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Friday, October 10, 2014, 9:00 AM – 4:00 PM

**Children and Adolescents with Autism Spectrum Disorder:
A Developmental and Behavioral Approach to Assessment & Treatment
Lauren Charlot, Ph.D.**

Children and adolescents with Autism Spectrum Disorders (ASD) are presenting with increasing frequency in clinical and school settings. This population challenges clinicians with a constellation of behaviors that are difficult to understand and to effectively treat.

During this training, participants will develop an understanding of this complex syndrome and the psychiatric disorders that are most commonly seen in individuals with ASD. The training will include a discussion of the core features of Autism Spectrum Disorders, recent neuroscientific developments, and the current DSM V diagnostic criteria. Numerous case examples will be used to illustrate the significant influence of sensory abnormalities and anxiety in this population.

In addition, the assessment of mental health problems and challenging behaviors may differ when evaluating a person with an ASD. In this population, common psychiatric disorders often present in atypical ways that may lead to misdiagnosis and ineffective interventions. Participants will learn how to conduct functional assessments that focus on contextual factors, remote antecedent conditions and the factors that maintain undesirable behaviors.

Strategies for building a Positive Behavior Support Plan and the use of simple behavioral contracts to teach replacement behaviors will be presented. In addition, strategies to enhance coping skills, how to reduce the frequency of negative behaviors, and how to teach basic social skills will be discussed.

Special attention will be given to how medical problems and medication side effects can sometimes cause an apparent psychiatric episode. Dr. Charlot will also describe the model for a Medical Home approach to care for people with ID/ASD who have significant behavioral health challenges, and provide hand-outs with assessment and monitoring tools. Video and case examples will be used to illustrate key issues in assessing mental health problems.

Following this training the participants will understand how to:

- Describe the most commonly occurring mental health problems identified in people with an ASD.
- Describe the most frequently observed atypical features in major psychiatric syndromes, and how understanding this may help clinicians to avoid misdiagnosis.
- Describe new thinking about diagnosis of ASD in the DSM V.
- Describe common medical issues and medication side effects that can provoke alterations in mood and behavior, leading to misdiagnoses of psychiatric syndromes.
- Discuss the importance of a multidisciplinary approach to care of people with ASD, and how a functional assessment and Positive Behavior Support Plan can incorporate varied approaches in a single plan.

Dr. Lauren Charlot is a private consultant and expert in care of individuals with Intellectual Disabilities (ID) and Autism Spectrum Disorders (ASD) who have significant behavioral and mental health challenges. She was formerly the Director of ID Services for the Department of Psychiatry at the University of Massachusetts for 15 years, where she developed innovative inpatient and outpatient specialized services. She is a Developmental Psychologist with 30 years of experience working with children and adults with developmental disorders, including many individuals with autism.

Dr. Charlot's most recent project was the development of a Mental Health Medical Home for adults and transition aged youth with ID/ASD. Dr. Charlot also directs a specialty Multidisciplinary Evaluation Team, including neurology, psychiatry, behavior specialist, and developmental pediatrics and family medicine who have provided comprehensive evaluations of individuals with ID and ASDs who have co-occurring mental health disorders or severe challenging behaviors for agencies throughout and beyond New England. She was instrumental in developing an inpatient unit for adults with developmental disorders who were evaluated thoroughly for medical problems that were fueling behavioral problems.

Dr. Charlot has a long-standing interest in the medical/behavioral overlap in people with developmental disorders and recently published her findings (Charlot et. al, 2010). Her work on medical comorbidity and medication side effects in the population has been published and presented in national and international forums. She collaborated with colleagues from the University of Massachusetts Shriver Center to develop a semi-structured informant based interview tool to assess for the presence of DSM-IV-TR diagnostic criteria for mood and anxiety disorders in individuals with ID/ASD.

Dr. Charlot will be contributing to the new DM-ID 2, a diagnostic companion guide to the DSM-V that addresses modifications to diagnostic criteria for people with ID and ASD when assessing psychiatric disorder. She has lectured widely and often provides clinicians and direct caregivers with training in the development of Positive Behavior Support Plans for individuals with ASDs.



Friday, November 21, 2014, 9:00 AM – 4:00 PM

Understanding and Treating Sleep Disorders: What You Need to Know
Claudia Toth, Psy.D.

This program is designed as a training course for psychologists and other healthcare professionals. The primary aim is to provide an overview of sleep disorders with an emphasis on insomnia—the most common sleep disorder. The program will focus on the role of behavioral sleep medicine—the application of behavioral approaches to improve sleep. Key facts about insomnia and other sleep disorders will be presented. This will include basic education about sleep and sleep-related breathing disorders, circadian rhythm sleep-wake disorders, sleep-related movement disorders, parasomnias, and disorders of hypersomnolence. Discussion will include how sleep disorders are defined, signs and symptoms of the conditions, prevalence, and risk factors.

Participants will also be oriented to Practice Parameters for treating sleep disorders which provide a comprehensive review of scientific literature and evidence-based treatments. Focus will be given throughout to what role behavioral approaches can play in helping individuals manage these conditions. Special emphasis will be given to insomnia and how it develops. Options for treatment of insomnia will be discussed. Focus will be given to the most effective behavioral treatment for insomnia--cognitive behavioral therapy for insomnia (CBT-I). A typical course of CBT-I will be described and includes instruction in the following areas: Sleep Hygiene, Sleep Restriction, Stimulus Control, Cognitive Restructuring, and Relaxation Skills. Each component of CBT-I will be examined in great detail. Common challenges to implementation of techniques will be discussed. Case examples will be used to illustrate how techniques are adapted into actual practice.

Following this training, participants will understand:

- How to identify signs and symptoms of insomnia and other sleep disorders.
- The components of Cognitive Behavioral Therapy for Insomnia.
- How to address common challenges to treatment in patients with sleep disorders.

Dr. Claudia Toth is a licensed Clinical Psychologist and one of very few practitioners in Massachusetts who has earned certification in Behavioral Sleep Medicine from the American Board of Sleep Medicine. She is a Clinical Instructor at Harvard Medical School and an Associate Psychologist at Brigham & Women's Hospital. At the Brigham, she is active in clinical research aimed at exploring cardiovascular outcomes of sleep apnea treatment.

Dr. Toth has a private practice in Brookline, MA, and has previously served as the Assistant Director of Behavioral Sleep Medicine services at Sleep Health Centers, formerly the largest provider of sleep disorder care in New England.

Dr. Toth holds degrees in Psychology from the University of Michigan and the University of Hartford and received clinical training at the Yale School of Medicine, the Northampton VA Medical Center, and Massachusetts General Hospital. Dr. Toth's clinical interests focus on sleep disorders and their interaction with eating and weight management, co-occurring medical issues, anxiety, and depression.



Monday, December 8, 2014, 9:00 AM – 4:00 PM
Mindfulness-Based Treatment for Depression
Carl Fulwiler, M.D., Ph.D.

Mindfulness-based interventions (MBI) have increasingly become an important component of the clinician's tool box and research has shown that these practices can have an important role in the treatment of depression.

Through a combination of didactic, experiential and small group learning, this training will introduce participants to mindfulness-based interventions for the treatment of mild to moderate depression and Mindfulness-Based Cognitive Therapy for prevention of relapse for recurrent major depression. This treatment approach incorporates training in mindfulness meditation practices, psycho-education about emotional distress, and mindfulness-based exploration of the patient's internal experience.

This workshop will engage participants in exercises designed to provide experience in mindful awareness of mental content and illustrate mindfulness-based emotion regulation. The importance of the therapist's own mindfulness practice and self-inquiry for helping clients to develop a new relationship to these mental and emotional patterns will also be emphasized. Through a combination of didactic, experiential and small group learning, participants will be introduced to the core therapeutic elements of the MBI's including Mindfulness-Based Cognitive Therapy, the clinical research on effectiveness, and MRI research on neural mechanisms.

Following this training, the participants will understand:

- The origins and rationale behind Mindfulness-based interventions (MBI's) for depression
- The core therapeutic elements of Mindfulness-Based Cognitive Therapy (MBCT) for Depression and the role of meditation practice for the patient and the therapist
- The research evidence for the effectiveness of MBI's including MBCT for the treatment of depression and prevention of relapse

Dr. Carl Fulwiler is an Associate Professor of Psychiatry and Director of the Systems and Psychosocial Advances Research Center at the University of Massachusetts Medical School.

Dr. Fulwiler received his M.D. from Washington University and a Ph.D. in Neuroscience from Harvard where he also completed a residency in Psychiatry. He is board-certified in Psychiatry and Addiction Medicine.

Combining health services research with neuroimaging, his research has focused on interventions for mental health and substance abuse disorders and wellness, including mindfulness-based interventions. His research has been supported by grants from SAMHSA, the National Institute of Justice, and the National Institutes of Health. He is Principal Investigator on a NIH grant that is using MRI to characterize the impact of Mindfulness-Based Stress Reduction on emotional well-being and health behaviors and underlying changes in the neural pathways of emotion regulation.

Dr. Fulwiler's background in mindfulness includes a long-standing personal practice and professional training in Mindfulness-Based Stress Reduction and Mindfulness-Based Cognitive Therapy for Depression. He presents nationally on mindfulness-based interventions and is also a practicing psychiatrist specializing in the use of mindfulness-based psychotherapy, including Mindfulness-Based Cognitive Therapy, in the treatment of mood, anxiety and addiction disorders.



Friday January 30, 2015, 9:00 AM – 4:00 PM

Eating Disorders: The Current Treatments That Produce Results

Jennifer Thomas, Ph.D. and Kamryn Eddy, Ph.D.

This training will provide practical guidance on how to deliver evidence-based treatment for eating disorders, including cognitive-behavioral therapy for adults, and family-based treatment for children and adolescents.

After reviewing the assessment and diagnosis of eating disorders, this hands-on training will provide practical guidance on how to deliver evidence-based treatment for eating disorders, including cognitive-behavioral therapy (CBT) for adults, and family-based treatment (FBT) for children and adolescents. Specifically, we will cover the four phases of CBT, including creating the personalized formulation, identifying barriers to change, addressing maintaining mechanisms, and preventing relapse. We will also cover the three phases of FBT, including parental re-feeding, transitioning control back to the adolescent, and return to normal development. In addition to formal lecture, the training will include interactive components such as video vignettes, question & answer, and clinical role-plays.

Following this training, the participants will understand:

- The core principles of assessment and diagnosis across the spectrum of eating disorders
- The essential premise, broad phases, and specific interventions of family-based treatment for adolescents with eating disorders
- The essential premise, broad phases, and specific interventions of cognitive-behavioral therapy for adults with eating disorders

Dr. Jennifer Thomas is an Assistant Professor of Psychology in the Department of Psychiatry at Harvard Medical School. She is the Co-Director of the Eating Disorders Clinical and Research Program at Massachusetts General Hospital, where she has evaluated and treated individuals of all ages with anorexia nervosa, bulimia nervosa, and other eating disorders, in both inpatient and outpatient settings.

She has published more than 50 peer-reviewed articles and chapters, and serves on the editorial boards of the *International Journal of Eating Disorders* and the *Journal of Abnormal Psychology*. She has received research funding from the National Institute of Mental Health, the Klarman Family Foundation, and the Hilda and Preston Davis Foundation, and is a Fellow of the Academy for Eating Disorders.

Dr. Thomas' scientific research focuses on the development of an eating disorder typology that better reflects clinical reality, which is also the topic of her book *Almost Anorexic: Is My (or My Loved One's) Relationship with Food a Problem?*, which has been featured on *Dr. Oz*, *The Today Show* and in the *New York Times*, *Cosmopolitan*, and *Huffington Post*.

Dr. Kamryn Eddy is the co-director of the Eating Disorders Clinical and Research Program, a staff psychologist at Massachusetts General Hospital, and an Assistant Professor of Psychology at Harvard Medical School.

The author of over 50 published research papers and book chapters, Dr. Eddy focuses her research on the diagnostic classification of eating disorders, particularly among children and adolescents. Her longitudinal research describes the long-term outcome of anorexia and bulimia nervosa over 25 years. In addition, she is involved in biological research focused on identifying and treating neuroendocrine complications of anorexia nervosa.



Friday, February 13, 2015, 9:00 AM – 4:00 PM

Psychological First Aid: The First Response to Traumatic Events
Larry Berkowitz, Ed.D., James McCauley, LICSW

Psychological First Aid (PFA) is an evidence-informed approach to help children, adolescents, adults and families in the immediate aftermath of disaster and terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long term adaptive functioning and coping.

This workshop will provide practical information to help mental health professionals safely, effectively and efficiently respond to the immediate effects of traumatic events. Participants will receive in-depth information on the impact traumatic events have on a person's psychological functioning and specific intervention techniques. This training uses didactic and experiential (role playing) approaches to teach the human response to trauma, the importance of the responder fully understanding his/her role in the work, and the 8 core components of Psychological First Aid.

PFA has been developed by the National Child Traumatic Stress Network and the National Center for PTSD, and is the default trauma response supported by the World Health Organization. It is considered an evidence-informed intervention, as it is based on best practices and available evidence as to what activities best promote recovery from disaster. Participants will practice using several components of PFA.

Following this training, the participants will:

- Describe key attributes of the responder that will facilitate successful administration of PFA
- List the 8 core functions of Psychological First Aid (PFA)
- Using role play, demonstrate use of several core functions of PFA

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.

Jim 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 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.



Friday, March 6, 2015, 9:00 AM – 4:00 PM

Helping Kids Without a Safety Net:

**The Effect of Homelessness, Domestic Violence and Family Instability
on Success in Schools and the Community**

Daniel Jacobs, Psy.D.

Children and adolescents face many challenges during the normal course of development, including learning how to express their concerns regarding emotional challenges and significant mental health concerns. Youth impacted by family chaos, episodic violence, economic instability, transient living situations, and lack of access to therapeutic supports have an even harder time managing to “find their voice” and reach out for help. The children and adolescents directly and indirectly impacted by issues of homelessness, domestic violence, family instability and related concerns (e.g., substance abuse, major mental illness) are the ones who often need the most support from caregivers but they are often not caught by the “safety nets” put in place by school, agency or community supports, or they are unable to accept the help offered to them at that point in time.

In this workshop we will explore ways to help these disenfranchised children connect with established therapeutic supports and systems to help them address mental health concerns (e.g., depression, stress, anxiety, post-traumatic stress disorder). We will also explore ways to foster improved and/or continued involvement in academic and community-based programming designed to help further their healthy development. Part of our focus will be on intervention techniques that view developmental psychopathology challenges with a strength-based and resilience perspective and we will discuss opportunities and challenges that impact the ability of caregivers to deliver support to this group of youth so in need of our help.

In this training we will also consider the risks of vicarious-traumatization to the clinicians and professional supports working with youth impacted by homelessness, domestic violence and psychological challenges, as well as ways to help the helpers continue their work without “burning out” or developing their own emotional concerns as a result of their challenging work.

This workshop will include a mix of lecture, case method, multi-media presentation and discussion, and is designed to be informative, interactive, and even fun (which obviously helps when you address such serious issues).

Following this training, participants will be able to:

- Identify key warning signs harmful to development and coping of youth impacted by chaotic life experiences (e.g., domestic violence, homelessness).
- Utilize alliance-building skills to connect with children and adolescents who have additional reasons to be guarded and untrusting with clinicians and caregivers (e.g., past failures, legal concerns, worries about placement, family disruption).
- Be familiar with interventions which foster self-esteem and resiliency in children and adolescents impacted by chaotic life experiences (e.g., homelessness, disruption in school, disconnection from community).
- Conduct interventions (practice, school-based or mental-health center focused) with disenfranchised youth informed by a strength-based and resilience-enhancing focus.

Dr. Dan Jacobs is a licensed psychologist 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. He is on the teaching faculty in the School Psychology Program at the Massachusetts School of Professional Psychology in Newton, MA.

Dr. Jacobs was formerly the Director of the Adolescent and Adult Partial Hospital Programs at Salem Hospital in Salem, MA and has worked for many years 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, May 8, 2015, 9:00 AM – 4:00 PM

Cognitive-Behavior Therapy:

Proven Interventions for Children and Adolescents

Peter Moran, Ph.D.

The lives of children and adolescents with behavioral disorders are frequently disrupted by significant problems at school and at home. The urgency of these problems often necessitate that the clinician produce speedy and positive outcomes.

This workshop will describe the application of the evidenced-based practice, Cognitive-Behavioral Therapy, in the effective and efficient treatment of these difficult cases. The presentation will review key mood, anxiety and behavioral disorders frequently found in children and adolescents seeking mental healthcare. A variety of practical CBT strategies that emphasize the child/adolescent's developmental stage will be discussed, with specific attention to the wide range of anxiety disorders and bi-polar presentations typically seen in this population. Differential diagnosis and co-morbid presentation of depression and substance abuse will be addressed. The issues associated with concomitant psychopharmacological treatment will also be discussed.

Following this training, the participants will:

- Recognize the risk factors associated with Cognitive-Behavioral Treatment of Children and Adolescents
- Develop practical cognitive-behavioral interventions for problematic symptoms
- Understand how cognitive behavioral interventions can work concurrently with psychopharmacological interventions

Peter W. Moran, Ph.D. holds a doctoral degree in clinical psychology and a M.S. in clinical psychopharmacology. He is a private practitioner in Central Massachusetts with offices in Fitchburg and Worcester. Dr. Moran is also a staff psychologist in the Department of Psychiatry at St. Vincent Hospital. He is an Assistant Professor of Psychiatry at the University of MA Medical School. Dr. Moran has published on the adaptive practice of psychotherapy in the Managed Care Era. He is an instructor at Assumption College in Worcester, MA, teaching clinical psychopharmacology in their Masters Program.



Friday, June 5, 2015, 9:00 AM – 4:00 PM

The Ever-Changing Challenge of Understanding and Treating Non-Suicidal Self-Injury
Barrv Walsh, Ph.D.

Non-suicidal self-injury such as cutting, self-hitting, burning, and abrading is a problem that keeps changing over the decades. Originally confined to clinical settings such as hospitals, group homes, and residential schools, self-injury is now commonplace in middle schools, high schools and universities. Moreover, social contagion of self-injury is now frequently found in these educational settings. And while self-injury is spreading in community settings, it also seems to be intensifying in hospitals and residential settings. Examples of severe self-injury have become common in these facilities including foreign body ingestion, cutting involving many sutures, diverse forms of head-banging, insertions, and self-assaults.

This presentation will focus on understanding, managing, and treating diverse forms of self-injury in community, residential, and hospital settings. A **Stepped Care Approach** will be utilized that includes the following:

Step I:

- **The informal response**
- **Crisis assessment (when needed)**
- **Formal assessment of self-injury (questionnaires)**
- **Cognitive-behavioral assessment**

Step II:

- **Replacement skills training**
- **Cognitive-behavioral treatment**
- **Family therapy**
- **Pharmacotherapy (when indicated)**

Step III:

- **Responding to social contagion of self-injury in schools and beyond**
- **Cognitive Restructuring for PTSD**

Step IV:

- **Residential treatment**
- **Treatment of multiple self-harm behaviors and/or severe self-injury**

A stepped care approach is used so that clients and families receive only as much support and targeted treatment as they need. Those with greater challenges (such as histories of PTSD) receive more treatment by moving up the Steps.

Very practical suggestions in dealing with self-injury will be provided, including a protocol for responding in group settings such as schools, hospitals, and residential programs. The topic of social contagion of self-injury will also be addressed with guidelines for preventing and managing this problem.

Following this presentation, participants will be able to:

- Differentiate self-injury from suicide, while also recognizing that ongoing self-injury is a risk factor for suicide attempts
- Identify four steps in a stepped care approach in assessing, managing, and treating self-injury
- Understand a protocol for responding to self-injury in group settings

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, The Hague, Beijing, Tokyo, Vienna, Helsinki, Edinburgh, Stuttgart, Montevideo, Montreal, Toronto, Winnipeg, Mexico City, Dubai, Honolulu, and throughout the continental United States.

Dr. Walsh is the Executive Director of The Bridge, a human service agency headquartered in Worcester, MA. He oversees 46 programs including supported housing and residential treatment for children, adolescents, and adults with mental health or developmental disability challenges, and/or complex family problems. The Bridge also provides services for homeless individuals and gay, lesbian, bisexual, and transgender youth. The Bridge specializes in implementing evidence-based practice models in public sector settings. Dr. Walsh can be reached at barryw@thebridgecm.org

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The Dialectical Behavior Therapy Series

With Jennifer Eaton, MS, LMHC, Elizabeth Fessenden, MA, LMHC and, Stefanie Gregware, MA, LMHC

Dialectical Behavior Therapy (DBT) is one of the leading examples 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, and outreach treatment settings. DBT is a treatment that 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, and people with persistent mental illness and/or developmental disabilities.

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 that has been developed by the DBT-Linehan Board of Certification. See details at www.dbt-lbc.org.

The training is presented in 3 parts:

- A 1-day Introduction to DBT training
- A 3-day DBT Skills Training Track with a 3-hour follow-up consultation session
- A 4-Day Individual Therapy Track with a 3-hour follow-up consultation session

The Introduction to DBT training is intended to address the theoretical foundation of DBT and the overarching structure of the treatment. This training is strongly recommended for those who are unfamiliar with DBT and are planning to participate in either of the following tracks.

The Trainers



Jennifer Eaton, M.S., LMHC, is the Director of DBT Services for The Bridge of Central Massachusetts, Inc. She oversees multiple 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 holds a Master's 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.

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, and various public school and outpatient clinics.



Elizabeth Fessenden, M.A., LMHC is the Assistant Director of DBT Services for The Bridge of Central Massachusetts, Inc. She trains and supervises DBT clinicians and clinical interns and oversees the implementation of DBT projects in the community and within residences that serve individuals with emotional, physical, and mental health needs. She has extensive experience providing DBT services to adolescent, young adult, and adult populations. Most recently, Ms. Fessenden has been providing DBT services to adult women with physical disabilities and traumatic brain injuries. She is skilled in providing individual, group, and milieu DBT as well as providing support to families using the DBT model. Ms. Fessenden is also a consultant to the Department of Youth Services where she trains and supports staff

and clinicians in providing DBT and creating a culture of DBT within programs.

Ms. Fessenden studied Psychology and Sociology at Clark University and 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.



Stefanie Gregware, MA, LMHC is a Dialectical Behavior Therapy therapist and supervisor at The Bridge of Central MA, Inc. In her role, she trains and supervises DBT Clinicians and oversees DBT projects in the agency. She has extensive experience applying DBT in individual and group settings as well as training teams to implement DBT strategies. She has also trained staff and administrators at the Department of Youth Services.

Ms. Gregware holds a Master's degree in Counselling Psychology and was intensively trained in DBT by Dr. Charles Swenson.

In addition to her work with DBT, Ms. Gregware received intensive training in Cognitive Restructuring for Post Traumatic Stress Disorder and was supervised by Dr. Kim Mueser. She has been providing individual therapy as well as training and supervising new clinicians using this model for the past four years.

Getting Started

Friday, November 7, 2014, 9:00 AM—4:00 PM

Introduction to Dialectical Behavior Therapy

This training provides an essential overview of DBT and its theoretical foundation. It also sets the stage for the 2 comprehensive training series that follow: a 3-part series on DBT skills and a 4-part series on DBT individual therapy. This training is recommended for those who plan on participating in either series and do not have a full understanding of the theoretical underpinnings of the model.

This workshop will cover the treatment elements of the model, the biosocial theory of personality disorders, and how DBT can be applied in a variety of clinical settings.

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, and the consultation team
- The hierarchy of targets used to set treatment goals in treatment
- Orienting clients to DBT and the use of diary cards

The DBT Skills Training Track

This 3-part series provides a thorough training in the 4 skills associated with Dialectical Behavior Therapy. Numerous practical examples of these skills will be demonstrated.

Session 1 will address an in-depth coverage of the Core Mindfulness and Distress Tolerance skills and the role and function of skills cards.

Session 2 will cover the Emotion Regulation and Interpersonal Effectiveness skills, which are critical components of the client's ability to develop satisfying relationships and enhance the person's overall recovery. Methods of behavior management and the use of DBT homework will be discussed.

Session 3 will provide in-depth coverage of advanced DBT skills, applying skills to specific behaviors, and how to coach the client in the use of the skills. 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.

Friday, December 12, 2014, 9:00 AM—4:00 PM

DBT Skills Part 1

Following this training, participants will understand:

- The general role and function of the 4 DBT skill modules
- Developing and implementing a DBT skills training group
- The theory and application of The Core Mindfulness skills
- The theory and application of the Distress Tolerance skills
- The use of skills cards
- Assigning skill practice and homework

Friday, January 23, 2015, 9:00 AM—4:00 PM

DBT Skills Part 2

Following this training, participants will understand:

- How to review skill practice and homework
- The theory and application of the Emotion Regulation skills
- The theory and application of the Interpersonal Effectiveness skills
- Behavior management techniques in the group setting
- Assigning skill practice and homework

Friday, February 27, 2015, 9:00 AM—4:00 PM

DBT Skills Part 3

Following this training, participants will understand:

- Advanced DBT skill techniques and coaching
- The teaching strategies of linking skills to specific behaviors
- The use of activity-based learning
- How to effectively implement DBT in milieu and school settings
- Coaching clients outside of the group session

The DBT Individual Therapy Track

This 4-part series provides comprehensive training in the individual therapy component of Dialectical Behavior Therapy (DBT). Each session will progressively build your skills and will include considerable skill practice opportunities.

In this series, 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.

This series assumes that the participants have a general understanding of DBT theory and the DBT skills. Those new to DBT are encouraged to attend the Introduction to Dialectical Behavior Therapy training on November 7, 2014 and the DBT Skills Training Series.

Friday, March 27, 2015, 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
- The chain analysis, solution analysis and applying skills to behaviors
- The commitment strategies
- The use of diary cards

Friday, April 10, 2015, 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, May 15, 2015, 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, June 12, 2015, 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

The Bridge Training Institute
www.thebridgetraininginstitute.org

Register: On-Line at www.thebridgetraininginstitute.org By Phone (508) 755-0333

General Information

Where - *New Location:*

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

\$139 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: MA 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. In the event of extreme weather, registrants should call The Bridge at 508-755-0333 after 7:00 AM the day of the workshop to find out if the workshop has been rescheduled. Cancellation information will also 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.

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
2014 – 2015 Mail-In Registration**

Cost: \$139 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

- | | | |
|---|--------------------------------------|---|
| <input type="checkbox"/> October 10, 2014 | Children and Adolescents with Autism | Lauren Charlot, Ph.D. |
| <input type="checkbox"/> November 21, 2014 | Treating Sleep Disorders | Claudia Toth, Psy.D. |
| <input type="checkbox"/> December 8, 2014 | Mindfulness Treatment for Depression | Carl Fulwiler, M.D., Ph.D. |
| <input type="checkbox"/> January 30, 2015 | Eating Disorders | J. Thomas, PhD, K. Eddy, PhD |
| <input type="checkbox"/> February 13, 2015 | Psychological First Aid | L. Berkowitz, Ed.D., J. McCauley, LICSW |
| <input type="checkbox"/> March 6, 2015 | Helping Kids Without a Safety Net | Daniel Jacobs, Psy.D. |
| <input type="checkbox"/> May 8, 2015 | CBT for Children and Adolescents | Peter Moran, Ph.D. |
| <input type="checkbox"/> June 5, 2015 | Treating Non-Suicidal Self-Injury | Barent Walsh, Ph.D. |

The Dialectical Behavior Therapy Series (Jennifer Eaton, LMHC & Elizabeth Fessenden, LMHC, Stefanie Gregware, LMHC)

- November 7, 2014** Introduction to DBT

The DBT Skills Training Track

- December 12, 2014** DBT Skills Part 1
 January 23, 2015 DBT Skills Part 2
 February 27, 2015 DBT Skills Part 3

The DBT Individual Therapy Track

- March 27, 2015** DBT Individual Therapy Part 1
 April 10, 2015 DBT Individual Therapy Part 2
 May 15, 2015 DBT Individual Therapy Part 3
 June 12, 2015 DBT Individual Therapy Part 4

Please indicate the type of continuing education credit requested:

- | | | |
|--|--|-------------------------------|
| <input type="checkbox"/> American Psychological Association | <input type="checkbox"/> MA – NASW | <input type="checkbox"/> LADC |
| <input type="checkbox"/> MA - Licensed Mental Health Counselor | <input type="checkbox"/> MA/RI Marriage and Family Therapist | |

Registrant Name: _____ **Telephone:** _____

Company/Org: _____

Street: _____ **City:** _____

Zip Code: _____ **Email Address:** _____

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