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"TREATMENTS THAT WORK"
2015 - 2016 TRAINING CATALOG

PRESENTING:

THE CLINICAL EXPERT SERIES

AND

THE DIALECTICAL BEHAVIOR THERAPY SERIES

Location:
The Courtyard Marriott, 75 Felton Street, Marlborough, MA
Registration Fee: $149 including CEUs
Register for any combination of 3 trainings
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Continuing Education Approved For:
Psychologists, Social Workers, MA & RI Marriage and Family Therapists,
MA Licensed Mental Health Counselors,
MA Licensed Alcohol and Drug Counselors

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Friday, October 9, 2015, 9:00 AM – 4:00 PM
Anger, Rage and Trauma: Talking to Kids About Difficult Things
Dan Jacobs, Psy.D.

Children exposed to significant trauma, chaos, or dangerous environments often develop communication and behavioral strategies based on anger and rage. They commonly express themselves in negative and self-destructive ways, have trouble communicating, and often exhibit their pain via erratic, aggressive, and dangerous behavioral patterns. They often engage in substance abusing or other self-harming patterns that can further complicate their ability to function and to heal. Working with these youth can be a great challenge, and this is made even harder by their attempts to push us away.

To help these youth learn more adaptive coping strategies we have to be able to talk with them about their difficult issues in the right way. To be most effective in our work with them we have to be prepared to hold very difficult conversations with a strength-based focus to help them face concerns many would rather avoid, and then we want to be able to explore more positive coping options. We have to set firm but fair structures and consequences in place for problematic behaviors while at the same time being able to offer them useful and realistic alternatives to their negative behavioral patterns. These youth need to learn ways to take control and responsibility for their actions and we need to avoid being caught up in unnecessary power struggles and ineffective reactive loops as we help them achieve this goal.

For clinicians and caregivers who want to be successful at helping these youth it is crucial to have effective strategies and ways to talk with these youth about difficult issues in a proactive manner. This workshop will focus on practical strategies useful in handling the challenging behaviors most often exhibited by youth dealing with issues linked to anger and rage, particularly those exacerbated by exposure to trauma.

Following this training, participants will be able to:

- Describe key communication styles common with angry youth impacted by trauma and neglect.
- Initiate effective verbal interventions useful in furthering positive conversations with troubled youth about painful topics.
- Adopt techniques to spot aggressive cues and behavioral patterns in the formation stage to help in stopping further escalation before violence occurs.
- Create a toolkit of verbal and behavioral de-escalation strategies designed to address agitated youth at risk of committing self-destructive acts or violence towards others.

Dr. Dan Jacobs is on Core faculty in the School Psychology Department at William James College (WJC), Graduate School of Psychology (formerly known as the Massachusetts School of Professional Psychology or MSPP) in Newton, MA and teaches courses on Psychopathology in Childhood and Adolescence, Counseling and Psychotherapy in Schools, Collaborative Therapy with Multi-Stressed Families, Advanced Behavioral Techniques, Cognitive Behavioral Therapy (CBT), and other topics related to helping children (and their families) be more prepared to manage significant mental health, dual diagnosis, and behavioral concerns. He also serves as an adjunct faculty member at WJC, in the Organizational Leadership and Clinical Psychology Departments, teaching courses on CBT, Leadership and Followership, and Creative Change and Transformative Leadership. He is a licensed psychologist and health service provider with a private therapy and consulting practice, *Jacobs Psychological and Consulting Services*, based in Andover, MA where he helps youth and adults find ways to more effectively manage the stress in their lives. Dr. Jacobs was formerly the Director of the Adolescent and Adult Partial Hospital Programs at NSMC/Salem Hospital in Salem, MA and has worked for many years trying to help children learn better ways to address challenges brought on by behavioral, mental health, and substance abuse concerns and exacerbated by other concerns such as economic instability, domestic violence and family disruption.

Friday, November 6, 2015, 9:00 AM – 4:00 PM
Treating Self-Destructive Persons:
How Do We Help Our Clients? How Do We Help Ourselves?
Barent Walsh, Ph.D.

Treating non-suicidal self-injury and/or suicidal behavior can be among the most challenging, yet rewarding, of clinical endeavors. This workshop will review state-of-the-art, evidence-based clinical approaches to treating self-harm, while also addressing the self-care necessary to do such work.

The presentation will have two parts. Part I will review the basics of working with clients who present with non-suicidal self-injury (NSSI) such as cutting, burning, skin picking and/or suicidal behavior. Evidence-based approaches for understanding, assessing, and treating these problems will be reviewed. Suicide and self-injury will be clearly differentiated but the empirical link between recurrent NSSI and suicide attempts will also be elucidated. Klonsky and May's new "Ideation to Action Framework" for dealing with suicidality will be discussed. In addition, Thomas Joiner's new Acute Suicidal Affective Disturbance will be reviewed.

Part II will focus on the challenges and rewards for professionals working with the loss, trauma, and misery of self-destructive clients. Starting with a brief review of Andy Warhol's stark "Death and Disaster Series," we will discuss the role of compassion in working with self-destructive clients. Recommendations will be proposed for sitting with loss, misery, and impermanence. The risks of working with prolonged misery in others (such as vicarious traumatization) will also be reviewed. Self-care for professionals will be emphasized with identification of what helps maintain a compassionate frame, an optimistic commitment, and an activist's stance.

Following this training the participants will:

- Learn to differentiate suicide from non-suicidal self-injury
- Learn evidence-based interventions for NSSI and suicide
- Be able to discuss the complexities of self-care related to working with loss, trauma, and misery found in self-destructive clients.

Barent Walsh, Ph.D. has written extensively and presented internationally on the topic of self-destructive behavior. He is the author of *Treating Self-Injury: A Practical Guide 2nd edition*, Guilford Press, (2012). In addition, Dr. Walsh is co-developer (with Screening for Mental Health of Wellesley, MA) of "Act to Prevent Self-Injury," a prevention program with DVD for high schools. Dr. Walsh has presented on self-injury and suicide in London, Oslo, Amsterdam, The Hague, Beijing, Tokyo, Vienna, Helsinki, Edinburgh, Ulm, Stuttgart, Heidelberg, Montevideo, Montreal, Toronto, Winnipeg, Mexico City, Dubai, and throughout the continental United States.

Dr. Walsh is Executive Director Emeritus and Senior Clinical Consultant at The Bridge, a human service agency headquartered in Worcester, MA. The Bridge consists of 49 programs and specializes in implementing evidence-based practice models in public sector settings. Dr. Walsh can be reached at barryw@thebridgecm.org

Friday, December 4, 2015, 9:00 AM – 4:00 PM
The New DBT Skills:
The Latest Updates And The New Skills Manual
Jennifer Eaton, MS, LMHC

Dialectical Behavior Therapy (DBT), one of the leading examples of an evidence-based practice, was originally developed as an outpatient model. More recently, DBT has been applied in diverse settings such as inpatient hospitals, community-based group homes, public schools, and outreach treatment settings. DBT has also been shown to be effective with a wide range of clinical presentations including people who are in persistent emotional distress, have chronically unstable relationships, and present with recurrent self-injury and/or suicidal behavior. DBT has been used to treat high performing, but-distressed students, seriously disturbed adolescents and people with persistent mental illness and/or developmental disabilities.

This presentation will provide in-depth coverage of the new material in the recently published manuals: *The DBT Skills Training Manual, Second Edition* and *The DBT Skills Training Handouts and Worksheets, Second Edition*. Numerous practical examples of these skills will be demonstrated.

Please note: This training will focus entirely on the *new skills* that are in the second edition manuals and is suited for people who have previous training in the DBT Skills.

Following this training, participants will understand:

- New skills from 4 DBT skills training modules published in recently released manuals and how to teach them
- How to select practice assignments
- New populations DBT is designed for
- How to schedule DBT groups for different populations

Jennifer Eaton, M.S., LMHC, is the Director of Dialectical Behavior Therapy Training and Consultation for The Bridge of Central Massachusetts, Inc. She provides training and consultation to various agencies across the country in DBT. She also provides consultation to DBT programs at The Bridge, including residential and outreach DBT programs that serve emotionally disturbed adolescents and young adults, mentally ill adults, adult women with physical disabilities and traumatic brain injury, and adults with developmental disabilities. Ms. Eaton has extensive experience providing DBT treatment in individual therapy, as a skills group leader and skills coach and as a team leader overseeing DBT consultation teams.

Ms. Eaton holds a masters degree in clinical psychology. In addition, she was intensively trained in DBT by Dr. Charles Swenson and completed an Advanced Intensive under Dr. Marsha Linehan, the developer of DBT. Ms. Eaton has presented numerous times at the annual ISITDBT Conference, and at various local and national conferences.

Ms. Eaton has consulted and trained staff and administrators at the Massachusetts Department of Youth Services, the New York State Office of Mental Retardation, the Alabama Mentoring Network, The Denver Health Systems and at numerous public school and outpatient clinics.

Friday, January 15, 2016, 9:00 AM – 4:00 PM
Family-Based Interventions For Children and Adolescents
Dan Jacobs, Psy.D.

Children and adolescents impacted by mental health and emotional concerns account for an overwhelming percentage of youth who present with significant academic and behavioral challenges. They can underperform and get into trouble in school, find they have a limited range of effective coping strategies to handle external stressors, and often engage in a variety of self-harming or self-destructive behavioral patterns. These are children who have trouble functioning and achieving to their true potential and they desperately need help to get back on track so they can begin to move forward in a healthy, positive, and more constructive manner.

While individual and group interventions can indeed prove quite useful in helping these young people, the most effective intervention strategies also involve the families of these children in the treatment process. Unfortunately, many of these families are also dealing with their own challenges linked to exposure to trauma, concerns with substance abuse, unfortunate economic realities, and limited support systems. Many of the youth we work with are disempowered and overwhelmed because this is the same situation their families are in and obviously this has a negative impact on the treatment process. It is harder for the child to show improvement when the family system mirrors similar problems and does not also have an opportunity to improve.

For clinicians and supports who are interested in helping these children it can be extremely beneficial to take a family centered approach when designing interventions, even those that seem "child-centered" on the surface. In this workshop we will explore practical, strength-based, and empowering family-centered interventions that take both the needs of the children and the family system into account. We will look at assessment processes, early and later intervention options, and alternative coping strategies that can have a positive impact on the child and his/her family.

Following this training, participants will be able to:

- Identify and apply practical intervention strategies that foster alliance building with families impacted by behavioral, psychological and substance abuse related concerns.
- Adopt a range of strength-based family-centered interventions that promote empowerment for individual children within a family impacted by trauma and can also serve to help the family members as they work together to heal as a family unit.
- Facilitate effective change in systemic assessment processes and intervention planning to reflect a strength-based and family-centered approach.

Dr. Dan Jacobs is on Core faculty in the School Psychology Department at William James College (WJC), Graduate School of Psychology (formerly known as the Massachusetts School of Professional Psychology or MSPP) in Newton, MA and teaches courses on Psychopathology in Childhood and Adolescence, Counseling and Psychotherapy in Schools, Collaborative Therapy with Multi-Stressed Families, Advanced Behavioral Techniques, Cognitive Behavioral Therapy (CBT), and other topics related to helping children (and their families) be more prepared to manage significant mental health, dual diagnosis, and behavioral concerns. He also serves as an adjunct faculty member at WJC, in the Organizational Leadership and Clinical Psychology Departments, teaching courses on CBT, Leadership and Followership, and Creative Change and Transformative Leadership. He is a licensed psychologist and health service provider with a private therapy and consulting practice, *Jacobs Psychological and Consulting Services*, based in Andover, MA where he helps youth and adults find ways to more effectively manage the stress in their lives. Dr. Jacobs was formerly the Director of the Adolescent and Adult Partial Hospital Programs at NSMC/Salem Hospital in Salem, MA and has worked for many years trying to help children learn better ways to address challenges brought on by behavioral, mental health, and substance abuse concerns and exacerbated by other concerns such as economic instability, domestic violence and family disruption.

Friday, February, 5, 2016, 9:00 AM – 4:00 PM
Understanding Gender Identity:
Working with Transgender and Gender-Queer Youth
Sidney Trantham, Ph.D.

This training will provide an overview of transgender identities including trans*, gender non-conforming, gender queer and gender fluid identifies (Trans* is a common shorthand to refer to the umbrella term that encompasses the wide range and variation of gender identity, gender expression and those with fluid gender boundaries). Emphasis will be made on exploring issues related to working with transgender children, adolescents and their families. This will include discussion of gender identity and gender identity development, the role of the mental health counselor in working with trans* youth and their families, and best practices. School-related issues will also be discussed, with a focus on unique issues associated with secondary school and college experiences.

A major aspect of the training will be to discuss current theories and practices related to working with transgender youth and their families. Review of gender identity development and theory will be provided, along with current clinical practice in working with transgender youth (e.g., gender assessment, coordinator role, support letters, etc.) The training will also discuss how substance use is a possible coping strategy by trans* youth.

Following this training, participants will understand:

1. The variety of trans* identities and unique aspects of each
2. The role of mental health clinicians as coordinators of care for transgender youth & their families
3. How to advocate for transgender youth in various settings

Sidney M. Trantham, Ph.D. is an Associate Professor in the Graduate School of Arts and Social Sciences Division of Counseling & Psychology at Lesley University. Dr. Trantham received his Ph.D. in 1999 from the University of Florida (Gainesville). His doctoral work focused on exploring the impact of early childhood sexual experiences on the psychological functioning of adult males. He was a Harvard Clinical Fellow (1996 – 2000) at the Cambridge Health Alliance in Cambridge, Massachusetts, where he completed his clinical psychology internship and neuropsychological post-doctoral fellowships, as well as engaged in research identifying early cognitive markers of HIV-related dementia. His work as a psychotherapist at Fenway Health (1999 – 2006) in Boston, Massachusetts included working with adults to address a variety of issues related to sexual identity development.

In addition to his university appointment, Dr. Trantham maintains a private practice where he provides integrative psychological, neuropsychological, and gender assessment as well as psychotherapy with children, adolescents, adults, and families. Areas of clinical interest and expertise include working with gender variant and transgender children and adolescents, sexual and racial identity development, and mood disorders.

Friday, March 4, 2016, 9:00 AM – 4:00 PM
Obsessive-Compulsive Disorders in Children and Adults:
CBT Interventions That Work
Peter Moran, Ph.D.

Obsessive-Compulsive Disorder (OCD) is perhaps the most problematic manifestation of anxiety. It can cause significant impairment and can occur throughout the lifespan. Children and adolescents are increasingly struggling with this disorder which can create significant difficulties at school, at home and in social situations. It has been estimated that as many as 500,000 children suffer from this disorder in the United States.

Obsessions in children and adults may include worries about germs, getting sick, dying, bad things happening, disturbing thoughts or images, or improper thoughts or images of sex. Compulsions may include washing and cleaning, repeating actions until they are just right, starting things over again, repeating the same question, checking, touching, tapping, counting, and hoarding.

The Journal of Anxiety Disorders estimates that over 25 percent of those who seek treatment for OCD also meet the criteria for a substance use disorder. Individuals who experience OCD symptoms for the first time in childhood or adolescence are more likely to develop a drug or alcohol problem, often as a way to cope with overwhelming anxiety and fear. Treating an addictive disorder without addressing the emotional symptoms of OCD is unlikely to be effective.

Cognitive-Behavior Therapy has been proven to be an effective treatment for this difficult disorder. This practical, skills based training will identify the most effective, cognitive-behavioral interventions that have been proven to be effective. Specific assessment instruments, CBT techniques that target faulty thinking and beliefs, and related pharmacology will be reviewed.

Following this training, participants will understand:

- The etiology and assessment of OCD in children and adults
- The common comorbid presentations
- Specific Cognitive-Behavioral interventions for treatment

Dr. Peter Moran holds a doctoral degree in clinical psychology and an M.S. in clinical pharmacology. He is in private practice in Central Massachusetts with offices in Worcester and Fitchburg. Dr. Moran is an Assistant Professor of Psychiatry at UMass Medical School and is an instructor at Assumption College teaching clinical psychopharmacology.
Dr. Moran has published on the adaptive practice of psychotherapy in the managed-care era.

Friday, April 1, 2016, 9:00 AM – 4:00 PM
Acceptance and Commitment Therapy
Lisa Coyne, Ph.D.

Acceptance and Commitment Therapy (ACT) is a contextual behavioral approach to living, and can be considered a transdiagnostic treatment. It has a broad evidence base supporting its use with adults across numerous disorders and problems in living. Moreover, there is a large body of work on Relational Frame Theory (RFT) that provides an account of how and why ACT treatment components work.

This workshop will explore the use of ACT with adults struggling with psychopathology. This workshop will explicitly address ways to use ACT in a contextually sensitive way. This will include an overview of contextual behavioral science, RFT, and the data supporting ACT. It will also include how to "set the stage" for contextual behavioral ACT work with adults, functional assessment, treatment planning, case conceptualization, and how to apply the six core ACT processes in creative and flexible ways. Participants will be given numerous opportunities to engage in experiential exercises, role plays in which to practice the principles taught. Clinical examples will be used to illustrate therapeutic techniques, in addition to the workshop's didactic content. Participants are encouraged to bring cases to discuss.

Following this training, participants will understand:

1. What is meant by contextual behavioral science
2. The basics of RFT and how to harness language processes in applications of ACT
3. How to conceptualize cases from an ACT perspective, including functional assessment, structuring of treatment goals, and monitoring progress
4. How to harness values-based work with adults
5. Specific applications of the 6 core ACT processes

Lisa W. Coyne, Ph.D, is an internationally recognized ACT Trainer, and is on the Faculty at Harvard Medical School, where she directs the McLean Child and Adolescent OCD Institute (OCDI Jr.). She is an Associate Clinical Professor at Suffolk University in Boston, MA, and is also a licensed Clinical Psychologist. Lisa has published numerous peer-reviewed articles and chapters on ACT and OCD for children, teens, and families, and is the author of the recently released book for parents of young children entitled *The Joy of Parenting: An Acceptance and Commitment Therapy Guide to Effective Parenting in the Early Years.*

Friday, May 6, 2016, 9:00 AM – 4:00 PM
Understanding Trauma and Trauma-Informed Care
Joanna Bridger, LICSW

Trauma and its associated mental health problems are increasingly evident in clinical practice and can create difficult treatment challenges. To further complicate this picture, people will often enter therapy for a variety of reasons and issues related to trauma which may emerge later in the treatment process.

In order to be adequately prepared, every care provider needs to have a sound understanding of trauma and how it may present in clients with whom they are working, as well as the value of a trauma-informed approach in all aspects of their work.

Trauma-Informed Care is an organizational structure and approach that involves understanding, recognizing, and responding to the effects of all types of trauma. SAMHSA's National Center for Trauma-Informed Care explains that "a trauma-informed approach is based on the recognition that many behaviors and responses (often seen as symptoms) expressed by survivors and consumers are directly related to traumatic experiences that often cause mental health, substance abuse, and physical health concerns."

Trauma-informed care aims to engage people with histories of trauma, recognize the presence of trauma symptoms, and acknowledge the role that trauma has played in their lives.

This training will provide information about the prevalence and impact of traumatic events and will look at why a focus on trauma is important. It will discuss the idea of trauma-informed care and what it means to be trauma informed. In addition, how trauma-informed care differs from, and overlaps with, trauma treatment will be addressed. The training will also include information about what providers can do to make sure their practices and policies are more trauma-informed.

Following this training, participants will understand:

1) The prevalence of potentially traumatic events.
2) How and why potentially traumatic events can have long term effects on people who experience them.
3) The value of using a "trauma lens."
4) How to describe the concept of "trauma-informed" care and how it is a significant perspective shift from traditional models of care.
5) The differences and overlaps between trauma-informed care and trauma-focused treatment.

Joanna Bridger, LICSW is the Clinical Services Director for the Riverside Trauma Center. She has worked with youth, families, adults, and communities that have experienced traumas in a wide range of settings in the U.S. and abroad for nearly 20 years. In addition to responding to community disasters and providing trainings for the community on trauma, resilience, trauma-informed care, and suicide prevention and postvention, she is also responsible for coordinating Riverside Trauma Center's Trauma and Loss Counseling program. Ms. Bridger has an MSW from the University of Michigan with a concentration in Health and a Certificate in Traumatic Stress Studies from the Trauma Center at JRI.

Friday, June 3, 2016, 9:00 AM – 4:00 PM
Suicide Assessment and Intervention Training for Mental Health Professionals
Larry Berkowitz, Ed.D. & James McCauley, LICSW

This comprehensive training is designed to increase knowledge and improve the skills and confidence of clinicians and others who find themselves identifying high risk youth and adults, and planning for their care. Participants will learn about the scope of the problem of suicide in the US and Massachusetts, review current information on suicide risk factors, and examine personal reactions to dealing with suicidal behaviors. We will review best practices in risk assessment and attendees will learn techniques for eliciting suicidal ideation. Liability management and planning for intervention are among the many topics covered.

This practical and skills oriented session will cover:

- Understanding Suicide
- Risk Factors, Warning Signs, & Protective Factors
- Managing Reactions
- Therapeutic Empathy for the Suicidal Wish
- Eliciting the Suicidal Narrative
- Measures & Tools for Assessing Level of Risk
- Formulation of Risk
- Crisis Intervention & Safety Planning
- Best Practices in Treatment (Overview)
- Standard of Care: Liability, Informed Consent
- Suicide Postvention & Working with Survivors of Loss
- Stories of Hope and Self-care

Following this training participants will be able to:

- Describe the scope of the problem
- Provide a clinically accurate definition of suicide
- Manage personal reactions to suicidal clients
- Review suicide warning signs and risk and protective factors
- Identify ways to elicit suicidal ideation and history of behaviors
- Identify strategies and tools to formulate/assess risk
- Understand ambivalence around suicide and the idea of suicide as a coping strategy

Lawrence Berkowitz, Ed.D. is the Director and founder of the Riverside Trauma Center. He has also been the director of the Riverside Outpatient Center in Wakefield, MA. He has extensive experience as a psychologist, consultant and trainer. Dr. Berkowitz is a certified trainer in: Assessing and Managing Suicide Risk; Psychological First Aid, and Frameworks – a framework for suicide prevention and intervention for individuals and communities. Dr. Berkowitz has taught at Boston University, Harvard University and Middlesex Community College.

James McCauley, LICSW, is the Co-founder and Associate Director of the Riverside Trauma Center which provides critical incident response and postvention services to schools and communities throughout Massachusetts. He has more than 20 years of experience managing outpatient programs for both children and adults. He is also a Senior Lecturer in the Sociology Department at Suffolk University. Jim has a special interest and provides consultation and training on postvention services, suicide clusters, and suicide prevention coalitions. He has presented at several statewide and national conferences on these topics. Jim is also a trainer for the AAS/SPRC "Assessing and Managing Risk" program. He is the co-author of "Organizational Postvention after Suicide Death" in Grief After Suicide: Understanding the Consequences and Caring for the Survivors; Jordan and McIntosh, Routledge, 2010.

The Dialectical Behavior Therapy Series

With Jennifer Eaton, MS, LMHC, Elizabeth Fessenden, MA, LMHC

Dialectical Behavior Therapy (DBT) is a leading example of an evidence-based practice. Originally developed as an outpatient treatment, DBT has more recently been applied in diverse settings such as public schools, community-based group homes, hospitals and outreach treatment settings.

DBT has been proven to be effective with people who are in persistent emotional distress, have chronically unstable relationships, and present with recurrent self-injury and/or suicidal behavior. DBT has been used to treat high performing, but distressed students, seriously disturbed adolescents, people with eating disorders, substance use disorders and people with persistent mental illness and/or developmental disabilities.

DBT is a supportive and collaborative treatment that emphasizes skill-building and highly individualized treatment plans. The treatment is delivered in two modalities: DBT Skills Groups and Individual Therapy.

This rigorous and comprehensive training series will provide the clinician with a full understanding of all aspects of DBT theory and clinical practice. In addition, the content of these trainings will prepare you to meet the education requirement for DBT credentialing developed by the DBT-Linehan Board of Certification. See details at www.dbt-lbc.org.

The training is presented in 2 parts:

- A 4-Day DBT Skills Training Track
- A 4-Day Individual Therapy Track

In addition, all participants will have free, unlimited access to *The DBT Insider*, our online training and support center where you will have access to training materials, videos, articles and webinars.

The Trainers

Jennifer Eaton, M.S., LMHC, is the Director of DBT Training and Consultation for The Bridge Training Institute where she has trained and consulted to schools and agencies throughout the country. Ms. Eaton also provides consultation and training to Bridge programs that serve emotionally disturbed adolescents and young adults, mentally ill adults, adult women with physical disabilities and traumatic brain injury, and adults with developmental disabilities. Prior to this, she held the position of Director of DBT Services for The Bridge, overseeing DBT throughout the agency for over a decade.

Ms. Eaton holds a Masters Degree in Clinical Psychology. In addition, she was intensively trained in DBT by Dr. Charles Swenson and completed the Advanced Intensive Training taught by Dr. Marsha Linehan, the developer of DBT. Ms. Eaton has presented numerous times at the annual ISITDBT Conference, and at various local and national conferences. Most recently, she has accepted a teaching position at the new Master's of Arts in Mental Health Counseling department at Becker College where she will teach DBT as well as other graduate classes and seminars.

Elizabeth Fessenden, M.A., LMHC is the Director of DBT Services for The Bridge of Central Massachusetts, where she oversees the implementation of DBT projects that serve individuals with emotional, physical, and mental health needs. She has extensive experience providing DBT services to adolescent, young adult, and adult populations, and women with physical disabilities and traumatic brain injuries. Ms. Fessenden has provided consultation to the Department of Youth Services and to schools and agencies throughout Massachusetts.

Ms. Fessenden received her graduate degree in Counseling Psychology from Assumption College, where she concentrated in Cognitive Behavioral Therapy and Children and Families. She was intensively trained in DBT by Dr. Charles Swenson and Dr. Clive Robins and completed the Advanced Intensive Training under Dr. Marsha Linehan, the developer of DBT.

DBT Skills Training Series

The DBT Skills are the heart of the treatment. All aspects of DBT are based on assisting the person to learn and use a set of skills that have been proven to enhance coping and reduce distress. This 4-part series provides a thorough training in all aspects of the DBT skills including mastery of the skills, running skills groups and teaching the skills to a variety of populations. The presentation will include lecture, extensive use of video examples and in-vivo practice.

Participants are urged to purchase the DBT Skills Training Manual, 2nd Edition and the DBT Skills Training Handouts and Worksheets, 2nd Edition by Marsha Linehan. Both books will be an integral part of the curriculum and will be available for purchase on the first day of the training for $55 – a $70 value.

Friday, October 23, 2015, 9:00 AM—4:00 PM
DBT Skills Part 1

DBT Skills Part 1 will cover the treatment elements of DBT, The Bio-Social Theory of personality disorders, how DBT can be applied in a variety of clinical settings, and the first skills module, Core Mindfulness.

Following this training, participants will understand:

- The components of DBT, including the biosocial theory and who may benefit from the treatment
- The role and function of DBT skills groups, individual therapy, DBT coaching, and the consultation team
- The hierachy of targets used to set treatment goals
- Orienting clients to DBT and the use of diary cards
- Core Mindfulness skills

Friday, November 20, 2015, 9:00 AM—4:00 PM
DBT Skills Part 2

DBT Skills Part 2 will provide in-depth coverage of how to develop and implement a DBT skills training group, the Distress Tolerance skills and the role and function of skills cards. Numerous practical examples of these skills will be demonstrated.

Following this training, participants will understand:

- Developing and implementing a DBT skills training group
- Assigning DBT skills practice and homework
- The theory and application of the Distress Tolerance skills
- The use of skills cards

Friday, December 11, 2015, 9:00 AM—4:00 PM
DBT Skills Part 3

DBT Skills Part 3 will provide in-depth coverage of the Emotion Regulation skills. These skills are critical components of the client's ability to develop satisfying relationships and enhance the person's overall recovery. In addition, methods of behavior management in the group setting and the use of DBT homework will be discussed. Numerous practical examples of these skills will be demonstrated.

Following this training, participants will understand:

- How to review skill practice and homework
- Reviewing assigned skill practice and addressing nonpractice in group
- Behavior management techniques in the group setting
- The theory and application of the Emotion Regulation skills

Friday, January 29, 2016, 9:00 AM—4:00 PM
DBT Skills Part 4

DBT Skills Part 4 will provide in-depth coverage of interpersonal effectiveness skills, walking the middle path module, and teaching specialty groups. Providing skills coaching between groups and sessions and applying skills to specific behaviors will be provided. The presenters will address a variety of teaching strategies to enhance skill acquisition. In addition the special considerations when implementing DBT in milieu and school settings will be discussed. Participants will be encouraged to submit advance questions relative to their DBT practice for discussion.

Following this training, participants will understand:

- Interpersonal effectiveness module
- Walking the middle path
- Coaching clients outside of the group and individual session
- How to effectively implement DBT in milieu and school settings

DBT Individual Therapy Series

DBT Individual Therapy is the modality that tailors the treatment to the person. This 4-part series provides comprehensive training and will progressively build your skills.

Participants will develop a full understanding of all aspects of DBT individual therapy including: developing a treatment plan based on a hierarchy of treatment targets, the use of diary cards, identifying and addressing therapy interfering behaviors (client and therapist), conducting chain analyses, and helping the person to generalize the skills learned in skills training. Treatment strategies specific to DBT will be addressed. Dialectics and balancing DBT strategies will also be discussed.

Please note: The Individual Therapy Series assumes that participants have a full understanding of the DBT skills. While the skills will be discussed, *they will not be taught* during this series. Those new to DBT are strongly encouraged to attend our DBT Skills Training Series or have similar training before registering for this series. Please contact Stephen Murphy if you have questions about your readiness for this training – 508-755-0333, stevem@thebridgecm.org.

Friday, February 26, 2016, 9:00 AM—4:00 PM
DBT Individual Therapy Part 1

Following this session, participants will understand:

- The hierarchy of treatment targets
- How to structure pre-treatment and the first 4 sessions
- Behavioral assessment and the chain analysis

Friday, March 18, 2016, 9:00 AM—4:00 PM
DBT Individual Therapy Part 2

During this session, participants will understand:

- Dialectics and dialectical strategies
- Communication strategies
- Insight and relationship strategies
- Therapy interfering behaviors

Friday, April 29, 2016, 9:00 AM—4:00 PM
DBT Individual Therapy Part 3

During this session, participants will understand:

- The DBT suicide assessment protocol
- The coaching call
- Crisis strategies
- Hospital strategies

Friday, May 20, 2016, 9:00 AM—4:00 PM
DBT Individual Therapy Part 4

During this session, participants will understand:

- Cognitive modifications
- Exposure techniques
- Case management strategies
- The secondary targets
- The consultation team

General Information

Where
The Courtyard Marriott, 75 Felton Street, Marlborough, MA

When
8:30 AM - Registration and Continental Breakfast
9:00 AM - 12:00 PM Training
12:00 PM - 1:00 PM Lunch is on your own. There are restaurants at the hotel and in the local area.
1:00 PM - 4:00 PM Training

How Much and Discounts
$149 per training - Includes 6 CEUs – Purchase any combination of 3 trainings and receive $50 off the total cost.

Continuing Education Credit
6 CE credits approved for: Psychologists; MA Licensed Mental Health Counselors; MA Social Workers, MA & RI Licensed Marriage & Family Therapists, MA Licensed Alcohol and Drug Counselors
Educators - Massachusetts, New Hampshire & Maine Certificate of Attendance - 6 hours
Nurses - Trainings satisfy the MA & NH Boards of Nursing (244 CMR 5.00) for 6 contact hours

Directions to The Courtyard Marriott, 75 Felton Street, Marlborough, MA
From Boston
Massachusetts Turnpike West (I- 90). Take exit 11A (I-495 North) to exit 24B (Route 20 West/Northborough). Take your first right onto Felton St. before the Shell Gas Station. Hotel is on your right.
From Worcester:
Take I-290 East until the end then take I-495 South to exit 24B (Route 20 West/Northborough). Take your first right onto Felton St. before the Shell Gas Station. Hotel is on your right.
From 495 North or South:
Exit 24B (Route 20 West/Northborough) Take your first right onto Felton St. before the Shell Gas Station. Hotel is on your right.
From Western Massachusetts/New York State:
Take the Massachusetts Turnpike East (I- 90). Take exit 11A (I-495 North) to exit 24B (Route 20 West/Northborough). Take your first right onto Felton St. before the Shell Gas Station. Hotel is on your right.

Snow Cancellation - Rescheduling Policy: A training event will only be cancelled due to extreme inclement weather and will always be rescheduled. Cancelation information will be posted on our website at: www.thebridgetraininginstitute.org

Registrant Cancellation: If a registrant is unable to attend a workshop, he/she is welcome to send a substitute, or, if notice of cancellation is received at least 5 business days prior to the workshop, the registrant may credit his/her registration fee toward another workshop within the same training season. No refunds will be given.

Nursing Mothers: On a space available basis, a private guest room can be provided at no charge. Please contact Stephen Murphy at stevem@thebridgecm.org or at 508-755-0333.

Grievance Policy: Any registrant who is dissatisfied with any aspect of a training is encouraged to contact Stephen Murphy at 508-755-0333. Every effort will be made to remediate the complaint in a satisfactory manner.

Special Accommodations: The facilities at the Courtyard Marriott are fully accessible. Please contact Stephen Murphy at 508-755-0333 to request special accommodations.

This program is sponsored by the Massachusetts Psychological Association (MPA) and The Bridge of Central Massachusetts, Inc. MPA is approved by the American Psychological Association to sponsor Continuing Education (CE) for psychologists. MPA maintains responsibility for the program and its content.

The Bridge Training Institute
2015 – 2016 Mail-In Registration

Cost: $149 per training, includes 6 CEUs - Purchase any combination of 3 trainings and receive $50 off the total cost.

Please indicate your workshop preferences

The Clinical Experts Series

☐	**October 9, 2015**	Anger, Rage and Trauma	Dan Jacobs, Psy.D.
☐	**November 6, 2015**	Treating Self-Destructive Persons	Barent Walsh, Ph.D.
☐	**December 4, 2015**	The New DBT Skills	Jennifer Eaton, LMHC
☐	**January 15, 2016**	Family-Centered Interventions	Dan Jacobs, Psy.D.
☐	**February 5, 2016**	Understanding Gender Identity	Sidney Trantham, Ph.D.
☐	**March 4, 2016**	OCD in Children and Adolescents	Peter Moran, Ph.D.
☐	**April 1, 2016**	Acceptance and Commitment Therapy	Lisa Coyne, Ph.D.
☐	**May 6, 2016**	Trauma-Informed Care	Joanna Bridger, LICSW
☐	**June 3, 2016**	Suicide Assessment and Intervention	L. Berkowitz, Ed.D. & J McCauley, LICSW

The Dialectical Behavior Therapy Series with Jennifer Eaton, LMHC & Elizabeth Fessenden, LMHC

The DBT Skills Training Track

☐	**October 23, 2015**	DBT Skills Part 1
☐	**November 20, 2015**	DBT Skills Part 2
☐	**December 11, 2015**	DBT Skills Part 3
☐	**January 29, 2016**	DBT Skills Part 4

The DBT Individual Therapy Track

☐	**February 26, 2016**	DBT Individual Therapy Part 1
☐	**March 18, 2016**	DBT Individual Therapy Part 2
☐	**April 29, 2016**	DBT Individual Therapy Part 3
☐	**May 20, 2016**	DBT Individual Therapy Part 4

Please indicate the type of continuing education credit requested:

☐ **American Psychological Association** ☐ **MA – NASW** ☐ **LADC**
☐ **MA - Licensed Mental Health Counselor** ☐ **MA/RI LMFT**

Registrant Name: _____ **Telephone:**_____

Company/Org: _____

Street: _____ **City:** _____

State: ___ **Zip Code:** _____ **Email Address:** _____

Cost: $149 per training includes 6 CEUs - Purchase any combination of 3 trainings and receive $50 off the total cost.
Pay by Check: Mail this form and your check payable to The Bridge Training Institute, 4 Mann Street, Worcester, MA 01602
Pay by Purchase Order: Fax (508-755-2191) or mail your purchase order with this form to: The Bridge Training Institute, 4 Mann Street, Worcester, MA 01602
MA Vendor Code: VC6000166455 **Federal ID** #: 04-2701581

Pay by Credit Card:

Please charge my: ☐ VISA ☐ MasterCard ☐ American Express ☐ Discover

Card #_____ Expiration _____

Signature _____

If you have questions, please contact Stephen Murphy at 508.755.0333 - stevem@thebridgecm.org

Trainings are held at: The Courtyard Marriott, 75 Felton Street, Marlborough, MA