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36 Bessel van der Kolk
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40 Deborah L. Plummer
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A Cognitive-Behavioral Approach to Trauma and Resilience Across the Life-Span
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48 George McCloskey
Assessment and Intervention for Child and Adolescent Executive Function Difficulties
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50 Edward Hallowell
Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span
August 10-14

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Internal Family Systems Therapy™ Goes to the Mat with Yoga: A Week of Healing and Learning
August 10-14

54 Deborah Korn
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56 Sheldon Solomon
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58 Joe Kort
Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Clients: Clinical Issues and Treatment Strategies
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60 Mirabai Bush
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62 SueAnne Piliero
Fierce Love: Using the AEDP Therapist's Bold, Embodied Presence to Reclaim the Core Self
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64 Jonah Paquette
Awe, Wonder, and the Science of a Meaningful Life
August 24-28

66 Cathy Malchiodi
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August 24-28

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

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

Participants will learn to apply these tools and techniques, which underlie the therapeutic modalities they are already familiar with – Internal Family Systems, Sensorimotor Psychotherapy, AEDP, DBT, EFT – to five intelligences - somatic, emotional, relational within ourselves, relational with others, reflective - and develop a healthy resilience mindset that supports well-being and flourishing. Clinicians will also learn to apply these tools to their own brain care as self-care to avoid compassion fatigue and burnout.
Monday

*Basics of Neuroscience of Resilience*

- Capacities of resilience innate in the brain; focus on response flexibility in center of executive functioning
- Impact of attachment conditioning, including early developmental trauma, on brain development and resilience
- Mechanisms of brain change to create new neural pathways, rewire old traumatic memories, and access the "mental play space" of imagination and visualization to connect the dots in new ways
- Executive functions of the pre-frontal cortex — the brain's CEO of resilience
- Lifestyle choices that promote neurogenesis, accelerate brain change, and prevent-reduce-reverse cognitive decline

Tuesday

*Somatic Intelligence*

- Body-based tools to regulate the nervous system's automatic survival responses, and return the body-brain to its natural physiological equilibrium
- Application of polyvagal theory to generate a neuroception of safety, and prime the brain's plasticity-receptivity to learning

Wednesday

*Emotional Intelligence*

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

Thursday

*Relational Intelligence within Ourselves, with Others*

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

Friday

*Reflective Intelligence*

- Practices of mindfulness — knowing what you're experiencing while you're experiencing it - that strengthen the brain's response flexibility that leads to therapeutic change
- Tools to notice, name and tolerate what's happening and reactions to what's happening, to step back and unpack thoughts, emotions, "rules," belief systems, to shift perspectives and discern options
- Tools to create a coherent narrative of experience that leads to post-traumatic growth
Art Kleiner is an educator, editor, and journalist who specializes in leadership and management theory and practice. His book *The Age of Heretics* (1996, 2010) is a history of organizational development and other emerging management concepts; his book about how organizations work, *Who Really Matters* is, according to venture capitalist Marc Andreesen, “perhaps the best underappreciated business book ever written.” He was coauthor with Peter Senge of *The Fifth Discipline Fieldbook*, and editorial director of the *Fifth Discipline Fieldbook* series, including the bestseller *Schools That Learn*.

Kleiner is a managing director at PwC and editor-in-chief of PwC global publications, including the award-winning management magazine Strategy+Business. He was a longstanding instructor of scenario planning and organizational change at New York University’s graduate-level Interactive Telecommunications Program (ITP) at Tisch School of the Arts, and Shambhala’s Authentic Leadership in Action Institute.


Have you ever had to make a difficult decision? The stakes are high, the best answer isn’t obvious, and whatever you do, you’re taking a great risk. In this hands-on course, you will use these challenges as an opportunity to develop your capabilities: to help you become a more strategic leader. You will strengthen the aspects of your mind and brain that lead you to move toward long-term, powerful goals instead of short-term transactional goals. If you work with leaders and aspiring leaders, this course will give you concepts and practitioners’ tools to help others move in that direction.

When you make any major choice, your mind gravitates toward one of two patterns of activity: Low Ground, focused on pleasing people, making deals, and solving problems; or High Ground, figuring out the best course of action for the situation as a whole. Both Low and...
Ground and High Ground are associated with particular neural networks — for example, High Ground links the brain’s executive center (the lateral prefrontal cortex) with its deliberative self-referencing center (the dorsal medial prefrontal cortex).

With the ongoing practice of executive function (learning to manage complexity and impulses), mentalizing (thinking about what others are thinking), and applied mindfulness (becoming more aware of your thoughts), you cultivate your internal voice of strategic leadership. You also begin to speak with that voice in the organizations and communities around you. Leaders have cultivated this voice from ancient Greece to Jiminy Cricket; Adam Smith described it as the “Impartial Spectator” in *The Theory of Moral Sentiments*; and the practices in this course will enable you to call on it, connect with it in your mind, and put the resulting insights to practical use.

**Monday**  
*Recognizing the Challenge*  
• The influence of mental activity on habits  
• Framing strategic leadership needs within the work environment  
• Naming organizational leadership needs

**Tuesday**  
*Relabeling Your Messages*  
• Differentiating signals emerging from your organization’s culture and your brain  
• How to identify faulty assumptions about self, situations, others  
• The use of applied mindfulness and “mentalizing about yourself” to assess the validity and influence of messaging

**Wednesday**  
*Reframing Your Situation*  
• Dialoguing with the Internal Wise Advocate: Replacing deceptive messages with new narratives  
• At the Organizational Level: How the right kind of leadership can catalyze activity  
• A look at the placebo effect and how channeling expectations can make reframed messaging more compelling

**Thursday**  
*Refocusing Your Attention*  
• The impact of sustained attention on entrenched patterns of behavior in your brain, in your personal life, and the organizations around you  
• Mental activities for behavior change: self-directed neuroplasticity and attention density

**Friday**  
*Revaluing Your Leadership*  
• The voice of a leader in organizations and communities  
• The dynamics, such as “core group nature”, that determine whether ideas and perspectives are likely to be seen as legitimate
Do you hear the call for innovation in mental healthcare? Rising rates of trauma, depression, and addiction, highlight the insufficiency of widely accepted treatment approaches, such as psychopharmacology and short-term talk therapy, in providing lasting relief and transformation.

An exciting new treatment paradigm, Psychedelic Therapy, is garnering the support of patients and clinicians across the globe. Psychedelics, such as psilocybin, ayahuasca, and MDMA, are showing promising results in clinical trials and the treatment of seemingly intractable conditions of mind and body. Upcoming studies at Imperial College London and other psychedelic research sites worldwide are exploring psilocybin treatment for depression, anorexia, chronic pain, and other indications.

Rather than numbing suffering temporarily, psychedelic therapy has a mechanism akin to an antibiotic rather than an anesthetic, targeting some of the unconscious root causes of a person’s distress. While patients describe Psilocybin treatment sessions as ‘ten years of therapy in one day’ and often experience insights about themselves or ‘seeing things in a new way,’ sessions can be challenging, and thorough therapeutic support is essential.

Neuroscientific findings from psychedelic research suggest that psilocybin induces a highly flexible brain state, disrupting rigid belief patterns, and making space for new ways of thinking and feeling. The weeks and months after a session can provide a ‘window of opportunity’

Rosalind Watts, PhD, is a clinical psychologist and the clinical lead of the Imperial College London Psilocybin for Depression study. She trained as a clinical psychologist and practiced psychotherapy for six years before joining the Imperial team as a therapist ‘trip sitter’. Her current work includes developing psychedelic therapy protocols and training therapists. Rosalind’s research focuses on ‘psychological flexibility’ as a mechanism of change in psychedelic therapy: specifically ‘acceptance of difficult emotional states’ and ‘connectedness to self, others, world’. Rosalind co-founded and co-facilitates a monthly therapy group for people who are attending ayahuasca / magic mushroom retreats for therapeutic purposes. She is committed to improving public awareness of the safety and therapeutic potential of properly administered psychedelics and gives regular talks on this subject. She has appeared in a number of podcasts, documentaries, and news programs.
for forming new habits of mind, body, and community. Patients often report feeling more connected to themselves, others, and nature; increased acceptance of difficult feelings; presence and motivation to pursue valued directions in life.

This course will explore the current research indicating psychedelic therapy as a promising direction in medicine. Participants will be introduced to the evidence-based therapy model, Accept, Connect, and Embody (ACE), used in the Imperial College London Psilocybin for Depression Study. The development and applications of the ACE treatment model will be discussed within the greater context of the neuroscientific findings, mechanisms, and core features of psychedelic therapy. Patient screening, preparation, treatment, and integration sessions will be examined. Throughout the workshop, videotapes and experiential exercises will be utilized to demonstrate skills from the psychedelic therapy toolkit. This course is well suited for clinicians of all levels and any provider interested in exploring these groundbreaking findings and innovative approaches to treatment.

**Monday - Grounding**
- Psychedelics and the history of healing
- Clinical research: psychedelics to treat depression, PTSD, anorexia, OCD, addiction, existential anxiety linked to terminal illness
- Indications: inclusion and exclusion criteria
- Intention setting: Heart-breathing meditation

**Tuesday - Theory and Neurobiology**
- Introduction to the ACE model of psychedelic therapy
- Mechanisms of psychedelic therapy
- Qualitative research
- Breathwork Exercise

**Wednesday - Creating a container**
- Safety information, psilocybin FAQs
- The ‘Preparation Session’
- The role of the psilocybin ‘guide’ (the therapist)
- ‘Diving for pearls’ Exercise

**Thursday - Cultivating and confronting change**
- Therapeutic considerations during session
- Logistical issues
- Managing ‘resistance to letting go’
- ‘Non responders’

**Friday - Empowering continued connection: Ethics, Healing, and Integration**
- Conducting Integration Sessions
- Guide for getting involved (setting up a study/ integration group)
- Ethical considerations, organizational issues, therapist training
- Mycelium Connects- getting looped into networks (psychedelic healthcare practitioners, recipients, and advocates)
- Integration visualization exercise
Margaret Blaustein

Treating Complex Trauma in Children and Adolescents: Fostering Resilience and Developmental Capacities

Margaret Blaustein is a practicing clinical psychologist whose career has focused on the understanding and treatment of complex childhood trauma and its sequelae. With an emphasis on the importance of understanding the child-, the family-, and the provider-in-context, her study has focused on identification and translation of key principles of intervention across treatment settings, building from the foundational theories of childhood development, attachment, and traumatic stress. With Kristine Kinniburgh, Dr. Blaustein is co-developer of the Attachment, Self-Regulation, and Competency (ARC) Treatment Framework (Kinniburgh & Blaustein, 2005), and co-author of the text, Treating Complex Trauma in Children and Adolescents: Fostering Resilience through Attachment, Self-Regulation, and Competence, 2nd edition (Blaustein & Kinniburgh, 2018). She has provided extensive training and consultation to providers within the US and abroad. Dr. Blaustein is currently Director of the Center for Trauma Training in Needham, MA, and is past Division Director for Trauma Training and Education at The Trauma Center at JRI. She is actively involved in local, regional, and national collaborative groups dedicated to the empathic, respectful, and effective provision of services to this population.

Chronic exposure to traumatic stress in childhood has been recognized as one of the most prominent health risks of our time, with estimates that as many as one in three children in the United States will be exposed to a potentially traumatic experience in their childhood. Although not every mental health provider self-identifies as a “specialist” in treating traumatic stress, it is critical that every provider working with children and families gain expertise in understanding and intervening with this population. Childhood trauma exposure may impact a wide range of developmental, relational, and regulatory capacities, and as a result may directly or indirectly lead to service referral across settings.

In this workshop, we will delve deeply into a flexible, comprehensive framework for approaching intervention with youth and families impacted by traumatic stress. Designed to translate across service systems, the Attachment, Regulation and Competency (ARC) intervention framework offers a core components approach to addressing key domains affected in trauma-impacted youth. Moving beyond a pathology reduction model, the ARC framework identifies as its primary goal the building and enhancing of developmental capacities that allow the child and their surrounding system to navigate their life.
In addition to didactics, this workshop will incorporate small-group discussion and case application, experiential activities, and exploration of provided case material and video clips.

**Monday**
*Introduction and foundation*
- Identifying and defining complex childhood trauma
- Defining trauma experience integration: a fluid, dynamic state-based model of intervention
- Building and sustaining engagement with trauma-impacted youth and caregivers
- The critical role of reflective curiosity and education in empathic trauma treatment
- Purposeful attention to routines and rhythms

**Tuesday**
*Supporting attachment relationships and the caregiving system*
- The parallel nature of attachment work: role of the provider’s curiosity and self-reflection
- Caring for caregivers: building self-attunement, support systems, and self-care
- Caregiver-child attunement: Reading and responding to child “messages”; supporting child modulation; building joyful interaction
- Purposeful application of caregiver affect management and attunement to building effective responses to youth behaviors

**Wednesday**
*Supporting youth regulation*
- Engaging and developing child and adolescent curiosity and awareness of internal experience
- Modulation: helping children safely, comfortably, and effectively manage and tolerate arousal, emotions, and relationships
- Development of purposeful structures for supporting youth regulation across settings
- Active exploration: strategies and activities for a range of developmental stages, settings, and child / provider preferences

**Thursday**
*Building developmental competency*
- Exploring, supporting, and sustaining youth connections to others
- Facilitating agency: building executive functions through problem-solving
- Who am I? Working with youth to explore and expand understanding of self and identity
- Working with youth to develop narratives of self

**Friday**
*Trauma experience integration revisited*
- What does it really mean to “integrate trauma”? A state-based, fluid approach to supporting present engagement.
- Engaging clinician attunement to state: interventions relevant to surviving, reflecting, and engaging in present action
- Understanding the dynamic nature of intervention with complicated populations
In this workshop, Gervase Bushe will share his decades of experience translating his knowledge of T-groups, consulting, and managerial training into models and learning processes that produce transformational outcomes in 9-5, onsite training courses in public, private, corporate, and nonprofit organizations. One application of Clear Leadership, featured in the Change Champions Fieldbook, increased employee engagement scores at a Southern California Health Care organization from 60th to 91st percentile of all US hospitals. The Clear Leadership model asserts that collaborative organizing requires the ability of people to be in partnership — a relationship in which everyone feels responsible for accomplishing their common purpose. This course brings together social constructivism, family systems therapy, gestalt therapy, organization development, applied social psychology, and constructivist-developmental theory in a way that provides immediately useful techniques for anyone wanting to improve collaborative working relationships.

Gervase R. Bushe, PhD, is the Professor of Leadership and Organization Development at the Beedie School of Business, Simon Fraser University in Vancouver, Canada. He is internationally known for his research and consulting, augmenting the Appreciative Inquiry method and, with Bob Marshak, the development of Dialogical Organization Development. He is also known for his book Clear Leadership, which has been translated into six languages (with more to come), and the Clear Leadership course, which is delivered by over 100 certified facilitators around the world. For more than 40 years, Gervase has combined consulting and research to produce both award-winning academic articles and award-winning change projects. His work has focused on the design and leadership of collaborative organizations, the development of executive teams, and processes of transformational change. Gervase received his PhD in Organizational Behavior from Case Western Reserve University. His memberships include the NTL Institute of Applied Behavioral Science and partnerships with a number of consulting firms around the world. For more on Clear Leadership, visit www.clearlearning.ca.

Social Workers: An application has been submitted to ASWB ACE for consideration of 15 General Social Work Practice CE credits for this course. For all other CE info please see page 68 and www.cape.org

JUNE 29-JULY 3
During this provocative and engaging workshop, you will learn the underlying theory and practice of how “leadership training,” masquerading as a skill-building course, can be a personal growth experience that makes leaders and professionals more effective in their working relationships. It will challenge the conventional wisdom that training can’t create real change, and personal growth courses can’t be run inside companies. More than 90 percent of the thousands of managers in North America and Europe who have taken the Clear Leadership course rate it as more or much more than they expected; a large number call it life-altering. A study in the Journal of Management Development documented a more than 90 percent transfer of training as rated by peers of trainees.

This workshop will be useful to both people familiar with the Clear Leadership model and those who are not. It will be of interest to all psychologically oriented professionals who want to increase their effectiveness as organizational consultants, coaches, and trainers.

**Monday**  
*Why Collaboration Fails*  
- Sense-making and interpersonal mush  
- The ways well-intentioned leaders destroy partnership and collaboration  
- A new way of thinking about how people learn from experience together  
- The centrality of self-differentiation for sustaining effective partnerships

**Tuesday**  
*Core Skills for Collaboration – 1*  
- What it means to be self-aware at work  
- Skillful transparency—not openness and honesty  
- The Skill Group experience: laboratory education inside organizations

**Wednesday**  
*Core Skills for Collaboration – 2*  
- The solution to reactivity  
- How to change others  
- Deepening insight in Skill Group processes

**Thursday**  
*Learning from Collective Experience*  
- Integrating the core skills  
- Organizational learning conversations  
- More deepening insight in Skill Group processes

**Friday**  
*Linking Theory and Practice for Real Change*  
- Creating space for developmental learning in organizations  
- Catalyzing psychological development while maintaining people’s dignity  
- Transformational processes to support collaborative organizations
In today’s increasingly stressful and divisive world, conversations about culture, diversity, and politics seem impossibly difficult. Against the backdrop of dire issues such as climate change, immigration, the threat of nuclear war, racism, income inequality, MeToo movement, corruption, and “fake news,” our collective discourse has been relegated to vitriolic sound bites of tit-for-tat that play out relentlessly on social media. The resulting urgency and deepening social fractures have seeped into our lives in irrefutably profound ways. This is true not only for our individual psychological wellbeing but as well in our relationships with others, including with our clients, supervisees, managers, co-workers, employees, and even with loved ones. In response, professionals and organizations everywhere have been scrambling to enlist in anti-bias or diversity training. Unfortunately, the majority of such trainings focus on macro-level attitude and behavior change; they fail to teach concrete, nuanced tools for intra-psychic and interpersonal effectiveness. Why are these topics and conversations so challenging for me? What can I personally do to have respectful and meaningful exchanges with others? How can I have constructive conversations that will help move the needle for my clients, my work, and my business?

Anatasia S. Kim, PhD, is a tenured associate professor at The Wright Institute in Berkeley, CA. In addition to teaching, she has a private practice focusing on relational CBT. She also provides training and consultation to organizations on diversity, equity, and inclusion issues. She is a National Ronald McNair Scholar and the recipient of numerous awards, including the American Psychological Association Minority Fellowship, Okura Mental Health Fellowship, and APAGS Guardian of Psychology Award. Kim has served as president of the Alameda County Psychological Association, chair of the California Psychological Association (CPA) Immigration Task Force, and diversity delegate of the CPA. She has presented and published in the areas of cultural competence and training, immigration, pipeline to advanced degrees for underrepresented students, women of color in academia, and more.
This workshop will offer a step-by-step approach to having constructive conversations on difficult topics. Based on theoretical influences from Cognitive Behavioral Therapy, Attachment Theory, and Buddhist Psychology, participants will learn about and implement the Kim Constructive Conversations Model (Kim & del Prado, 2019). Through a variety of teaching methods—lecture, small group discussions, and experiential exercises—participants will better understand why attempts at conversations on difficult topics often fail, common missteps and how to avoid them, and what they can ultimately do differently to be successful. Participants will leave the workshop with an individualized plan that they can immediately implement for improving their personal efficacy.

This workshop is intended for a broad audience, including clinicians of all levels, educators, managers, supervisors, and organizational leaders.

**Monday**
*Why Conversations About Culture and Diversity are so Difficult*
- State of the Union
- Why History Still Matters
- Wired for Connection
- Universal Barriers
- The Ultimate Challenge

**Tuesday**
*8 Steps to Having Constructive Conversations*
- Origins of the Kim Constructive Conversations Model
- Overview, Rationale, and Theoretical Underpinnings
- Each Step Explained
- Trying It On

**Wednesday**
*Mirror, Mirror on the Wall*
- Do You Know Yourself? Be Honest
- Why You Are Your Most Valuable Tool
- Anchoring in Your Values
- Connecting Back to the Wisdom Within

**Thursday**
*Listening*
- The Most Underutilized Communication Skill
- Improving Your Listening Skills
- Trying It On

**Friday**
*An Individualized Plan*
- Create Your Own Game Plan in the Real World
- Identify Anticipated Barriers
- Develop an Accountability Plan
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.

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

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

**Wednesday**  
*Navigating Autonomic Pathways*  
- Anchoring in the ventral vagal system  
- Recovering from dorsal vagal collapse  
- Safely moving through sympathetic mobilization  
- SIFTing and Savoring  
- Building co-regulating skills  
- Optional session 12:15-2:00pm: client role plays and case consultation

**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
Paul Foxman
The Anxiety Epidemic in Kids and Teens: A Workshop for Clinicians

Paul Foxman, PhD, has led hundreds of top rated workshops internationally, and has appeared on television and radio as an expert on the topic of anxiety. His books include Dancing with Fear (2007), The Worried Child (2004) and The Clinicians Guide to Anxiety Disorders in Kids and Teens (2018). He also co-authored a casebook, Conquering Panic and Anxiety Disorders. He is known for his knowledge and clarity, sense of humor, compassion, and engaging speaking style.

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

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

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

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

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

Workshop format will include multimedia presentations, lecture, discussion, and live demonstrations of the therapy process.

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

**Tuesday**
- Recommendations for teachers and schools for managing student anxiety
- Pros and cons of medication
- Separation anxiety: treatment strategies including helping parents let go

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

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

**Friday**
- Specific Phobias: virtual reality exposure
- Crisis Intervention for Acute Stress Disorder
- Strategies for Post-traumatic Stress Disorder
Mental health is not just a matter of waking life. Sleep loss, the most prevalent health concern in the U.S. today, has been strongly linked to anxiety, depression, obesity, and illness. Although mental health professionals routinely encounter insomnia in their practices, few are adequately prepared to address it.

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

**Monday**

*An Integrative Approach to Sleep and Dreams*

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

*The nature of sleep and dreams*

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

Rubin Naiman, PhD, is a psychologist, 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 a number of groundbreaking works on sleep, including *Healing Night, Healthy Sleep* (with Dr. Weil) and *The Yoga of Sleep*, as well an upcoming book, *The Art of Sleep and Dreams*. Dr. Naiman also blogs for Huffington Post and Psychology Today. His presentations have been described as “brilliant,” “magical,” “truly creative,” and “simply outstanding.” See [www.DrNaiman.com](http://www.DrNaiman.com)
**Tuesday**
The Big Picture: Cultural Factors Shaping Our Sleep
- The suppression of night, darkness and melatonin
- The industrialization of everyday life
- Our addiction to waking: counterfeit energies and resistance to rest

Understanding and Evaluating Major Sleep Disorders
- Screening and evaluation of sleep and dreams
- The presentation and etiology of insomnia
- Personal evaluation: describe your “night stand”

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

Managing Body and Bed Noise
- The body in sleep: gravity, heat, rest practices, stimulus control
- The princess and the pee: what really wakes us up at night?
- Your sleep environment: beds, bedding and bedrooms

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

Re-Writing Our Bedtime Story
- The art of spiritual surrender
- Where do you go when you go to sleep?
- Falling in love with sleep again

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

The United States of Consciousness
- Sleep & Dream Lessons for Waking
- Braid Theory: toward a unified consciousness
- What is consciousness?
- On becoming practically conscious

Social Workers: Social workers completing this course will receive 15 General Social Work Practice continuing education credits. For all other CE info please see page 68 and www.cape.org
In this period of rapid organizational and social change, this highly interactive workshop will help participants learn to use the principles of organization development (OD) to effect change in organizations, communities, and themselves. It also will explore the concept of “use of self” as a mechanism for personal and professional growth and development. The workshop will be helpful for those with an OD background as well as those who are new to the practice.

Dick Beckhard and Douglas McGregor coined the term organization development (OD) in the late 1950s while consulting at General Mills. Defined during a positivist era, OD then reflected the belief that an objective reality was discoverable through social scientific methods. At the time, Beckhard described OD as “an effort planned, organization-wide, and managed from the top.”

Robert Hartl
Organization Development: Building Better Organizations and Healthier Lives within Them

Robert (Bob) Hartl is Director of the MBA in Leadership & Change, an avant-garde master’s degree at the College of St. Scholastica (CSS) in Minnesota. The program, steeped in the principles of organization development (OD), prepares mid-career professionals to become leaders and agents of change in their organizations, industries, and professions. No stranger to the Cape Cod Institute, for 18 years Bob has brought his graduate students to study on the Cape with seminar leaders including Edgar Schein, Charlie and Edie Seashore, Gervase Bushe, Chris Worley, Annie McKee, and Debbie Plummer. In his teaching and seminar work, he models OD principles and utilizes experiential learning theory. He is the recipient of the Max H. Lavine Award for Teaching Excellence, the highest academic recognition given by CSS.

Bob began his career in municipal government where he became the Chief Administrative Officer for Duluth, Minnesota. Following his work as the VP of Human Resources and Organization Development for the St. Mary’s/Duluth Clinic Health System (now Essentia Health System), he became Chair of the Management Department at St. Scholastica in 2001. Bob began his OD consulting practice in 1987. When not teaching, he is CEO and Senior Partner at Hartl Pearson Consulting, LLC. He works in both the for-profit and non-profit sectors, frequently with health care organizations, government agencies, and in higher education.
Today, OD has evolved to include new approaches that better fit the post-modern world where concepts like social-constructionism, emergence, and self-organizing systems dominate the change literature. Those who hold or aspire to leadership roles quickly learn that they must address both so-called “objective reality” as well as the diverse perceptions people have of it.

In 2020, OD means different things to different people. However, one thing has become clear: Organization development is not the exclusive domain of consultants. On the contrary, modern “OD practitioners” include not only consultants and coaches but anyone interested in bringing about change. That includes leaders in business and the nonprofit sector, HR practitioners, educators and students, physicians, social activists, and anyone else who is interested in understanding how change occurs. Everyone is welcome to join this workshop’s learning community.

**Monday**
- OD’s evolution, principles, and values
- Building a framework for participant narratives about using the lessons of the week
- Introducing the concept of “Use of Self”

**Tuesday**
- Learning how others have applied OD principles in their various roles
- Using OD principles to communicate effectively across cultural boundaries: advancing inclusion and diversity within organizations
- Creating safe containers for open, honest, and difficult conversations

**Wednesday**
- Using Bohmian Dialogue as a prelude to conflict resolution, organizational planning, or broaching difficult conversations
- Identifying organizational problems that will be used for group work on Thursday and Friday
- Modeling how leaders can become more effective based on the lessons of the week

**Thursday**
- Selecting participant cases and working in groups to apply OD principles/practices to address them
- Reporting preliminary progress on the cases and obtaining feedback/suggestions from the plenary group
- Discussing how the primary players in the cases could employ OD principles

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

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

Social Workers: Social workers completing this course will receive 15 Clinical Social Work Practice continuing education credits. For all other CE info please see page 68 and www.cape.org
This workshop is designed for therapists with little exposure to IFS as well as those who know the basics of IFS, but have trouble when clients resist, have particularly difficult parts, or when it comes to using the model with couples or larger systems. We will begin with an overview of IFS and then move on to the deeper exploration of issues that arise during treatment. This course will also provide the opportunity to participants to identify and work with the parts of themselves that interfere in their relationships with clients. The workshop will be a balance of lectures, demonstration, and experiential exercises.

**Monday**
Introduction to IFS and overview of the process of IFS therapy

**Tuesday**
Working with resistant clients and/or difficult parts

**Wednesday**
IFS applied to couples

**Thursday**
IFS applied to groups, families, and larger systems

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

“I LOVE the Cape Cod Institute!! The staff is incredibly accessible and attentive and the instructors are always top in their respective fields. I have always come away with more knowledge and skill that I can implement in my work.”
Everyone wants to be free from unnecessary suffering. This was the Buddha’s only concern and every practice he taught served to encourage the liberation of a clear mind and a warm heart. The relief of emotional suffering is also the focus of contemporary psychotherapy and the wide range of techniques now available all serve this important goal. How are we, then, to understand these ancient mindfulness practices alongside the new and very potent methods for emotional and relational healing? Both approaches are profoundly transformative and when skillfully woven together they pave the way for increased vitality and a deeper sense of peace, freeing the burden of unnecessary suffering. Such an integrated approach shows us how to grow up and wake up to who and what we truly are. This week will be geared toward understanding the function of mindfulness as the core practice that links both paths to greater wellbeing. Each day we will explore these integrated teachings and actively engage in mindful practices to experientially taste their potential.

Throughout the week we will explore the foundational Buddhist teachings on mindfulness found in the Sattipathana Sutra. We will also be drawing heavily on two methods of contemporary psychotherapy — Hakomi and Internal Family Systems. These remarkably skillful approaches weave together applied mindfulness with an understanding of the
multiplicity of mind in ways that reveal the Buddha’s teachings as practical tools for personal and relational transformation. We will examine the ways in which our everyday sense of “self” emerges and is sustained, how the contraction of conditioning leads to unnecessary suffering, how assisted self-discovery in mindfulness opens us beyond our habits toward greater possibilities for freedom, and how being led from the deepest source of wisdom and compassion supports practical human maturity. Along with reviewing the foundations of these two therapeutic models, our investigation will touch on perspectives from child development, attachment theory, interpersonal neurobiology, and contemplative psychology. Ultimately, we will investigate the ways that attention to relationality and mutual care opens the way to a life of freedom and joy.

Monday
• The original Buddhist teachings on Mindfulness from the Buddha
• Contemporary uses of mindfulness and their deviation from Buddhist practice
• Mindfulness as an engaged practice in psychotherapy

Tuesday
• Self-Study and No-Self: A seeming paradox
• Loving Presence as the essential container for relational healing
• Assisted self-study and the Hakomi Way

Wednesday
• Multiplicity of mind and the Internal Family Systems model
• The Buddha’s Four Noble Truths for the relief of suffering
• Redefining symptoms and pathology

Thursday
• Attachment in Psychotherapy and Buddhism: A tangled knot
• Immediacy in the therapeutic relationship
• Stepping beyond self-reflection and self-identification

Friday
• The shadow side of mindfulness
• Growing Up and Waking Up: The Double Helix of Maturity
• Clear Care
Molly Eldridge
AEDP: Attachment in Action

Molly Eldridge, LICSW, is a certified AEDP Clinician and Supervisor. Known for her enthusiastic embodiment and love of sharing AEDP, Molly has done extensive training in AEDP beginning in 2008. She has taught at the Cape Cod Institute, New England Society of Trauma and Dissociation, and runs several AEDP training groups as well as offering individual supervision. She is an active member of the AEDP Institute. She is a supervisor in an ongoing AEDP research project, a part of the AEDP Institute Diversity committee and on the AEDP New England planning group. She is the past assistant director of the Cape Cod Institute and current CE consultant. She has maintained a private psychotherapy practice on Cape Cod for over 30 years.

Accelerated Experiential Dynamic Psychotherapy, AEDP, developed by Diana Fosha, is one of the leading new therapies worldwide. Championing our innate healing capacities, AEDP is an integrative model that draws on attachment theory, affective neuroscience, interpersonal neurobiology, body-focused approaches, short-term dynamic psychotherapies, and transformational studies. AEDP, importantly, shows us how to use theory to affect clinical change. It explicates how to engender secure attachment in our different therapeutic dyads with specific intervention strategies for expanding self-self attachment and self-other relational capacities. From this dyadically supported relationship, engendering feelings of safety and accompaniment, AEDP heals trauma and helps to undo aloneness. It is attachment in action.

Through moment-to-moment, in-depth processing of sometimes difficult emotional and relational experiences, AEDP helps clients recover their sense of core self and experience increased resilience and a renewed zest for life.

AEDP is in many ways a natural, instinctual way of working. Often practitioners say it feels like a therapeutic “home” and energizes and enlivens their work. However, it is not as easy as it can look! It is rather a rigorous treatment modality with very specific skills, interventions, sequences of interventions, and maps that translate AEDP theory into how to work with AEDP clinically.

Social Workers: Social workers completing this course will receive 15 Clinical Social Work Practice continuing education credits. For all other CE info please see page 68 and www.cape.org
Appropriate for both those new to AEDP and those with experience, this workshop will be an exploration into AEDP change mechanisms. Using a balance of “left brain” and “right brain” approaches we will explore the theoretical constructs of the model and their translation into specific technique and interventions. We will watch videotapes of AEDP therapy sessions as we track the processes that allow the work to flow. We will also practice with each other the process and language of actual interventions, and truly experience AEDP in action. You will go home with both a deeper intellectual understanding and a felt sense of how to practice AEDP.

Monday
Moment-to-moment tracking, the AEDP Protocol, entry points, experiential language, anxiety regulation, working with defenses

Tuesday
Undoing aloneness and fostering safety and facilitating secure attachment from the start

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

Thursday
Attachment styles, therapist use of self, self disclosure and its use, responsiveness to need and being a “true other”

Friday
Privileging the emergence of the positive and new, acknowledging mastery and success, metatherapeutic processing: usually an endpoint, a starting point in AEDP. Taking it all home

“This was probably the best workshop/conference I have attended in my 30 year career history. The food provided at breaks was fantastic! My wife and I are already planning our next visit to Cape Cod for next summer.”
Harville Hendrix, PhD, and Helen LaKelly Hunt, PhD, are co-creators of Imago Relationship Theory & Therapy and cofounders of Imago Relationships International, which has trained over 2,500 therapists in over 53 countries. They are also co-creators, with other relational therapists, scientists, and business professionals, of Relationships First, a non-profit organization that contributes to the creation of a relational culture through the distribution of new insights from the relational sciences, and through Safe Conversations®.

They are the authors of three New York Times best sellers (Getting The Love You Want; Keeping The Love You Find; and Giving The Love That Heals), Making Marriage Simple, and six other books. Harville is a couple’s therapist with more than 40 years’ experience as an educator, clinical trainer and lecturer whose work has appeared on Oprah 17 times. In addition, a 30th anniversary edition of Getting the Love You Want launched in 2019.

In addition to Helen’s partnership with her husband in the co-creation of Imago and the founding of Imago Relationships International, she is sole author of Faith and Feminism plus And the Spirit Moved Them. She was installed in the Women’s Hall of Fame for her leadership in the global women’s movement and in the Smithsonian Institute for her creation of Woman Moving Millions.

Helen and Harville have been married for over 30 years, have six children, seven grandchildren and reside in Dallas, Texas and New York City. www.harvilleandhelen.com; www.relationshipsfirst.org; www.imagorelationships.org

Carol J. Kramer, LICSW, is a certified Imago Relationship Therapist, faculty trainer, and workshop presenter. Carol brings enthusiasm, expertise, warmth and clarity to the learning process. She is able to break down how to utilize the theory and she makes the process of learning engaging, safe, fun and productive. Among the places Carol has presented are Omega Institute, Kripalu, and the Cape Cod Institute. She is based in New York City. www.safeconnections.com
If you dread your next appointment with a couple, avoid doing couples therapy altogether but would like to, or love couples and want to do it better, join Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, and Carol Kramer, LICSW, in this rare opportunity to study with the founders of Imago Relationship Therapy. In this training, you will learn to look at couple’s therapy through a new lens and to help them create a transformed, rather than just a better, relationship. This includes:

• Revisioning their relationship as a partnership rather than a competition
• Talking about anything without polarizing
• Shifting from judgment to curiosity
• Awakening from their symbiotic trance
• Traversing seven stages of differentiation
• Engaging in the Zero Negativity and Affirmations process
• Connecting current struggles to childhood issues
• Integrating their brains
• Becoming relationally competent
• Creating and sustaining a Conscious Partnership

Using Imago Relationship Therapy, a theory-based skill-building training process, will help you as a therapist help couples transcend their biggest challenge: accepting difference and co-creating a Conscious Partnership that meets developmental needs and restores full aliveness and joy. Each day will include lectures, videos, live demonstrations and the practice of Imago processes. This workshop is open to all professionals who want to use the Imago process in a variety of contexts. Imago therapists may want a review. Certified therapists may want it to count for two days towards certification as an Imago therapist by the Imago International Training Institute or, for non-clinical professionals, it counts for two days towards becoming an Imago Facilitator. It also meets the requirements of Relationships First for a certificate as a Safe Conversations Leader.

**Monday**
Overview: Imago Relationship Therapy • Imago in Historical Context • Video: The Three Stages of Relationship • The Space-Between and the Space Within • Our relational brain • Imago Dialogue Theory • Practice: Mirroring and Feedback

**Tuesday**
The Observer Effect • Anxiety and the Zero Negativity process • The Impact of the Past on the Present • Three Stages of Intimate Relationships • Complementarity in couple’s relationships • Imago Dialogue Theory • Practice: Full Dialogue Process

**Wednesday**
Conscious Partnership defined • Steps to Conscious Partnership • Practice: The Initial Interview

**Thursday**
Symbiosis and differentiation • Seven stages of differentiation • Replacing judgment with acceptance and empathy • The value of structure and the use of sentence stems • Practice: The Frustration Dialogue

**Friday**
From Judgment to Curiosity and Wonder • Full Aliveness and Joy • Integration of Imago into everyday life
John Forsyth & Jamie Forsyth
Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life Is Hard

John P. Forsyth, PhD, is an internationally recognized author, speaker, and trainer in the use of Acceptance and Commitment Therapy and practices that cultivate mindfulness, loving kindness (Metta), and compassion. He is also professor of psychology and director of the Anxiety Disorders Research Program at the University at Albany in upstate NY. 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 book, Anxiety Happens, is for anyone who gets tripped up now and then by anxiety and fear. 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

Jamie R. 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 and researcher, with specialized knowledge in relational and process-oriented therapeutic work, addictions, motivational interviewing, including mindfulness and self-compassion practices. As a husband and wife team, Jamie and John are known to infuse their teaching and trainings with energy, humility, lightheartedness, and compassion, and their down-to-earth workshops are consistently praised for their clarity, depth, and practical utility.
Life invites obstacles, problems, and pain. There is no escaping this simple truth. But for many, the pain of life is neither a teacher nor a friend, but instead the enemy and source of considerable suffering, hardship, and despair. Mental health professionals know this all too well. The pain may take psychological, emotional, or physical forms, but it’s there and people are desperately seeking a way out and a way forward.

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

ACT is an evidence-based approach that balances mindfulness and acceptance processes with commitment and behavior change in the service of living a more vital life. Acceptance and mindfulness-based practices, including ACT, are rapidly making their way into mental health care, medicine, and society. This body of work offers a fresh perspective on psychological suffering and powerful clinical strategies to cultivate transformative life changes.

You will learn powerful strategies to help your clients:

- Gain freedom from suffering
- Let go of unhelpful struggles
- Cultivate peace of mind & self-compassion

- Show up to life as it is
- Get unstuck and moving
- Live a rich & meaningful life

Led by a dynamic husband and wife team, this workshop will introduce ACT, both as a model and intervention technology, and illustrate its use across a broad set of problem areas that are commonly seen in mental health settings. This work can be challenging for both therapists and clients alike, for much of ACT work involves contacting difficult and painful psychological content without defense and for a purpose other than psychological relief. Thus, understanding the application and integration of the ACT model of psychological health and suffering is essential for effective ACT work. Through lectures, live and video demonstrations, and practical experiential exercises, we learn ways to help our clients live well, richly, and meaningfully, without first having to eliminate sources of emotional and psychological pain. We will also learn how ACT can be integrated effectively into your mental health practice. Clinical worksheets and other practical tools will be provided.

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

**Monday**
Why It’s Hard Being Human: Getting Inside the ACT Approach

**Tuesday**
Confronting the System of Stuckness: Making Space for Something New

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

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

**Friday**
Empowering ACTions that Matter: Stepping Openly, Mindfully, and Wholeheartedly
Elkhonon Goldberg, PhD, ABPP/ABCN, is a clinical professor of neurology, New York University School of Medicine, and the Founding Director of Luria Neuroscience Institute. He is a diplomate of The American Board of Professional Psychology / American Board of Clinical Neuropsychology, with over 40 years of experience in neuropsychological diagnosis, cognitive rehabilitation, and forensic neuropsychology. Dr. Goldberg is internationally renowned for his clinical work, research, writings and teaching in the area of clinical neuropsychology and cognitive neuroscience. He is particularly well known for his work on executive functions and dysfunction. His other areas of expertise include memory disorders, attention deficit disorder, dementia, traumatic brain injury, and others. Dr. Goldberg was a student and close associate of the great neuropsychologist Alexander Luria, whose memory he honored in two edited volumes: Contemporary Neuropsychology and the Legacy of Luria (Laurence Erlbaum, 1991) and The Legacy of Luria in the 21st Century (Oxford University Press, 2009). Goldberg’s books The Executive Brain: Frontal Lobes and the Civilized Mind (Oxford University Press, 2001); The Wisdom Paradox: How Your Mind Can Grow Stronger as Your Brain Grows Older (Gotham Books, Penguin, 2005); The New Executive Brain: Frontal Lobes in a Complex World (Oxford University Press, 2009) have received international critical acclaim and have been published in 20 languages. His book Executive Functions in Health and Disease (Academic Press, 2017) has received a “highly commended book” award by the British Medical Association. His most recent book is Creativity: The Human Brain in the Age of Innovation (Oxford University Press, 2018). Goldberg is a foreign member of The Venetian Institute of Science, Literature and Arts; as well as a recipient of Copernicus Prize for contributions to neurosciences and neuropsychology, and of Tempos Hominis medal for international medical sciences educations. Goldberg has served as Visiting Scholar at The Hebrew University of Jerusalem and Visiting Professor at University of Sydney. He lectures worldwide. His current research spans a wide range of topics, ranging from the brain mechanisms of decision making to Artificial General Intelligence. See www.elkhonongoldberg.com
This course will present the state-of-the-art understanding of executive functions and dysfunction and their relationship to the frontal lobes. A review of the central neurobiological, cognitive, and clinical concepts will be offered, with some of the established concepts challenged and novel ones introduced. The course is designed to be both relevant and accessible to practicing neuropsychologists, clinical psychologists, psychiatrists, neurologists, cognitive neuroscientists, as well as other professionals interested in cutting-edge issues of brain and cognition.

**Monday**
- General review of the neural basis of executive functions: frontal lobes and more
- Evolution of executive functions
- Subdivisions of the prefrontal cortex and major frontal-lobe syndromes
- From modules to networks
- Large-scale networks: Central Executive, Default Mode, and others
- Elements of executive functions: models of the future, generativity, mental flexibility, impulse control, and others

**Tuesday**
- New ideas in the cognitive neuroscience of executive functions
- Decision making in novel and ambiguous environments
- Lateralization of frontal-lobe structure and function
- Sex and handedness differences
- Frontal lobes and emotions
- The working memory conundrum: working memory and long-term memory

**Wednesday**
- Intelligence and the frontal lobes
- Creativity and the frontal lobes: hyperfrontality, hypofrontality and the creative spark
- Frontal lobes and the lifespan: how neurobiology and environment interact
- Frontal lobes and consciousness

**Thursday**
- Executive dysfunction in neurodevelopmental syndromes
- Reconceptualizing Tourette syndrome and its relationship to ADHD
- Executive dysfunction in dementias: Alzheimer’s disease; Lewy body dementia and Parkinson’s disease; Frontotemporal degeneration

**Friday**
- Executive dysfunction in neuropsychiatric disorders: schizophrenia and affective disorders
- Executive dysfunction in traumatic brain injury
- Brief review of executive function assessment tools. Their strengths, limitations, and what the new “frontal-lobe” assessment tools should target
Early emotional learning contributes significantly to our sense of self and to how we form attachments. Until recently, these early memories were thought to be immutable. Current research and literature in the field of Memory Reconsolidation (the reorganization of an existing memory), however, proposes that the way an emotionally-laden memory is held in the brain can be reworked (or reconsolidated). Since these emotionally informed learnings inform procedural, automatic behaviors, our clients and we can benefit from understanding the underlying principles of memory reconsolidation and the therapies best suited to that process.

This workshop will demonstrate ways a number of mindfulness-based, experiential therapies can be combined to shift the valence of emotional memory—whether those memories be trauma- or attachment-based.
The workshop will highlight interventions from Sensorimotor Psychotherapy and EMDR. It will also include interventions from ego state work and Hypnotherapy. Throughout the week, the instructor will differentiate between trauma and attachment work and will give special consideration to working with shame experiences. Each day will include a combination of video analysis, didactic presentation, and experiential learning. This course is well suited for clinicians of all levels interested in learning more about integrating somatic interventions into their current practice. Please note prior experience working with EMDR is not required.

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

**Tuesday**
- Memory Reconsolidation Continued
- Helping the Body Complete Truncated Actions

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

**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

“I thought the whole experience reflected a lot of care for the felt experience of the participants (ease of registration, signage, honoring breaks, special requests, extra-curricular offerings).”
Most people who seek psychiatric care have histories of trauma, chaos, or neglect. The past two decades have seen an explosion of knowledge about how experience shapes the brain and the formation of the self. This evolving science has had profound implications for our understanding of what constitutes effective intervention. Sadly, most of the knowledge about how trauma affects the brain and the development of the entire human organism remains to find its way into the curricula of professional schools.

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

The earliest form of trauma treatment was to tell other people the story of what had happened and to find support and validation. However, validation, insight, and understanding are rarely enough to deal with unspeakable, intolerable, and unacceptable traumatic experience. Trauma causes people to remain trapped in the past by leaving deep, ongoing imprints on the entire organism—from their immune systems to their internal physical rhythms. Neither words nor compassion suffice in accessing these deep imprints on body and brain.

To overcome the tyranny of the past one needs to learn to befriend one’s damaged inner world and learn to deal with initially overwhelming sensations and arousal levels. Hence, recovery requires facing the imprint of trauma on the self as helpless, enraged, betrayed, ashamed, and endangered. Healing involves dealing with the defensive efforts that helped ensure survival, but that now keep people stuck. The cultivation of a deep sense of physical safety and physical mastery is a prerequisite for initiating new ways of perceiving reality and promoting new behavior patterns, and requires effective ways to deal with the fragmented memories of the past.

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

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

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

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

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

**Friday**
From fight/flight to being alive to the present—integration of traumatic memories, including group and theater approaches.
The opposite of a correct statement is a false statement. But the opposite of a profound truth may well be another profound truth.

- Neils Bohr, Nobel Prize Winner, Physics

As clinicians, supervisors, and managers we are frequently trained to navigate territories of wellness and illness, of capacity and incapacity as if they exist on a spectrum. On one end we are well, at the other end we are ill. Yet, recent research in the fields of positive psychology and resilience enable us to understand that foundational change often occurs at the point of paradox: when we can enable our clients, supervisees and teams to hold happiness and grief, anxiety and hope, imperfection and magnificence with equal appreciation, wisdom and care.

Integrating research that considers the best of humanity, the best of systems and of organizations, we will examine the role of positivity, appreciative inquiry, and emerging models of authenticity and meaning to consider how to elevate positive deviancy when clients/supervisees are struggling deeply. Core characteristics of resilience will be addressed, and then considered from the perspective of paradox: how might we (for example) increase grit even when symptoms have increased? How might we accelerate optimism, even as anxiety becomes rampant? What does a helpful hope look like when our world has been shattered?
This approach enables us to complement our current models of treatment with supportive tools and strategies, while providing a meta-framework that potentiates health in the presence of great difficulty. Accentuating positive resources, especially in challenging moments, enables us to provide a greater emotional, cognitive and neurochemical balance to our system of being. While a singular focus on symptom reduction and psychopathology may provide relief, it may do little to construct an internal scaffolding of capacity that reminds clients of the fullness of their resources, strengths, wisdom and adaptability.

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: reducing the anxiety, strain and/or fatigue we experience as providers when the stress of our work escalates, either through the distress of our particular patients, or through the growth of systemic disruption.

**Monday**
*Our Framework: The Meta-Perspective of Paradox*
- Review of Current Models of Resilience
- Core Characteristics of Resilient Adults
- Paradox: Why Positivity Matters in the Worst Moments

**Tuesday**
*Integrating the Positive*
- The Appreciative Inquiry Approach
- The Genius of the And
- Transforming Moments of Anxiety, Negative Thought Habits, Grief, Depression into Capacity

**Wednesday**
*The Paradox of Living as Broken/Whole*
- What is True Hope?
- Emerging Models of Authenticity
- Seeding the Future: The Ideal Self In Action
- Integrating the Ideal Self and Character Strengths

**Thursday**
*The Bigger Pictures*
- Why Meaning Matters
- A Granular Look at Meaning
- Generosity and Generativity as Drivers of Change

**Friday**
*How Change Happens*
- A Brief Journey into Neuroplasticity
- Change at the Level of the System
- Change at the Level of the Person
- Integration of Learning
Deborah L. Plummer, PhD, is a psychologist, university professor, diversity thought leader, author, and speaker on topics central to racial equality, inclusion, and mutual respect.

An international leader in the field of diversity and inclusion, Debbie brings her deeply humanist and Gestalt trained skills to invite readers and workshop participants to examine themselves as social beings in relation to our programmed fear of “otherness.” Her work and writings introduce a relational model for managing differences that supports the development of the competencies necessary to live authentically out of one’s core identity master the challenges of diversity dynamics.

As an academic, she continues her research on diversity metrics and cross-racial friendships. Her groundbreaking and timely book, Some of My Friends Are…The Daunting Challenges and Untapped Benefits of Cross Racial Friendships (Beacon Press) examines contemporary race relations through the lens of cross-racial friendships, noting how they work and fail within American society. She is editor of the Handbook of Diversity Management (Rowman and Littlefield) and author of Advancing Inclusion: A Guide for Effective Diversity Council and Employee Resource Group Membership (Half Dozen Publications), and award-winning Racing Across the Lines: Changing Race Relations through Friendships (Pilgrim Press).

Her work has been featured in several media outlets and she served for many years as an expert commentator on television and radio. Debbie was named by Becker’s Hospital Review as one of the Top 15 Chief Diversity Officers to Know. She is the lead author in the design and development of the Diversity Engagement Survey (DES), a tool for measuring diversity and inclusion in organizations.
Diversity and inclusion are often viewed as “soft” and sometimes unclear contributors to an organization’s performance and bottom line. However, if the conditions are right, diversity and inclusion efforts can generate a wealth of resources for improved performance and enhanced productivity.

Diversity scholars and practitioners have made strides in creating tactical metrics related to diversity and inclusion interventions such as pipeline and mentoring programs, internships and equal opportunity plans, diversity councils, affinity networks, and employee business resource groups. Organizations have administered climate and culture surveys to identify differences in workplace perceptions between various demographic groups. However, beyond these tactical metrics, how do we assess, measure, and evaluate an organization’s capacity to fully include and engage all of its members in order to drive the mission and achieve its business objectives?

This workshop is designed to help practitioners understand the process of analyzing and measuring diversity in organizations. The workshop focuses on how to identify the current state, determine methods for analysis, and make the critical link from data to action planning. Participants will be introduced to a sample of quantitative and qualitative tools and procedures to assess, measure, and evaluate what is required to leverage diversity as an organizational resource.

**Monday**
- Conceptual clarity on what constitutes diversity and inclusion in organizations
- Diversity Measurement Mindset: Opportunity or Problem?
- Process of organizational diagnosis through the lens of diversity
- Diagnostic tools that support equity and inclusion

**Tuesday**
- Quantitative Data Collection and Analysis: EEO and Compliance Data, Climate and Culture Surveys, Questionnaires, Rating Scales

**Wednesday**

**Thursday**
- Diversity Implementation Phases
- Alignment with mission, vision, values and business objectives of the organization
- Developing a Meaningful Diversity Scorecard

**Friday**
- Integrating diversity into the mission/business strategy
- Establishing Internal Benchmarks
- Evaluating Diversity and Inclusion Efforts
The latest research shows that our ability to be aware of our bodies impacts how we process sensations and memories, and how we heal from traumatic events. When we have intolerable sensations such as gut wrench and heartache, our heart races, our breathing becomes shallow, our abilities to track time, be present, and process language become diminished. The nervous system gets overwhelmed, the body gets so aroused and reactive that the calm and relaxed state needed for healing and connection is difficult to imagine, let alone reach.

Verbally-oriented therapists may wonder how this knowledge can be applied to bring an embodied orientation into clinical practice. How does the therapist help a client learn to calm down their nervous system and become able to tolerate what they feel and notice about themselves? There is no way to teach or guide someone else in attuned self-awareness if you are not able to get into that state yourself.

As therapists, our own body awareness is an important barometer to track the states of both our clients and ourselves within each session. Experientially, Licia 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.

Licia Sky, LMT, BFA, is a singer-songwriter, artist, and musician who integrates music, movement, vocalizing, guided focusing, conversation-enhanced awareness, and touch in order to foster safe transformative experiences. Her dynamic methods are informed by polyvagal theory, the latest research on trauma and the body, and more than 25 years as an intuitive bodywork therapist. Licia 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 Kripalu, Hollyhock, and Esalen. She has been teaching workshops on these subjects around the US, Canada, UK, Italy, Egypt, and New Zealand.

Please note there is No CE credit for Professional Counselors, Social Workers, Mental Health Counselors, Psychoanalysts, Art Therapists and Marriage and Family Therapists for this course. For all other CE info please see page 68 and www.cape.org.
Based on the upcoming companion workbook, *The Body Keeps the Score: Embodied Self Awareness Workbook*, this program offers an array of non-verbal, experiential exercises drawn from theater, guided focusing, dance, meditation, yoga, bodywork, and Embodied Voice.

In this workshop, we will demonstrate guided experiential exercises that foster safely being able to notice and know what you feel, know what is happening internally, and begin to find words for your experience.

These exercises are all non-verbal, but time is provided after each exercise to process the experience and unpack ways they can be practiced to build the skills of self-awareness and enhance meaningful engagement.

**Monday**
*Noticing in Stillness*
- Default states- Internal focus
- Detailed Exploration of body sensations, orienting attention, breath, sound, self-connection

**Tuesday**
*Noticing in Standing*
- External focus
- Sense of balance
- Weight
- Direction of attention and energy

**Wednesday**
*Noticing in Movement*
- Rhythm
- Direction
- Postures

**Thursday**
*Noticing in Interaction: Interpersonal Nuerobiology*
- Eyes and Eye Contact
- Gestures in space
- Voice and vibration

**Friday**
*Practice and Grounding*
- Attunement, listening, flow
- Q&A on practice and application
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 or painful experience in life involves incompetence or cruelty perpetrated by other human beings. No matter how much clients sincerely want our help, they cannot control the triggering of instinctive fight, flight, or submission defenses in the presence of 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? To seek 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 therapeutic intervention, as unchecked self-destructive behavior, a struggle for therapeutic control, or desperation for help alternating with resistance to accepting it, the underlying dilemma is the same. What we label “resistance” may actually reflect inherent trauma-related conflicts activated by all forms of treatment and all types of therapists.

In this workshop, we will explore the complex relationships between these internal trauma-related conflicts and resistance in psychotherapy. Using techniques drawn from Sensorimotor Psychotherapy, Internal Family Systems, and other mindfulness-based models, participants will learn how to de-code resistance or stuckness and help clients work with it as an internal conflict, not a therapeutic issue. When we help them “befriend” the resistance, we become part of the solution instead of part of the problem.
**Monday**
The many “flavors” of stuckness and resistance: the help-rejecting complainer, passive-aggressive clients, chronic suicidality, shut down, ‘not there,’ clients who struggle for control of the therapy, and hopelessness and immobility.

**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 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 resistance: competing agendas of client and therapist, how our minds and bodies respond to client stuckness, how to use ourselves to navigate the client’s fear of closeness and fear of distance. Psychotherapy as “play space”: 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, creating a sense of “we,” including parts who resist, parts who collaborate, and the therapist; enjoying the struggles rather than resisting them.

“I loved meeting up with other clinicians and sharing our love for the work we do. The Cape is such a healing environment and I always appreciate having time to relax after a vigorous morning of studying.”
Since many forms of adult psychopathology begin in childhood and adolescence, Dr. Meichenbaum will provide a discussion of ways to intervene across the life-span. The workshop will consider the unique neuro-biological and psycho-social challenges for “high-risk” clients, including children, adolescents and their families, adults with co-occurring disorders, and the elderly.

Particular emphasis will be placed on the demonstration of evidenced-based cognitive-behavioral treatment and resilience-engendering preventative approaches. How therapists who work in a variety of settings, including individual practices, community clinics, schools, and Residential Treatment Centers, can alter the developmental trajectories and achieve lasting changes in “high-risk” clients will be considered.

Dr. Meichenbaum will highlight ways to tailor interventions in both a developmentally and culturally sensitive manner. Finally, he will discuss ways to bolster resilience in psychotherapists.

Donald Meichenbaum, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, Canada. He is presently Research Director of the Melissa Institute for Violence Prevention in Miami (www.melissainstitute.org). He is one of the founders of Cognitive behavior therapy, and in a survey of clinicians, he was voted “one of the ten most influential psychotherapists of the 20th century.” He has presented in all 50 U.S. States and internationally. This workshop provides Dr. Meichenbaum with an opportunity to share his clinical experience and research of over a 50-year career of working with clients and Treatment Centers who cover the entire life-span. He has published extensively, and his recent books include Roadmap to Resilience, Treating Individuals with Addictive Disorders, and The Evolution of Cognitive-behavior Therapy. Please visit the following website and scroll to Meichenbaum for recent papers: melissainstitute.org/scientific-articles/
Monday
- The nature of the challenges: The impact of poverty, minority status, and victimization
- Neuro-biological and psycho-social sequelae: Implications for interventions
- Characteristics of resilient children and their families
- Examples of Cognitive-behavioral intervention programs
- How to achieve “lasting changes”: Implementing generalization guidelines
- CAUTION: How to spot HYPE in the field of psychotherapy

Tuesday
- Applications in Schools: Ways to close the academic gap; Addressing issues of school safety; Cognitive-behavioral intervention for trauma in schools (CBITS)
- Applications in Clinics: Trauma-focused cognitive-behavioral interventions with traumatized children and their caregivers
- Ways to conduct Cognitive-behavioral play therapy
- Ways to conduct parent training programs
- Guidelines for Residential Treatment Centers to achieve lasting behavioral changes

Wednesday
- Adolescents and Their families
- Meeting the challenges: Characteristics of neuro-biological and psycho-social changes
- Ways to engage adolescents in treatment
- Treatment of adolescent depression and suicidal behavior
- Treatment of angry and aggressive adolescents
- Treatment of victimized adolescents: Example of victims of Human Trafficking
- Treatment of parent-adolescent conflict

Thursday
- Adults with Co-Occurring Disorders
- New developments in cognitive-behavioral interventions: A Constructive Narrative (CN) treatment approach
- Application of CN treatment for Complex PTSD, prolonged and complicated grief, guilt, shame, anger, and moral injuries
- Ways to bolster resilience with individuals with co-occurring disorders such as Substance abuse disorders

Friday
- The Elderly and Health Care Providers
- The nature of the neuro-biological and psycho-social challenges of aging
- Cognitive-behavioral interventions with the elderly
- Ways to bolster resilience in the elderly
- Ways to bolster resilience in psychotherapists
- A “To Do” List for attendees
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 over 20 years of research and experience working with children, adolescents and adults exhibiting executive function difficulties, Dr. McCloskey has developed a comprehensive model of executive functions that can be used to assess executive function strengths and difficulties and guide intervention efforts. He frequently presents both internationally and nationally. He consults with a number of school districts and private schools nationwide on issues related to improving students’ self-regulation capacities in the classroom, behavior management, assessment and intervention for executive functions difficulties related to academic and behavior problems. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)* available from Schoolhouse Press. See www.georgemccloskeyphd.com

“It was a very interactive conference which is a great way to experience and learn about the things we are trying to implement in our practice.”
In this course George McCloskey—widely admired for the clarity, comprehensiveness, and warmth of his teaching style—will help participants gain a deeper understanding of executive functions and of the ways executive-function deficits impact the behavior and academic performance of children and adolescents.

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

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

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

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

**Wednesday**
- Assessing Executive Functions Part 2

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

**Friday**
- Interventions for Executive Function Difficulties
  - Part 2: Bridging Strategies: From external control to internal control
  - Part 3: Strategies for improving internal self-regulation
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. This mobilizes hope, excitement, and a stream of positive energy, 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.

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

Edward (Ned) 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 21 years. He currently devotes his full professional attention to his clinical practice at the Hallowell Centers, speaking to audiences around the world, writing books and hosting the Distraction podcast. He has authored 20 books on various psychological topics, including ADHD, parenting, managing your “crazy busy” lives and most recently, his personal memoir.

Social Workers: Social workers completing this course will receive 15 Clinical Social Work Practice continuing education credits. For all other CE info please see page 68 and www.cape.org
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 • Life stories of successful ADHD-ers • Problems to overcome in life with ADHD • Epidemiology in US and across cultures • ADD vs. ADHD • A new term for ADHD: VAST

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

Wednesday
Sue Hallowell, LICSW, joins us to discuss couples
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 • Addictions and ADHD • A new use of the 12-step program in treating ADHD • The basics of treating ADHD • The start of treatment: A pivotal moment

Thursday
How To Find the Buried Treasures in ADHD
Promoting strengths: A systematic approach • Major danger alert: How to make the transition to college • Nutrition, nootropics and ADHD: Omega-3s and beyond • Neurofeedback • Two traps to avoid: Spin and slide (terms to be explained) • Managing “The Big Struggle” in families • Sexuality and ADHD

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

“I feel enriched and enlivened, and have lots of experiences and insight to take with me.”
Amy Weintraub & Angela Huebner

Internal Family Systems Therapy™ Goes to the Mat with Yoga - A Week of Healing and Learning

Amy Weintraub, MFA, e-RYT 500, C-IAYT, YACEP, founder of the LifeForce Yoga Healing Institute, is a pioneer in the field of yoga and mental health. She is the author of Yoga for Depression (Broadway Books) and Yoga Skills for Therapists: Effective Practices for Mood Management (W.W. Norton) and numerous articles and book chapters. Her evidence-based Yoga protocol for managing mood is used in health care settings globally, is offered in professional trainings, and is featured in the LifeForce Yoga series, an award-winning library of evidence-based yoga and meditation CDs and DVDs for mood management. Her “Yoga for Mood” card deck is forthcoming from Sounds True. See www.AmyWeintraub.com

Angela Huebner, PhD, is a licensed Marriage and Family Therapist (LMFT) in private practice in Falls Church, Virginia. She combines the art of psychotherapy with the science of change to help people identify and break out of patterned thoughts and behaviors that keep them stuck. She is a certified IFS clinician and LFY practitioner. In her 17 years as a tenured associate professor in the Department of Human Development’s Marriage and Family Therapy Program at Virginia Tech, Angela taught various clinical courses including Internal Family Systems and interpersonal neurobiology. See www.angelahuebner.com

Internal Family Systems is an evidence-based practice that provides a compassionate approach to working with our clients. LifeForce Yoga is an evidence-based practice to manage moods founded on the principle of compassionate self-awareness. IFS and LFY provide a potent combination for helping clients self-regulate, experience self-efficacy and build resilience. As part of this workshop, we will integrate yoga practices for accessing Self energy and meeting our parts. Every day will include accessible movement, yoga breathing, simple guided relaxation, experiential exercises, demonstrations, case studies, and clinical applications. Throughout the week, you will experience how the integration of IFS and LFY enhances the healing process.
We will practice accessible LFY skills appropriate in the consultation room that help:

- Access Self energy
- Strengthen Self-to-part relationships
- Un-blend parts
- Care for parts not yet unburdened
- Safely tend to exiles not yet unburdened

In the process of learning LFY practices to help clients self-regulate, increase self-efficacy and self-compassion, you will connect to the wholeness and healing capacity within yourself. Return home empowered with your own practice, a better understanding of the IFS model, and ready to share these tools with your clients. All bodies and abilities welcome!

Yoga mats and chairs will be provided.

**Monday - The Safe Container**

- Overview of evidence-based Yoga strategies for maintaining optimum mental health
- Overview of IFS concepts and current research
- Yogic tools to foster the therapeutic alliance and access Self-led energy
- Learning to map your internal world with IFS
- Evidence-based tones for self-soothing and parasympathetic activation

**Tuesday - Beyond Mindfulness**

- Two meditation techniques to focus the mind and lift the mood
- Identifying mood through analysis of current breathing pattern
- Live demonstration of IFS model (#1)
- Directing awareness and grounding strategies (for anxious parts and trauma recovery)

**Wednesday - Giving the Mind a Bone**

- Empowering use of imagery and affirmation derived from the client’s experience of Self
- Evidence-based Yogic breaths and meditation to calm anxious parts (including panic attacks) and bring mindful clarity to parts that need attention
- Choosing the practice to meet the predominate mood and bring it into balance
- Addressing negative self-talk and inner-critic parts
- LifeForce Yoga® Chakra Clearing Meditation (Energizing)

**Thursday - Finding Wholeness to Separate**

- Centering yogic practice: Shamaya/inner sanctuary
- Going in depth with a Part: exercises to un-blend and witness
- Live demonstration of IFS model (#2)
- LifeForce Yoga® Chakra Clearing Meditation (calming)
- Introducing IFS and LFY to clients

**Friday - Beyond Self-Efficacy**

- Postures of empowerment—Building self esteem and strengthening resilience
- Accessing Self-led energy with Yoga Nidra (iRest): An evidence-based protocol effective for managing mood and PTSD
- Distinguishing Yoga techniques appropriate for a clinical practice
- Application of learning to clinical practice
Deborah Korn
Treating Complex Trauma: Optimal Integration of Treatment Models

Debbie Korn, PsyD, maintains a private practice in Cambridge, MA, and is an adjunct training faculty member at the Trauma Center in Boston. She has been on the faculty of the EMDR Institute for the past 26 years and is the former Clinical Director of the Women’s Trauma Programs at Charter Brookside and Charles River Hospitals. Dr. Korn has authored or coauthored numerous articles and chapters focused on EMDR therapy, including a comprehensive review of EMDR applications with Complex PTSD. Dr. Korn is an EMDRIA-approved consultant and a past board member of NESTTD. She is also on the Editorial Board of the Journal of EMDR Practice and Research. She presents and consults internationally on the treatment of adult survivors of childhood abuse and neglect. She has been a regular presenter at the EMDR International Association Conference and was invited to present EMDRIA’s first “Masters Series” class. As a clinician, teacher, researcher, and consultant, Dr. Korn is known for her knowledge and integration of many different clinical models. In treating and consulting on complex, chronically traumatized cases, she believes that it is important to carry a large toolbox and to remain flexible, practical, and integrative.

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

The first part of the workshop will provide an overview of the most useful concepts and strategies from a variety of trauma treatment models and related theories—including IFS, EMDR, Hypnosis, CBT, Sensorimotor Psychotherapy, AEDP, DBT, Polyvagal Theory, and the Theory of Structural Dissociation. An understanding of relevant concepts and strategies can guide the therapist during assessment, case conceptualization, and treatment planning as well as through all additional phases of treatment.
The second part of the workshop will offer guidelines for decision-making in establishing priorities, creating treatment plans, and making intervention choices. The overarching approach proposed in this workshop acknowledges the competencies and survival resources inherent in each person and the power of the therapeutic relationship. Interventions are designed to honor and deepen existing resources and self-capacities, while simultaneously introducing new skills and strategies. Throughout the workshop, videotapes will be shown to demonstrate the concepts and strategies being presented, and to show how multiple clinical models can be effectively integrated into the treatment of an individual client.

**Monday**
- Complex PTSD and Related Conditions
- Screening for Dissociation
- Assimilative Integration: Common Denominators and Specialized Contributions Across Trauma Treatment Models
- Complex Case Conceptualization: Macro/Micro Conceptual Maps and Evaluating Readiness for Trauma-focused Work

**Tuesday**
- Phase-Oriented Trauma Treatment and a Hierarchy of Behavioral Targets
- Polyvagal Theory; Modulation Model; Recognizing and Responding to Hyper- and Hypo-arousal
- Structural Dissociation; Dissociative Continuum; BASK Model
- Understanding the Internal Family System

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

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

**Friday**
- Ego State and Defense-Focused Interventions
- Processing and Integration-Focused Interventions; Past, Present, and Future Targets
- Experiential Shifts: Realization; Passive to Active Defenses; Adaptive Action Tendencies, Completion and Truth
- Meta-processing/Re-evaluation
- In Summary: The Integrated Trauma Therapist
The uniquely human awareness of death causes potentially debilitating terror that we “manage” by embracing cultural worldviews that give us a sense that we are valuable persons in a meaningful universe, and thus eligible for literal or symbolic immortality. The quest for immortality underlies some of humankind’s most noble achievements. However, it also engenders some of our most ignominious affections, including: disdain for people with different beliefs; unwavering support for charismatic leaders; contempt for the environment; insatiable pursuit of money and stuff; and reckless disregard for our physical well-being.

Research demonstrates that death anxiety affects almost every domain of our lives. Understanding the role of death in life by helping professionals will improve assessment and treatment both individually and systemically, ultimately promoting physical, emotional, and societal well-being.

This course will include psychological, philosophical and anthropological insights, illustrated with historical and contemporary examples and verified by research. It will be of interest to anyone who applies behavioral science to professional practice, including therapists, lawyers, clergy, business leaders, and teachers.

**Monday**

*Death: The Worm at the Core*

*Back of everything is the great specter of universal death. . . . We need a life not correlated with death . . . a kind of good that will not perish. . . . And so with most of us . . . a little irritable weakness will bring the worm at the core of all our usual springs of delight into full view, and turn us into melancholy metaphysicians.* -William James, *The Varieties of Religious Experience*

- Overview of Ernest Becker’s The Denial of Death
- Terror management theory and research
- Cultural understanding of death
- Self-esteem and psychological fortitude
Tuesday
The Anatomy of Human Destructiveness and the Politics of Mortal Terror
History is a nightmare from which I am trying to awaken. -James Joyce, Ulysses
• Summary of Becker’s Escape from Evil
• Humankind’s seeming incapacity for peaceful coexistence
• The allure of the charismatic leaders
• Implications for democracy and public policy

Wednesday
Fleeing the Body and the Quest for Immortality
...we have the desire to flee the body...because the body brings with it mortality, fear of death. If you accept the body as reality, then you have to accept mortality and people are very afraid to do that... -David Cronenberg, The Existential Deal
• How death anxiety makes us uncomfortable with our bodies
• Alienation from nature: implications for gender, sexuality, and environmental sustainability
• Quest for immortality: the insatiable pursuit of wealth, gambling, drugs and alcohol, shopping

Thursday
Cracks in the Shield and How Death can be Hazardous to Your Health
All individuals are confronted with death anxiety; most develop adaptive coping modes—Either because of extraordinary stress or because of an inadequacy of available defensive strategies, the individual who enters the realm called “patienthood”...has been driven to extreme modes of defense...often clumsy modes of dealing with terror... -Irvin Yalom, Existential Psychotherapy
• How death denial leads to risky and harmful behaviors
• The role of death anxiety in the etiology of schizophrenia, phobias, obsessions, PTSD, depression, suicide
• Proximal and Distal defenses
• Destructive vs. constructive defenses

Friday
Living with Death
Come to terms with death; thereafter, anything is possible. -Albert Camus
• Existential psychotherapy and Kierkegaard’s “School of Anxiety”
• Developing deep and genuine connections
• Bolstering terror management resources: Addressing the problem of meaningless, isolation, and death
• Coming to terms with death: compassion, courage, and concern for future generations

Social Workers: Social workers completing this course will receive 15 General Social Work Practice continuing education credits. For all other CE info please see page 68 and www.cape.org
Join international speaker, author, and expert on LGBTQ issues Dr. Joe Kort as he equips you with the right tools and information to more effectively counsel your lesbian, gay, bisexual, transgender, and questioning clients and couples. Through case examples and plenty of humor, you will gain a better understanding of the modern LGBTQ culture, keep abreast of how younger clients are identifying in a more sexual and gender fluid way and learn to target the trauma associated with growing up in the closet and how minority stress affects one’s personality and mental health. You will learn specific strategies to treat the unique challenges your client may be facing, such as:

- internalized homophobia and LGBTQ shame
- non hetero-normative sexual behaviors and practices
- trauma and abuse from growing up LGBTQ: the difficult process
- helping clients through the stages of coming out

Dr. Kort will also help you avoid the common mistake of believing “a couple is a couple” and treating LGBTQ couples the same as their heterosexual counterparts. He will address the unique relationship dynamics of a same gendered couple and give you practical tools for their therapeutic progress. Many LGBTQ couples and individuals leave their straight therapists and hire a gay therapist due to a lack of information and education by the straight therapist.
It’s not enough to be “LGBTQ friendly.” The fact is, even the best-intentioned therapists have some level of homophobia to overcome. From birth, heterosexist culture imprints us to think that heterosexuality is primary and that any other orientation is inferior.

In this workshop, you will learn to be culturally competent with your LGBTQ clients and be able to help them around issues of sex, coming out, growing up LGBTQ, Bisexuality, Transgender, mixed orientation relationships, gender fluidity, and sexual fluidity. You will learn to avoid mislabeling a client and using terminology that may prove offensive to them.

**Monday**
- Trauma of Growing Up LGBTQ contributing to PTSD
- Identify Internalized Homophobia and Gay Shame
- Covert Cultural Sexual Abuse and its effects on LGBTQ
- Recognize developmental insults and wounding from growing up LGBTQ

**Tuesday**
- Six Distinct Stages of Coming Out and Treatment Implications for teenagers and adults
- Stigma and its impact on mental health from childhood to adulthood: 6 distinct stages with interventions
- Navigate the three phases of coming out to avoid isolation and alienation

**Wednesday**
- Working with modern LGBTQ Couples and Mixed Orientation Relationships
- Dynamics of a same gendered couple including vulnerabilities and strengths
- Coming out discrepancy causing turbulence for couples
- Open relationships in gay male couples
- Specific stages of coming out as a mixed orientation couple
- Specialized treatment programs for the straight spouses
- Helping LGBTQ spouse integrate their identity into their mixed orientation relationships
- Learn how to identify which couples will succeed and which won’t

**Thursday**
- Understanding Transgender Teens and Adults
- Overcome the knowledge barrier
- Avoid using outdated treatment plans
- Learn and differentiate correct terms such as gender queer, gender fluid and cisgender
- Strategies to help your client tell their partner, families, friends, and employers
- Tips for discussing hormone treatments and surgical procedures
- Crucial points for transgender teens medically and psychologically and how to create the best treatment plan

**Friday**
- Sexual Fluidity: Correct terminology and Understanding
- Cultural Competency of LGBTQ Sexuality and Language varieties of sexuality
- Protect the client from your own biases and assumptions
Mindfulness is a contemplative practice that quiets the mind in order to cultivate a personal capacity for deep concentration and insight in the face of the 10,000 distractions of everyday life. It is often defined as the awareness that arises by paying attention on purpose in the present moment non-judgmentally.

We will look at the importance of relationship, friendship, and community in a time of fragmentation and polarization. We will explore practices of speaking, listening, and learning that reveal our common humanity and help us respect our differences.

In order to work mindfully with others or to build a compassionate, effective, and sustainable organization, we need to be mindful ourselves. This course will introduce a series of secular mindfulness practices for individuals and groups, including some that have been developed specifically for the workplace.
To learn mindfulness, you will not be asked to take leaps of faith, dim your critical voice, or fit any square pegs into round holes. You will be using the resources and wisdom of your own body and mind, followed by discussions on creating a way of working together based on the values and perspectives embodied in the practices. Each session will include Q&A, discussion, participation, and examples of how others are using these practices.

**Monday**
- Introduction to the course, to each other, and the potential benefits of mindfulness for individuals and organizations
- Practices will include mindfulness of the breath, body sensations, walking, and external objects
- A short review of recent studies on the effect of mindfulness on the brain and the body and examples of programs in organizational settings, from Smith School of Social Work to Google’s Search Inside Yourself

**Tuesday**
- An introduction to the connections between mindful practices and emotional intelligence (one’s ability to perceive, assess, and manage the emotions of oneself, of others, and of groups)
- Inspiring leadership, & well-being, with an emphasis on mindful listening, mindful communication, and difficult conversations
- Mindful listening in client relationships, in the workplace, in education, and in our personal and social relationships

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

**Thursday**
- Compassion. Compassion is a mental state that is focused on another’s pain or suffering and includes a wish or an aspiration to see that person relieved from that pain. We will learn practices in self-compassion, and a dyad practice called Just Like Me, which emphasizes the similarities in people and cultivates acceptance of and appreciation for the differences

**Friday**
- Walking Each Other Home. Self care (deep relaxation, self-compassion), a look at how going beyond fear of death can bring us radical aliveness and belonging
- Methods for keeping mindful awareness alive in our relationships at work and in the home
Working with trauma and attachment wounds requires not just learning the theory or techniques; it requires boldly bringing ourselves into the healing equation to break through defenses and toxic shame. It requires going to the depths of hopelessness with our clients to show that they are loveable in this place of emptiness.

In short, it requires what Dr. Piliero terms Fierce Love. Fierce Love is embodied in the therapists’ relational boldness in defense of the core self that communicates to our patients that they were and are still worthy of love, no matter how broken, shamed, or disconnected from themselves they may feel.

This workshop will demonstrate how to transform suffering and foster a patients’ abilities to feel deeply recognized and understood, safe and secure, and, as a result, increasingly capable of reconnecting to their Core Self.

This workshop is rooted in the teachings of Accelerated Experiential Dynamic Psychotherapy (AEDP), which champions our innate healing capacities. AEDP has roots in and resonances with many disciplines — among them interpersonal neurobiology, attachment theory,

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**SueAnne Piliero**

**Fierce Love: Using the AEDP Therapist’s Bold, Embodied Presence to Reclaim the Core Self**

SueAnne Piliero, PhD, has been working with Dr. Diana Fosha, the founder of AEDP, for over 20 years. She is senior faculty and a founding member of the AEDP Institute. Dr. Piliero travels nationally and internationally to teach AEDP to a broad range of clinical audiences. She has given seminars and experiential workshops to various universities and health organizations nationwide. She is a lead trainer and a well sought after individual and small group consultant for clinicians around the world.

She is known for her warm, open, engaging teaching style and her ability to communicate complex topics with humor and clarity. Dr. Piliero received her doctorate from Adelphi University and her master’s degree in human development and psychology from Harvard. Her clinical interests and specialties are in trauma, PTSD, dissociation, and the ways in which the mind, body, spirit is powerfully poised to transform them. She teaches, supervises, and is in private practice in New York City.

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Social Workers: An application has been submitted for consideration of 15 Clinical CE credits for this course.
For all other CE info please see page 68 and www.cape.org
emotion theory and affective neuroscience, body-focused approaches, and transformational studies. AEDP uses specific intervention strategies for working explicitly, dyadically, and experientially with intense unresolved traumatic emotions.

In this workshop, we will explore in-depth how to bring our Selves more fully into the therapeutic relationship; how to co-regulate and remain psycho-biologically attuned to our patients, our self, and the dyad, to enhance, deepen and accelerate the healing process. Through lecture and videotape of actual therapy sessions, you will see, hear, and witness how the most powerful tool in our clinical toolkit is the therapist's Fierce Love.

Specifically, you will learn how to:
- Strengthen your ability to be more present, engaged, and make more purposeful use of your own emotional experience in your work with patients.
- Use your self as a Healing Mechanism (e.g., through self-disclosure of patient’s impact on you, and speaking the truth on behalf of the core self)
- Work with shame and pathogenic affects
- Transform maladaptive beliefs about Self and Other through cognitive restructuring and uncoupling dynamics

This workshop is well suited for clinicians of all levels and those new to or experienced in the AEDP approach.

**Monday**
*The key ingredients to developing a Strong, Embodied presence*
- Leading from a centered, open, grounded place within our Selves
- Being really present to your patients verbal and nonverbal communications
- Going “beyond mirroring” by actively stepping in to help or support the healing journey

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

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

**Thursday**
- Undoing Aloneness: A Key Ingredient In Transforming Trauma & the Self
- Making explicit use of the therapist’s affective engagement to undo the patient’s aloneness in the face of trauma

**Friday**
*Therapeutic Stance: Fierce Love*
- Actively advocating on the parts of the patient’s self that have been rejected or disavowed.
- Speaking the truth on behalf of the patient’s Core Authentic Self when s/he is unable to
What do you feel when you gaze up at the Milky Way, see a beautiful rainbow, or stand before a mountain that seems impossibly high? What happens in your body, and what emotions arise, when you come face-to-face with the wonder of these sorts of experiences?

This feeling – often complete with goosebumps and a shiver down our spine – is known as awe. And as it turns out, this underappreciated and often misunderstood emotion just might hold the key to a happy, meaningful, and healthy life.

Although we think of awe as a rare emotion, reserved only for the most exhilarating of life’s marvels, studies have shown that awe-inspiring experiences are all around us. We don’t have to climb to the summit of Mount Everest, or stand atop the Eiffel Tower, to reap the many benefits of awe. Instead, we can learn to notice the changing colors of the leaves, truly see the joy in a child’s eyes, or allow ourselves to be uplifted by the kindness of a stranger.
When we do, we improve our physical health, strengthen our social bonds, and become lastingly happier. Experiences of awe strengthen our immune system, improve our psychological well-being, and even change our brain in unique ways. As it turns out, the moments that make us go “Wow!” can be the very moments that lastingly change our life forever.

In this seminar, participants will explore the nature and benefits of awe and wonder, and how learning to become more awestruck can improve our psychological, physical, and social well-being. Over the course of the week, we’ll also explore the importance of other positive psychological states — including gratitude, mindful awareness, self-compassion, and more. Best of all, we’ll be reviewing over 50 evidence-based practices that can easily be integrated into your clinical work. Through discussion, lecture, clinical vignettes, and small group work, you will learn to harness these breakthrough findings and transform your clinical practice.

**Monday**  
*Understanding Awe*

- A brief history of Awe
- Who experiences Awe: Personality, character traits, and cross-cultural research
- Why we experience Awe: How Awe increases connection, compassion, and curiosity
- The Benefits of Awe: How Awe improves our psychological and physical health

**Tuesday**  
*Becoming More Awestruck*

- The Awestruck Brain: How moments of Awe activate distinct neural pathways in our brain
- Becoming Awestruck: A review of 10 distinct strategies for becoming more awestruck, including nature, social connection, inspiration, the arts, and more

**Wednesday**  
*The Building of a Meaningful Life*

- How positive mental health is different from the absence of pain
- Can we really become lastingly happier?
- Roadblocks to wellbeing: Why happiness can feel so elusive
- The benefits of happiness to our health, relationships, and lives at large
- Positive Neuroplasticity: How positive habits and behaviors can lead to lasting brain changes

**Thursday**  
*Habits of Happiness – Part 1*

- Gratitude
- Compassion
- Mindfulness
- Self-Compassion

**Friday**  
*Habits of Happiness – Part 2*

- Social Connection
- Strengths and Flow
- Savoring
- Optimism
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. It is a multi-modal approach to trauma treatment that goes beyond what language and traditional talk therapy can capture to access implicit, sensory-based experiences of trauma. Although expressive arts can tap actual implicit and explicit memories of trauma, recall through the arts also call forth and release pleasant and enlivening memories. Ultimately, it is this reparative nature found in expressive arts that helps individuals “resensitize” their minds and bodies to positive sensations. It also helps clients to begin to live in the present, rather than remaining stuck in the distressful sensations of past events.

Expressive arts therapy is part of the current forefront of emerging methods that incorporate both neuroscience (brain-wise) research and somatosensory (body-wise) findings within the contemporary treatment of traumatic stress. Material presented in this course draws not only from the healing components of the arts themselves, but also from polyvagal theory, social engagement system, sensorimotor art therapy, bilateral work and sensory integration, mindfulness practice and narrative approaches. Participants will learn a four-part expressive arts model and a brain-wise framework that explain how to develop, initiate, and apply arts-based,
creative interventions when working with traumatized clients. 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 simple expressive arts experiences. Through a combination of lecture, brief case examples, short films, and experiential exercises, this course demonstrates why expressive arts 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 Trauma-Informed Expressive Arts Therapy Level One from the Trauma-Informed Practices and Expressive Arts Therapy Institute. Continuing education hours can also be applied toward Registration as an Expressive Arts Therapist (REAT) with the International Expressive Arts Therapy Association (IEATA).

Monday
The MSSS Model for Trauma Recovery
• The four-part model Movement, Sound, Storytelling, and Silence (MSSS) for trauma reparation and recovery in psychotherapy and counseling
• Applying the MSSS to facilitate attunement, synchrony, rhythm, sensory integration, and social engagement

Tuesday
Expressive Therapies Continuum (ETC) as a Brain-Wise Framework
• Applying a bottom-up/top-down model to address trauma through expressive arts and facilitate the body’s natural resources for repair and recovery
• The role of exteroception, interoception, neuroception and the “felt sense” in arts-based approaches to traumatic stress

Wednesday
Self-Regulation and Co-Regulation: Expressive Approaches to Stabilization
• Combining breathwork and expressive arts to support grounding and anchoring through somatosensory regulation
• Arts-based approaches to generate and support non-verbal communication and co-regulation

Thursday
From Implicit to Explicit: Working with the Body’s Sense of Trauma
• Facilitating expression of somatosensory experiences through expressive arts
• Applying the ETC framework and Subjective Maps of Feelings in psychotherapy and counseling with individuals with traumatic stress

Friday
Play and Imagination: Reestablishing a Sense of Aliveness in Brain and Body
• The Three R’s—reexperience, resensitize and reconnect—as key principles in trauma-informed expressive arts therapy
• The transformative role of play and imagination in work with individuals, groups, and communities experiencing traumatic stress
Continuing Education

Full attendance is required to meet the standards of accrediting organizations. CE certificates are distributed following the conclusion of your 15 hour course and completion of an online evaluation form. Once you submit your evaluation, you will be able to print your certificate of attendance that reflects all CE approval information.

All courses are open and suitable for all clinicians, beginning, intermediate and advanced unless otherwise noted. Most courses are eligible for 15 credits/credit hours/clock hours/contact hours. Course Approval exclusions will be listed along with course learning objectives on our website. With all courses, please contact your regulatory board to determine your continuing education requirements and check for reciprocal approval.

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

Counselors. Professional Learning Network, LLC and Cape Learning Network, LLC are cosponsors of this program. This cosponsorship has been approved by NBCC. Professional Learning Network, LLC is an NBCC Approved Continuing Education Provider, ACEP No. 6182. The ACEP solely is responsible for the awarding of NBCC credit. Programs are offered for 15 clock hours.

NY Licensed Mental Health Counselors. Professional Learning Network, LLC (Cape Cod Institute) is recognized by the New York State Education Department’s State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0093 Courses approved are offered for 15 contact hours. Check our website to ascertain if we are authorized to offer credit for course you intend to attend.
Social Workers. Cape Learning Network, 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. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Cape Learning Network, LLC, Cape Cod Institute, maintains responsibility for this course. ACE provider approval period: 8/20/2019– 8/20/2022. Social workers completing these courses will receive 15 continuing education clock hours. Many of our courses are approved by the ASWB ACE individual course approval program for either 15 General Social Work Practice or 15 Clinical Practice CE credits. The NJ State Board of Social Work Examiners accepts courses reviewed and approved through the ASWB ACE individual course approval process. Current course approval statements can be found here: https://www.cape.org/aswb-ace. Applications have been submitted to ASWB ACE for consideration of 15 CE credits for all other courses. Full attendance and sign in sign out is required. Participants must complete an evaluation in order to receive CE credits. CE credits are distributed at the end of the course. Social workers should contact their regulatory board to determine course approval. The ASWB ACE program provides approval for many state SW boards. However, each state board does have its own regulation. The ASWB ACE website suggest this link to check state boards https://www.aswb.org/ace/ace-jurisdiction-map/.

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

MA Marriage and Family Therapists. Application has been made to the New England Association for Family and Systemic Therapy (NEAFAST) for 15 CEs for LMFTs in Massachusetts.

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

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

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

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

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

Educators. Educators in MA are eligible for 15 Professional Development Points (PDPs) for each program attended. For eligibility information contact your State certifying authority.

Coaches. All of our courses are eligible for CCE Resource Development credits through International Coach Federation (ICF).
Travel
Cape Cod is about 70 miles long, and 75 miles from Logan Airport in Boston, MA and Green Airport in Providence, RI. There are scheduled flights from Boston and Providence to Hyannis, which is a 40-minute drive to Eastham. Eastham is also a short drive from the adjoining towns of Orleans and Wellfleet, and not far from Brewster, Chatham, Truro or Provincetown. A car is needed for full access to Cape Cod. Please visit www.cape.org for more details about how to reach us by car, plane, bus, ferry, and bike.

Lodging
Participants are responsible for their own lodging. The following options received favorable ratings from participants in the past:

Captains Quarters – Eastham  
800-327-7769 | www.myCaptainsQuarters.com

Cottage Grove – Eastham  
508-255-0500 | www.grovecape.com

Cranberry Cottages – Eastham  
www.capecranberrycottages.com

Even’tide Resort Motel & Cottages – Wellfleet  
800-368-0007 | www.eventidemotel.com

Fort Hill Bed & Breakfast – Eastham  
508-240-2870 | www.forthillbedandbreakfast.com

Inn at the Oaks – Eastham  
877-255-1886 | www.innattheoaks.com

Midway Motel & Cottages – Eastham  
800-755-3117 | www.midwaymotel.com

Nauset House Inn – Orleans  
800-771-5508 | www.nausethouseinn.com

Parsonage Inn - E. Orleans  
774-722-7403 | www.parsonageinn.com

Ship’s Knees Inn – Orleans  
888-744-7756 | www.shipskneesinn.com

There are also campgrounds in the towns of Orleans, Eastham and Wellfleet. Visit www.capecodchamber.org for detailed information. Participants have located rental homes and cottages through Weneedavacation.com; Airbnb.com; VRBO.com; Peters Real Estate: peterseastate.us; Cape Cod Realty: capecodrealty.net. Please visit www.cape.org for more lodging details.

When you arrive
Coffee & Tea  Served daily during check-in, from 8:30 am - 9:00 am.

Dazzling Snacks  Served daily during your mid-class break.

Bookstore  Browse our onsite Bookstore for faculty books and others hand selected by our staff. Institute gear and local artists showcased.

Welcome Bag  Provided at Monday morning registration.

Optional Events  Join fellow participants, Cape Cod Institute staff, and faculty! You will receive additional information prior to your arrival:

• Monday: Welcome Reception and Book Signing 4:30 pm - 6:00 pm
• Tuesday: Guided Nature Walk in National Seashore 5:30 pm -7:00 pm
• Wednesday: Discounted Whale Watch Excursion 4:30 pm
• Thursday: Discounted Wellfleet Harbors Actors Theatre and Reception

Cover Art
Attributed to Richard B. Coe, Untitled, Oil on Canvas, 41h x 37.25w inches, framed
Galerie 888, Greenwich, CT

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Registration Form

- Linda Graham June 22-26
- Art Kleiner June 22-26
- Rosalind Watts June 22-26
- Margaret Blaustein June 29-July 3
- Gervase Bushe June 29-July 3
- Anatasia Kim June 29-July 3
- Deb Dana July 6-10
- Paul Foxman July 6-10
- Rubin Naiman July 6-10
- Robert Hartl July 6-10
- Richard Schwartz July 13-17
- Flint Sparks July 13-17
- Molly Eldridge July 13-17
- Hendrix/LaKelly Hunt July 20-24
- John/Jamie Forsyth July 20-24
- Elkhonon Goldberg July 20-24
- Lana Epstein July 20-24

- Bessel van der Kolk July 27-31
- Maria Sirois July 27-31
- Deborah Plummer July 27-31
- Licia Sky July 27-31
- Janina Fisher August 3-7
- Don Meichenbaum August 3-7
- George McCloskey August 3-7
- Edward Hallowell August 10-14
- Weintraub/Huebner August 10-14
- Deborah Korn August 10-14
- Sheldon Solomon August 17-21
- Joe Kort August 17-21
- Mirabai Bush August 17-21
- SueAnne Piliero August 17-21
- Jon Paquette August 24-28
- Cathy Malchiodi August 24-28

Name ____________________________________________ Degree ____________
Address_________________________________________________________________
City __________________________ State ______ Zip _______
E-Mail ___________________________ Phone _______________________

Profession:
- HR/OD/Management  - Psychologist  - Nurse
- K-12Teach/Admin/MHpro  - Psychiatrist  - Art Therapist
- Marriage/Family Therapist  - Other Physician  - Other Health Profession
- Counselor  - Social Worker  - Other (specify) _______________________

$675 for one course ($625 prior to March 1) and $525 for each additional course attended by the same person. $575 for Full-time Graduate Students and Resident Physicians with proper documentation.

Total payment $ ____________  Q Check enclosed

Charge my credit card: Q Mastercard   Q VISA   Q American Express

Card # ___________________________________________ exp. date ____________

Signature________________________________________________________

Make check payable and mail to:
Cape Learning Network, LLC
PO Box 70, Westport, CT 06881
Call us at 800-360-7890 or 508-603-6800
or fax to 508-603-6801
or register online at www.cape.org
June 22 - August 28, 2020

A summer-long series of week-long CE courses taught by leading contributors to knowledge and practice. Our courses are for health and mental health professionals, as well as OD and HR practitioners, and educators at all levels -- and members of any profession who apply behavioral science to practice.

Contact Us
Email: institute@cape.org
Phone: 800-360-7890 or 508-603-6800
Fax: 508-603-6801

Visit us at: www.cape.org
Connect with us!
...and bring your friends.