

JUNE 30 - AUGUST 22 , 2025



45th
Cape Cod
INSTITUTE

CAPE COD INSTITUTE 2025

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*These courses are not eligible for ASWB ACE, NYSED, PA psychologist, or NBCC contact hours/credits.

** This course is not eligible for ASWB ACE, NYSED, or PA psychologist contact hours/credits..

***This course is not eligible for NYSED, NBCC, APA, ACCME, or NBCC contact hours/credits.

Psychologists: please see individual course pages for information regarding course approvals and exceptions. If no APA approval is listed, MAK Continuing Education, LLC, Cape Cod Institute is approved by the APA to sponsor continuing education for this course.



About the Cape Cod Institute

Founded in 1980 by Gilbert Levin, Ph.D., the Cape Cod Institute is known worldwide for the excellence of the CE courses and seminars it offers for educators, mental health, behavioral, leadership, and management professionals, as well as members of other professions who apply behavior science in their practices.

The Institute's intensive CE courses, on a broad spectrum of topics in leadership and psychology—ranging from trauma to mindfulness, from anxiety to diversity—are taught by thought leaders in these fields and are attended by practitioners from throughout the world.

The Cape Cod Institute was the first in its field to offer interactive education and in-person learning with master teachers at a pace, and in a setting, that fosters learning. In-person classes take place in the morning hours of a five-day week, leaving the remainder of the time free for study and leisure, and for networking with colleagues in a setting of striking natural beauty.

The Cape Cod Institute's mission is to offer continuing education courses of the highest quality, taught by leading contributors to knowledge and practice in a learning context that fosters in-depth and lively interaction between learners and faculty.

Cover Art: Taylor Fox, *Sunrise Wave*

IN-PERSON LIVE-ONLINE**JUNE 30-JULY 4, 2025**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person Only**

In these volatile times, we are all called upon to envision a brighter future and do what we can to bring it about. This is true at the individual, family, community, and societal levels: we need leaders in every domain who are prepared to take bold action on behalf of building a better world.

Unfortunately, in our well-intended efforts to improve conditions for ourselves and those around us, we too often over-rely on our intellect and fail to tap our embodied intelligence as a resource. But we overlook this immensely powerful yet underutilized asset at our peril. Research has shown that embodied intelligence helps us...

- cultivate necessary resilience for this turbulent era
- deescalate conflict and build stronger relationships
- tap into hidden sources of wisdom to guide our actions

In short, embodied intelligence is both a resource for our thriving and a remedy for the profound sense of separation that contributes to conflict, disconnection, and inadvertent harm to life at all levels.

This intelligence – distinct from informational knowledge – is far from a secondary consideration. Rather, it is a necessary component of thriving for individuals, companies, communities, and beyond. Neurobiology shows us why. Better yet, the underlying neurobiology of embodied intelligence provides important clues about how we can apply this vital source of wisdom in our everyday lives.

This program is not about yoga, mindfulness, or trauma therapy, although it is informed by all those disciplines and more. Instead, it is about how to discover, in a deeply experiential way, what it feels like to be at your best and how to call upon those noble qualities in any given moment, especially when you need them most.

This experiential, evidence-based program intertwines two core threads: the underlying neurobiology corresponding to embodied intelligence alongside experiential practices designed to tap that intelligence. Participants will leave with an increased ability to rely upon their innate embodied intelligence in everyday life and work and be at their best whenever life calls for that.

If you work with leaders, innovators, pathfinders, individuals, or teams pursuing solutions to today's biggest challenges – or if you consider yourself on that path – then this program is for you. All bodies are welcome.

Amanda Blake, PhD is the author of the award-winning book *Your Body Is Your Brain*, and creator of the *Body = Brain™* course on the neurobiology of experiential leadership learning. In addition to teaching about the art and science of embodiment, she works with leaders worldwide to help them become their best self, enjoy life more, and make a bigger contribution. Once an internationally competitive athlete, Mandy is skilled at cultivating high performance in herself and others. As a Master Somatic Leadership Coach, she is known for supporting pragmatic yet profound transformations in her clients. She holds a degree in Human Biology from Stanford University and a doctorate in Management from Case Western Reserve University. She's also a longtime yoga enthusiast, mountaineer, and musician. Learn more at embright.org.

Speaker Disclosures

Financial: Amanda Blake has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Amanda Blake has no relevant non-financial relationships with ineligible organizations.

Amanda Blake, PhD | Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance | June 30-July 4, 2025

Course Agenda

Monday:

- Neurobiology of Embodiment
- Explore the biology of embodied intelligence
- Learn six evidence-based outcomes of embodied self-awareness
- Cultivate embodied self-awareness (ESA)
- Hone the key skill of ESA: sensing

Tuesday:

- Embody & Enact
- Tap into vision and care — the core fuel of embodied learning
- Explore customized practices to help you embody your best self
- Design a tiny habit that will embed your best self into your daily life

Wednesday:

- Illuminate & Imagine
- Expand your understanding of the qualities you seek to embody
- Use creative play as a path to deeper discovery
- Learn how to use contrast to get unstuck from ingrained habits

Thursday:

- Leverage Learning Loops
- Integrate embodied and conceptual self-awareness
- Learn how to recognize and build upon every tiny win
- Practice guiding others through their learning loops, accelerating their journey to embodying their best self

Friday:

- Design Embodied Practices Like a Pro
- Finalize your daily practice design
- Learn how to layer practices for amplified success
- Co-create a memorable illustration of all you have learned

Course Objectives

Upon completion of this course participants will be able to:

1. Define embodied intelligence – how it works and why it's an essential leadership skill
2. Explain how increased embodied self-awareness can positively impact work and clients
3. Describe the neurobiological underpinnings of embodied intelligence
4. List six evidence-based outcomes of cultivating embodied self-awareness
5. Apply simple, concrete principles to creatively cultivate embodied intelligence at work and beyond
6. Practice the embodied intelligence skills that positively impact resilience and adaptability
7. Discover embodied practices that hold the potential to deescalate conflict and build stronger relationships
8. Design contextually relevant, meaningful embodied practices that result in sustained behavior change at work and in life
9. Use experiential contrast to get unstuck from ingrained habits
10. Demonstrate more competence, creativity, and innovation in how you work with clients

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

*This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**JUNE 30-JULY 4, 2025**

Janina Fisher, PhD

Transforming Trauma-Related Resistance and Stuckness

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Coming to therapy is a cry for help, requiring the ability to acknowledge vulnerability. But for those who have been abused, abandoned, or rejected, being vulnerable is associated with powerlessness, humiliation, and violence. Almost every kind of traumatic experience involves incompetence or cruelty perpetrated by other human beings. No matter how much clients sincerely want our help, they cannot control instinctive fight, flight, or submission defenses stimulated in relationships to other human beings.

Should the client commit to therapy or flee? Combat the therapist's every effort? Or "submit" by coming but not fully participating? Seeking help may bring initial relief in a moment of crisis but also inevitably raises doubts: Is it better to trust or avoid trusting?

Whether resistance manifests as a passive aggressive 'no' to every intervention, chronic avoidance, or desperation for help alternating with resistance to accepting it, the underlying dilemma is the same. What we label "resistance" reflects inherent trauma-related conflicts activated by all forms of treatment and all types of therapist.

In this workshop, we will explore the complex relationships between these trauma-related conflicts and stuckness or resistance in psychotherapy. Using techniques drawn from Sensorimotor Psychotherapy, Internal Family Systems, and other mindfulness-based models, participants will learn how to de-code these impasses and help clients work with them as an internal conflict, not a therapeutic issue. When we help individuals "befriend" the resistance, we become part of the solution instead of part of the problem.

Janina Fisher, PhD is a Board member of the Trauma Research Foundation and a patron of the Bowlby Centre in London. A former instructor at Harvard Medical School and international expert on trauma treatment, she is co-author with Pat Ogden of *Sensorimotor Psychotherapy: Interventions for Attachment and Trauma* (2015) and the author of *Healing the Fragmented Selves of Trauma Survivors: Overcoming Self-Alienation* (2017) and *Transforming the Living Legacy of Trauma* (2021). She is best known for integrating neuroscience research and newer body-centered interventions into traditional psychotherapy approaches.

More information can be found on her website: www.janinafisher.com.

Speaker Disclosures

Financial: Janina Fisher has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Janina Fisher has no relevant non-financial relationships with ineligible organizations.

Janina Fisher, PhD | Transforming Trauma-Related Resistance and Stuckness | June 30-July 4, 2025

Course Agenda

Monday:

The many “flavors” of stuckness and resistance: the help-rejecting complainer, passive-aggressive clients, chronic suicidality, clients who are shut down and ‘not there,’ hopelessness and immobility, avoidance, clients who struggle for control.

Tuesday:

Understanding resistance as defensive, not offensive: trauma-related phobias of vulnerability, closeness and distance, visibility and invisibility, hypervigilance and mistrust. How therapy evokes animal defense survival responses.

Wednesday:

Understanding resistance and stuckness as struggles between trauma-related parts: survival responses and strategies, re-framing resistance as adaptive, sharing the dilemma—some parts want help, some fear it, and others fight to resist it.

Thursday:

Overcoming our ‘resistance’ to client resistance: competing agendas of client and therapist, how our minds and bodies respond to client stuckness, how to navigate the client’s fear of closeness and fear of distance. Psychotherapy as “play space,” and the therapeutic benefits of laughter and playfulness.

Friday:

Healing the wounds of the past: internal soothing and comfort for hurt and fearful parts, “negotiated settlements” with protectors, collaborating with parts who resist, enjoying the struggles rather than resisting them, facilitating self-compassion.

Course Objectives

Upon completion of this course participants will be able to:

1. Identify the effects of traumatic experience on attachment formation
2. Discuss the role of implicit memory in post-traumatic symptoms
3. Describe manifestations of animal defense survival responses in clients
4. Differentiate common conflicts between survival defenses observed in client relationships
5. Summarize the aspects of psychotherapy that evoke defensive responses in traumatized clients
6. Describe the association between client resistance or stuckness and trauma-related survival defenses
7. Discuss ways of evoking curiosity in stuck or resistant clients
8. Articulate the role of ‘re-framing’ the symptoms in trauma treatment
9. Utilize Sensorimotor Psychotherapy interventions to help clients notice resistance without shame
10. Utilize parts-related interventions to resolve internal struggles and conflicts

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Transforming Trauma-Related Resistance and Stuckness, Course #5623, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 4/30/2024-4/30/2026. Social workers completing this course receive 15 clinical continuing education credits.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JUNE 30-JULY 4, 2025

Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT is a research psychologist and expressive arts therapist specializing in the treatment of traumatic stress. She is the executive director of the Trauma-Informed Practices and Expressive Arts Therapy Institute dedicated to providing somatosensory, expressive, and trauma-informed learning for psychotherapists, coaches, educators, and facilitators. Cathy has authored 20 books, 50 chapters and refereed articles, and given over 750 invited keynotes and workshops around the world. Widely interviewed by a variety of news outlets, she has been featured in Time Magazine, CNN, Cosmopolitan, Natural Living, Marie Clare, Australia Childhood Foundation, US News and World Report, and VICE, among others. Cathy is a contributing writer for Psychology Today and has a readership of approximately 6.5 million. Her latest books are *Trauma and Expressive Arts Therapy: Brain, Body and Imagination in the Healing Process*; *Handbook of Expressive Arts Therapy*; and *The Trauma and Expressive Arts Therapy Card Deck* (late 2024).

Speaker Disclosures

Financial: Cathy Malchiodi has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Cathy Malchiodi has no relevant non-financial relationships with ineligible organizations.

Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT

Expressive Arts Therapy and Sensory Processing to “Reset” the Nervous System

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Expressive arts therapy and sensory processing are part of the current forefront of emerging methods that incorporate both neuroscience (brain-wise) research and somatosensory (body-wise and sensory-oriented) findings within the contemporary treatment of stress and traumatic stress. Expressive arts therapy integrates the arts—movement, music/sound, drawing, storytelling, improvisation, dramatic enactment, play, and creative writing – within the practice of psychotherapy and counseling. Material presented in this course draws not only from the healing components of the arts themselves, but also from Polyvagal theory, autonomic nervous system, bilateral work and sensory integration, mindfulness practices, and narrative therapy approaches.

In each session, participants will explore and experience why expressive and sensory-based practices go beyond what language and traditional talk therapy capture to access implicit, sensory-based experiences. These approaches not only “reset the nervous system”, reduce stress, distress, and traumatic stress reactions, but also enhance and increase our capacities for joy, enlivenment, playfulness, curiosity, and resilience. It is this reparative nature found in expressive arts and the senses that help individuals “re-sensitize” both body and mind to positive sensations rather than simply learning to expand tolerance for distressful reactions. It also helps individuals to begin to live in the present, rather than remaining stuck in the distressful sensations of past events.

Participants will experience one or more expressive and sensory-based practices each day, approaches that can be immediately applied to clinical practice with a variety of individuals, groups, and families. A four-part expressive therapies framework, the Circle of Capacity Model, and a bottom-up/top-down framework that explain how to develop, initiate, and apply interventions to address distress and traumatic stress. The emphasis is on establishing internal safety, supporting self-regulatory and co-regulatory skills, and communicating the implicit and interoceptive experiences of trauma in the body through expression and the senses.

Each session includes lecture, media, films, hands-on experientials, and group discussion. The goal of this course is to demonstrate why these practices should be a key part of clinical practice when it comes to trauma. Based on the book *Trauma and Expressive Arts Therapy*, participants will learn numerous methods and approaches that can immediately be applied in their work with children, adults, families, groups, and communities experiencing traumatic stress. No previous arts experiences are required; just come prepared to engage your capacity for creativity, play, and imagination.

Special Note: This course qualifies master’s and doctoral level participants for a certificate of completion in Expressive Arts Therapy: The Foundations from the Trauma-Informed Practices and Expressive Arts Therapy Institute. 15 Continuing education hours can also be applied toward the Expressive Arts Therapist EXAT or Expressive Arts-Coach Educator EXA-CE designations or additional Institute specialty certificates.

Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT | Expressive Arts Therapy and Sensory Processing to “Reset” the Nervous System | June 30-July 4, 2025

Course Agenda

Monday:

The Art and Science of Expressive Arts Therapy and Sensory Processing

- Foundations of Expressive Arts Therapy as a form of psychotherapy;
- The role of sensory processing in stress, distress, and traumatic stress;
- Circle of Capacity—a complement to the Window of Tolerance;
- Applying an Autonomic Nervous System Wheel: Fight-Flight-Freeze-Flow-Fun
- Creating an “Autonomic Ladder” to track client nervous system responses

Tuesday:

Co-Regulation: The Foundation for Self-Regulation

- Applying the MSSS Model (movement, sound, storytelling, silence) as a psychotherapeutic strategy;
- The role of exteroception, interoception, neuroception, and the “felt sense” in expressive arts approaches to traumatic stress;
- Using the breath, gesture, and sound to track autonomic states and support the capacity to shift toward regulation;
- The experience of “feeling felt”—positive attachment through the senses, synchrony, rhythm, social engagement, and “pro-social expression.”

Wednesday:

Connecting the Senses to Emotion and Cognition

- Bottom up or top down? Deciding where to start with expression and sensory-based strategies;
- The default mode network: Using the senses to shift focus;
- Working bilaterally: Accessing Flow and Fun on the Autonomic Ladder;
- Interoception as a foundation for connecting the senses to affect and cognition;
- The importance of connecting interoception and exteroception in repairing traumatic stress;
- Interoceptive expressive arts approaches to support capacity and self-agency.

Thursday:

From Implicit to Explicit: Working with the Sense of Distress

- Setting a foundation of safety for expression of somatosensory experiences through expressive approaches;
- Subjective Maps of Feelings in psychotherapy; Research data on interoception of emotions and the senses
- Supporting clients in becoming “autonomic researchers” on their lived experiences of distress, eustress, and restoration;
- Exploring touch as a form of haptic communication and regulation;

Friday:

Play and Imagination: Reestablishing a Sense of Aliveness in Brain and Body

- Revisiting the Autonomic Ladder
- The Three R’s—reexperience, resensitize and reconnect—as key principles in expressive arts and sensory processing approaches to psychotherapy;
- The transformative role of play and imagination in work with individuals, groups, and communities experiencing traumatic stress;
- Holding onto the glimmers, letting go of the activation: A final reset of the nervous system through expression and the senses

Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT | Expressive Arts Therapy and Sensory Processing to “Reset” the Nervous System | June 30-July 4, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Define expressive arts therapy and sensory processing
2. Apply at least five expressive and sensory processing practices to enhance clients’ abilities to “reset the nervous system
3. Define default mode network, somatosensory cortex, and primary regulatory network as they relate to expressive and sensory-based psychotherapeutic approaches to stress and trauma
4. Define at least three differences between the Window of Tolerance and Circle of Capacity Models
5. Explain the importance of co-regulatory experiences in supporting self-regulation
6. Define the terms synchrony and attunement as an evidence-based experiences that support nervous system regulation
7. Identify at least two psychotherapeutic applications of bilateral movement to address hypoactivation and hyperactivation
8. Define exteroception and interoception as key concepts in restoring capacity in individuals with traumatic stress
9. Apply at least three expressive arts therapy approaches to support interoceptive awareness in individuals with traumatic stress
10. Describe the four major components of the Expressive Arts Therapy Autonomic Wheel
11. Define Maps of Subjective Feelings as a source of large scale research on interoceptive and affective experiences
12. Identify and apply at least three evidence-informed expressive arts therapy and sensory integration approaches to create resourcing experiences
13. Define expressive arts therapy and sensory processing approaches as “bottom up” and “top down” interventions
14. Define the importance of the haptic sense as a foundation for sensory processing and as a form of psychotherapeutic communication
15. Define why the Three Rs—re-experience, re-sensitize and re-connect—are key to trauma recovery via expressive approaches
16. Define the transformative roles of play and imagination in work with groups and communities experiencing traumatic stress

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

✓ IN-PERSON ✓ LIVE-ONLINE

JUNE 30-JULY 4, 2025

Natasha Prenn, LCSW

Put Deliberate Practice into your AEDP Practice

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Accelerated Experiential Dynamic Psychotherapy (AEDP) is a transformation-based, healing-oriented model of psychotherapy. It integrates and uses to clinical advantage all we know about neuroplasticity, dyadic resonance, body-focused, experiential treatments, and attachment studies. AEDP fills the longstanding gap between theory and clinical practice; Deliberate Practice (DP) for AEDP takes this to the next level by bridging the gap between declarative and procedural knowledge.

Malcolm Gladwell has popularized Ericsson's idea that 10,000 hours of practice magically leads to excellence. We now know that it is the quality and not the quantity of time spent on a sufficiently challenging task that leads to improvement, mastery, and expertise. In this course, Natasha will teach what Deliberate Practice actually is. She will explain why and demonstrate how to use DP to start learning AEDP skills, or, if you are already an experienced AEDP practitioner, to improve your facility in reliably using your AEDP interventions.

We will spend our week together in structured, purposeful skill practice where you will not only rehearse skill delivery but will also receive expert fine-tuned feedback. You will head back to your offices or Zoom screens fluent in AEDP's experiential and relational skills.

Suitable for those new to AEDP who wish to acquire foundational AEDP skills and to those who are experienced AEDP-ers and want to hone their technique with DP. Supervisors can use this training to incorporate DP into their supervision sessions. By the end of our week together, you will not only know AEDP skills in your head but you will be able to put them to practice with your heart.

Natasha Prenn, LCSW is a senior faculty member of the AEDP Institute. She is best known for her 'how-to' AEDP workshops and now how-to incorporate Deliberate Practice into AEDP training. She pioneered the AEDP Essential Skills and Advanced Skills courses. She is co-author with Diana Fosha, PhD of Supervision Essentials for Accelerated Experiential Dynamic Psychotherapy, and, most recently with Hanna Levenson, PhD of Deliberate Practice in Accelerated Experiential Dynamic Psychotherapy. In addition to her clinical practice in New York City, she offers individual and group AEDP supervision in person and online. She is the founding coeditor of *Transformance: The AEDP Journal*. Some of her papers and book chapters are available on the AEDP website.

Speaker Disclosures

Financial: Natasha Prenn has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Natasha Prenn has no relevant non-financial relationships with ineligible organizations.

Natasha Prenn, LCSW | Put Deliberate Practice into your AEDP Practice | June 30-July 4, 2025

Course Agenda

Monday:

Experience

- Moment-to-moment tracking
- Staying with emotional experience

Tuesday:

Relationship

- Undoing Aloneness
- Self-disclosure

Wednesday:

Feelings, anxiety, and defense

- Triangle of Experience/Change Triangle
- Working with anxiety
- Affirmative work with defenses
- Initiating portrayals

Thursday:

Reflection

- Metaprocessing
- Engendering hope

Friday:

Integration

- Putting it all together

Course Objectives

Upon completion of this course participants will be able to:

1. Describe what deliberate practice is and its rationale for psychotherapy skills training
2. Explain the specific components of deliberate practice
3. Explain what is critical in constructing a specific deliberate practice exercise
4. Use moment-to-moment tracking of physical, embodied experience to guide clinical interventions in AEDP
5. Use the self of the therapist to explicitly build attachment security
6. Employ different kinds of self-disclosure to undo aloneness
7. Identify core emotion on the triangle of experience/change triangle while working with anxiety and defense
8. Use portrayals to process emotion to completion
9. Use Metatherapeutic processing and metaprocessing in AEDP
10. Explain and demonstrate how the AEDP therapist works dyadically with here-and-now attachment experiences to expand relational capacity

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 7-11, 2025

Suzanne Goh, MD, BCBA is a pediatric neurologist, board-certified behavior analyst, and neuroscience researcher. She is the author of *Magnificent Minds: The New Whole-Child Approach to Autism* and the founder of Cortica – a health services organization with medical and behavioral health centers across the country that provide a comprehensive whole-child approach to autism care. Dr. Goh is a graduate of Harvard Medical School; she attended Oxford University as a Rhodes Scholar; and she completed her neurology residency training at the University of California, San Francisco. She has served on the faculty of Columbia University where she was Co-Director of Columbia’s Developmental Neuropsychiatry Clinic for Autism. Her research has focused on the biological causes of autism and the use of brain imaging to identify patterns of neural circuitry and brain chemistry in autism. Dr. Goh lives in San Diego, California, with her husband and two children. When she’s not in the clinic with her patients, she enjoys yoga and hiking with her family.

Speaker Disclosures

Financial: Suzanne Goh has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Suzanne Goh has no relevant non-financial relationships with ineligible organizations.

Suzanne Goh, MD, BCBA**Transformative Care for Neurodivergent Individuals: State-of-the-art Therapies to Optimize Health, Development and Wellbeing**

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

New research in autism and related neurodevelopmental conditions has unlocked a wealth of novel therapeutic approaches—from neuromodulation therapies to nutritional interventions, dietary supplementation, novel medications, and innovative approaches to developmental, behavioral, and mental health strategies. For healthcare professionals, educators, caregivers, and neurodivergent individuals themselves, this new therapeutic landscape means greater opportunity to optimize health, development, and wellbeing.

Join world-renowned autism expert Dr. Suzanne Goh for a truly enlightening learning experience that will enhance your clinical skills and knowledge of the latest research. This program addresses clinical care from a comprehensive, trans-disciplinary perspective, integrating neurology, psychology, behaviorism, and educational approaches. Through engaging presentations, in-depth discussions, group activities, and personal exercises, participants can expect to gain a rich and practical understanding of neurodivergence to better help their clientele, themselves, and their loved ones.

This is an inclusive course designed for all learners. Mental health practitioners and other healthcare practitioners, educators, youth development workers, caregivers, neurodivergent individuals, and others are all welcome.

Course Agenda**Monday:**

Introduction and Foundation

- Defining autism and neurodivergence
- Understanding the neurobiological basis of autism
- The essential elements of a holistic, transdisciplinary approach to care
- Controversies: past, present, and future

Tuesday:

Neurodevelopmental Profile

- What is a neurodevelopmental profile?
- Understanding differences in brain network development (sensory, motor, cognitive, language, social, and emotional)
- Creating the “just-right challenge”
- Cultivating strengths, intelligences, and special isolated skills in autism

Wednesday:

Medical Therapies

- Approaches to psychopharmacology
- Approaches to nutrition and dietary supplementation
- Innovations in device technologies (neuromodulation therapies)

Suzanne Goh, MD, BCBA | Transformative Care for Neurodivergent Individuals: State-of-the-art Therapies to Optimize Health, Development and Wellbeing | July 7-11, 2025

Thursday:

Developmental and Behavioral Therapies

- The important role of sensorimotor therapies
- Supporting language and communication
- The role of behavior therapy
- Supporting social-emotional development

Friday:

Neurodiversity and Mental Health

- Elements of neurodiversity-affirming care
- Supporting autistic learners at all ages, across all settings (school, home, community)
- The clinician's and caregiver's roles in the neurodiversity movement

Course Objectives

Upon completion of this course participants will be able to:

1. Define autism and neurodivergence and their neurobiological basis
2. Discuss differences in brain network development (sensory, motor, cognitive, language, social, and emotional)
3. Develop neurodevelopmental profiles for individuals with autism
4. Evaluate and synthesize contemporary medical interventions, including psychopharmacological approaches, nutritional interventions, and emerging neuromodulation technologies for supporting neurodivergent individuals
5. Design individualized therapeutic interventions that leverage sensorimotor, communication, and behavioral strategies to support optimal developmental outcomes across different life stages
6. Examine the core elements of providing neurodiversity-affirming care
7. Develop collaborative and comprehensive care plans that effectively integrate insights from multiple disciplines, including neurology, psychology, education, and allied health professions
8. Discuss the clinician's and caregiver's roles in the neurodiversity movement.
9. Construct intervention approaches that identify, cultivate, and leverage individual strengths, intelligences, and special isolated skills in neurodivergent populations
10. Explore how to support autistic learners at all ages across all settings (school, home, community)

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 7-11, 2025**Gabriella Rosen Kellerman, MD****Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Today's world of work threatens our personal and organizational health in a thousand ways. The level of uncertainty, volatility, and constant change is unprecedented in human history. And yet it's the same 70,000-year-old forager's brain we will need to use to navigate it. How can we not only survive but thrive in this whitewater environment?

Our course begins with the key principles of Tomorrowmind (Atria, January 2023), including the five psychological meta-skills—PRISM—most essential for flourishing as individuals, leaders, and organizations in the whitewater:

- **Prospection (P):** the ability to imagine and plan for the future
- **Resilience (R):** the ability to respond to change without harm, and even to grow stronger through challenge
- **Innovation (I):** the creativity to find solutions to rapid, novel problems
- **Social Connection (S):** building trust efficiently with strangers by way of Rapid Rapport
- **Mattering (M):** the drive that fuels our efforts as we pivot again and again.

The organization of the future will thrive not through a single transition but through change after change, reinvention after reinvention, by prioritizing the development of these capabilities in its employees.

Resilience, the bedrock of all five of the PRISM meta-skills, is the focus of this course. We'll start with understanding individual-level resilience. Five drivers predict resilient outcomes for individuals. Each of us - as practitioners, leaders, therapists, patients - has unique strengths and opportunities across these five. We'll explore our individual resilience profiles while learning how to identify the resilience strengths and opportunities for our patients, colleagues, and organizations.

Next, we will examine resilient relationships, starting from trust. Without trust, relationships cannot accommodate challenge. We'll explore how trust differs in personal versus professional contexts, and define dimensions of trust. We will also explore how the science of individual resilience overlaps the science of relational resilience, asking questions like, "How can we build durable connection with people with low resilience?"

On our fourth day, we will explicitly explore resilient leadership and the determinants of trust of a leader, including prospection and foresight. We'll review data suggesting that vertical trust - trust in leadership - is declining.

We'll end by exploring organizational resilience: its definition, components, and common obstacles. How do we define organizational resilience? Are resilient organizations simply organizations composed of resilient individuals, with high-trust relationships? Is anything else required? How do organizations get in their own way when they seek resilient outcomes?

Throughout the course, we'll utilize small group work, practice vignettes, and case studies to deepen our learning. Come ready to challenge your own assumptions about what resilience looks like at every level of society.

Gabriella Rosen Kellerman, MD is an author, entrepreneur, start-up executive, and Harvard-trained physician with expertise in behavioral and organizational change, digital health, wellbeing, and AI. Her book, *Tomorrowmind*, co-authored with Professor Martin Seligman, was published by Atria in January 2023. She has served as Chief Product Officer and Chief Innovation Officer at BetterUp, a transformation platform for global professionals, and as Head of BetterUp Labs, BetterUp's research arm, which studies whole person development in partnership with labs at Harvard, University of Pennsylvania, Stanford, and many more.

Gabriella began her career in psychiatry and fMRI research and has worked on global mental health policy and interventions for the World Health Organization. She is the founding CEO of the healthcare technology company Lifelink, former Director of Health and Quality Products at Castlight Health, and a serial executive at, and advisor to, healthcare, coaching, and behavior change technology companies.

As a thought leader, Gabriella is published widely for both popular and technical audiences in *The Atlantic Online*, *Scientific American Mind*, *JAMA*, and the *Harvard Business Review*. She has been profiled in *Inc Magazine*, and her work has been featured on *CNBC*, *Entrepreneur*, and *Forbes*. Gabriella holds an MD with honors from Mount Sinai School of Medicine, and a BA summa cum laude from Harvard University.

She completed her internship in psychiatry at UCSD and holds a California physician's license. Gabriella was awarded Harvard's Captain Jonathan Fay Prize; Hoopes Prize; Rothschild Prize; and Joseph Garrison Parker Prizes for her research. She received both the Eben-Fiske Harvard-Cambridge Fellowship and Frank Knox Memorial Fellowships for post-graduate studies. At Mount Sinai, Gabriella was honored with a Tylenol scholarship and the Gold Humanism award. In 2021, she was named to both the *Software Report's* top 50 Women in Software and to the Anchor List for Product.

Speaker Disclosures

Financial: Gabriella Rosen Kellerman has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Gabriella Rosen Kellerman has no relevant non-financial relationships with ineligible organizations.

Gabriella Rosen Kellerman, MD | Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond | July 7-11, 2025

Course Agenda

Monday:

Our Brains In Uncertainty, at Work and Beyond

- Opening Circle: Our Big Why
- Understanding the work and interpersonal context within which our brains first evolved
- Lessons from the transitions to agriculture and industrialization
- The twin trials: The pace and nature of change
- Our unique advantage: The positive behavioral sciences
- Overview of PRISM: Prospection, Resilience, Innovation, Social Connection, Mattering
- Closing Circle: Our Fuel

Tuesday:

The Resilient Individual at Work: Five Drivers of Individual Anti-Fragility

- Opening Circle: Resilient Heroes
- The Spectrum of Resilience
- Five Drivers of Resilience: emotional regulation, cognitive agility, optimism, self-compassion, and self-efficacy
- Self-Assessment
- Practice Vignettes: Diagnosing individual resilience profiles
- "Putting it in perspective": A practical resilience-building exercise
- Closing Circle: Do-Over Moments of Low Resilience

Wednesday:

Resilient Relationships: Interpersonal Trust In and Outside of Work

- Opening Circle: Gratitude to resilient partner/colleague
- The biological, professional, and organizational benefits of resilient connection
- Three modern barriers: Time, space, and us/them
- Rapid Rapport: Navigating building rapport with high vs low resilience individuals
- Definition of Trust
- Trusting leaders vs peers vs partners/family
- Interplay between individual resilience and relationship resilience
- Practice Vignettes
- Closing Circle: The One that Got Away

Thursday:

Resilient Leadership in Uncertainty: Why is it in Decline, Whence the Repair

- Opening Circle: Leadership Fears
- Data review: Trust in Decline
- Data review: The rise of Emotional Labor
- Case Study: Leading Tech Company
- The role of prospection and self-efficacy
- Self-Assessment: Two Phases of Prospection
- Practice Vignettes: What does resilient leadership look like today?
- Closing Circle: Leadership Hopes

Friday:

The Resilient Organization

- Opening Circle: Self-Healing Communities
- Review: Resilient individuals, resilient relationships
- Small group work: What's the recipe for organizational resilience
- Convergence: Definition of organizational resilience
- Barriers to organizational resilience
- Opportunities for a holistic approach
- Priorities and Commitments
- Closing Presentations: Our Investment

Course Objectives

Upon completion of this course participants will be able to:

1. Express the distinct challenges posed to our wellbeing and performance by the pace and nature of change
2. Name and describe the five PRISM skills
3. Summarize the five building blocks of resilience
4. Discover individual resilience strengths and opportunities
5. Discuss the interplay between individual resilience and relationship resilience
6. Define trust and describe how it differs in relationships at work and outside of work
7. Analyze relationship conflict through the dual lens of intra- and interpersonal- resilience
8. Describe why prospection is essential to resilient leadership and how to build it
9. Describe the key ingredients for a resilient organization
10. Develop clarity and motivation to build resilience personally and professionally

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

This course is not eligible for ASWB ACE, NYSED, and PA psychologists.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**JULY 7-11, 2025**

Licia Sky is Co-founder of the Trauma Research Foundation. Licia Sky is a somatic educator, artist, singer-songwriter, and bodyworker who works with traumatized individuals and trains mental health professionals to use mindful meditation in movement, theater exercises, writing, and voice as tools for attunement, healing, and connection. She is a regular instructor in trauma healing workshops at Cape Cod Institute, Kripalu, and Esalen. For the past decade, she has been teaching expanded awareness in workshops to clinicians and laypeople around the world.

www.traumaresearchfoundation.org

www.liciasky.com

<https://www.facebook.com/traumaresearchfoundation/>

<https://www.linkedin.com/company/trauma-research-foundation/mycompany/>

<https://www.youtube.com/c/TraumaResearch-Foundation>

<https://www.instagram.com/traumaresearchfoundation/?hl=en>

Speaker Disclosures

Financial: Licia Sky has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Licia Sky has no relevant non-financial relationships with ineligible organizations.

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person Only

Our ability to be aware of our bodies impacts and enhances how we process sensations and memories, how we interact with the world around us, how we interact socially, and how we heal from traumatic events. Explore embodied awareness through experiential exercises and learn how you can foster embodied awareness with clients with a history of trauma.

In this workshop, Licia Sky guides discovery through meditation, movement, theater exercises, and play to show how this awareness affects the therapeutic container— safety, and ability to be present with what emerges within the session. Based on the upcoming book, *Come to Your Senses- the Official Companion Workbook for The Body Keeps The Score*, this program offers an array of non-verbal, experiential exercises drawn from theater, guided focusing, dance, meditation, yoga, bodywork, and Embodied Voice.

This experiential program can be taken alone or as a follow-up to Bessel van der Kolk, MD's course, *Frontiers of Trauma Treatment*.

Course Agenda

Monday:

Noticing in Stillness

- Default states- Internal focus
- Detailed exploration of body sensations, orienting attention, breath, sound, and self-connection
- Self contact in stillness

Tuesday:

Noticing in Standing

- External focus
- Sense of balance
- Weight
- Tracking direction of attention and impulses

Wednesday:

Noticing in Movement

- Rhythm
- Direction
- Postures
- Self contact in standing/movement

Thursday:

Noticing in Interaction: Interpersonal Neurobiology

- Eyes and eye contact
- Gestures in space
- Voice and vibration
- Safe contact with another person

Friday:

Practice and Grounding

- Attunement, listening, flow
- Q & A on practice and application

Licia Sky | Embodied Awareness: The Art of Presence and Attunement | July 7-11, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Describe a detailed body tracking meditation that incorporates interoception, proprioception, and neuroception
2. Identify internal sensations in stillness
3. Observe how non-verbal awareness affects physical and emotional states
4. List techniques to explore non-verbal awareness in movement
5. Describe how to foster safety, curiosity, and shifts of state through non-verbal interaction
6. Explore your non-verbal voice and how it affects your body
7. Use vocalizing and sound for energizing, calming, and tension release
8. Describe methods rooted in interpersonal neurobiology to calm the nervous system and create safety
9. Use active listening to increase attunement

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**JULY 7-11, 2025**

Bessel van der Kolk, MD spends his career studying how children and adults adapt to traumatic experiences, and has translated emerging findings from neuroscience and attachment research to develop and study a range of treatments for traumatic stress in children and adults. In 1984, he set up one of the first clinical/research centers in the US dedicated to study and treatment of traumatic stress in civilian populations, which has trained numerous researchers and clinicians specializing in the study and treatment of traumatic stress, and which has been continually funded to research the impact of traumatic stress and effective treatment interventions. He did the first studies on the effects of SSRIs on PTSD; was a member of the first neuroimaging team to investigate how trauma changes brain processes, and did the first research linking BPD and deliberate self-injury to trauma and neglect in early childhood. Much of his research has focused on how trauma has a different impact at different stages of development, and that disruptions in care-giving systems have additional deleterious effects that need to be addressed for effective intervention. In order to promote a deeper understanding of the impact of childhood trauma and to foster the development and execution of effective treatment interventions, he initiated the process that led to the establishment of the National Child Traumatic Stress Network (NCTSN), a Congressionally mandated initiative that now funds approximately 150 centers specializing in developing effective treatment interventions, and implementing them in a wide array of settings, from juvenile detention centers to tribal agencies, nationwide. He has focused on studying treatments that stabilize physiology, increase executive functioning and help traumatized individuals to feel fully alert to the present. This has included an NIMH funded study on EMDR and NCCAM funded study of yoga,

Bessel van der Kolk, MD **Frontiers of Trauma Treatment**

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online*

** Earn Up to 15 CE credits / hours*

** Psychologists: Please see the CE section and agenda below for information regarding available credits.*

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, 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.

and, in recent years, the study of neurofeedback to investigate whether attentional and perceptual systems (and the neural tracks responsible for them) can be altered by changing EEG patterns. His efforts resulted in the establishment of Trauma Center (now the Trauma Research Foundation) that consisted of a well-trained clinical team specializing in the treatment of children and adults with histories of child maltreatment, that applied treatment models that are widely taught and implemented nationwide, a research lab that studied the effects of neurofeedback and MDMA on behavior, mood, and executive functioning, and numerous trainings nationwide to a variety of mental health professional, educators, parent groups, policy makers, and law enforcement personnel.

Speaker Disclosures

Financial: Bessel van der Kolk has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Bessel van der Kolk has no relevant non-financial relationships with ineligible organizations.

Bessel van der Kolk, MD | Frontiers of Trauma Treatment | July 7-11, 2025

Course Agenda

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.
- Recognition and treatment of survival action patterns.

Wednesday:

*** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.**

- Assessment, treatment planning, stabilization techniques, and trauma processing.
- Psychopharmacology, current research on psychedelic treatments (ketamine, psilocybin, and MDMA), and Internal family systems Model (IFS).
- Neural plasticity and creating new connections in brain circuitry.

Thursday:

- Discuss learned helplessness and dissociation as it relates to trauma.
- Discussion of the use of stabilization and trauma processing techniques in the treatment of trauma, including EMDR and neurofeedback.

Friday:

*** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.**

- From fight/flight to being alive to the present—integration of traumatic memories, including sensorimotor psychotherapy, rhythms, yoga, improvisational techniques, chi qong, group, and theater approaches.

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize basic neurological and developmental effects of trauma in childhood trauma survivors and adults with PTSD
2. Articulate the effects of trauma on psychopathology in trauma survivors (including survivors of childhood abuse, neglect, and maltreatment, veterans, and others diagnosed with PTSD)
3. Describe the acquisition of affect regulation and the impact of trauma on neurological structures for self-regulation and interpersonal engagement that occur in complex trauma survivors
4. Evaluate the impact of trauma on behavior and processing of attachment experiences
5. Evaluate current neuroimaging research and summarize the neuroscientific effects of trauma on attention and concentration
6. Discuss conditioned threat responses and survival action patterns that occur in PTSD and complex trauma
7. Discuss the breakdown of information processing in trauma
8. Discuss the current research regarding the risks and benefits of using psychotropic medications and psychedelic treatments to treat sequelae of trauma
9. Explain best practices for assessment and treatment planning stages that take into account the impact of trauma on human functioning
10. Describe how the use of the IFS model in clinical practice can accelerate healing from complex trauma
11. Discuss learned helplessness and dissociation as it applies to trauma
12. Discuss the use of stabilization techniques in trauma treatment
13. Discuss the effectiveness of EMDR as a treatment model for trauma through discussion of supported clinical and research literature
14. Evaluate the efficacy of neurofeedback in resolving trauma via review and explanation of current research
15. Describe successful integration of traumatic memories in terms of physical mastery
16. List three physical symptoms of psychological trauma
17. Distinguish areas for future research and the limitations of current evidence-based treatments

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Psychologists: This live course is eligible for 9 continuing education credit hours through the APA.

Please see the individual **course CE page** for a full list of state-specific approvals and available credit hours.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 14-18, 2025

Lana Epstein, MA, LICSW is a seasoned clinician specializing in the treatment of complex trauma. She is a senior trainer for the Sensorimotor Psychotherapy Institute, an EMDR Approved Consultant with EMDR International Association, and a former ASCH Approved Consultant in Clinical Hypnosis. She is a past supervisor for the Trauma Center and was on the Board of the New England Society for the Treatment of Trauma and Dissociation for six years and the founding member of the New York City Association for Trauma Therapists (NYCATT), a professional organization whose purpose is to advance the practice of trauma therapy in New York by building and supporting a community of ethical, well-trained trauma therapists. Integrating a number of therapeutic models, Lana presents nationally and internationally and maintains a private practice in MA and NY focusing on adult survivors of childhood trauma.

Speaker Disclosures

Financial: Lana Epstein has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Lana Epstein has no relevant non-financial relationships with ineligible organizations.

Lana Epstein, MA, LICSW**Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories**

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Are you looking for ways to help your clients move beyond trauma and into a more fulfilling life? Even after processing traumatic events, many clients struggle with challenges tied to early attachment experiences. These unresolved issues often show up as limiting beliefs and relational patterns that can hold them back.

Early traumatic and emotional experiences play a powerful role in shaping our sense of self and how we form attachments. For years, these early, emotionally charged memories were thought to be unchangeable. However, advancements in the field of Memory Reconsolidation suggest that these memories—deeply tied to automatic behaviors and emotional responses—can be reorganized and transformed. Understanding the principles of memory reconsolidation, as well as the therapeutic approaches that facilitate it, can profoundly enhance our ability to help clients shift entrenched patterns and heal.

This workshop is designed to guide you through the integration of mindfulness-based, experiential therapies to effectively transform emotional memory—whether rooted in trauma or attachment. You'll gain practical tools and strategies from Sensorimotor Psychotherapy and EMDR, alongside interventions drawn from ego state work and Hypnotherapy. Over the course of the week, the instructor will help you differentiate between trauma and attachment-focused approaches, with special attention given to addressing shame—a crucial element in the healing process.

The curriculum balances didactic instruction with experiential learning, using videos and demonstrations to illustrate clinical interventions. You will leave the workshop with actionable skills to use in your practice. Clinicians at all levels who are interested in integrating somatic and ego-state interventions into their work are welcome. Prior experience working with EMDR is not required. Join us and discover how to help clients rewrite their emotional narratives and create lasting change.

Course Agenda**Monday:**

- Trauma and the Brain
- Bringing the Body into Trauma Treatment
- Memory Reconsolidation

Tuesday:

- Memory Reconsolidation Continued
- Helping the Body Complete Truncated Actions
- Working with Voluntary and Involuntary movement

Wednesday:

- Differentiating Trauma and Attachment Work
- Attachment and the Brain
- Attachment and the Body

Lana Epstein, MA, LICSW | Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories | July 14-18, 2025

Thursday:

- From Symptom to Target: Getting the Nodal Memory
- Working with Child Parts to Reconsolidate Memory

Friday:

- Shame and the Therapist
- Shame and the Brain
- Shame in the Therapy Hour

Course Objectives

Upon completion of this course participants will be able to:

1. Integrate leading concepts/literature in the treatment of trauma, attachment wounds, and shame
2. Identify the role of the body and the brain in traumatic and attachment-related wounds
3. Differentiate between the treatment of traumatic and attachment wounds
4. Identify steps necessary for memory reconsolidation
5. Describe how to access the body to evoke the negative cognition
6. Explain the significance of including somatic interventions in the treatment of trauma and early wounding
7. Explain the importance of targeting shame directly
8. List ego state interventions useful in working with shame
9. Distinguish between shame and guilt
10. Distinguish between shaming and shamed parts of the self
11. Name the importance of becoming familiar with their own shaming and shamed parts

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 14-18, 2025

Meghan Riordan Jarvis, MA, LICSW is an author, podcast host (*Grief is My Side Hustle*), two-time Tedx Speaker, sought-after keynote speaker, psychotherapist, educator, and consultant specializing in trauma, and grief and loss. Meghan is trained in a host of intensive healing modalities (including IFS, EMDR, sensorimotor psychotherapy, IMAGO and integrative nutrition and Reiki). Meghan's 20 years as a clinician (combined with personal experience with grief and trauma) helped to create the Grief Mentor Method™ an interactive therapeutic process used to teach C-suite leadership, clinicians-in-training, and anyone adjusting to loss how to create grief-educated workplaces, therapeutic spaces and personalized daily grief practices. Meghan is the founder of the GRIEFTASTIC Book Fair ("Like your middle school book festival, only sadder") and sits on the board of The William Wendt Center for Loss and Healing in Washington, D.C. Meghan's book *Can Anyone Tell Me? Essential Questions About Grief and Loss* published with Sounds True Media in October of 2024. Her memoir about her personal experience with PTSD after the successive deaths of her parents titled "End of the Hour" published with Zibby Books in November 2023.

Speaker Disclosures

Financial: Meghan Riordan Jarvis has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Meghan Riordan Jarvis has no relevant non-financial relationships with ineligible organizations.

Meghan Riordan Jarvis, MA, LICSW

Grief as a Daily Practice: Tools to Educate and Support in Times of Profound Loss

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

If loss is an inevitable part of life, why is so little formal education offered to support griever? Though we understand that everyone will eventually experience profound loss, Western culture and clinical training programs often leave grievers and those supporting them without essential tools for navigating the complex physical, emotional, and relational symptoms that are so common in grief.

Taught by a trauma-trained psychotherapist who specializes in grief and loss, this course addresses this critical gap in our understanding. By exploring how we grieve in our bodies, how grief manifests most commonly, and the many ways in which grief is minimized and missed by Western medicine, this course offers a framework to help grievers (and those supporting them) answer the question so many ask after profound loss — "What am I supposed to do now?"

This workshop will outline the core concepts of the Grief Mentor Method™, a flexible framework that considers both the skills and experiences of the supporter (clinician) and the griever, enabling clinicians to empower grievers to develop agency and intentional grief practices during a time of rapid (and often unwanted) change.

Using a scientific approach of hypothesizing, testing, and adapting, the approach encourages bereaved individuals to deepen trust in their instincts, integrate loss, and anticipate and tolerate aspects of setbacks while also pursuing hope for finding practices to support themselves as grievers. Grounded in both qualitative experience and a host of scientific research, this course will incorporate practices grounded in neuroscience, bioscience, integrative nutrition, trauma and grief theories, and spiritual and cultural traditions, offering a holistic and compassionate approach to understanding and supporting grievers.

Participants will be encouraged to engage with the material as inquisitive learners and helping professionals (as well as humans) who have and will experience grief. Each day's course work will include an educational lecture and a short experiential exercise which will illustrate the process we use with clients. While this course will cover clinical approaches to working directly with grieving individuals, the outlined approach will also benefit organizational leaders, educators, clergy, managers, and anyone who finds themselves supporting others (and themselves) through loss.

Course Agenda

Monday:

Introduction, Data, and Experience

- Challenging the traditional view of grief work: The six tenants of the Grief Mentor Method
- What existing scientifically supported models uphold this approach to grief work
- Exercise: Guided Meditation

Meghan Riordan Jarvis, MA, LICSW | Grief as a Daily Practice: Tools to Educate and Support in Times of Profound Loss | July 14-18, 2025

Tuesday:

Mindfulness and Energy

- What is mindfulness? How is it defined and experienced, and why is it so important in grief?
- The neuroscience of grief— Central nervous system dysregulation and how to use grounding and connection to help others navigate loss
- Exercise: Mindful Practice, Bilateral stimulation, and grounding exercises

Wednesday:

Nourishment & Translation

- Importance of nutrient-dense food in healing, and how art, music, creative pursuits, spirituality, and philanthropy play a part in our experience with grief
- The stories we tell ourselves and others. How the narrative we create impacts our present-day experience. Exploration of journaling and writing techniques to calm the brain
- Exercise: Expressive art practices to activate the parasympathetic nervous system

Thursday:

Outside, Ritual and Rest

- The role of nature in grounding and healing, and the importance of expanding your current network to meet your needs in grief
- Exploration of current grief and death traditions and rituals across cultures and the importance of giving the brain time to "learn loss" by building in rest as a tool for adapting to change
- Exercise: "awe" walk or support mapping

Friday:

Challenges

- Prolonged Grief disorder, PTSD, and grief as an illness
- What do personalized grief processes look like? Overview of the six core components, six tenants, sharing, discussion, and feedback

Course Objectives

Upon completion of this course participants will be able to:

1. Define grief and its complex physical, emotional, and relational symptoms
2. Identify three ways grief symptoms impact the body
3. Identify two interventions that help support executive control and psychobiological regulation
4. Discuss how to create a personalized grief practice
5. Discuss the impact of mindfulness-based interventions on psychological distress (trauma, anxiety, and depression) and well-being (mindfulness and self-compassion) in bereaved individuals
6. Discuss the neuroscience of grief
7. Discuss current research literature on complicated grief processes (traumatic grief and bereavement, prolonged grief, rumination, etc.)
8. Distinguish the sympathetic from the parasympathetic nervous system
9. Identify the two concepts behind how to support client well-being in grief processes
10. Discuss the therapeutic effectiveness of using visual and narrative approaches with the bereaved
11. Summarize current research findings surrounding nature-based interventions for mental health outcomes
12. Explain why rest matters in grief and how sleep supports emotional regulation processes
13. Name common ways an individual's relationship to spirituality can impact grief response

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 14-18, 2025**Richard Schwartz, PhD & Jeanne Catanzaro, PhD****Internal Family Systems Workshop****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online****Earn Up to 15 CE credits / hours***** Psychologists: Please see the CE section and agenda below for information regarding available credits.**

The Internal Family Systems Model is a method of therapy that 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 for 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, demonstrations, and experiential exercises.

Richard Schwartz, PhD began his career as a family therapist and an academic, at the University of Illinois at Chicago. There, he discovered that family therapy alone did not achieve full symptom relief and in asking patients why, he learned that they were plagued by what they called “parts.” These patients became his teachers as they described how their parts formed networks of inner relationship that resembled the families he had been working with. He also found that as they focused on and, thereby, separated from their parts, they would shift into a state characterized by qualities like curiosity, calm, confidence and compassion. He called that inner essence the Self and was amazed to find it even in severely diagnosed and traumatized patients. From these explorations the Internal Family Systems (IFS) model was born in the early 1980s. IFS is now evidence-based and has become a widely-used form of psychotherapy, particularly with trauma. It provides a non-pathologizing, optimistic, and empowering perspective and a practical and effective set of techniques for working with individuals, couples, families, and more recently, corporations and classrooms. The IFS Institute (ifs-institute.com) offers three levels of training and workshops in IFS for professionals, both nationally and abroad. Dr. Schwartz is a featured speaker for national professional organizations and a faculty member of the Department of Psychiatry at Harvard Medical School.

Speaker Disclosures

Financial: Richard Schwartz has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Richard Schwartz has no relevant non-financial relationships with ineligible organizations.

Jeanne Catanzaro, PhD, is a clinical psychologist and executive leader of the Internal Family Systems (IFS) Institute, who has specialized in treating eating disorders and trauma since 1996. Jeanne co-leads workshops along with IFS founder Richard Schwartz. She trained in psychodynamic psychotherapy, Somatic Experiencing®, and EMDR before discovering the IFS model. Jeanne served as the director of a day treatment program for eating disorders for several years and has written multiple chapters on using IFS to treat eating disorders in several books. For the past ten years, Jeanne has been focused on healing eating issues across the spectrum. Jeanne’s book - *Unburdened Eating: An IFS Approach to Healing your Relationship with Food and Your Body* comes out in September 2024.

Speaker Disclosures

Financial: Jeanne Catanzaro has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jeanne Catanzaro has no relevant non-financial relationships with ineligible organizations.

Richard Schwartz, PhD & Jeanne Catanzaro, PhD | Internal Family Systems Workshop | July 14-18, 2025

Course Agenda

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:

- Releasing legacy burdens

** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.*

Friday:

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

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the basic IFS model
2. Discuss the observation of IFS live demonstration
3. Discuss the impact of trauma on internal systems
4. Discuss client protective parts
5. List the six steps for healing exiled parts
6. Describe how to work with difficult and/or resistant parts
7. Discuss IFS affect management strategies
8. Participate in experiential exercises that demonstrate affect management
9. Summarize the IFS approach to couples' therapy
10. Discuss case examples of couples using IFS
11. Summarize IFS application to families
12. Discuss the concept of legacy burdens in IFS therapy
13. Indicate techniques to understand and deal with transference
14. Use IFS methods to help therapists stay centered during sessions
15. Describe how IFS helps therapists be freer in their work

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

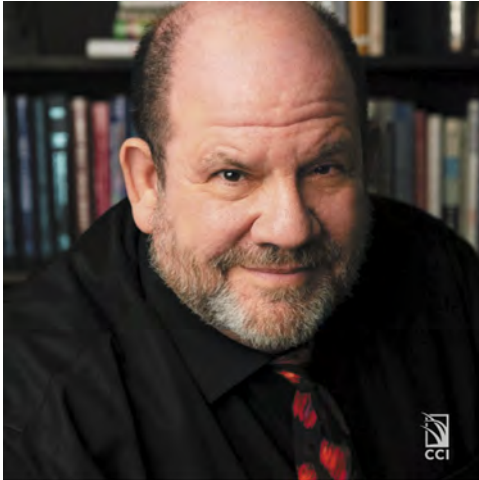
This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Psychologists: This live course is eligible for 12 continuing education credit hours through the APA.

Please see the **course CE page** for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 14-18, 2025

Stan Tatkin, PsyD, MFT, Clinician, author, researcher, PACT developer, and co-founder of the PACT Institute. Dr. Tatkin was an assistant clinical professor at UCLA, David Geffen School of Medicine. He maintains a private practice in Southern California and leads PACT programs in the US and internationally. He is the author *We Do, Wired for Love, Your Brain on Love, Relationship Rx, Wired for Dating, What Every Therapist Ought to Know*, and co-author of *Love and War in Intimate Relationships*, and *In Each Other's Care*.

Speaker Disclosures

Financial: Stan Tatkin has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Stan Tatkin has no relevant non-financial relationships with ineligible organizations.

Stan Tatkin, PsyD, MFT**Introduction to a Psychobiological Approach to Couple Therapy (PACT)**

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

A psychobiological approach to couple therapy (PACT) is, at its core, a social-justice, purpose-centered approach to primary attachment relationships (two or more). That is to say, PACT therapists expect their partnership clients to become secure functioning. A secure-functioning system is one that is a two (or more) psychological system grounded in fairness, justice, mutual sensitivity, collaboration, and cooperation. In other words, a secure functioning relationship is a team sport. For many, secure functioning is a high bar to achieve. It requires a degree of social-emotional development, moral reasoning, individuation, differentiation, self-activation, and, of course, interest in, and a willingness to pursue it as a goal.

PACT, underneath the hood, is a polytheoretical approach that combines, among other things, attachment, arousal regulation, and developmental neuroscience. Aside from the top-down therapeutic stance of secure functioning, PACT is a bottom-up approach that focuses on implicit, somatic "tells" in each partner's face, body, voice, movements, and linguistic choices, particularly when partners are under stress. This process orientation helps the clinician obtain more information quickly and strategically than content-oriented or procedure-based approaches.

Course Agenda**Monday:**

- PACT Intro
- The Goal: Secure Functioning
- Two main relationship problems
- Basic PACT interviewing skills
- Basic PACT investigative skills

Tuesday:

- Three Basic Attachment Types
- The Different Arousal Types
- Therapist Self-Regulation
- Basic Principles of Developmental Neuroscience
- Brain Error Potentials

Wednesday:

- Mismanagement of Thirds
- Transparency
- Acting Out vs Collaboration
- Conflict Management

Stan Tatkin, PsyD, MFT | Introduction to a Psychobiological Approach to Couple Therapy (PACT) | July 14-18, 2025**Thursday:**

- 5-Minute Solution Technique
- PACT Psychodrama Interventions
- Bending Metal Technique
- Declaration Technique
- The Beckoning Technique
- The Toward and Away Technique
- Track Partners' Micro-Movements and Micro-Expressions

Friday:

- Triage
- Forging Agreements
- Impact Of Neurological Deficits on Couple Functioning
- Deception Detection
- Pulling It All Together

Course Objectives

Upon completion of this course participants will be able to:

1. List at least five characteristics of a secure-functioning relationship
2. Describe a two-person psychological system and how it operates
3. Describe and define co-regulation, autoregulation, external regulation, and self-regulation
4. Apply crossing and down the middle interviewing, assessing, and intervening skills
5. Describe and define secure, insecure, and disorganized attachment organizations and behaviours
6. Apply psychodramatic techniques for use with couples
7. Identify common brain error potentials
8. Apply new strategic skills for gaining important information and checking it for viability
9. Discuss techniques for working with conflict in session

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

✓ IN-PERSON ✓ LIVE-ONLINE

JULY 21-25, 2025

Sebastian Barr, PhD

Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online*

Mental health clinicians and other youth workers across diverse settings and specialties are increasingly called upon to provide competent and sensitive care to trans* adolescents and young adults. In an era where young people have more freedom to determine and express diverse gender identities, our society has seen a marked increase in the proportion of out trans youth, while interpersonal bias, structural hostility, and lack of affirmation continue to put these young people at high risk for psychological distress and in need of adequate support and mental healthcare. And yet, many clinicians and other youth workers have not received focused training on the unique experiences and needs of trans adolescents and young adults, nor the specific challenges and opportunities in working with this group. This course aims to address the gap between current need and existing education/training, with a grounding mission of contributing to a world in which trans youth have unbridled access to joy and thriving.

Over five focused but engaging days, we will delve into what is known about trans young people's mental health – reviewing the research and clinical literature, listening to trans people's stories, and sharing case examples; we will apply multiple models to better understand the holistic picture of trans youths' psychological distress and wellbeing. We will then focus on clinical approaches, moving from broad strategies and considerations to specific interventions that both address the harm and risk these young people face and build upon existing strengths to foster resilience and joy. This course will also include specific attention to how clinicians can work effectively with clients' micro- and even macro-systems (e.g., family, school, faith group, sociopolitical climate), as these are key facets of young people's world and have an incredible impact on trans youths' wellbeing.

*The term trans is used here as an adjective that is inclusive of all whose gender differs markedly from the sex label they were assigned at birth, including non-binary youth, trans girls/women, and trans boys/men.

Sebastian Barr, PhD (he/him), is a counseling psychologist who works as a psychotherapist, researcher, consultant, and educator. He has contributed to multiple academic and clinical texts on affirming and trauma-informed psychotherapy with members of the trans community, including two chapters in the recently published American Psychiatric Association textbook *Gender-Affirming Psychiatry*, and he frequently offers lectures and workshops on this topic. Dr. Barr was the recipient of the 2014 Trans Research Award from American Psychological Association's Society for the Psychology of Sexual Orientation and Gender Diversity and the 2023 Early Career Clinical Practice Award from the Society for Counseling Psychology. Additionally, he is a past scholar-in-residence at Faberllull in Olot, Catalonia/Spain. Dr. Barr is a proud trans man, and incorporates personal and community perspectives in his work as appropriate.

Speaker Disclosures

Financial: Sebastian Barr has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Sebastian Barr has no relevant non-financial relationships with ineligible organizations.

Course Agenda

Monday:

Introduction

- Getting on the same page with shared language: Introduction to gender diversity and non-cisgender identities/experiences
- Reviewing framework of intersectionality
- Reflecting on positionality (i.e., our own identities, backgrounds, biases)
- Grounding in trans liberation, joy, thriving
- Hearing from trans young people themselves

Tuesday:

Understanding trans youths' mental health and needs

- Developmental tasks unique to trans young people
- Negative impacts of non-affirmation, bias experience, & hostile sociopolitical climate
- Protective role of familial support
- Critical resilience factors
- Potential co-occurring issues, including disordered eating
- The current state of trans competency in mental healthcare

Sebastian Barr, PhD | Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults | July 21-25, 2025

Wednesday:

Gender dysphoria, gender euphoria, & gender-affirming healthcare

- In-depth exploration of gender dysphoria and how this manifests in trans teens and young adults
- Known sources of gender euphoria and relief from dysphoria
- Overview of affirmation processes/steps, including medical affirmation, AKA gender-affirming healthcare (i.e., hormones, surgeries)
- Ethical and clinical considerations regarding gender-affirming healthcare, including letter writing for healthcare referrals
- Affirming clinical strategies for helping young people reduce distress related to gender dysphoria

Thursday:

Effective and affirming psychotherapy

- Critical considerations in clinical work with trans adolescents and young adults
- (Mis)diagnosis and treatment planning concerns
- Applying principles of trauma-informed care
- Facilitating client-led/paced gender exploration
- Interventions and approaches that foster resilience and protective factors

Friday:

Looking beyond the therapy room

- Review ecological systems framework of risk and protective factors
- Working therapeutically with family, schools, and other microsystems
- Strategies for supporting young people in hostile microsystems and sociopolitical climates
- Resistance efforts in states with harmful legislation and policy
- Envisioning and working toward better futures: Return to our grounding in trans liberation, joy, thriving

Course Objectives

Upon completion of this course participants will be able to:

1. Define gender diversity and transness and differentiate between gender identities and gender expression
2. Identify and briefly describe at least two developmental tasks unique to or different for trans adolescents and/or young adults
3. List at least three evidence-based protective factors for trans youth
4. Name multiple examples of non-affirmation, bias, and other gender minority stressors trans youth face
5. Describe the trauma framework for understanding gender minority stress
6. Identify at least two resources for trans youth struggling with disordered eating
7. Describe the experience of gender dysphoria and discuss how this can impact trans youths' mental health
8. Develop effective case conceptualization and differential diagnosis for a young person experiencing gender dysphoria
9. Demonstrate how to work with trans youth to collaboratively identify sources of gender euphoria and/or relief from gender dysphoria that are relevant to that young person
10. Identify key features in the companionship model of referral letter-writing for gender-affirming medical care
11. Describe how to apply the principles of trauma-informed care to work with trans youth
12. Identify three sources of resilience for trans people
13. Describe three interventions that target known sources of trans resilience
14. Apply the ecological systems model to trans youth case conceptualization and identify potential risks and potential protective factors in at least two microsystems and one macrosystem
15. Identify and access at least three resources to support trans young people and their families outside of psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

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☑ IN-PERSON ☑ LIVE-ONLINE

JULY 21-25, 2025

Jeanne Catanzaro, PhD is a clinical psychologist and executive leader of the Internal Family Systems (IFS) Institute, who has specialized in treating eating disorders and trauma since 1996. Jeanne co-leads workshops along with IFS founder Richard Schwartz. She trained in psychodynamic psychotherapy, Somatic Experiencing®, and EMDR before discovering the IFS model. Jeanne served as the director of a day treatment program for eating disorders for several years and has written multiple chapters on using IFS to treat eating disorders in several books. For the past ten years, Jeanne has been focused on healing eating issues across the spectrum. Jeanne's book - *Unburdened Eating: An IFS Approach to Healing your Relationship with Food and Your Body* comes out in September 2024.

Speaker Disclosures

Financial: Jeanne Catanzaro has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jeanne Catanzaro has no relevant non-financial relationships with ineligible organizations.

Jeanne Catanzaro, PhD

Unburdened Eating: An IFS Workshop for Mental Health Professionals

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online*

**Please note that this course has a prerequisite. Please see the description below.*

***Please note that this continuing education (CE) course is designed exclusively for licensed mental health and health professionals who have completed Internal Family Systems (IFS) Institute Level 1 training (or higher) by June 2025. The CE program is specifically intended for therapists and allied professionals and is not appropriate for individuals with active eating disorders. Participants will be required to provide documentation verifying their Level 1 IFS training completion upon registration and to acknowledge full responsibility for their physical, mental, and emotional well-being throughout the training.*

Join Jeanne Catanzaro, clinical psychologist and leader within the IFS Institute, for an immersive workshop focused on treating eating issues and trauma. Throughout the week-long training, participants will learn how to help clients explore their relationships with food and bodies and release the burdens that keep them stuck in painful or extreme patterns of focusing on or disconnecting from the body.

This workshop will utilize a combination of didactic sessions, experiential exercises, and live demonstrations. Participants will explore the roots of their own relationship to food and body and other parts that can impact their ability to effectively treat disordered eating and eating disorders. With Jeanne's guidance, participants will become more curious about the relationship of food and body issues to unresolved pain and trauma.

This program will provide IFS Continuing Education Credits towards IFS Certification or Recertification.

Course Agenda

Monday:

IFS Perspective on Eating Disorders and Disordered Eating

- Key concepts of the IFS model
- IFS perspective on eating disorders and disordered eating. Impact of cultural biases, systemic oppression, attachment injuries, and other traumas
- Experiential exercises

Tuesday:

Exploring the Protective System

- Common protective strategies and internal dynamics of clients with disordered eating and eating disorders
- Experiential exercises
- Demonstration session

Wednesday:

Befriending the Protectors and Addressing their Fears

- Establishing relationships with protectors and honoring their intentions
- Addressing protector fears (those of the client as well as the clinician)
- Experiential Exercise

Jeanne Catanzaro, PhD | Unburdened Eating: An IFS Workshop for Mental Health Professionals | July 21-25, 2025**Thursday:**

Restoring parts' trust in the Self

- Healing (unburdening) wounded parts
- Negotiating challenging dynamics and developments in treatment
- Experiential exercise
- Demo (time allowing)

Friday:

Curating a Self-led Eating and Well-being Practice

- Identifying parts-driven vs. Self-led choices
- Curating Self-led negotiation of internal and external dynamics to facilitate unburdening and increase resistance to future burdens
- Experiential exercise
- Q + A

Course Objectives

Upon completion of this course participants will be able to:

1. Identify the roles different parts are forced into because of attachment injuries and other painful or traumatic experiences.
2. Name two cultural biases that give rise to and perpetuate disordered eating and eating disorders
3. Identify three sources of extreme beliefs and emotions (burdens)
4. List two common misconceptions about disordered eating and eating disorders
5. Name three protective strategies common to clients with disordered eating and eating disorders
6. Discuss two ways IFS reduces shame related to disordered eating and eating disorders
7. Identify two ways provider bias related to food and bodies shows up in psychotherapy.
8. Identify two common signs (physical or emotional) that signify blending
9. Name two common fears protectors have about easing up on or letting go of their protective strategies related to food and the body
10. Discuss two IFS techniques used to foster Self-to-part relationships
11. Describe how polarizations and alliances between protectors perpetuate disordered eating and eating disorders
12. Name two "therapist parts" that commonly arise in the face of disordered eating and eating disorders
13. List two ways therapists can get support for the parts of themselves that get activated in their work with clients with disordered eating and eating disorders.
14. Discuss how to support clients in cultivating Self-Led eating and well-being practices
15. List two ways IFS helps clients become more resistant to ongoing pulls to engage in disordered food and body-related practices by the larger culture

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**JULY 21-25, 2025**

Deb Dana, LCSW is a clinician, consultant, author and speaker specializing in using the lens of Polyvagal Theory to understand and resolve the impact of trauma and create ways of working that honor the role of the autonomic nervous system. She is well known for translating Polyvagal Theory into a language and application that is both clear and accessible and for developing the Rhythm of Regulation® clinical training series. Deb's published work includes *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation* (Norton, 2018), *Polyvagal Practices: Anchoring the Self in Safety* (Norton, 2023), *Anchored: How to Befriend Your Nervous System Using Polyvagal Theory* (Sounds True, 2021), *The Nervous System Workbook* (Sounds True, 2024), and *The Glimmers Journal* (Norton, 2025).

Speaker Disclosures

Financial: Deb Dana has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Deb Dana has no relevant non-financial relationships with ineligible organizations.

Deb Dana, LCSW

Polyvagal Theory in Therapy: Practical Applications for Treating Trauma

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

The autonomic nervous system is at the heart of daily living powerfully shaping experiences of safety and influencing the capacity for connection. Operating outside of conscious awareness, autonomic circuits assess safety and initiate actions to help us navigate the challenges of daily living. Polyvagal Theory, through the organizing principles of hierarchy, neuroception, and co-regulation, has revolutionized our understanding of how this system works. We now know that trauma interrupts the development of autonomic regulation and shapes the system away from connection into patterns of protection. With an updated map of the autonomic circuits that underlie behaviors and beliefs, we 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 Theory guided 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. Polyvagal Theory gives therapists a guide to becoming a co-regulating resource and concrete ways to help clients find, and savor, experiences of safety. Working from a foundation of Polyvagal Theory, therapists have practical ways to effectively help clients identify and interrupt their familiar response patterns and strategies to shape their autonomic nervous systems toward safety and connection.

In this experiential workshop participants will first learn the basics of Polyvagal Theory and then work with practices designed to bring the power of Polyvagal Theory directly into clinical work. Working individually and in dyads, 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 safely tune into their autonomic states, reshape their nervous systems, and rewrite the trauma stories that are carried in their autonomic pathways.

Course Agenda

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

Deb Dana, LCSW | Polyvagal Theory in Therapy: Practical Applications for Treating Trauma | July 21-25, 2025**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
- 12:45-2:15pm: Clinical Demo Session with Q & A

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

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the organizing principles of the Polyvagal Theory
2. Describe how Polyvagal Theory applies in a clinical setting
3. Identify the autonomic nervous system and provide an example of an autonomic response
4. Describe autonomic response mapping
5. Discuss techniques to build autonomic regulation and resilience
6. Discuss what the Social Engagement System is and how it evolved
7. Describe how deficits in the regulation of the Social Engagement System relate to the core features of several psychiatric disorders
8. Describe how the Social Engagement System is compromised by stress and trauma
9. Discuss how to help clients interrupt habitual response patterns and find safety in a state of engagement
10. Describe how autonomic interventions with breath, movement, touch and sound can reset the nervous system
11. Indicate how Polyvagal Theory can address stress-related illnesses and psychiatric disorders
12. Discuss how neural process evaluates risk in the environment and triggers adaptive neural circuits which promote either social interactions or defensive behaviors
13. Define and discuss Immobilization without fear and how to reset it
14. Identify social cues that disrupt or repair defensive reactions

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Polyvagal Theory in Therapy: Practical Applications for Treating Trauma, Course #5620, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 4/29/2024- 4/29/2026. Social workers completing this course receive 15 Clinical continuing education credits.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 21-25, 2025**Richard Schwartz, PhD****Transformative Healing: An IFS Workshop on Addressing Legacy Trauma****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Join us for an immersive workshop led by Richard Schwartz, the founder of the Internal Family Systems (IFS) Model. Over the course of the week, Dr. Schwartz will guide participants through a rich combination of didactic teachings, group exercises, and live demonstrations, offering learners the opportunity to deepen their understanding and practice of IFS. Participants will explore how Legacy Burdens manifest within the system and how to facilitate healing in both clients and yourself.

Richard Schwartz, PhD began his career as a family therapist and an academic, at the University of Illinois at Chicago. There, he discovered that family therapy alone did not achieve full symptom relief and in asking patients why, he learned that they were plagued by what they called “parts.” These patients became his teachers as they described how their parts formed networks of inner relationship that resembled the families he had been working with. He also found that as they focused on and, thereby, separated from their parts, they would shift into a state characterized by qualities like curiosity, calm, confidence and compassion. He called that inner essence the Self and was amazed to find it even in severely diagnosed and traumatized patients. From these explorations the Internal Family Systems (IFS) model was born in the early 1980s. IFS is now evidence-based and has become a widely-used form of psychotherapy, particularly with trauma. It provides a non-pathologizing, optimistic, and empowering perspective and a practical and effective set of techniques for working with individuals, couples, families, and more recently, corporations and classrooms. The IFS Institute (ifs-institute.com) offers three levels of training and workshops in IFS for professionals, both nationally and abroad. Dr. Schwartz is a featured speaker for national professional organizations and a faculty member of the Department of Psychiatry at Harvard Medical School.

Speaker Disclosures

Financial: Richard Schwartz has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Richard Schwartz has no relevant non-financial relationships with ineligible organizations.

Whether you want to enhance your professional practice or deepen your understanding of countertransference to remain in an open-hearted state of Self leadership with clients, this workshop offers a unique opportunity to work directly with Richard Schwartz in an intimate and supportive environment. This workshop is designed for therapists with little exposure to IFS and those with previous IFS training.

*This program will provide IFS Continuing Education Credits towards IFS Certification or Recertification.

Course Agenda**Monday:**

- The IFS framework: Parts (Managers, Exiles, Firefighters) and the Self
- Legacy Trauma and how it is carried through families and generations

Tuesday:

- Working with parts that carry Legacy Burdens
- Core components of healing: Self-energy, unburdening, and integration

Wednesday:

- Returning parts to their natural states
- Legacy heirlooms

Thursday:

- Working with resistant parts
- Polarity and parts with extreme roles

Friday:

- Working with parts of the therapist in the IFS model

Richard Schwartz, PhD | Transformative Healing: An IFS Workshop on Addressing Legacy Trauma | July 21-25, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the core tenets of the IFS model
2. Discuss the impact of intergenerational trauma on internal systems
3. Discuss how to work with client protective parts
4. Discuss how protectors operate to keep painful memories and burdens hidden
5. Identify the intersections between a client's generational trauma, legacy burdens, and personal healing process
6. Discuss how legacy burdens impact affect management, coping strategies, behavior, and relationship to Self
7. Describe how to work with difficult and/or resistant parts in session
8. Identify techniques to manage transference
9. Discover IFS methods to help therapists stay grounded in sessions

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

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IN-PERSON LIVE-ONLINE
JULY 28-AUGUST 1, 2025

Farah Harris, MA, LCPC is a psychotherapist and workplace belonging and well-being expert dedicated to disrupting unhealthy work environments. She is the founder and CEO of WorkingWell Daily®, a company that approaches workplace belonging and well-being from a psycho-social and emotional intelligence lens. Farah has helped individuals and Fortune 500 companies develop healthier workplaces where employees want to stay and thrive because their leaders and teams have grown in empathy, self-awareness, social awareness, and cultural awareness.

As a mental health practitioner and consultant, Farah is aware of the intersectionality between well-being, equity, and inclusion. She is a sought-after expert on mental health, psychological safety, workplace culture, and emotional intelligence. Her work has been featured in media and podcast platforms such as Forbes, Fast Company, Business Insider, Harvard Business Review, Huffington Post, Essence, Good Morning America, Martha Stewart, Thrive Global, and Therapy for Black Girls.

Farah is also the author of the international bestselling book, *The Color of Emotional Intelligence: Elevating Our Self and Social Awareness to Address Inequities*, a groundbreaking exploration of how cultural background and identity influence our emotional intelligence and shape our relationships with others.

Speaker Disclosures

Financial: Farah Harris receives a fee as a speaker/trainer from AbbVie. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Farah Harris has no relevant non-financial relationships with ineligible organizations.

Farah Harris, MA, LCPC

The Color of Emotional Intelligence: Leveraging Self-Awareness to Address Inequities in Clinical and Organizational Practice

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

This course will explore the intersection of emotional intelligence (EI/EQ) and equity and well-being, emphasizing the transformative power of self-awareness in addressing systemic inequities. Grounded in the principles of the book, *The Color of Emotional Intelligence*, this course will equip participants with practical strategies to enhance self and social awareness, fostering more inclusive and equitable clinical and organizational practices.

Course Agenda

Monday:

Foundations of Emotional Intelligence and Inequity (EQ in Black and White)

- Emotional Intelligence 101: definitions, competencies, frameworks
- Neuroscience of EQ
- Exploring Emotional Narratives How can our past emotional narratives impact the current ways we work/lead/live
- Inequities in Clinical and Organizational Contexts: A Systems Perspective Introduction to Barriers to Emotional Intelligence

Tuesday:

The Power of Self-Awareness and Social Awareness

- Recognizing Personal Biases and Triggers: The Importance of Self-Regulation
- Exploring Power, Privilege, and Systems of Oppression
- Learning How to Read the Room: Effective Communication Strategies for Productive Interactions
- Understanding Intersectionality

Wednesday:

Empathy and Leveraging Psychological Safety

- Understanding Empathy and Its Impact
- Recognizing and Acknowledging Code-Switching and Masking
- Psychological Safety 101: definitions, frameworks
- The Role of Empathy in Creating Inclusive Practices

Thursday:

Applying EQ to Foster Equity in Teams and Systems

- EQ in Leadership: Leading with Authenticity and Inclusivity
- EQ and Conflict Resolution: Navigating Difficult Power Dynamics
- Discussion on Challenges and Opportunities
- Understanding the Barriers to Psychological Safety and Inclusive Leadership Microaggressions Bias Reasons why people code-switch/mask
- Actionable Steps for Inclusive Leadership Recognizing and addressing biases Promoting diverse perspectives

Friday:

Building Sustainable Change Through EQ and Self-Awareness

- Recap of Key Concepts and Insights
- Understanding the Need for Healthy Self-care Practices For Applying High Emotional Intelligence
- Course Reflection and Commitments to Change

Farah Harris, MA, LCPC | The Color of Emotional Intelligence: Leveraging Self-Awareness to Address Inequities in Clinical and Organizational Practice | July 28-August 1, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Define emotional intelligence (EQ) and its role in addressing systemic inequities.
2. Explain how self-awareness serves as a foundational element for personal and organizational change.
3. Identify and examine biases, power dynamics, and inequities within clinical and organizational contexts.
4. Evaluate the impact of emotional intelligence on relationships, communication, and leadership practices.
5. Develop strategies to strengthen self and social awareness to foster psychologically safe spaces.
6. Develop actionable tools for navigating emotionally charged situations with empathy and intentionality.
7. Evaluate barriers to equity and inclusion through a lens of emotional intelligence.
8. Create personalized action plans to implement EQ-driven change within their personal and professional settings.
9. Define Authentic Leadership: Understand the significance of authenticity in leadership and discover how aligning personal values with professional responsibilities leads to more genuine and impactful leadership.
10. Apply course concepts to real-world clinical or organizational scenarios in collaboration with peers.

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals

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✓ IN-PERSON ✓ LIVE-ONLINE

JULY 28-AUGUST 1, 2025**Deborah Korn, PsyD****EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect**

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

***Please note that this course has a prerequisite. Please see the description below.**

*** Please note, this course is designed for therapists who have completed at least part (e.g. Weekend 1/Part 1) of an EMDR basic training program. It is appropriate for EMDR therapists at all levels of experience - from senior EMDR consultants to those who have been trained more recently. At least some previous clinical experience with EMDR therapy is a prerequisite.**

Deborah Korn, PsyD, a licensed clinical psychologist, maintains a private practice in Cambridge, MA, and is an adjunct training faculty member at Bessel van der Kolk's Trauma Research Foundation in Boston. She has been on the faculty of the EMDR Institute for the past 31 years, is the former Clinical Director of the Women's Trauma Programs at Charter Brookside and Charles River Hospitals, and is a past board member of the New England Society for the Treatment of Trauma and Dissociation (NESTTD). Dr. Korn has authored or coauthored numerous articles and chapters focused on EMDR therapy, including comprehensive reviews of EMDR applications for Complex PTSD. She is an EMDR International Association-approved consultant and is also on the Editorial Board of the Journal of EMDR Practice and Research. She has been a keynote presenter at EMDRIA, EMDR Europe, and EMDR Iberoamerica conferences and was invited to present EMDRIA's very first "Masters Series" class in 2003. She recently served as the vice-chair of the Clinical Practice Group and on the Steering Committee of the Council of Scholars, an international group associated with the Future of EMDR Therapy Project. She is the recipient of the 2022 Francine Shapiro Award, "the most prestigious [EMDRIA] award, reserved for individual's whose service is exceptional and extraordinary." Dr. Korn also presents and consults internationally on the treatment of adult survivors of childhood abuse and neglect and, she is the co-author of *Every Memory Deserves Respect*—a 2021 book about trauma, recovery, and EMDR therapy written for the layperson. As a clinician, teacher, researcher, and consultant, Dr. Korn is known for her EMDR expertise as well as her creative integration of many different clinical models. When she's not hard at work, you'll likely find her biking, hiking, singing, or kicking up her heels with friends and family.

EMDR therapy with survivors of childhood abuse and neglect can be extremely rewarding yet, at the same time, quite challenging. It demands a robust set of clinical skills and a solid conceptual framework to guide moment-to-moment decision-making. In recognition of clients' limited affect tolerance, rigid defenses, overdeveloped avoidance patterns, and extreme emotional dysregulation, it also requires strategies for modifying and supplementing standard EMDR protocols. "Staying out of the way" is typically not an option as these clients often need significant relational support, assistance with emotional and somatic regulation, and active interweaves to facilitate effective trauma processing.

In this workshop, we will begin by examining the impact of early neglect, abuse, and attachment disruption on the development, functioning, and identity of the individual. We will then introduce various clinical "maps" to guide assessment, case conceptualization, and treatment planning. We will review the range of dissociative presentations associated with complex and prolonged trauma and will highlight the kinds of phobias and ego state conflicts that require attention early in treatment.

We'll discuss the role of EMDR Resource Development and Installation (RDI), the importance of the therapeutic relationship, and the modulation of hyper- and hypo-arousal in EMDR trauma processing. We'll also review strategies for helping clients decrease dissociation and maladaptive defenses, allowing them to access and transform their core affects and beliefs. Significant time will be devoted to identifying common blocking beliefs and delineating different types of interweaves, each with their own functions and goals. Through watching numerous excerpts from videotapes of clinical sessions, participants will have the opportunity to see how the proposed treatment "maps" can be used to guide decision-making and how interweaves can be used with precision to deepen processing and accelerate developmental repair.

<https://www.everymemorydeservesrespect.com/>

Speaker Disclosures

Financial: Deborah Korn has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Deborah Korn has no relevant non-financial relationships with ineligible organizations.

Deborah Korn, PsyD | EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect | July 28-August 1, 2025

Course Agenda

Monday:

- Distinguishing complex trauma from other forms of trauma
- Recognizing both acts of commission and omission in a client's trauma history
- Complex PTSD (CPTSD) and other conditions associated with childhood abuse and neglect
- Understanding and screening for dissociation
- Special considerations for history-taking and case conceptualization (Phase 1); taking an intersectional, anti-oppressive approach that emphasizes cultural awareness and humility

Tuesday:

- Expanding the EMDR concept of informational plateaus (responsibility, safety, and control)
- Utilizing clinical "maps" (drawing on multiple treatment models) to develop a solid EMDR case conceptualization
- Translating a case conceptualization into a practical AIP (Adaptive Information Processing Model)-informed treatment plan
- Identifying, organizing, and sequencing targets

Wednesday:

- Preparation (Phase 2): Recognizing and responding to different attachment styles, ego state conflicts, and defensive patterns and increasing self-capacities
- EMDR Resource Development and Installation (RDI)
- Managing dissociation and avoidance
- Identifying and addressing trauma-related phobias (attachment/attachment loss, inner experience, parts, change)
- Applying specialized EMDR-related techniques and protocols (e.g., Flash technique, working memory taxation; Flash Forward)

Thursday:

- Staying organized and focused: Additional considerations for Phase 4-8
- Expanding Shapiro's original "cognitive interweave" concept to meet the needs of complex trauma survivors
- Understanding the different functions of interweaves in making moment-to-moment decisions during trauma processing
- Intervening to facilitate experiential processing, co-regulation, and developmental repair
- Recognizing avoidance and blocking beliefs and facilitating forward movement with defense-focused interweaves
- Expanding relational interweaves to help clients feel seen, validated, and more courageous

Friday:

- Providing informational interweaves that offer needed psychoeducation and adult perspectives
- Addressing meaning-making and achieving a cohesive self-identity and narrative with integrative interweaves
- Offering clients an opportunity to complete truncated actions and express unspoken words
- Specific challenges: Shame, moral injury, transference, attachment to perpetrator
- Utilizing specialized EMDR protocols – e.g., addiction, early intervention, pain

Deborah Korn, PsyD | EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect | July 28-August 1, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Describe how complex trauma differs from other forms of trauma
2. List the range of symptoms associated with a diagnosis of Complex Posttraumatic Stress Disorder (CPTSD)
3. Discuss several major research findings related to the effects of childhood maltreatment and the use of EMDR therapy in treating adult survivors of childhood trauma
4. Describe how to identify, assess, and work with dissociative symptoms in CPTSD clients
5. Describe how EMDR history-taking can be adapted to incorporate an intersectional, anti-oppressive approach to psychotherapy
6. List some special considerations when taking an anti-oppressive, intersectional approach to history-taking in EMDR therapy
7. Describe how to move from a solid case conceptualization to a comprehensive EMDR treatment plan
8. Describe the focus of each of the 8 Phases of EMDR Treatment and some special considerations related to Complex Posttraumatic Stress Disorder
9. Discuss how to recognize and respond to different attachment styles, ego state conflicts, and defensive patterns
10. List the trauma-related phobias commonly exhibited or expressed by CPTSD clients
11. Explain how various EMDR-related techniques (e.g., Flash Technique, working memory taxation) can be helpful in treating complex trauma survivors
12. Discuss the role of Resource Development and Installation (RDI) in preparing CPTSD clients for EMDR trauma processing
13. Describe how different kinds of interweaves can be used to address potential blocks to processing during the Desensitization Phase of EMDR Treatment
14. Provide examples of how interweaves can be used to address developmental repair with CPTSD clients
15. Discuss the challenges of addressing shame and moral injury in CPTSD clients using EMDR

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

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☑ IN-PERSON ☑ LIVE-ONLINE

JULY 28-AUGUST 1, 2025

Maria Sirois, PsyD is a master teacher, facilitator and author. As a positive psychologist and international consultant, she focuses on the resilience of the human spirit when under pressure and/or during significant transition. Known for her wisdom, authenticity and rampant humor, she brings a depth of experience in resilience training, leadership development and stress management for therapeutic, corporate, and community audiences alike. Her work builds capacity and engagement around stressors such as conflicting goals, difficult conversations, unrealistic expectations and moments of failure — using such moments to leverage sustained positive shifts in perspective and ability. She is the author of two books: *A Short Course in Happiness After Loss* and *Every Day Counts*.

www.mariasirois.com & www.wholeleader.com

Speaker Disclosures

Financial: Maria Sirois has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Maria Sirois has no relevant non-financial relationships with ineligible organizations.

Maria Sirois, PsyD

The Fateful Story: How Narratives Shape Health, Growth and Resilience

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online

As counseling professionals, supervisors, and program directors we are called upon to witness suffering, pain, loss and upheaval and enable our clients and patients to make sense of that suffering such that it can, one day, become integrated into a more healthful living. Much of what is disturbing is captured in story: the narratives our clients have developed that represent their understanding of themselves and their place in the world. Yet narratives often, over time, become rigid and stuck in limited understandings both of what had occurred and what was still yet possible; of who one was, and who one might yet become. When this occurs, the client or supervisee may lose sight of their capacity, resilience, and worth. In this course we explore the power of narrative to shape our understandings of self and self-in-relation. We examine the value of asking questions that stem from an appreciative or benefit-finding perspective and determine how we might encourage clients and/or those we lead to construct more productive perspectives using practices that establish a growth, learning-oriented mindset.

This approach complements current models of treatment with supportive tools and strategies, articulated in a range of fields including Narrative Psychology, Positive Psychology, Appreciative Inquiry, and Narrative Medicine. Participants will be invited to consider how to best influence positive change in their current practice or management role through examination of clinical vignettes, small group discussion, and in vivo practice of tools/perspectives.

Further, this work has an additional benefit of reducing limiting beliefs, i.e. narratives, that contribute to internal distress, compromised esteem and/or doubt about one's future potential as a provider of care.

Course Agenda

Monday:

Our Framework: The Power of Narrative

- The Emergence of Narrative in Psychology and Medicine
- Narrative Impact on Understanding Behavior
- Narrative and the Growth Mindset

Tuesday:

Questions that Drive Us Forward

- Questioning Harmful Beliefs
- Exploring Appreciative Inquiry
- The Mindful Pause
- Questions that Elevate Health and Resilience

Maria Sirois, PsyD | The Fateful Story: How Narratives Shape Health, Growth and Resilience | July 28-August 1, 2025

Wednesday:

Narratives Construction

- Narrative Examples: Elevating Growth, Strength and Grit
- Story Arcs: How to Shift the Lens of Story Toward Resilience
- The Central Character: Personal Accountability and Agency

Thursday:

Meaning, Cohering and Integration of Loss

- Recohering Meaning in Times of Loss and Upheaval
- Organizing the Whole: Acceptance of Fragility and Integration of Strength

Friday:

Framing the Future

- Imagination and the Better Future
- Fantastic Future and Best Self Explorations
- Review of Major Concepts

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize essential narrative elements
2. Examine the role of narrative vis-à-vis identity and self-in-relation understandings
3. Describe the relevance of narrative in clinical settings, and supervisory roles
4. Apply Mindful Awareness and the Mindful Pause tools
5. Define Appreciative Inquiry and its essential tenets
6. Explain why narrative enables resilience and post-traumatic growth
7. Apply Appreciative Inquiry concepts
8. Discover the power of questions to shift understanding
9. Develop a framework for shaping narrative futures that stabilize health
10. Describe the integration of narrative approaches with current treatment models

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

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☑ IN-PERSON ☑ LIVE-ONLINE

JULY 28-AUGUST 1, 2025**Jeffrey Zeig, PhD & Julie T. Anné Zeig, PhD****Master Class in Experiential Psychotherapy****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Clients improve by virtue of the experiences they live, rather than the information they receive. Regardless of the therapist's theoretical orientation, integral to enacting emotional and behavioral change is becoming proficient at crafting experiential interventions that deepen and magnify the therapeutic experience.

The Master Class in Experiential Psychotherapy is structured to provide a unique, intimate and multilayered experience of the craft of psychotherapy.

This class consists of three tiers.

Tier One consists of ten students who will engage in four roles throughout the training experience:

1. As a patient for Drs Zeig
2. As a patient for a peer therapist;
3. As a supervisor of a peer therapist; and
4. As a therapist for a peer patient.

Tier Two consists of observers who will have the opportunity to ask questions and provide input.

Tier Three consists of observers who are viewing virtually.

The class is fundamentally experiential—learning by living and observing therapy sessions. Additionally, the class consists of deconstruction of relevant choice points, use of specific techniques, and providing conceptualization and theory resulting from the unique professional backgrounds of Drs. Jeff Zeig and Julie T. Anné Zeig will be offered.

This is a powerful experience that will broaden your practice and appreciation of the art of psychotherapy.

Jeffrey Zeig, PhD is the architect of The Evolution of Psychotherapy Conferences, www.evolutionofpsychotherapy.com, considered to be the most important conferences in the history of psychotherapy. He was one of the highest rated faculty members at the 2005 Evolution Conference. Dr. Zeig organized the Brief Therapy Conferences, www.brieftherapyconference.com, the Couples Conferences, www.couplesconference.com. and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy, www.erickson-foundation.org. Dr. Zeig is on the Editorial Board of numerous journals; Fellow of the American Psychological Association (Division 29, Psychotherapy); and 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, Dr. Zeig conducts a private practice, and offers workshops internationally (40 countries). He has been an invited speaker at major universities and teaching hospitals including The Mayo Clinic, Menningers and MD Anderson. Dr. Zeig has editor or authored more than 20 books that appear in eleven languages.

Speaker Disclosures

Financial: Jeffrey Zeig has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jeffrey Zeig has no relevant non-financial relationships with ineligible organizations.

Julie T. Anné Zeig, PhD, is a Licensed Clinical Psychologist and internationally recognized eating disorder and complex trauma expert. Dr. Julie is an esteemed Faculty of the Mayo Clinic School of Medicine – Scottsdale where she serves as a guest lecturer and consultant in the area of eating disorders and emotion-driven issues of weight. Dr. Julie is the Founder and Clinical Director of A New Beginning, LLC, an outpatient treatment center located in Scottsdale, Arizona specialized in the dual treatment of complex trauma and disordered eating. Dr. Julie is also the Co-Founder of TheHealthyWeighOut, LLC a no-diet treatment program supporting emotionally healthy weight management. Dr. Julie is a dynamic international presenter whose personal brand of passion, compassion and HOPE for FULL recovery of all eating disorders, is contagious. Her commitment to working from the reparative “inside-out” to HEAL the underlying etiological aftereffects of complex trauma driven disorder effective, and powerful.

Speaker Disclosures

Financial: Julie T. Anné Zeig has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Julie T. Anné Zeig has no relevant non-financial relationships with ineligible organizations.

Jeffrey Zeig, PhD & Julie Anné Zeig, PhD | Master Class in Experiential Psychotherapy | July 28-August 1, 2025

Course Agenda

Monday:

- The three-stage “skeleton” of an experiential therapy sequence
- Deconstruction--> therapist choices
- Q & A about the session
- Discussion of therapy principles in the session

Tuesday:

- Hypnosis principles and its application to common patient problems
- Deconstruction--> therapist choices
- Q & A about the session
- Discussion of therapy principles in the session

Wednesday:

- Working with complex trauma experientially
- Deconstruction--> therapist choices
- Q & A about the session
- Discussion of therapy principles in the session

Thursday:

- Experiential techniques to deepen emotional realization, bypass resistance, and intrapersonal repair
- Deconstruction--> therapist choices
- Q & A about the session
- Discussion of therapy principles in the session

Friday:

- Selecting a brief therapy approach given a patient’s presenting problem
- Deconstruction--> therapist choices
- Q & A about the session
- Discussion of therapy principles in the session

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the three-stage “skeleton” of an experiential therapy sequence
2. Discuss hypnosis principles (independent of formal trance) that are applicable to the treatment of common patient problems
3. Describe how to conceptualize and repair complex trauma wounds experientially
4. Describe how to utilize experiential techniques to deepen emotional realization and bypass resistance
5. Describe how to utilize experiential techniques for intrapersonal repair
6. Describe how hypnosis can also be used to empower other therapeutic interventions
7. Design a brief therapy approach given a patient’s presenting problem
8. Describe the rationale for using an experiential method
9. Describe the essentials of providing co-therapy

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the **course CE page** for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**AUGUST 4-8, 2025**

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person Only**

During this time of continuous disruption and global transformation, many of us live in a complex landscape fraught with isolation and demanding levels of attentiveness. As servant leaders dedicated to our families, organizations, and clients, we excel at prioritizing everyone and everything on our to-do lists. But we often lose sight of prioritizing ourselves, neglecting the core values and practices that distinguish us as leaders and vital contributors in our communities.

In this interactive workshop, Dr. Gloria Burgess, pioneer in leadership formation, master facilitator, and acclaimed poet and author, invites you to realign with values, practices, and choices that enliven your leadership. Participants will explore the concept of sanctuary, intentionally creating time to reflect on work, center on practices that help us realign with what holds heart and meaning, and reconnect with our inner wisdom and purpose as servant leaders. Sessions will include small group exercises, dialogue, reflection, and other integrative modalities.

This highly experiential workshop will provide you with a comprehensive set of strategies and practices aimed at supporting you to become more intentional in stewarding your resources at work and beyond. The course is designed for organizational leaders, coaches, therapists, consultants, health care practitioners, educators, clergy, social workers, and others in the helping professions who seek to invest in their leadership formation, improve impact and sustainability at work, and renew motivation to engage with empathy, creativity, and graciousness.

Drawing on relevant research from behavioral science, leadership, the arts, positive organizational scholarship, neuroscience, and perennial wisdom traditions, we will create a vibrant community of learning and belonging.

Gloria Burgess, PhD has dedicated her life to exploring intentional living and servant leadership. Because how we live is how we lead and how we serve. A pioneer in leadership formation and leadership development, she conceived and coined the terms legacy consciousness and legacy leadership. She infuses the ethos of legacy consciousness and service into all aspects of her work, so that we might become intentional stewards of our individual, collective, and planetary resources.

For many years, Gloria led retreats and workshops only in corporate, health care, academic, and philanthropic settings to inspire and equip frazzled, fragmented leaders. So many people have requested her programs, they are now open to people in all professions.

Gloria serves as faculty for transformational leadership at the University of Southern California, University of Washington, and IEDC Bled School of Management in Slovenia. Founder of the Global Institute for Legacy Leadership, she is a trusted advisor and executive consultant who collaborates with organizations around the world. Her groundbreaking books include *Flawless Leadership: Connecting Who You Are with What You Know and Do* and *Sanctuary: Restoring the Rhythm of Rest and Renewal*. Gloria and her husband live in North Carolina. www.gloriaburgess.com.

Speaker Disclosures

Financial: Gloria Burgess has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Gloria Burgess has no relevant non-financial relationships with ineligible organizations

Course Agenda

Monday:

Inspiring Sanctuary and Radical Hospitality

- Fostering appreciative practices to expand your heart as a leader
- Co-creating a vibrant, life-giving community of learning and belonging

Tuesday:

Inspiring Confidence

- Developing clarity as a leader
- Saying NO to toxicity and life-draining drama
- Saying YES to compassionate listening and possibility

Gloria Burgess, PhD | Sanctuary: Rekindling the Heart of Leadership® | August 4-8, 2025**Wednesday:**

Inspiring Passion

- Embracing full presence as a leader
- Remembering who you are and what's essential
- Rekindling your passion—what makes you come fully alive in your work

Thursday:

Inspiring Joy

- Embracing self-renewal as a leader
- Exploring individual, relational, and collective wellbeing
- Becoming strong, resilient instruments of healing, hope, and possibility for ourselves, our families, our clients, our communities, our world

Friday:

Inspiring Integration and Legacy Consciousness

- Creating a “playlist” to sustain you on your journey as a leader
- Lighting the way for others without burning out
- Weaving it all together

Course Objectives

Upon completion of this course participants will be able to:

1. Identify values and practices that support leading and serving with intention and heart
2. Describe practices that rekindle and enhance your leadership
3. Describe and practice compassionate listening
4. Express how to engage in relationships with creativity, graciousness, and empathy
5. Define the concept of sanctuary and its benefits to your life and work
6. Discover methods for developing attunement and clarity as a leader
7. Describe the importance of individual, relational, and collective wellbeing at work
8. Demonstrate how to lead yourself first
9. Identify strategies to create vibrant, life-giving learning communities
10. Create a “playlist,” a plan to renew yourself and sustain motivation as a servant leader

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This course is not eligible for ASWB ACE, NYSED, PA psychologist, or NBCC contact hours/credits.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 4-8, 2025**James Hawkins, PhD, LPC****Emotionally Focused Therapy: Strengthening Bonds in Couples, Individuals, and Families**

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online*

** Earn Up to 15 CE credits / hours*

** Psychologists: Please see the CE section and agenda below for information regarding available credits.*

Join EFT Trainer James "Doc Hawk" Hawkins to explore Emotionally Focused Therapy (EFT), a humanistic, versatile, and empirically validated approach to psychotherapy rooted in the science of attachment and emotions. In this experiential workshop, Doc Hawk will offer a comprehensive introduction to EFT across three primary applications:

- Individual Therapy (EFIT)
- Couples Therapy (EFCT)
- Family Therapy (EFFT)

Throughout the course, practitioners will explore the role of attachment in treating individuals, couples, and families by examining EFT's core elements, learning to deepen clients' emotional awareness, and mastering the "EFT Tango" to guide therapeutic healing.

Doc Hawk will demonstrate how EFIT, EFCT, and EFFT can help clients identify and transform negative and restrictive processing patterns through a blend of didactic presentation, clinical video, live demonstration, discussion, and practical application. Participants will learn to support clients' emotional expression across different relational contexts, attentive to the unique dynamics of each therapeutic setting.

This workshop serves as a comprehensive introduction to EFT, a foundation for advanced training, and a place to deepen existing knowledge of EFT. Designed for therapists of all experience levels, it provides practical skills to enhance emotional safety and therapeutic connection while offering an opportunity to learn collectively with colleagues.

Course Agenda**Monday:**

Foundations

- Intro to Emotionally Focused Therapy (EFT)
- Unique focus and struggles in working with individuals, couples, and families
- How EFT operationalizes attachment theory in clinical practice with individuals, couples, and families
- The EFT treatment map and in-session process of (Tango): modified to each of the three treatment modalities

Tuesday:

Emotionally Focused Couples Therapy (EFCT): Stage 1

- Staying focused and attuned to emotional experience in couples therapy
- De-escalating Chaos with EFCT Going from rigid cycles of self-protection to flexible cycles of connection
- Review a clinical session highlighting the process and interventions

James Hawkins, PhD, LPC brings a wealth of experience and passion as a clinician, counseling educator, and communicator. Dr. Hawkins is a part of Sue Johnson's EFT trainer team and trains internationally in helping clinicians learn Emotionally Focused Therapy. He is also the co-host of "The Leading Edge in Emotionally Focused Therapy" podcast and a part of the "Success in Vulnerability" online training program, a program aimed at helping clinicians get more focus on working with clinical and relational distress.

Speaker Disclosures

Financial: James Hawkins receives compensation fees from Success in Vulnerability and the International Center for Excellence in EFT where he is a team member. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: James Hawkins has no relevant non-financial relationships with ineligible organizations.

James Hawkins, PhD, LPC | Emotionally Focused Therapy: Strengthening Bonds in Couples, Individuals, and Families | August 4-8, 2025**Wednesday:**

Emotionally Focused Couples Therapy (EFCT): 2nd Order Change

- The process of restructuring bonds
- Engaged enactments: creating a positive shift in partners' interactional messages
- Layering Interventions: Reflection, Validation, Conjecture, Evocative Questioning
- Review a clinical session and discuss the application of EFT in working with couples in stage 2

Thursday:

Emotionally Focused Therapy with Individuals (EFIT)

*** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.**

- Offering corrective experiences that positively impact models of self and other
- Balancing vulnerability and deepening into core negative emotions in session
- Using relationships to build a coherent sense of a competent self
- Non-pathologizing approach to depression, anxiety, and PTSD: seeking out logic and core emotional response behind "dysfunction"
- Participants will view a clinical case and engage in a discussion on the application of EFT in individual therapy

Friday:

Emotionally Focused Therapy with Families (EFFT)

*** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.**

- Stabilizing a family's negative interaction pattern
- Building Parental Availability: responsiveness and coherent attachment communications
- Behavior as attachment need
- Generational influences impacting misattunement and injuries in family relationships
- Participants will view a clinical case and discuss how EFT is applied to work with families

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the foundations of attachment theory and attachment style
2. Describe the goals and stages of EFT across modalities with couples, individuals, and families.
3. Summarize core EFT interventions, including focused reflection, validation, evocative questioning, and the use of the therapist across different therapeutic contexts
4. Demonstrate how to apply EFT interventions to individuals suffering from depression, anxiety, and PTSD
5. Summarize EFT strategies, including focused reflection, validation, evocative questioning, pacing, and the use of the therapist to help maintain focus during reactive or stuck clinical processes
6. Name the strengths of attachment theory and science as a map to clearly understand client problems and strengths, guiding every session with individuals, couples, and families
7. Describe how to expand and re-organize key emotional responses and, in the process, the organization of self
8. Demonstrate how to utilize attachment science as a moment-to-moment guide to shape potent systematic change in psychotherapy sessions with individuals, couples, and families.
9. Summarize the macro-intervention five-stage sequence of the EFT Tango and how the synchronized response differs across modalities

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This live course is eligible for 9 continuing education credit hours through the APA.

Please see the **course CE page** for a complete listing of course-specific CE approvals.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 4-8, 2025**George McCloskey, PhD****Intervention for Child and Adolescent Executive Function Difficulties****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

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 the most effective ways to help children and adolescents improve their use of executive functions and executive skills. Ways to discuss executive functions with children, parents, and school staff will be offered, as well as ways to help motivate children and adolescents to ensure their 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 executive skills, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

Course Agenda**Monday:**

- Defining Executive Control
- A Comprehensive Model of Executive Functions
- Executive Functions vs. Automaticity

Tuesday:

- Learning vs. Producing: Executive Functions and Production
- Intervention Mindset
- Continuum for Strengthening Executive Functions

George McCloskey, PhD is a Professor and Director of School Psychology Research in the School for Professional and Applied Psychology at PCOM and holds Diplomate status with the American Academy of Pediatric Neuropsychology. Based on more than 35 years of research and experience working with children, adolescents and adults exhibiting executive control difficulties, Dr. McCloskey has developed a comprehensive model of executive control that can be used to assess executive strengths and challenges and guide intervention efforts. He frequently presents both internationally and nationally. He consults with a number of school districts and private schools nationwide and overseas on issues related to assessment and intervention for improving students' executive control in the classroom and at home. 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 is co-author with his wife, Laurie McCloskey, of the children's educational book *The Day Frankie Left His Frontal Lobes at Home*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)*, available from Schoolhouse Press.

See www.georgemccloskeyphd.com

Speaker Disclosures

Financial: George McCloskey has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: George McCloskey has no relevant non-financial relationships with ineligible organizations.

George McCloskey, PhD | Intervention for Child and Adolescent Executive Function Difficulties | August 4-8, 2025

Wednesday:

- Motivation and Executive Functions
- Orienting Strategies
- External Control Strategies

Thursday:

- Bridging Strategies

Friday:

- Internal Self-Control Strategies
- Executive Functions Development
- Executive Functions and Clinical Diagnoses
- Progress Monitoring to Document Change

Course Objectives

Upon completion of this course participants will be able to:

1. Define executive control, executive functions, and executive skills
2. Discuss a comprehensive model of executive functions
3. Discuss the development of executive functions during childhood and adolescence
4. Describe how executive control can vary based on domains of functioning
5. Explain how executive control can vary based on arenas of involvement
6. Discuss the roles of executive control in classroom learning and production and everyday behavior
7. Discuss the relationship of executive functions to childhood psychopathology
8. Plan intervention strategies based on the continuum for strengthening executive control
9. Discuss the planning, implementation, and outcome assessment of school-, clinic-, and home-based interventions

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 4-6, 2025 / *12-HOUR COURSE

Jonah Paquette, PsyD is a clinical psychologist, international speaker, and writer. He is the author of four books including *Happily Even After* (PESI Publishing, 2022), *Awestruck* (Shambhala Publications, 2020), *The Happiness Toolbox* (PESI Publishing, 2018), and *Real Happiness: Proven Paths for Contentment, Peace, and Well-Being* (PESI Publishing, 2015). His writing provides clinicians and the public with practical, research-backed strategies to foster greater well-being and connection in our everyday lives.

In addition to his clinical work and writing, Jonah offers training and consultation to therapists and organizations on the promotion of well-being and conducts workshops and keynotes around the country and internationally. He is a frequent media contributor, and is the co-host of the popular psychology podcast "The Happy Hour." Jonah's clinical experiences have spanned a broad range of settings, including Veterans hospitals, community mental health clinics, college counseling centers, outpatient medical centers, and private practice. He previously spent over a decade in healthcare leadership at Kaiser Permanente where he helped run a large mental health training program spanning 20 medical centers. He has a passion for imparting the key findings related to happiness and well-being with a broader audience, and he is honored to share these with you. To learn more about Jonah and his work, visit www.jonahpaquette.com.

Speaker Disclosures

Financial: Jonah Paquette has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jonah Paquette has no relevant non-financial relationships with ineligible organizations

Jonah Paquette, PsyD

Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection

Monday - Wednesday: 9:00a.m. - 1:30p.m. EDT | 30-Minute Break Daily | 12-Hour Course | Delivery Format: In-Person or Live-Online

This course is offered Monday-Wednesday, 9:00a.m.-1:30p.m., for 12-hours.

For years, surveys from around the world have shown that happiness tops the list of what most people want most in life. And for centuries, philosophers and theologians worldwide have sought to answer the ancient and timeless question of how to build a happy and meaningful life. Even the Dalai Lama reminds us that "the purpose of life is to be happy."

Yet despite the importance we place on happiness, research has shown that rates of happiness have been on the decline for many around the world, spanning geography, demographics, and socioeconomic factors. And with hardship and trauma facing us seemingly constantly at home and abroad, how can we even begin to become happy amidst all these challenges?

These questions and more will be explored in this enriching hands-on course. Participants will learn to see happiness as a multifaceted and layered phenomenon, drawing on research from all around the world. After gaining an understanding of what happiness is and why it can feel so elusive, participants will explore 12 core principles for psychological well-being that can be cultivated during good times and bad.

Merging fields like positive psychology, neuroscience, and longitudinal research on happiness and well-being, this course will provide attendees with practical skills to combat depression and anxiety and foster lasting well-being in their clients and themselves. This course is appropriate for clinicians, educators, leaders, and those working in organizational settings.

Course Agenda

Monday:

Understanding Psychological Well-Being

- A review of various models of psychological well-being
- Key roadblocks and barriers
- The 3 core pillars of genuine happiness and well-being
- A review of the key benefits of fostering well-being

Tuesday:

Well-Being Principles:

- Awe
- Gratitude
- Social Connection
- Psychological Richness
- Kindness and Compassion
- Self-Compassion

Jonah Paquette, PsyD | Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection | August 4-6, 2025 / *12-hour course

Wednesday:

Well-Being Principles (cont.):

- Strengths
- Flow
- Meaning
- Savoring
- Posttraumatic Growth
- Mindfulness

Course Objectives

Upon completion of this course participants will be able to:

1. Explain the link between psychological well-being and positive outcomes across other domains of life
2. Explain the benefits of awe for psychological well-being
3. Describe the impact of gratitude on physical health, including its effect on inflammation and the immune system
4. Describe the importance of social connection on physical and psychological well-being
5. Describe the impact of kindness and altruism on mental health
6. Explain the impact of happiness on health, relationships, creativity, and job performance for purposes of client psychoeducation
7. Apply simple, effective strategies that help clients increase gratitude, mindfulness, self-compassion, savoring, and other positive psychological skills
8. Define post-traumatic growth and how positive changes may occur following adversity and trauma
9. Integrate strategies for increasing post-traumatic growth following hardship

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Coaches: This course has been approved for the following Continuing Coaching Education (CCE) units with the International Coaching Federation. Core Competencies: 6 ; Resource Development: 6

This program is being offered for 12 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 7-8, 2025 / *8-HOUR COURSE**Christopher Willard, PsyD****Adapting Mindfulness Techniques for Children, Teens, and Adults**

**Thursday - Friday: 9:00a.m. - 1:30p.m. EDT | 30-Minute Break Daily
8-Hour Course | Delivery Format: In-Person or Live-Online**

This course is offered Thursday - Friday, 9:00a.m.-1:30p.m., for 8-hours.

Christopher Willard, PsyD is a clinical psychologist, author and consultant based in Massachusetts. He has spoken in forty-one countries and has presented at two TEDx events. He is the author of twenty books, including *Alphabreaths* (2019), *Growing Up Mindful* (2016), and *Feelings are Like Farts*, (2024). His thoughts on mental health have been featured in The New York Times, The Washington Post, mindful.org, cnn.com, and elsewhere. He teaches at Harvard Medical School.

Speaker Disclosures

Financial: Chris Willard has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Chris Willard has no relevant non-financial relationships with ineligible organizations.

With the surge in mental health challenges from across the lifespan, more clinicians are using mindfulness, compassion-based resilience, and self-regulation tools for their clients and themselves. Join author, psychologist, and consultant Dr. Christopher Willard for two days, one dedicated to learning the core tenets of mindfulness, self-compassion, and positive psychology techniques and the next to adapt those practices for children, teens, and adults. We will practice and learn practical, creative techniques through awareness, movement, games, play, and creative activities.

Learning differences, cultural differences, developmental differences, and, of course, mental health issues all affect how clients learn best, and this course explores ways to adapt mindfulness rather than approach with a one-size-fits-all approach. We learn to make mindfulness trauma-aware and the best methods for depression, anxiety, executive function challenges, and more. Practical physiology and neuroscience will be explored, along with getting clients to practice outside our time together. We will discover a range of techniques that complement not just therapy but arts, sports, games, music, technology, and more for attention spans ranging from 30 seconds to 30 minutes.

Course Agenda**Thursday:**

- Defining and practicing mindfulness, compassion, and self-compassion
- Mindful Brains: the physiology and neuroscience of mindfulness and compassion
- Mindfulness, self Compassion, and resilience for the clinician
- Mindful Bodies: Adapting mindful eating and movement for everyone

Friday:

- Adapting mindfulness for all kinds of minds
- Breathing, movement, games, and play
- Teaching tips, engaging clients, and practicing outside clinical hour
- Trauma-informed practice, adapting mindfulness for mental health

Christopher Willard, PsyD | Adapting Mindfulness Techniques for Children, Teens, and Adults | August 7-8, 2025 / *8-hour course

Course Objectives

Upon completion of this course participants will be able to:

1. Define key concepts related to mindfulness, compassion, self-compassion, and resilience
2. Discuss the relationship between mindfulness and resilience
3. Discuss the neuroscience and physiology of mindfulness and compassion
4. Apply and adapt mindfulness practices for clients of different ages, cultural backgrounds, and mental health challenges (ex., depression, anxiety, executive function challenges)
5. Design mindfulness interventions that incorporate movement, games, and creative activities to enhance client engagement
6. Discuss recent research surrounding the use of mindful breathing techniques for self-regulation
7. Discuss trauma-informed mindfulness practices in clinical and educational settings
8. Discuss how to help clients utilize evidence-based mindfulness practices outside of clinical sessions

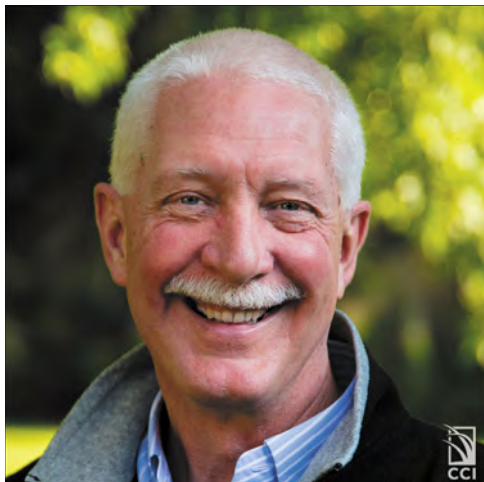
Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

This program is being offered for 8 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

IN-PERSON LIVE-ONLINE**AUGUST 11-15, 2025**

Bob Anderson

The Journey of Conscious Leadership

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person Only**

This workshop will introduce you to a Universal Model of Leadership that integrates the best theory and research to emerge over the past 60 years in the fields of Leadership, Psychology, Human Potential, Quantum Physics, and Spirituality. At the core of this model are the Stages of Adult Development frameworks that are now finding their way into leading approaches to the development of leadership effectiveness.

No organization can organize at a higher level of performance than the consciousness of its leadership. We identify five levels of leadership—Egocentric, Reactive, Creative, Integral, and Unitive. Each progressive level is associated with greater consciousness and effectiveness. Each results in more engaging organizational cultures, accelerated innovation, increased business performance, and enhanced capability to lead systemic transformation. Most adults are navigating the transition from Reactive to Creative. This workshop will focus on supporting that transition, while also exploring the territory of the higher Stages - Unity Informed Integral Presence. As a therapist, coach, or consultant, you will learn how to catalyze and accelerate personal/leadership transformation.

This workshop will use the Leadership Circle Profile (LCP) Self-Assessment, which provides personal insight through the lens of the entire Universal Model and a map and foundation for a powerful leadership development experience. Finally, this workshop will introduce six leadership practices that, if practiced, will reliably boot up later-stage leadership. They are:

- Discern Purpose: What am I here for? What are we here for? What must I be about to live the life I came here to live and not someone else's? What do I love more than I fear?
- Distill Vision: What is wanted of me/us now? What is the emergent and desired future that wants its way with me/us? What will exist in the future that does not exist now? What is the organization that, if it existed, would put us out of business?
- Know Your Fears: How do I/we get in my own way? How do I/we make up that it is too risky to act on the purpose and vision? What is at risk beneath my Reactive strategy, search for a safe path, and/or playing not to lose?
- Authentic and Courageous Dialogue: How do I consistently speak the truth, especially when it requires courage? How do I have difficult conversations in a great way? How do I act out the vision I hold in every encounter? How do we create a collective and coherent field for dialogue that leads to breakthrough solutions to complex issues?
- Balancing Intuition and Reason: How do I/we open up intuitive meta-capability? How can I/we learn to be informed from a field of larger intelligence about the emergent, desired future and the innovations required to manifest that future?
- Catalytic Presence: When I enter any circumstance, how do I embody a presence that resonates a catalytic field for what wants to happen? How do I, through my very presence, create the conditions for courage, honesty, reconciliation, healing, insight, breakthrough innovation, and inspiration for what is most needed?

This workshop is for you if you are in the business of helping people develop into the highest versions of themselves. This training can offer those already certified in the Leadership Circle Profile an enhanced understanding of their Profile and how to use the underlying model more effectively and with a much deeper transformative presence.

Bob Anderson is the Founder of the Leadership Circle. Bob created the Leadership Circle Profile™ (LCP), a 360o leadership assessment. Forbes named the LCP one of its top executive development assessments.

Bob and Bill Adams authored the book, *Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results*, described as seminal work in the leadership field. It was a Top Ten Bestseller on Porchlight Book Company and was a Top 10 editorial pick on Amazon.

Bob and Bill's new book, *Scaling Leadership: Building Organizational Capability and Capacity to Create Outcomes that Matter Most*, is a street-level view of how senior leaders describe leadership; and provides a proven framework for magnifying agile and scalable leadership in your organization.

Bob served on the faculty at The University of Notre Dame for 20 years and received the Partner in Innovation faculty award in 2005. The MEECO Leadership Institute awarded Bob the International Thought Leader of Distinction in 2018. Bob has a master's in organizational development and a bachelor's in economics. See: <https://leadershipcircle.com/>

Speaker Disclosures

Financial: Robert Anderson has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Robert Anderson has no relevant non-financial relationships with ineligible organizations.

Bob Anderson | The Journey of Conscious Leadership | August 11-15, 2025

Course Agenda

Monday:

- Introduction of the Universal Model of Leadership
- 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:

- Know your Fears
- Working with Underlying Reactive Beliefs

Thursday:

- Catalytic Presence: Energetic Practices that Expand Awareness and Presence
- Developing Intuitive Capability: Attuning to Your Client

Friday:

- Authenticity: Courageous Conversation
- Legacy: Discerning Personal Purpose and Distilling your Leadership Vision

Course Objectives

Upon completion of this course participants will be able to:

1. Describe and experience the Conscious Leadership Framework.
2. Describe the five levels of leadership—Egocentric, Reactive, Creative, Integral, and Unitive
3. Express personal insight into their leadership through the lens of the Leadership Circle Profile
4. Discover the power and impact of Personal Purpose on their leadership development
5. Construct a Leadership Vision for what wants to emerge now through your life, your leadership, and your organization
6. Demonstrate how to embody the six leadership practices in your life, leadership and practice
7. Describe how to be more powerfully and transformatively present.
8. Evaluate the extent of one's understanding and alignment with the key principles and practices underlying the Conscious Leadership Framework
9. Apply the theory and practices covered into their own practice
10. Demonstrate how to effectively develop and implement strategies that create and accelerate Conscious Leadership

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

*This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 11-15, 2025**John Forsyth, PhD & Jamie Forsyth, PhD****Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

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 and self-compassion
- Show up to life as it is
- Get unstuck and moving
- Live a rich and 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

John 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, and compassion. He is also the Director of the Anxiety Disorders Research Program and a Professor of Psychology at University at Albany in upstate NY. John also maintains a small private practice and offers ACT supervision to mental health professionals in the United States and abroad.

As an active researcher and practitioner of ACT and contemplative practices, John is the author of several popular books, including *Acceptance and Commitment Therapy for Anxiety Disorders*, *The Mindfulness & Acceptance Workbook for Anxiety* (2nd edition), *ACT on Life, Not On Anger*, and *Your Life on Purpose*. His latest ACT-informed books include *Anxiety Happens*, *the Anxiety Happens Guided Journal*, and *Calm in the Chaos: A Quick-Relief Guide for Managing Anxiety & Overwhelm in Loud & Uncertain Times* (Barnes & Noble Exclusive). Watch for the 3rd ed. of *The Mindfulness & Acceptance Workbook for Anxiety* in Spring 2025.

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.

See www.drjohnforsyth.com

Speaker Disclosures

Financial: John Forsyth receives salary as a professor and faculty member from the University of Albany, SUNY. He also receives royalties as an author from New Harbinger Inc. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: John Forsyth has no relevant non-financial relationships with ineligible organizations.

Jamie Forsyth, PhD, is an active and gifted psychologist 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, supervisor, and researcher, with specialized knowledge in relational and process-oriented therapeutic work, addictions, motivational interviewing, including mindfulness and self-compassion practices. Jamie is active within a group mental health practice in upstate New York where she offers psychotherapy, performs psychological evaluations, and trains and supervises doctoral students under her direction.

As a husband and wife team, Jamie and John are known to infuse their teaching and training with energy, humility, lightheartedness, and compassion, and their down-to-earth workshops are consistently praised for their clarity, depth, and practical utility.

Speaker Disclosures

Financial: Jamie Forsyth receives salary as a staff psychologist from Freedom First Psychological Services. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jamie Forsyth has no relevant non-financial relationships with ineligible organizations.

John Forsyth, PhD & Jamie Forsyth, PhD | Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard | August 11-15, 2025

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 postdoctoral fellows, are invited to attend. Familiarity with ACT is not required.

Course Agenda

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

Course Objectives

Upon completion of this course participants will be able to:

1. Describe Acceptance and Commitment Therapy (ACT)
2. Indicate evidence-based approaches that supports the ACT model
3. Describe how practices that cultivate mindfulness and loving kindness can empower clinical work
4. Discuss and demonstrate ACT processes and interventions
5. Discuss ways to integrate ACT techniques into your mental health practice
6. Indicate methods of intervention that embody the ACT principles
7. Describe how to integrate ACT with other methods
8. Discuss the importance of flexibility in the model

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life Is Hard, Course #5624, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 4/30/2024-4/30/2026. Social workers completing this course receive 15 clinical continuing education credits.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 11-15, 2025**Pilar Jennings, PhD****Buddhism & Psychotherapy in Conversation: A Healing Partnership****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

For more than half a century, there's been a growing interest in the relevance of Buddhist psychology and meditation to psychodynamic treatment. Carl Jung, along with Karen Horney, Nina Coltart, and many other clinicians across psychoanalytic orientations, have made efforts to explore how a traditional therapeutic approach to healing might be enhanced by a Buddhist understanding of suffering and its end. This course will examine how these contrasting traditions understand the roots of personal and collective suffering and how their complementary, though divergent, methods offer increased opportunities for healing when used in tandem.

For clinicians, this course will provide an exploration of how the treatment of common psychological struggles, including depression and anxiety, as well as more complex forms of trauma, may be supported by Buddhist insights and methods for both patients and therapists. For meditators, this course will offer ways to more fully understand and address the psychological content that can arise in one's spiritual practice through a psychodynamic approach to inner life and its development. With periods of meditation practice, readings, and classroom discussion, together we will examine the foundational concepts addressed in both Buddhist and psychotherapeutic teachings, including the nature of self, identity, loss, and efforts at healing.

Pilar Jennings, PhD is a psychoanalyst based in New York City with a focus on the clinical applications of Buddhist meditation practice. She has been working with patients and their families in private practice and through the Harlem Family Institute since 2000. Dr. Jennings has been a Buddhist practitioner for the past 40 years and is a teacher of Tibetan Buddhism in the Sakya lineage. She is a Visiting Lecturer at Union Theological Seminary; Columbia University; and a faculty member of the Nalanda Institute for Contemplative Science. Her area of interest include: Intersubjectivity in the spiritual dyad; developmental perspectives of Buddhist meditation across traditions; and psychodynamic work with spiritual practitioners. Dr. Jennings' publications include *Mixing Minds* (Wisdom 201) and *To Heal a Wounded Heart* (Shambhala 2017), a psychoanalytic memoir about her entry into clinical work.

Speaker Disclosures

Financial: Pilar Jennings has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Pilar Jennings has no relevant non-financial relationships with ineligible organizations.

Course Agenda**Monday:**

The Nature of Mind & Self

How the mind develops in our primary attachment relationships

- A Buddhist framework for mind that can be used to heal traumatic self-narratives
- An exploration of Anatta or "no-self" teachings alongside a psychological exploration of subjectivity and unique personhood

Tuesday:

Mindfulness & Evenly Hovering Attention – Methods and Tools for Therapists and Meditators

- Original Buddhist teachings on the "noticing brain"
- Integrating mindfulness into clinical work for optimal engaged listening
- Exploring early developmental dynamics that influence our capacity for mindfulness

Pilar Jennings, PhD | Buddhism & Psychotherapy in Conversation: A Healing Partnership | August 11-15, 2025

Wednesday:

Intersubjectivity & Interpersonal Dynamics in Buddhism & Psychotherapy

- The nature of mutuality in our interpersonal relationships
- How the therapeutic relationship can usher in mutual recognition and explore the struggle and longing to be seen and known
- The role of the Buddhist mentor in facilitating a safe experience of being known

Thursday:

Healing the Selfless Self through Countertransference & Transference

- Exploring the internal and interpersonal process of projection in both the Buddhist and therapeutic dyad
- How the psychotherapist can use projection or transference to cultivate increased compassion
- The role of projection as a healing tool in the Buddhist mentor/student relationship

Friday:

Obstacles & Healing on the Buddhist and Therapeutic Path: Working through Difficult Emotions

- Identifying unconscious psychological obstacles in one's spiritual life
- Working with anxiety & anger in both traditions
- Amplifying the benefits of psychotherapy with contemplative methods, and deepening meditation practice with increased understanding of personal history

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the nature of selfhood and its development through a Buddhist psychological and psychotherapeutic lens
2. Identify three foundational components of psychotherapeutic treatment enhanced by Buddhist contemplative methods
3. Integrate meditations that bolster clinical listening and improve psychotherapeutic outcomes
4. Identify four components of developmental trauma effectively addressed in psychotherapy and Buddhist meditation
5. Describe three primary interpersonal dynamics that facilitate healing in the therapeutic dyad and their correlates to the spiritual mentor/mentee dyad
6. Analyze the role of mindfulness and its developmental underpinnings in the therapeutic couple
7. Identify and distinguish the Buddhist teaching of Anatta or no-self and its psychological implications for patients suffering from early developmental thwarting
8. Identify three methods for working through clinical impasses enhanced by a Buddhist understanding of selfhood
9. Describe the role of transference in the clinical and spiritual dyad
10. Identify four obstacles and their antidotes on the Buddhist complete path

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 11-15, 2025**Cece Sykes, LCSW, ACSW****Internal Family Systems: Compassion for “Big A” and “Small a” Addictive Processes****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Most of us are familiar with feeling ‘addicted.’ We’re glued to our phones, work too much or worry about late-night drinks, food patterns, or spending. While we deem these behaviors “Small a” addictions, what does it mean when we can’t change? Others of us, and many clients, struggle with higher-risk “Big A” addictive processes: heavy drinking or drug use, chronic disordered eating, or sexually compulsive or self-harming activity.

Faced with these common yet challenging issues, therapists need more options than just referring to treatment centers or self-help groups. While sometimes this works, what happens when it doesn’t? IFS offers a paradigm shift. Rather than viewing addictive behaviors as self-destructive pathologies, we view parts engaged in compulsive behavior as trapped in an extreme role, yet desperately trying to help. In this approach, we build new inner relationships by working directly with extreme behaviors and offering safe methods for addressing the underlying emotional pain these desperate parts have been tasked with protecting.

In this experiential workshop, you will learn how to create clear road maps using your own experiences, avoid power struggles, discover positive intentions behind ‘negative’ behaviors, and how to build safe inner connection to underlying trauma. We will also explore how therapists can combine self-compassion with effective compassion for others.

Cece Sykes, LCSW, ACSW, Author, Educator, Consultant, IFS Senior Trainer, has over forty years of clinical experience with individuals and families and specializes in recovery from trauma and addiction. She has been educating therapists around the world on the IFS model and treating addictive processes for over two decades and she co-authored *IFS Treatment for Addictions: Trauma-Informed Compassion-Based Interventions for Substance Use, Eating, Gambling and More* (2023) with Martha Sweezy and Richard Schwartz. Cece also has a special interest in the personal narratives of psychotherapists and she lectures, consults, and leads retreats on these and related topics. Cece lives and works in her lifelong home of Chicago.

Speaker Disclosures

Financial: Cece Sykes has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Cece Sykes has no relevant non-financial relationships with ineligible organizations.

Course Agenda**Monday:**

IFS Basic Concepts and the Inner System

Tuesday:

Interventions with Addictive Firefighters and Polarities

Wednesday:

Interventions for Managers and Caretakers

Thursday:

Legacy Burdens and Healing Trauma and Attachment Wounds

Friday:

Welcoming Therapist Parts and How to Find Self-Leadership

Cece Sykes, LCSW, ACSW | Internal Family Systems: Compassion for “Big A” and “Small a” Addictive Processes | August 11-15, 2025

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the core concepts of the IFS model
2. Discuss how to identify the major categories in the inner system
3. Summarize new clinical definitions of ‘addiction’ and addictive processes
4. Differentiate the roles and intentions of protective parts of the system
5. Distinguish how to track the addictive process cycle
6. Identify effective interventions for working with managers, including inner critics, self-loathing, and chronic caretaking
7. Demonstrate how to work collaboratively with firefighter parts that use substances and extreme practices
8. Identify safe interventions for creating healing relationships with parts holding the burdens of trauma, attachment wounds, and alienation
9. Summarize how to identify polarizations and help clients identify their common patterns
10. Discuss how to reduce resistance and invite clients to invest in the process
11. Describe how family and institutional legacy burdens impact addictive processes
12. Identify and work with the therapist parts impacted by ‘addiction’ issues
13. Role-play how to work with extreme managers
14. Role-play exercises that can be applied in clinical work with firefighters
15. Examine how therapists can stay centered in the clinical setting

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

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✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 18-22, 2025**Edward Hallowell, MD with
Sue George Hallowell, LICSW****Unwrapping the Gifts: A Strength-Based Approach
to ADHD Across the Life Span****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Edward Hallowell, MD is a board-certified child and adult psychiatrist, a thought leader, a NY Times bestselling author, a world-renowned keynote speaker and a leading authority in the field of ADHD. He is the Founder of The Hallowell Centers in Boston MetroWest, New York City, San Francisco and Seattle. He is a graduate of Harvard College and Tulane Medical School and was a distinguished Harvard Medical School faculty member for 22 years. He currently devotes his full professional attention to his clinical practice at the Hallowell Centers, speaking to audiences around the world, and writing books. He has authored 22 books on various psychological topics, including ADHD, parenting, managing your "crazy busy" lives and most recently, his personal memoir.

Speaker Disclosures

Financial: Edward Hallowell has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Edward Hallowell has no relevant non-financial relationships with ineligible organizations.

Sue George Hallowell, LICSW is the Clinical Director for the Hallowell Center in New York City, and additionally runs a private social work practice in Cambridge, MA. A highly experienced social worker of 35 years, Sue uses psychodynamic therapy, acceptance and commitment therapy (ACT), dialectical behavior therapy (DBT) and mindfulness training in her work. Sue has a special expertise in working with couples, especially where ADHD is an issue. She also does a significant amount of work with parents whose children are struggling with attention issues or other mental health concerns, as well as college students and adults.

From childhood through adulthood, ADHD presents not only problems but also 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 much of the 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 client, he or she looks for talents, skills, and strengths and builds a treatment plan to promote those first and foremost. In addition, the clinician radiates a positive attitude and affirming energy, which in turn mobilizes hope, excitement, and curiosity, which drives treatment to much greater success than can be achieved otherwise.

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 understanding ADHD at all ages in all contexts.

An added feature of the course that Dr. Hallowell deems especially useful is that each participant is given a chance to tell the group about themselves. This is entirely optional; you don't have to do it. But each summer, an atmosphere of such trust develops in the group that over the 20 years we have offered this course, approximately 97% of participants have decided to offer from their own experience, knowledge, and anecdotes their fellow participants always relish.

Sue's previous positions include Director of Inpatient Social Work at Massachusetts Mental Health Center and Associate Professor at Simmons Graduate School of Social Work (adjunct). She graduated from the University of Virginia and Boston College Graduate School of Social Work.

Sue is married to Ned Hallowell and co-authored *Married To Distraction* with him. Together they have appeared on numerous TV and radio shows to discuss relationships and ADHD, and Sue often presents at conferences on her successful model of support and therapy for couples.

Speaker Disclosures

Financial: Sue George Hallowell has no relevant financial relationships with ineligible organizations.

Non-financial: Sue George Hallowell has no relevant non-financial relationships with ineligible organizations.

Edward Hallowell, MD with Sue George Hallowell, LICSW | Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span | August 18-22, 2025

Course Agenda

Monday:

Introduction

- Explanation of 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
- Examples of successful ADHD-ers
- Most Vexing Problems to overcome in life with ADHD
- ADHD Its Best: What's it like and how to get there
- Epidemiology in US and across cultures
- ADD vs. ADHD
- A new term for ADHD: VAST
- Group sharing, Day 1

Tuesday:

Biology of ADHD

- Brain scan data
- Genetics of ADHD
- Handling the Naysayers
- The itch at the core of ADHD: Reward deficiency syndrome
- An organized approach to the diagnosis 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
- Group sharing, Day 2

Wednesday:

Sue Hallowell, LICSW, joins us to discuss couples

- Couples: Sue speaks from her own extensive experience
- How ADHD impacts couples
- 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
- Paradise Lost: Substance Use Disorder (addiction) and ADHD
- Paradise Regained: The Rewards
- Group Sharing, Day 3

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

Thursday:

Finding the Treasures

- The basics of treating ADHD
- The start of treatment: A pivotal moment
- Promoting strengths: A systematic approach
- Major danger alert: How to make the transition to college
- Nutrition, nootropics and ADHD: Omega-3s and beyond
- Neurofeedback
- Two traps to avoid: Spin and Slide (terms to be explained)
- How to deal with chronic rumination, brooding, and resolute pessimism
- Managing "The Big Struggle" in families
- Sexuality and ADHD
- Group sharing, Day 4

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
- Coaching and developing organizational skills in life with ADHD
- Finding the right career in life with ADHD
- Choosing the right mate in life with ADHD
- Finding and preserving joy in life with ADHD
- Group sharing, Day 5

Course Objectives

Upon completion of this course participants will be able to:

1. Describe ADHD across the lifespan
2. Name a better term for the syndrome than ADHD
3. Explain rationale for strength-based model
4. List skills and strengths associated with ADHD
5. List the common problems associated with ADHD
6. Discuss the life stories of successful ADHD adults
7. Describe basic biology of ADHD
8. State the role of testing in diagnosis of ADHD
9. Name common pitfalls in diagnosis
10. Discuss use of medication for ADHD
11. Name conditions that often coexist with ADHD
12. Indicate the basics of ADHD treatment
13. Explain the role of exercise and nutrition in ADHD treatment
14. Discuss ADHD impact on couples and sexuality
15. Apply model to predict life stage dilemmas and plan appropriate treatment in practice

IN-PERSON LIVE-ONLINE**AUGUST 18-22, 2025**

Rubin Naiman, PhD, FAASM

Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person Only*

Sleep and dreams are the very roots of the tree of waking life, profoundly impacting our mental health and physical well-being. Sleep loss, a most prevalent health concern, is strongly linked to anxiety, depression, obesity, and other chronic illnesses. Although mental health professionals routinely encounter insomnia in their practices as well as personal lives, few are adequately prepared to effectively address it. Unfortunately, our fundamental beliefs about sleep and dreams are excessively medicalized and myopic. In the end, we don't get sleep simply because we don't get sleep.

Join world-renowned sleep and dream expert Dr. Ruben Naiman for a truly transformative learning experience that enhances both clinical skills and personal consciousness. This program addresses insomnia and sleep health from a comprehensive body, mind, and spirit perspective, integrating complementary and alternative medicine, cognitive-behavioral interventions, and Jungian/archetypal approaches. Through engaging presentations, in-depth discussions, personal exercises, and optional dream circles, participants can expect to gain a rich and practical understanding of sleep and dreams to better help their clientele as well as themselves.

Rubin Naiman, PhD, FAASM is a psychologist, Fellow in the American Academy of Sleep Medicine, clinical assistant professor of medicine, and the sleep and dream specialist at the Andrew Weil Center for Integrative Medicine at the University of Arizona. 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 several groundbreaking works on sleep, including *Healing Night*, *Healthy Sleep* (with Dr. Weil), *The Yoga of Sleep*, and *Hush: A Book of Bedtime Contemplations*. He has also authored pivotal medical book chapters as well as scientific and consumer articles on sleep and dreams. His presentations have been described as "simply outstanding," "brilliant," "truly creative," and "magical."

See www.DrNaiman.com

Speaker Disclosures

Financial: Ruben Naiman has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Ruben Naiman has no relevant non-financial relationships with ineligible organizations.

Course Agenda

Monday:

A novel integrative approach to sleep and dreams

- Our purpose: objectives, outline and method
- Night fever: we are seriously sleep and dream deprived
- Fifty years of sleep medicine and things are getting worse
- The ramifications: physical illness, mental illness and life as a zombie
- The nature of sleep and dreams
- We don't get sleep because we don't get sleep
- Medicalization: the brain doesn't sleep, we do
- Negative definitions and the loss of the sleeper
- The science and rhythms of sleep, REM sleep and dreaming

Tuesday:

The big picture: social and cultural factors shaping our nights

- Hyperarousal: industrialization as a psychosocial force
- The suppression of night, darkness and melatonin
- Living in the waketrix: the subservience of sleep and dreams
- Sleep and dreams as fundamental consciousness issues
- Understanding and evaluating major sleep disorders
- Screening and evaluation of sleep and dreams
- The pros and cons of sleep tracking devices
- The presentation and etiology of sleeplessness and insomnia
- Personal evaluation: investigating our "nightstand"

Rubin Naiman, PhD, FAASM | Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach | August 18-22, 2025**Wednesday:**

Healing sleeplessness and insomnia

- Sleep self-efficacy: can we trust ourselves?
- The Noise Reduction Model: taking and letting go of something to sleep
- Sleeping pills and alternatives: botanicals, nutraceuticals, cannabis, and melatonin
- Sleeping in the forest: restoring the art and poetics of sleep and dreams
- Managing body and bed noise
- The body as the unconscious mind
- The princess and the pee: what really keeps us up at night?
- Stimulus control: getting out of bed to sleep
- Our sleep environment: beds, bedding, bedrooms and nature

Thursday:

Managing mind noise

- Thinking, beliefs and meta-cognitions around sleep (CBT-I)
- Going out of our (waking) mind to sleep
- A non-violent approach to night, sleep and dreams
- Sleeping together: the night side of relationships
- Re-writing our bedtime story
- Where do you go when you go to sleep?
- The art of psychospiritual surrender
- Cultivating awareness of sleep
- Falling in love with sleep again

Friday:

Dreams as the forgotten bridge to sleep

- Dream hygiene: interpretation, relation and healing
- REM sleep, dreams and psychedelics
- Bad dreams, nightmares and shadow work
- The waking dream: re-enchanting everyday life
- The United States of consciousness: sleep and dream lessons for waking
- What is consciousness?
- Braid theory and Turiya: toward a unified sense of self
- On becoming practically conscious
- Laughter, dreams and consciousness

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize the basic themes of an integrative approach to sleep, dreams and consciousness
2. Explain the night fever model – the role of chronic inflammation in sleep and dream loss
3. Describe the medical and mental health ramifications of sleep and REM sleep loss
4. Define the wake centrism and its impact on our consciousness and view of sleep and dreams
5. List the key features of hyperarousal and its effects on sleep and dreams
6. Explain the limitations of the conventional medical model view of sleep and dreams
7. Describe the role of circadian rhythms in sleep, dreams, health and consciousness
8. Discuss essential tools and techniques for screening and evaluating sleep disorders
9. Summarize the presentation, impact and treatment of snoring and sleep apnea
10. Discuss the presentation and etiology of sleeplessness and insomnia
11. Recognize the importance of an experiential “artistic” approach of sleep and dreams
12. Describe examples of and approaches to managing body, mind and bed “noise”
13. Explain stimulus control and sleep constriction and their respective indications
14. Summarize the basics, benefits and limitations of CBT-I
15. Identify the utility and limitations of commonly used sleep medications
16. Describe the role of the sleep environment and related interventions for insomnia
17. Discuss dreaming as the essential bridge between waking and sleep states
18. Explain REM sleep loss, dream rebound and methods of restoring healthy dreaming
19. List the essential components of dream hygiene
20. Discuss the intersection of dreamwork, the waking dream, psychedelics and psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

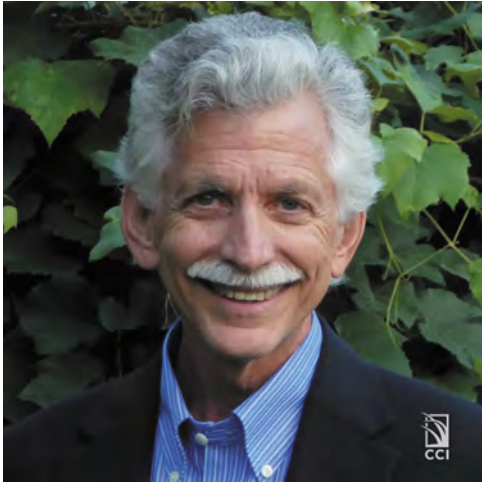
Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 18-22, 2025

Ronald D. Siegel, PsyD is an Assistant Professor of Psychology, part time, at Harvard Medical School, where he has taught for over 35 years. He is a long-time student of mindfulness meditation and serves on the Board of Directors and faculty of the Institute for Meditation and Psychotherapy. He teaches internationally about the application of mindfulness practice in psychotherapy and other fields, and maintains a private clinical practice in Lincoln, Massachusetts.

Dr. Siegel is author of a comprehensive guide for general audiences, *The Mindfulness Solution: Everyday Practices for Everyday Problems*; coeditor of the critically acclaimed text, *Mindfulness and Psychotherapy*, 2nd Edition and of *Wisdom and Compassion in Psychotherapy*; coauthor of the professional guide *Sitting Together: Essential Skills for Mindfulness-Based Psychotherapy*; coauthor of the self-treatment guide *Back Sense*, which integrates Western and Eastern approaches for treating chronic back pain; and author of the recent book, *The Extraordinary Gift of Being Ordinary: Finding Happiness Right Where You Are*. He is also professor for *The Science of Mindfulness: A Research-Based Path to Well-Being* produced by The Great Courses, a regular contributor to other professional publications, and co-director of the annual Harvard Medical School Conferences on Meditation and Psychotherapy and Psychedelic-Assisted Psychotherapy.

Speaker Disclosures

Financial: Ronald Siegel has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Ronald Siegel has no relevant non-financial relationships with ineligible organizations.

Ronald D. Siegel, PsyD**What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy**

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

Ever since Freud, psychotherapists have worked with non-ordinary states such as dreams, hypnosis, and free association to understand and heal the heart and mind. In the past decade, mindfulness and compassion practices have become mainstream tools, while more recently, research on psychedelic-assisted psychotherapy has mushroomed. Psychedelics, often combined with insights from mindfulness and compassion practices, now offer not only possible breakthrough treatments for PTSD, depression, addictions, and end-of-life anxiety but also provide new insights into the nature of psychological distress and mechanisms of healing.

What can clinicians learn from these developments? What can they teach us about the neurobiology of human suffering and flourishing? How can they inform our practice?

In this 5-day interactive workshop, you'll learn practical tools and techniques derived from mindfulness and compassion-oriented treatment and psychedelic-assisted psychotherapy to help clients with a wide-array of disorders. We'll explore ways to help clients integrate split-off traumatic memories, open their hearts, embrace vulnerability, surrender to the flow of ever-changing experience, move from isolation to deep connection with people and nature, appreciate the unreliable fluidity of thought, and find meaning in everyday moments.

You'll learn how to use mindfulness and self-compassion practices along with other techniques to harness these healing mechanisms, while also gaining the knowledge necessary to help clients who might be experimenting with psychedelics to integrate and grow from their experiences.

Course Agenda**Monday:**

- History of non-ordinary states in psychotherapy
- Common factors in psychopathology and their antidotes
- How non-ordinary states heal

Tuesday:

- Origins and effects of different psychedelic agents
- History of psychedelic-assisted psychotherapy (PAP)
- Cautions and contraindications for PAP
- Structuring PAP

Ronald D. Siegel, PsyD | What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy | August 18-22, 2025

Wednesday:

- What are mindfulness practices
- How do they work?
- Tailoring practices to individuals' needs

Thursday:

- Compassion: What is it really?
- Avoiding empathy fatigue
- Synergies among mindfulness, compassion, & PAP

Friday:

- The role of transpersonal or mystical experience in therapeutic change
- Overcoming self-esteem addiction
- Discovering the extraordinary gift of being ordinary

Course Objectives

Upon completion of this course participants will be able to:

1. Identify the common elements in a wide variety of psychological disorders
2. Describe how mindfulness practices work to resolve psychological distress
3. Discuss the role of compassion and self-compassion in psychotherapeutic progress
4. Summarize current research demonstrating efficacy and mechanisms of action in psychedelic-assisted psychotherapy
5. Discuss cautions and contraindications for Psychedelic Assisted Psychotherapy
6. Identify empathy fatigue and how to avoid it
7. Discuss how to advise patients considering psychedelic experiences outside of treatment and how to help those who engage in these to integrate the experience.
8. Discuss the role of transpersonal or "mystical" experience in both mindfulness-informed and psychedelic-assisted psychotherapy
9. Describe practical ways to introduce the transformative elements of mindfulness and compassion-informed, and psychedelic-assisted sessions into other forms of psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy, Course #5631, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 4/30/2024-4/30/2026. Social workers completing this course receive 12 general and 3 clinical continuing education credits.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the [course CE page](#) for a complete listing of course-specific CE approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 18-22, 2025

Eboni Webb, PsyD, HSP

From Chaos to Calm with DBT – A Path to Connection and Emotional Regulation

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily
15-Hour Course | Delivery Format: In-Person or Live-Online**

This 5-day series explores how Dialectical Behavior Therapy (DBT) can transform trauma and attachment disturbances into opportunities for healing and adaptability. Trauma often leaves individuals trapped in cycles of dysregulation, disconnection, and ineffective coping. This course offers a comprehensive introduction to DBT as a practical, evidence-based framework for guiding clients through these challenges.

Participants will explore Dr. Webb's "Chaos to Calm" framework, which offers a structured approach to stabilizing dysregulation by:

1. Identifying patterns of emotional chaos caused by trauma and attachment disruptions.
2. Applying DBT tools to restore emotional balance and promote mindful awareness.
3. Guiding clients toward calmer, more regulated states, where they can foster healthier connections and adaptive responses to life's challenges.

The course will also introduce the "Connection Before Direction" framework highlighting the critical importance of building trust and emotional safety with clients before introducing directive interventions. Rooted in attachment theory, this approach teaches therapists how to:

1. Validate a client's experiences and survival strategies as essential for fostering trust.
2. Create a therapeutic environment that prioritizes connection, understanding, and safety.
3. Introduce DBT skills in ways that align with the client's emotional and relational needs.

Over five engaging sessions, this course balances foundational knowledge with practical application, ensuring accessibility for participants new to DBT while offering depth for experienced practitioners. By integrating mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness into their practice, therapists will be equipped to address trauma-related challenges and empower clients to achieve greater adaptability and connection.

Course Agenda

Monday:

From Chaos to Calm – Understanding Trauma and Dysregulation

- Explore the neurobiological impact of trauma and attachment disturbances
- Introduce the "Chaos to Calm" framework for addressing dysregulation
- Experiential Practice: Identifying dysregulation patterns in clients
- Mindfulness Exercise: Anchoring techniques for emotional grounding

Eboni Webb, PsyD, HSP earned her Doctorate in Clinical Psychology from the Minnesota School of Professional Psychology (MSPP). She began her clinical work as assistant clinical director and program director at Mental Health Systems, PC (MHS), one of the largest providers of Dialectical Behavior Therapy (DBT) in the United States. At MHS, Dr. Webb developed two specialized DBT treatment programs for clients with developmental disabilities and borderline-intellectual functioning. She is comprehensively certified in DBT (PESI/Evergreen Institute and Michael Maslar of Northwestern University), MBSR, and is an advanced certified practitioner in Sensorimotor Psychotherapy.

Dr. Webb is a highly rated international trainer in DBT and is a certified trainer of DBT through the Evergreen Certification Institute and PESI. Dr. Webb trains clinicians for continuing education through various companies that include PESI, Jack Hirose and Associates, and Lane Pederson and Associates.

In 2010 Dr. Webb opened the private practice Kairos in Middle Tennessee. Kairos, now The Village of Kairos, offers diverse DBT specializations including DBT for trauma-based disorders and co-occurring disorders. The Village of Kairos has expanded therapy programs, better known as Restorative Services, to include individual and group therapy sessions for adolescents, parents, families, and adults including pre- and post-adoption services and in-the-moment coaching for clients. The vision of The Village of Kairos is to help clients build a life worth living alongside a village of practitioners with lives worth sharing. Dr. Webb adamantly believes that it takes a village to restore a single life.

Speaker Disclosures

Financial: Eboni Webb has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Eboni Webb has no relevant non-financial relationships with ineligible organizations.

Eboni Webb, PsyD, HSP | From Chaos to Calm with DBT – A Path to Connection and Emotional Regulation | August 18-22, 2025**Tuesday:**

Connection Before Direction – Fostering Therapeutic Trust

- Learn the role of attachment and emotional safety in trauma recovery
- Develop validation techniques as the foundation for connection
- Case Study Exploration: Re-establishing trust with resistant or withdrawn clients
- Role-Play Activity: Connection-first approaches in therapeutic conversations

Wednesday:

DBT Tools for Stabilization

- Review DBT emotion regulation techniques for managing trauma responses
- Focus on mindfulness and distress tolerance to create stability
- Interactive Discussion: Applying DBT skills in real-world scenarios
- Guided Practice: Mindfulness and grounding for emotional regulation

Thursday:

Building Adaptability – Customizing DBT for Trauma Recovery

- Adapt DBT strategies for trauma-related disorders (PTSD, ADHD, depression)
- Explore how Connection Before Direction informs treatment planning
- Workshop: Tailoring DBT interventions for diverse client needs
- Experiential Exercise: Adaptability-focused resilience techniques for clinical practice

Friday:

Long-Term Healing – Connection and Regulation in Practice

- Learn DBT approaches for relational repair and maintaining therapeutic safety
- Emphasize validation, boundaries, and proximity maintenance
- Role-Play: Communication strategies for relational healing
- Wrap-Up Activity: Reflect on the journey, Q & A, and planning for implementation

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the impact of trauma on the developing mind.
2. Identify the key features of attachment and their neurobiological impacts.
3. Identify the defensive survival strategies that emerge in response to trauma.
4. Discuss the core DBT skills of mindfulness, distress tolerance, emotion regulation, and interpersonal effectiveness as they relate to trauma and attachment treatment.
5. Develop DBT strategies to address key disorders across the lifespan influenced by trauma and attachment disturbances (e.g., PTSD, ADHD, anxiety, depression).
6. Describe DBT strategies for addressing personality disorders (e.g., Borderline, Antisocial, OCPD) influenced by trauma and attachment disturbances.
7. Explain the core principles of DBT, including its bio-social model of emotional dysregulation and its relevance to trauma treatment.
8. Apply the “Chaos to Calm” framework to assess and address emotional dysregulation in clients.
9. Demonstrate how to build trust and emotional safety using the “Connection Before Direction” framework.
10. Explore the integration of mindfulness practices into DBT interventions to support emotional balance and adaptability.

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

This program is being offered for 15 NBCC credit hours. Please see the CE section starting on pg. 71 for the NBCC Approval Statement.

Please see the **course CE page** for a complete listing of course-specific CE approvals

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

Tuition, Registration & Course Formats

Registration:

Visit www.cape.org to register for our In-Person & Live-Online course offerings. All major credit cards are accepted. No cash or check payments will be accepted.

Course Formats:

15-hour course format: Monday-Friday 9:00a.m. - 12:30p.m. EDT with a 30 min break daily

12-hour course format: Monday-Wednesday 9:00a.m. - 1:30p.m. EDT with a 30 min break daily

8-hour course format: Thursday-Friday 9:00a.m. - 1:30p.m. EDT with a 30 min break daily

In-Person Location:

Nauset Regional Middle School, 70 MA-28, Orleans, MA 02653

Live-Online Course Format:

Interactive synchronous online: Live-Online sessions are held via Zoom Meetings. Live-Online courses will include opportunities for interaction with colleagues and faculty members via group discussions, break-out groups, and Q&As.

System requirements: • Operating Systems: Windows XP or higher, MacOS 9 or higher, Android 4.0 or higher • Internet Browser: Internet Explorer 9.0 or higher, Google Chrome, Firefox 10.0 or higher • Broadband Internet connection: Cable, High-speed DSL & any other medium that is internet accessible.

Tuition:

Early tuition rates (through 4/1/25)		Full tuition rates (after 4/1/25)		Student pricing*:	
15-hour in-person early:	\$750	15-hour in-person full:	\$800	15-hour in-person:	\$600
15-hour live-online early:	\$625	15 hour live-online full:	\$675	15 hour online:	\$475
12-hour in-person early:	\$650	12-hour in-person full:	\$700	12-hour in-person:	\$500
12-hour online early:	\$550	12-hour online full:	\$600	12-hour online:	\$400
8-hour in-person early:	\$450	8-hour in-person full:	\$500	8-hour in-person:	\$300
8-hour online early:	\$350	8-hour online full:	\$400	8-hour online:	\$200

*Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition

Veteran Affairs Employees:



MAK Continuing Education, LLC, Cape Cod Institute is vendorized in SAMS in station 703. Active-duty and retired military members are eligible for 10% off. Please upload your military ID / verification at the time of registration and you will automatically get the discounted rate.

Cancellation & Change Policy

Up until two weeks (14 days) prior to your course start date: For cancellations (in-person or live-online), you will receive a refund less a \$50 cancellation fee

Between 14 days and 1 day: Credit may be applied to any 2025 or 2026 Cape Cod Institute course. No refunds will be issued within this time period.

Once your course begins: No credit or refund is available if you cancel on the day of arrival, do not show up, are dissatisfied with the presentation or content, or leave an event early for any reason. No partial credit/CE hours can be given if you need to leave for any reason. We understand that circumstances outside of your control may impact your ability to continue attending your course. Common examples include: situations affecting a participant directly or their travel plans, unexpected injury or illness, and significant connectivity problems; however, we cannot offer credit or refunds for these scenarios.

The Cape Cod Institute is not responsible for participants' travel, lodging, or incidental expenses.

Course Changes:

Before June 1: You may switch your course or the format (in-person or live-online) without a fee. A refund will be provided for the difference in price.

After June 1: Course or format (in-person or live-online) changes made after June 1, will incur a \$50 change fee. There will be no price reduction for switching to a live-online course.

You can notify our staff of your cancellation or change requests at info@cape.org

Please visit <https://www.cape.org/policies> for more information.

Continuing Education Information

Full attendance of in-person and live-online courses is required to meet the standards of accrediting organizations. No partial credits will be provided.

CE certificates are distributed by email for both in-person and live-online courses following the conclusion of your course, confirmation of full attendance, and completion of an online evaluation form. Evaluations must be submitted within three weeks of the end date of your course. Once you submit your evaluation, you will receive a copy of your certificate of attendance with detailed CE approval statements. Please check with your regulating body/organization that this certificate is sufficient proof for you to claim continuing education credits/credit hours/clock hours/contact hours.

Most courses are eligible for 15 credits/credit hours/clock hours/contact hours. Exclusions will be listed on individual course pages. Please check individual course pages for course learning objectives.

All courses are open, and content is suitable for all clinicians and learning levels, beginning, intermediate, and advanced, unless otherwise noted on the course page.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Disclosure Information:

All those in a position to control the content of an education activity are asked to disclose any relevant financial relationships they have with any ineligible companies. There is no commercial support for this activity. None of the planners for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed below by discipline.

Please note that applications have been submitted to various national and state agency approval bodies, so additional continuing education credits/credit hours/clock hours/contact hours can be supported. If you do not see your discipline or regional approval agency listed below, please check back shortly, as approvals may be added.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Continuing Education Approvals:

Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed on the following pages and on our website: <https://www.cape.org/ce-credit>

You can also contact our staff with any CE-specific questions at + 1 (203) 781- 6492 or info@cape.org.

National Board for Certified Counselors (NBCC):



MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

Check [individual course pages](#) for NBCC credit hours awarded.

*Please note that the following programs do not qualify for NBCC credit:

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

Bob Anderson

The Journey of Conscious Leadership

August 11-15, 2025

Continuing Education Information (Continued):

Coaches:



Applications will be submitted to the International Coaching Federation (ICF) for Continuing Coach Education (CCE) units for the courses listed below.

Please check our website for updates or email info@cape.org.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Amanda Blake, PhD

June 30-July 4, 2025

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Gabriella Rosen Kellerman, MD

July 7-11, 2025

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

Meghan Riordan Jarvis, MA, LICSW

July 14-18, 2025

Grief as a Daily Practice: Tools to Educate and Support in Times of Profound Loss

Farah Harris, MA, LCPC

July 28-August 1, 2025

The Color of Emotional Intelligence: Leveraging Self-Awareness to Address Inequities in Clinical and Organizational Practice

Maria Sirois, PsyD

July 28-August 1, 2025

The Fateful Story: How Narratives Shape Health, Growth and Resilience

Gloria Burgess, PhD

August 4-8, 2025

Sanctuary: Rekindling the Heart of Leadership®

Bob Anderson

August 11-15, 2025

The Journey of Conscious Leadership

**Edward Hallowell, MD with
Sue George Hallowell, LICSW**

August 18-22, 2025

Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span

The following courses **are approved** through the **International Coaching Federation (ICF)** for Continuing Coaching Education (CCE) units:

Jonah Paquette, PsyD

August 4-6, 2025 / *12-hour course

Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection

Core Competencies: 6; Resource Development: 6

Continuing Education Information (continued)

Creative Arts Therapists:



National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

Check [individual course pages](#) for NBCC credit hours awarded.

*Please note that the following programs do not qualify for NBCC credit:

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025**Licia Sky**

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025**Gloria Burgess, PhD**

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025**Bob Anderson**

The Journey of Conscious Leadership

August 11-15, 2025

New York State Licensed Creative Arts Therapists: MAK Continuing Education, 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-0090.

****Please note the courses listed below ARE NOT ELIGIBLE for continuing education contact hours for Creative Arts Therapists licensed in New York State. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025**Licia Sky**

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025**Gabriella Rosen Kellerman, MD**

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025**Gloria Burgess, PhD**

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025**Bob Anderson**

The Journey of Conscious Leadership

August 11-15, 2025

Continuing Education Information (continued)

Educators

For eligibility information contact your State certifying authority.

MA Educators: Educators in Massachusetts are eligible for 15 Professional Development Points (PDPs) for each program attended. MAK Continuing Education, LLC is a registered Professional Development Provider (PD number: U20190001) with the Massachusetts Department of Elementary and Secondary Education (DESE).

***Please note that WE ARE NOT authorized to provide PDPs for the following courses:**

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

EMDR International Association

The Cape Cod Institute-MAK Continuing Education, LLC is an approved EMDRIA Credit Provider: EC Provider #22011.

Applications will be submitted for the following courses for 15 EMDRIA Credits. Eligibility for EMDRIA Credits is restricted to those who have completed an EMDRIA-Approved Basic EMDR Training:

Lana Epstein, MA, LICSW

Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories

July 14-18, 2025

Deborah Korn, PsyD

EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect

July 28-August 1, 2025

HR Professionals



The following programs are valid for 15 PDCs for the SHRM-CP® or SHRM-SCP®. For more information about certification or recertification, please visit www.shrmcertification.org.

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Farah Harris, MA, LCPC

The Color of Emotional Intelligence: Leveraging Self-Awareness to Address Inequities in Clinical and Organizational Practice

July 28-August 1, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

Bob Anderson

The Journey of Conscious Leadership

August 11-15, 2025

Continuing Education Information

Marriage and Family Therapists:



National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

Check [individual course pages](#) for NBCC credit hours awarded.

*Please note that the following programs do not qualify for NBCC credit:

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

Bob Anderson

The Journey of Conscious Leadership

August 11-15, 2025

New York State Marriage and Family Therapists: MAK Continuing Education, 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-0095.

****Please note that WE ARE NOT authorized to provide contact hours to Marriage and Family Therapists licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

Bob Anderson

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Massachusetts Marriage and Family Therapists: Applications will be submitted for all activities through NEAFAST for professional continuing education of Marriage & Family Therapists licensed in Massachusetts for 15 contact hours. Please check back for course approval updates. Please check [the individual CE page](#) for updates on approval.

All other states: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Continuing Education Information (Continued):

Mental Health Counselors:



National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

Check [individual course pages](#) for NBCC credit hours awarded.

*Please note that the following programs do not qualify for NBCC credit:

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gloria Burgess, PhD

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New York State Licensed Mental Health Counselors: MAK Continuing Education, 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-0217.

****Please note that WE ARE NOT authorized to provide contact hours to Mental Health Counselors licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

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All Other States: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Continuing Education Information (Continued):

Nurses

Our activities have been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Milton H. Erickson Foundation, Inc., and MAK Continuing Education, LLC, Cape Cod Institute. The Milton H. Erickson Foundation, Inc., is accredited by the ACCME to provide continuing medical education for physicians.

As an APA-approved provider, MAK Continuing Education, LLC programs are accepted by ANCC. The courses can be utilized by nurses to renew their certification.

The following course is NOT ELIGIBLE for continuing medical education:

Licia Sky

July 7-11, 2025

Embodied Awareness: The Art of Presence and Attunement

Physicians:

A.C.C.M.E. This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Milton H. Erickson Foundation, Inc., and MAK Continuing Education, LLC, Cape Cod Institute. The Milton H. Erickson Foundation, Inc., is accredited by the 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.

The following course is NOT ELIGIBLE for continuing medical education:

Licia Sky

July 7-11, 2025

Embodied Awareness: The Art of Presence and Attunement

Professional Counselors:



National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

Check [individual course pages](#) for NBCC credit hours awarded.

*Please note that the following programs do not qualify for NBCC credit:

Amanda Blake, PhD

June 30-July 4, 2025

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Licia Sky

July 7-11, 2025

Embodied Awareness: The Art of Presence and Attunement

Gloria Burgess, PhD

August 4-8, 2025

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Bob Anderson

August 11-15, 2025

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Continuing Education Information (Continued):

Psychoanalysts:

New York State Psychoanalysts: MAK Continuing Education, 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-0052.

****Please note that WE ARE NOT authorized to provide contact hours to Psychoanalysts licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

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All other states: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Continuing Education Information (Continued):

Psychologists:



MAK Continuing Education, LLC, Cape Cod Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CE varies by program, please see CE details on each course page to determine APA credit availability or the list below..

We are NOT sponsoring continuing education contact hours/credits through the above APA approval for the courses listed below. Please check state-level board approvals below, as eligibility varies by state. Please also see the reciprocity statement below this list.

Janina Fisher, PhD <i>Transforming Trauma-Related Resistance and Stuckness</i>	June 30-July 4, 2025
Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT <i>Expressive Arts Therapy and Sensory Processing to "Reset" the Nervous System</i>	June 30-July 4, 2025
Licia Sky <i>Embodied Awareness: The Art of Presence and Attunement</i>	July 7-11, 2025
Lana Epstein, MA, LICSW <i>Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories</i>	July 14-18, 2025
Richard Schwartz, PhD <i>Transformative Healing: An IFS Workshop on Addressing Legacy Trauma</i>	July 21-25, 2025
Jeanne Catanzaro, PhD <i>Unburdened Eating: An IFS Workshop for Mental Health Professionals</i>	July 21-25, 2025
Deb Dana, LCSW <i>Polyvagal Theory in Therapy: Practical Applications for Treating Trauma</i>	July 21-25, 2025
Pilar Jennings, PhD <i>Buddhism & Psychotherapy in Conversation: A Healing Partnership</i>	August 11-15, 2025
Cece Sykes, LCSW, ACSW <i>Internal Family Systems: Compassion for "Big A" and "Small a" Addictive Processes</i>	August 11-15, 2025
Rubin Naiman, PhD, FAASM <i>Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach</i>	August 18-22, 2025

The following courses are being offered for less than 15 continuing education contact hours/credits. Please see individual course pages for further details.

Courses offered for 12 credits:

Richard Schwartz, PhD & Jeanne Catanzaro, PhD <i>Internal Family Systems Workshop</i>	July 14-18, 2025
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Courses offered for 9 credits:

Bessel van der Kolk, MD <i>Frontiers of Trauma Treatment</i>	July 7-11, 2025
James Hawkins, PhD, LPC <i>Emotionally Focused Therapy: Strengthening Bonds in Couples, Individuals, and Families</i>	August 4-8, 2025

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Continuing Education Information (Continued):

Psychologists (continued):

The following state psychologist boards recognize activities sponsored through the joint providership of The Milton H. Erickson Foundation, Inc., an approved ACCME Provider, and MAK Continuing Education, LLC, Cape Cod Institute: Alaska, Arkansas, California, Colorado, Georgia, Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, and Wisconsin.

California Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001

Please note we are NOT authorized to provide California State Psychologists continuing education for the following courses:

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Canadian Psychologists:



MAK Continuing Education, LLC, Cape Cod Institute is approved by the Canadian Psychological Association to offer continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program.

Connecticut Psychologists:

CT Gen Stat Sec. 20-191c Continuing Education (b)(3) confirms acceptance of continuing education programs relevant to psychology from a nationally recognized provider of continuing education seminars. MAK Continuing Education, LLC, Cape Cod Institute is a nationally recognized provider of continuing education seminars with multiple national CE approvals.

Florida Psychologists:



MAK Continuing Education, LLC, Cape Cod Institute is an approved provider with the Florida Board of Psychology. CE Broker Tracking # 50-41796.

New York State Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0102.

****Please note that WE ARE NOT authorized to provide contact hours to Psychologists licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

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Continuing Education Information (Continued):

Psychologists (continued):

North Carolina Psychologists:

Please check [individual course CE pages](#) for information regarding courses designed to meet the Category B Requirements of the North Carolina Psychology Board, provided it is within your scope of practice of psychology. Please retain all documents to provide to your board should this be requested of you. NC psychologists can report up to 9 Category B credit hours per renewal period.

Ohio Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is a OPA-MCE Approved Provider. Approved Provider: #854261519.

Pennsylvania Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute has applied for renewal as a sponsor/provider of continuing education through the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Psychology.

****Please note that WE ARE NOT authorized to provide contact hours to Psychologists licensed in Pennsylvania for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

August 4-8, 2025

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August 11-15, 2025

Continuing Education Information (Continued):

School Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the National Association of School Psychologists to offer continuing education for school psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. NASP Approved Provider #1180.

The following courses are approved by the National Association of School Psychologists to offer continuing education for school psychologists:

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|--|---|
| Cathy Malchiodi, PhD, LPCC, LPAT, ATR-BC, REAT
<i>Expressive Arts Therapy and Sensory Processing to "Reset" the Nervous System</i> | June 30-July 4, 2025 |
| Suzanne Goh, MD, BCBA
<i>Transformative Care for Neurodivergent Individuals: State-of-the-art Therapies to Optimize Health, Development and Wellbeing</i> | July 7-11, 2025 |
| Bessel van der Kolk, MD
<i>Frontiers of Trauma Treatment</i> | July 7-11, 2025 |
| Meghan Riordan Jarvis, MA, LICSW
<i>Grief as a Daily Practice: Tools to Educate and Support in Times of Profound Loss</i> | July 14-18, 2025 |
| Sebastian Barr, PhD
<i>Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults</i> | July 21-25, 2025 |
| Farah Harris, MA, LCPC
<i>The Color of Emotional Intelligence: Leveraging Self-Awareness to Address Inequities in Clinical and Organizational Practice</i> | July 28-August 1, 2025 |
| John Forsyth, PhD & Jamie Forsyth, PhD
<i>Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard</i> | August 11-15, 2025 |
| George McCloskey, PhD
<i>Intervention for Child and Adolescent Executive Function Difficulties</i> | August 4-8, 2025 |
| Jonah Paquette, PsyD
<i>Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection</i> | August 4-6, 2025 / *12-hour course |
| Christopher Willard, PsyD
<i>Adapting Mindfulness Techniques for Children, Teens, and Adults</i> | August 7-8, 2025 / *8-hour course |
| Edward Hallowell, MD with
Sue George Hallowell, LICSW
<i>Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span</i> | August 18-22, 2025 |
| Eboni Webb, PsyD, HSP
<i>From Chaos to Calm with DBT – A Path to Connection and Emotional Regulation</i> | August 18-22, 2025 |

Continuing Education Information (Continued):

Social Workers:



Association of Social Work Boards (ASWB): MAK Continuing Education, LLC, Cape Cod Institute, Provider #1197, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE provider approval period: 8/20/2022- 8/20/2025. Social workers completing this course receive 15 clinical continuing education credits.

Social workers completing these courses will receive 15 continuing education credits.

Full attendance and sign-in and sign-out are required. Participants must complete an evaluation in order to receive their CE certificate. CE credits are distributed at the end of the course. The certificate will be immediately emailed to social workers who attend the entire session and complete a course evaluation.

New Jersey Social Workers: The New Jersey State Board of Social Work Examiners (NJSBSWE) accepts courses from providers approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program.

New York State Social Workers: MAK Continuing Education, 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 #SW-0649.

****Please note that WE ARE NOT authorized to provide contact hours to Social Workers for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

June 30-July 4, 2025

Licia Sky

Embodied Awareness: The Art of Presence and Attunement

July 7-11, 2025

Gabriella Rosen Kellerman, MD

Tomorrowmind: Building Intra- and Interpersonal Resilience at Work and Beyond

July 7-11, 2025

Gloria Burgess, PhD

Sanctuary: Rekindling the Heart of Leadership®

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Bob Anderson

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Travel Information

All in-person sessions are held at the Nauset Regional Middle School at 70 MA-28, Orleans, Massachusetts. Orleans is a 2-hour drive from Boston or Providence (expect traffic delays on Saturdays). There are scheduled flights from Boston and Providence to Hyannis, a 40-minute drive to Orleans. A car is needed for full access to lower Cape Cod. Biking around Orleans is easily done via the rail trail, and local buses between towns are available.

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 Lower and Outer Cape are:

Boston 77 miles; Providence 77 miles; New York City 245 miles; Montreal 355 miles.

Please visit our travel page for specific directions, lodging and travel information: <https://www.cape.org/travel>

Contact Information

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PO Box 2225
Norwalk, CT 06852
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Please contact us by email or phone with any questions regarding accessibility accommodations, questions, or concerns.