation. The greed of both the patient and the analyst and their occasional dialectical relationship will also be discussed.

Wednesday

Shame: This session will delineate the subjective experience of shame and distinguish it from guilt, on a number of variables. It will also address the inadequately investigated phenomenon of shamelessness. Five kinds of shamelessness will be described, (i) development-based, (ii) defense-based, (iii) discharge-based, (iv) defect-based, and (v) dignity-based. Sociocultural observations and clinical illustrations will highlight the appearance and handling of shame and shamelessness in psychotherapy and psychoanalysis.

Thursday

Hatred: This presentation will focus upon the phenomenon of hatred. Its origins and manifestations will be outlined and their complex relationship with envy and arrogance will be discussed. Various forms of hatred, including self-loathing and masochism, will be highlighted and attempts will be made to forge links between these phenomena and types of character organization. The manifestation of hatred within the clinical situation will then be approached with attention to the hateful transferences (e.g. schizoid, psychopathic, and paranoid) of the patient as well as the countertransference malice and aversion of the analyst. With the help of clinical vignettes, interpretive approaches to hatred in the clinical situation will be elucidated.

Friday

Guilt: The subjective nature of guilt will be described. Origins of guilt in preoedipal (Klein) and oedipal (Freud) phases will be highlighted. Other, specific origins, e.g. separation guilt (Modell), induced guilt (Asch), deposited guilt (Volkan), and survivor guilt (Niederland) will also be discussed. Indirect manifestations of guilt (e.g. fear) and defenses against guilt (e.g. hatred) will be brought up, as will the factors that transform guilt into persecutory and/or reparative attitudes. Psychopathological variants and technical interventions to deal with guilt will be delineated.



Janina Fisher, PhD, is a licensed clinical psychologist and instructor at the Trauma Center, an outpatient clinic and research center founded by Bessel van der Kolk. Known for her expertise as both a clinician and consultant, she is also past president of the New England Society for the Treatment of Trauma and Dissociation, an EMDR International Association Credit Provider, a faculty member of the Sensorimotor Psychotherapy Institute, and a former Instructor, Harvard Medical School. Dr. Fisher has been an invited speaker at the Cape Cod Institute, Harvard Medical School Conference on Women and Summer and Winter Conference Series, EMDR International Association Annual Conference, University of Oslo, University of Wisconsin, the University of Westminster in London, the Psychotraumatology Institute of Europe, and the Esalen Institute. Dr. Fisher lectures and teaches nationally and internationally on topics related to the integration of the neurobiological research and newer trauma treatment paradigms into traditional therapeutic modalities.

Childhood abuse necessitates self-alienation: we must disown that humiliating “bad child” and work harder to be the “good child” acceptable to our attachment figures. In the end, we survive trauma at the cost of disowning and dissociating from our most wounded selves. While longing to be feel safe and welcome, traumatized individuals find themselves in conflict: alternating between clinging and pushing others away, self-hatred or hostility toward others, yearning to be seen yet yearning to be invisible. Years later, these clients present in therapy with symptoms of anxiety, depression, low self-esteem, diagnoses of bipolar and borderline personality disorder, and a distorted or absent sense of identity.

This workshop offers a practical “hand’s on” approach to traumatized clients with underlying issues of self-alienation and self-hatred by helping them to recognize how the trauma has left them fragmented and at war within their own minds and bodies. Participants will learn how to help their clients observe the parts they have embraced and identified with as ‘me’ and the trauma-related parts they have disowned and judged harshly. Using interventions drawn from a number of therapeutic approaches (including Sensorimotor Psychotherapy, Internal Family Systems, and ego state therapy), the focus is on helping clients observe and accept all aspects of self with mindfulness-based interest and curiosity. As their young parts are identified and understood as ‘heros’ in the individual’s story of survival, clients are able to feel more warmly toward them, often for the first time. Techniques will be demonstrated that increase the capacity to feel for and with each part, that foster the sense of caring for young wounded parts, and that pave the way for growing “earned secure attachment” to ourselves. Even when our clients are unable to tolerate emotion, extend themselves compassion, or take in

someone else's caring, they can learn to feel protective of their younger selves and even learn to welcome home their "lost souls" with warmth and self-compassion.

In this course we will learn to identify signs and symptoms of fragmentation and internal conflict and to help clients put non-judgmental language to their trauma-related symptoms and inner experience. We will also cover how to decrease client phobias of emotion and inner experience by increasing mindfulness-based dual awareness and facilitate mindful tracking of fragmented parts of the self. The use of somatic interventions for regulating autonomic arousal and affect dysregulation to calm the body will be explored as well as how to integrate interpersonal neurobiology and social engagement techniques into the treatment. We will discuss how to increase self-compassion through growing empathy for wounded child parts and how to transform traumatic memory using somatic, visualization, and ego state techniques while fostering "earned secure attachment."

Monday

Trauma and self-alienation: The costs and benefits of disowning one's traumatized child selves as a survival and adaptation strategy. Introduction to Structural Dissociation model as a trauma-related explanatory model for understanding chronic chaos, resistance, and self-destructive behavior.

Tuesday

Befriending our disowned selves: Mindfulness-based approaches (Internal Family Systems, Sensorimotor Psychotherapy) to building interest and curiosity in one's parts in place of phobic reactions to their emotions, vulnerability or self-destructive behavior

Wednesday

Increasing self-compassion by cultivating compassion for younger parts of the personality: Learning to ask, "How did this part help me to survive? Without it, what would have happened?"

Thursday

Transforming traumatic memory: By teaching clients how to provide reparative or "missing" experiences for their child selves.

Friday

Building internal attachment: How we can help clients "earn" secure attachment as the therapeutic outcome of creating internal acceptance, safety and welcome for each wounded part of the self.

Approved for 15 General hours by NJ ASWB.
For all other CE info please see page 58.

Tuition

Payment must accompany registration form. Tuition is \$675 for one course and \$525 for each additional course attended by the same person. There is a \$25 fee for onsite registration. Early reduced tuition of \$625 applies until March 1, 2018.

Full-time graduate students and resident physicians must submit documentation from their institutions to qualify for reduced tuition of \$575. Refund requests must be received in writing two weeks prior to a course. There is a \$75 per course charge for cancellation.

Continuing Education

Full attendance is required to meet the standards of accrediting organizations. CE credits are distributed at the end of the course. All courses are open and suitable for all clinicians, beginning, intermediate and advanced unless otherwise noted. Course learning objectives are listed on our website.

Psychologists. Professional Learning Network, LLC is approved by the American Psychological Association to sponsor continuing education for psychologists. Professional Learning Network, LLC maintains responsibility for this program and its content. Each program is offered for 15 credit hours.

Counselors. Professional Learning Network, LLC has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6182. Programs that do not qualify for NBCC credit are clearly identified. Professional Learning Network, LLC is solely responsible for all aspects of the programs. Check the website prior to registration to ascertain if we are authorized to offer approved clock hours for a course you intend to attend. The ACEP is solely responsible for all aspects of the program. Programs are offered for 15 clock hours.



NY LMHC. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0093 Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.

Social Workers. Professional Learning Network, LLC (PLN), Cape Cod Institute (Provider 1197) Is approved as a provider for social work continuing education by the Association of Social Work Board (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) Program. Professional Learning Network maintains responsibility for the program. ASWB Approval Period: 8/20/2016- 8/20/2019. Social workers participating in these courses will receive 15 continuing education clock hours. Social workers should contact their regulatory board to determine course approval. The ASWB ACE program provides approval for many states SW boards. However, each state board does have its own regulation. The ASWB ACE website suggest this link to check state boards <https://www.datapathdesign.com/ASWB/LR/Prod/cgi-biLawBoardWebsiteDSWBDDL.dll/NewLAWBoards>. Full attendance and sign in sign out is required. Participants must complete an evaluation in order to receive CE credits. CE credits are distributed at the end of the course.

NJ Social Workers. Application has been made for New Jersey ASWB CE. Many 2018 courses are already approved for 15 hours. Please check our website for updated details. Full attendance and sign in sign out is required. Participants must complete an evaluation in order to receive CE credits. CE credits are distributed at the end of the course.

NY Social Workers. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0059. Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.

Marriage and Family Therapists. Professional Learning Network, LLC has been certified by FDA/CE Certifications and Massachusetts Association for Marriage & Family Therapy Inc. Continuing Education Program for 15 professional continuing education hours.

NY LMFT. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0048 Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.

NY Psychoanalyst. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts. #P-0033 Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.

NY Creative Arts Therapists. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed creative arts therapists. #CAT-0041 Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.

Physicians. A.C.C.M.E. The Milton H. Erickson Foundation, Inc. is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. A.M.A. The Milton H. Erickson Foundation, Inc., designates this live activity for a maximum of 15 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity..

Nurses/Nurse Practitioners/Clinical Nurse Specialists. This activity meets the criteria for 15 American Nurses Credentialing Center (ANCC) category one continuing education hours as sponsored by The Milton H. Erickson Foundation, Inc. which is accredited by the ACCME to provide continuing medical education for physicians. These programs meet the requirements for 18 contact hours for nurses, as specified by the Massachusetts Board of Registration in Nursing-244 CMR 5.04.

Educators. Educators in MA are eligible for 15 Professional Development Points (PDPs) for each program attended. Professional Learning Network, LLC, is a registered provider of professional development for educators in Massachusetts. For eligibility information contact your State certifying authority.

Coaches. All of our courses are eligible for CCE Resource Development credits through International Coach Federation (ICF).

Travel

All sessions are held in the National Seashore at the Nauset School at 100 Cable Road, Eastham, Massachusetts. Eastham is a 2-hour drive from Boston or Providence (expect traffic delays on Saturday). There are frequent scheduled flights from Boston or Providence to Hyannis, a 40-minute drive to Eastham. A car is needed for full access to Cape Cod. See www.cape.org for more travel information.

Cape Cod is about 70 miles long, and 75 miles from Logan Airport in Boston and Green Airport in Providence, Rhode Island. Driving distances to the Mid-Cape area are: Boston 77 miles; Providence 77 miles; New York City 245 miles; Montreal 355 miles.

Directions: Take either the Sagamore or the Bourne bridge across the Cape Cod Canal and follow Route 6 East to the Orleans/Eastham Rotary (past Exit 12). At the Rotary continue on Route 6 towards Eastham and Provincetown. At the third traffic light (large intersection with shopping plaza on right), turn right onto Brackett Road. (Ben & Jerry's is on the corner.) At the stop sign at the end of Brackett, turn left onto Nauset Road. Then take your first right onto Cable Road. (You will see signs for Nauset Light Beach and Nauset Regional High School.) The campus of Nauset Regional High School, where the Cape Cod Institute is held, is immediately on the left.



Lodging

Participants are responsible for their own lodging. Many participants choose housing on the basis of price and nearness to the Institute. You will find housing of all types and at a range of prices close to the Institute.

The Institute is held in the town of Eastham, which is a short drive from the adjoining towns of Orleans and Wellfleet, not far from Truro and Brewster, and within reach of Chatham and Provincetown. Our section of Cape Cod contains more unspoiled wilderness and less commercial development than other parts of the Cape, because it is regulated by the National Park Service. Large luxury hotels may be farther afield, but Atlantic surf, calm Bay waters and freshwater ponds are all within a few minutes' drive.

Houses/Cottages Those who rent a house or cottage generally give high ratings to their choices. Martie Cunningham of Peters Real Estate (508-255-2329) has found housing at all price levels for many participants in previous years. Among cottage colonies, Cranberry Cottages received favorable ratings.

Small Lodging Places The following received favorable ratings: Midway Motel & Cottages, Nauset House Inn, Inn At the Oaks, Parsonage Inn, and Ships Knees Inn.

Motels There are several large and affordable motels nearby, including the Captain's Quarters (800-327-7769) and Even'tide Motel (800-368-0007), which received favorable ratings.

The following establishments received high ratings from those who attended in 2017:

Cranberry Cottages	www.capecranberrycottages.com
Captain's Quarters	800-327-7769 www.mycaptainsquarters.com
Even'tide Motel	800-368-0007 www.eventidemotel.com
Midway Motel & Cottages	800-755-3117 www.midwaymotel.com
Nauset House Inn	800-771-5508 www.nausethouseinn.com
Parsonage Inn	508-255-8217 www.parsonageinn.com
Ships Knees Inn	888-744-7756 www.shipskneesinn.com

Testimonials

Stimulating and compelling presentation of topics of vital importance. Nice fellow attendees. Inspired to keep learning and growing.

The Institute tends to attract presenters who are experts in their field.

Intellectually stimulating mornings and relaxing afternoons.

I always feel professionally rejuvenated. The staff is wonderful. The teaching is solid. The environment amazing.

The quality of training has been consistently excellent.

Love the whole package of courses offered, level of people teaching, the Cape, the hours, the staff, the food...

I have been coming to the Institute for over 30 years! I have been pleased with every course. You choose excellent, effective speakers on relevant topics and your overall management is well organized. Keep up the great work! I look forward to the next 30 years!

I found this to be an amazing, nurturing experience on all levels; the staff, instructors, facilities, attention to our needs, and making sure we have opportunities to engage in the "Cape Cod Experience."

Everything about the Institute is positive; they are inclusive and respectful of all participants; their friendliness and welcoming manner encourages a totally comfortable environment.

I love the care and attentiveness of the staff; I wish that it was two weeks long; hate that it had to end!

I feel very privileged to have spent this week at the Institute.

I love the exchange of knowledge and networking with other attendees.

Everything was great; nice relaxed atmosphere, great snacks, very informed speakers.

The institute always expands my worldview, the people who participate are marvelous, and the location is fabulous.

Essentials

A summer-long series of week-long courses. **All courses are held at the Nauset Regional School, 100 Cable Road, Eastham, Massachusetts.**

- Check-in: 8:00-8:30 Monday morning
- Sessions: weekday mornings from 9:00 until 12:15
- Location: Cape Cod, Massachusetts
- Mid-morning snack: dazzling
- Summer Guide: fact-filled 2018 Cape Cod Institute Guide provided on site
- Optional events: whale watch, nature walk, special WHAT theatre evening, others
- Optional afternoon study groups
- Informal dress: at the Institute and everywhere on Cape Cod
- Temperature: varies indoors and out - dress in layers
- WIFI: access onsite
- Child Care information:
Cape Cod Children's Place 508-240-3310
Timbernook Cape Cod 508-681-5278
- Accommodation for ADA special needs: call us at 888-394-9293
- Multidisciplinary participation encouraged!



Program Location

Nauset Regional School
100 Cable Road
Eastham, Massachusetts

Cover Art

Christine Sullivan,

Nauset Twilight (detail),

Oils by the Sea/Roccapriore Gallery, Provincetown, MA

Professional Learning Network, LLC, and its cosponsors are not responsible for any statements, acts, material or omissions by faculty or participants. The registrant agrees that any dispute shall be resolved by arbitration in the State of Connecticut pursuant to the rules of the American Arbitration Association. Pets are not permitted except for service/disability animals. The use of recording equipment, beepers and cell phones is not permitted. "Cape Cod Institute" is a registered trademark of Professional Learning Network, LLC.

Visit www.cape.org for:

- more lodging choices
- further information
- online registration

Connect with us!

...and bring your friends.



Administrative Office

Professional Learning Network, LLC
270 Greenwich Avenue
Greenwich, CT 06830
Phone: 888-394-9293 or 203-422-0535
Fax: 203-629-6048
Email: institute@cape.org

Registration Form

- Plummer June 18-22
- Graham June 18-22
- Johnston June 25-29
- Naiman June 25-29
- Burgess June 25-29
- Foxman July 2-6
- Kramer July 2-6
- Frederick July 2-6
- Faller July 9-13
- Napier July 9-13
- Forsyth July 9-13
- van der Kolk July 16-20
- Dana July 16-20
- McCloskey July 16-20

- Wheatley July 23-27
- Curran July 23-27
- Schwartz July 23-27
- Korn July 30-August 3
- Bush July 30-August 3
- Prenn/Eldridge July 30-August 3
- Hallowell August 6-10
- Anderson August 6-10
- Meichenbaum August 6-10
- Zeig August 13-17
- Piliero August 13-17
- Paquette August 13-17
- Akhtar August 20-24
- Fisher August 20-24

Name _____ Degree _____
(please print)

Address _____

City _____ State _____ Zip _____

E-Mail _____ Phone _____

Profession:

- | | | |
|--|--|--|
| <input type="checkbox"/> HR/OD/Management | <input type="checkbox"/> Psychologist | <input type="checkbox"/> Nurse |
| <input type="checkbox"/> K-12Teach/Admin/MHpro | <input type="checkbox"/> Psychiatrist | <input type="checkbox"/> Other Health Profession |
| <input type="checkbox"/> Marriage/Family Therapist | <input type="checkbox"/> Other Physician | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Social Worker | |

Check box if you have previously attended the Cape Cod Institute

\$675 for one course (**\$625** prior to March 1) and **\$525** for each additional course attended by the same person. **\$575** for Full-time Graduate Students and Resident Physicians. There is a \$25 fee for on-site registration.

Enclosed is a check for \$ _____

Charge my credit card: Mastercard VISA American Express

Card # _____ exp. date _____
month/year

Signature _____

Make check payable and mail to:
Professional Learning Network, LLC
270 Greenwich Avenue
Greenwich, CT 06830
or fax to 203-629-6048
or register online at www.cape.org

Cape Cod
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Cape Cod Institute[®]

Professional Learning
Network, LLC
270 Greenwich Avenue
Greenwich, CT 06830

June 18 - August 24, 2018

Timely and lively education for mental health
and management professionals

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