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TRAINING INSTITUTE**
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“TREATMENTS THAT WORK”
2017 - 2018 TRAINING CATALOG
PRESENTING 3 PROFESSIONAL DEVELOPMENT SERIES:
THE CLINICAL EXPERT SERIES
THE COGNITIVE BEHAVIOR THERAPY SERIES
THE DIALECTICAL BEHAVIOR THERAPY SERIES



Location:
The Courtyard Marriott, 75 Felton Street, Marlborough, MA

Registration Fee: \$169 per training including CEUs
Register for any combination of 3 trainings
and receive **\$50 off** the total cost

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 6, 2017, 9:00 AM—4:00 PM

Gender Identity- Part One

What Everyone Needs To Know About Transgender and Non-Binary Youth
Sidney Trantham, Ph.D.

Transgender and gender non-conforming youth are increasingly coming to the attention of clinicians, social service agencies and school personnel. As such, it is essential that our work with these young people is guided by sound knowledge and practices that are affirming and reflect the most current knowledge. This foundational training will provide a thorough overview of transgender identities including trans* and non-binary gender identities. (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 the experience and development of gender identity. This will include discussion of gender identity and gender identity development, the distinction between gender and sexuality, and gender-affirming approaches for supporting youth. School-related issues will also be discussed, with a focus on unique issues associated with secondary school and college experiences.

Please Note: This 2-part series covers the essential social, psychological and clinical aspects of gender identity. You are welcome to take either or both sessions. Part 1 will focus on the foundations needed to understand gender identity, gender development, terminology and the lived experience of transgender and non-binary youth. Part 2 will focus on more advanced clinical issues including assessment, treatment, and client advocacy.

Following this training the participants will be able to:

- Describe gender development and gender theory
- Describe the variety of trans* identities and unique aspects of each
- Describe the role of mental health clinicians as coordinators of care for transgender youth & their families
- Describe how to advocate for transgender youth in various settings
- List supportive practices that support an affirming treatment method
- Describe the WPATH Standards of Care

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, November 17, 2017, 9:00 AM—4:00 PM

Gender Identity- Part Two

A Clinicians Guide to Assessment and Treatment With Transgender and Non-Binary Youth

Sidney Trantham, Ph.D.

In recent years, transgender people are increasingly recognized and accepted by our society. These advances are seen in progressive policies that seek to promote acceptance while limiting stigma and isolation. Despite these positive advances, transgender youth often face severe social difficulties and even violence. These experiences place transgender youth at increased risk for anxiety, isolation, school avoidance, substance abuse, self-injury, depression and suicide.

It is clear that this population has unique clinical needs and those needs are best met with approaches that are informed by the most current standards of practice.

This training will discuss current assessment and treatment for the common mental health issues encountered when working with transgender and non-binary youth and their families. This will include discussion of intake assessment techniques, mental health counseling approaches, understanding and addressing transphobia, and the role of the mental health counselor in working with trans* youth and their families.

Please Note: This 2-part series covers the essential social, psychological and clinical aspects of gender identity. You are welcome to take either or both sessions.

Following this training the participants will be able to:

- Effectively assess gender history of clients
- List and describe effective strategies for working with transgender & non-binary youth and families
- Describe cisgender privilege and transphobia
- List and demonstrate clinical intervention strategies to assess and address gender dysphoria
- List and demonstrate clinical intervention strategies to enhance individual's identity development

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, December 1, 2017, 9:00 AM—4:00 PM

Using DBT Strategies When Working with Families

Jennifer Eaton, LMHC & Marie-Paule de Valdivia, MBA, LCSW

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 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.

Why use DBT strategies when working with families? The theory of DBT is based on a developmental model: the biosocial theory. It was originally designed as an explanation of Borderline Personality Disorder; however, it is also a broad theory about individuals with emotional sensitivity and how the world responds to them.

Families can become divided by the child's intense emotion and the subsequent invalidation which are the two key aspects of the biosocial theory. This can lead to relationships deteriorating, emotions intensifying, and behaviors escalating. Although there are many family system theories and treatment models, DBT teaches and emphasizes building skills that apply to everyday lives – Skills that benefit children and parents. It is a practical approach and one that has been proven to be effective.

Following this training participants will be able to:

1. Describe the biosocial theory to families which can increase understanding within the family system
2. Demonstrate how to validate families and teach validation techniques to families
3. Demonstrate how to conduct a family chain analysis and help families come up with practical and skillful solutions
4. Demonstrate how to use DEARMAN when communicating with families and teach families how to use this skill when communicating with each other
5. Teach families how to observe and communicate one's limits
6. Coach family members in DBT skills to manage distress

Jennifer Eaton, M.S., LMHC, is the Director of DBT Training and Consultation for The Bridge of Central Massachusetts, Inc. Ms. Eaton, holds a master's degree in clinical psychology. She was intensively trained in DBT by Dr. Charles Swenson and completed an Advanced Intensive Training 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 maintains a private practice specializing in DBT.

Ms. Eaton has consulted and trained many organizations including: Harvard-Vanguard Behavioral Health, Massachusetts Department of Youth Services, New York State Office of Development Disabilities, Alabama Mentoring Network, Denver Health Systems, The Mental Health Association of Lowell, Community Counseling of Bristol County, Baycove Human Services, The Key Program, and Deveraux,

In addition, Ms. Eaton has provided training at the following schools: Assabet Valley Collaborative, Dover-Sherborn, Fairfield CT, Greenwich CT, Mendon-Upton Regional Schools, Milford, Millis, Nashoba Regional, Reading, Scituate, Wachusett Regional, Westborough and Westport CT.

Marie-Paule de Valdivia, MBA, LCSW worked in advertising and marketing for two decades before experiencing mental health challenges within her own family. After learning about BPD, she joined the National Education Alliance for Borderline Personality Disorder, where she grew the Family Connections program from helping a few hundred families yearly to helping over 3000 families last year – and where she serves today as Executive Vice President.

Ms. De Valdivia holds an MSW degree from Southern Connecticut State University; where she trained in the DBT-SUD section of the Adult Intensive Outpatient Program of Yale-New Haven Psychiatric Hospital.

Ms. De Valdivia works at Yale-New Haven Psychiatric Hospital and is an Assistant Clinical Professor of Social Work in Psychiatry on the Yale School of Medicine faculty.

Ms. De Valdivia has presented at NAMI conferences, the Yale Annual BPD Conferences and at the NIMH 9th annual conference in Seattle.

Marie-Paule is also the founder of Families On The Line, a private practice aimed at coaching family members in DBT based skills.



Friday, December 8, 2017, 9:00 AM—4:00 PM

The Ever-Changing Terrain of Understanding, Managing, & Treating Non-Suicidal Self-Injury
Barent Walsh, Ph.D.

This clinical workshop, informed by the most current research, will focus on understanding, managing and treating diverse forms of non-suicidal self-injury (NSSI). These forms will include: 1) common, low lethality NSSI such as arm and body cutting, self-inflicted burning, abrading, skin picking, excoriation of wounds, and 2) atypical, severe NSSI such as damage requiring medical attention, harming unusual body areas (e.g. face and genitals), and ingesting foreign bodies. Self-injury will be distinguished from suicidal behavior, but will also be discussed as a major risk factor for suicide attempts. The topic of social contagion of self-injury will also be addressed. Very practical suggestions in dealing with self-injury will be provided.

As described in Walsh (2014), a “Stepped Care Approach” will be employed regarding the management and treatment of self-injury. A stepped care approach is used so that clients and families receive only as much support and targeted treatment as they need. The steps include:

Step I:

- Responding informally and strategically to NSSI
- Providing crisis assessment (when needed)
- Explicating why atypical, severe NSSI should be managed differently than more common forms
- Using standardized tools for assessing NSSI
- Conducting a detailed cognitive-behavioral assessment

Step II:

- Teaching effective replacement skills
- Reviewing the increased importance of e-treatments, smart phone apps, and video game interventions
- Employing cognitive restructuring interventions including those targeting trauma-related NSSI

Step III:

- Managing and preventing social contagion of NSSI
- Using multimodal treatment for those with complex self-harm configurations
- Supporting self-care for professionals working with NSSI

Following this presentation, participants will be able to:

- Differentiate self-injury from suicide
- Review the research indicating that ongoing self-injury is a major risk factor for suicide attempts
- Review how to perform a detailed assessment of NSSI
- Discuss multi-modal forms of treatment for self-injury
- Understand, manage, and prevent social contagion of self-injury

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, (2014). This volume has been translated into Polish and Japanese. 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 in London, Edinburgh, Vienna, Stuttgart, Ulm, Oslo, Dubai, Tokyo, Beijing, Montevideo, Mexico City, Montreal, Toronto, Winnipeg, and throughout the United States.

Dr. Walsh is the Executive Director Emeritus and Senior Clinical Consultant at The Bridge, a human service agency headquartered in Worcester, MA. Dr. Walsh is a Lecturer on Psychiatry, Harvard Medical School at Cambridge Health Alliance, Cambridge, MA.



Friday, January 26, 2018, 9:00 AM—4:00 PM

**Anxiety and School Avoidance in Youth:
Solution Focused Interventions That Produce Results
Anne Lutz, M.D.**

Educators, school counselors, and mental health professionals have ever increasing demands, limited time and tremendous responsibility. Adding to these challenges are the needs of youth who are coping with anxiety and school avoidance. School avoidance will affect up to 28% of youth at some point. 25% of all teens and 30% of girls will experience significant anxiety. If left unaddressed, these youths may experience academic decline, alienation from peers, family conflict and worsening clinical conditions.

Despite these numerous difficulties, there are many opportunities for solutions.

Solution-focused approaches are brief, pragmatic and highly effective interventions that are ideal for outpatient counseling and the school setting.

This workshop will provide you with an understanding of solution focused techniques, practical methods that can be implemented immediately in the counseling session, in the classroom and with parents.

There will be opportunities to practice solution focused skills through role plays, lively discussions and video case examples. Leave with practical “how to” skills that you can immediately use with the clients you serve. Come, get inspired, get energized!

Following this training the participants will be able to:

- Describe solution-focused therapy and how this differs from a problem-focused perspective.
- Demonstrate solution-focused skills that assist in engaging with children and families
- List and demonstrate specific Solution-focused interventions that address anxiety in youth
- List and demonstrate specific Solution-focused interventions that address school avoidance in youth
- Describe several types of solution-focused scaling questions
- Describe how to remain solution-focused in follow-up sessions

Anne Lutz, M.D. is the Director of Training for the Institute for Solution Focused Therapy. Anne is a board-certified adult and child and adolescent psychiatrist, and was a nurse prior to becoming a physician. She was trained by the founders of Solution focused therapy, Insoo Kim Berg and Steve DeShazer. Anne is the author of *Learning Solution-Focused Therapy: An Illustrated Guide*, published by the American Psychiatric Association Press.

Dr. Lutz is an assistant professor in psychiatry at the University of Massachusetts in Worcester MA, and adjunct professor at Framingham State University. She provides direct clinical supervision, teaching and training to psychiatric residents and workshops for community based treatment organizations. Anne worked for 9 years as a consulting psychiatrist for a residential treatment center for adolescent girls suffering from addiction and co-occurring disorders integrating solution-focused approaches within their treatment setting.

Dr. Lutz has worked in community mental health agencies integrating solution focused approaches within these treatment settings. She currently has a private practice in West Boylston where she sees children and families, providing solution focused psychiatric treatment and teaches an on-line solution focused certification courses through Framingham State University.

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Friday, March 23, 2018, 9:00 AM—4:00 PM

Communication Strategies:

Using DBT Skills to Work With Emotionally Sensitive or Distressed Youth

Jennifer Eaton, LMHC & Jamelle Greene, Ph.D.

Dialectical Behavior Therapy (DBT) was originally created by Marsha Linehan to treat adult women with chronic suicidality and those with borderline personality disorder. However, DBT has moved into the mainstream and is increasingly used with a wide range of people and conditions.

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.

Young people experience increased pressure to perform academically and socially. The development of social media is causing youth to feel pressured to stay current. At the same time, youth are increasingly reliant on this *indirect* method of communication and are having difficulty directly communicating their emotions and needs to others. These pressures can complicate the adolescent development tasks of self-exploration, identifying values, and preparing for adulthood.

Although DBT is a treatment method, it is also an effective package of coping skills for people who have emotional sensitivity but do not need extensive mental health care. This DBT skills package is currently being used in schools as an intervention and prevention model which will help all students obtain necessary life skills.

This training will prepare you to use and teach specific DBT skills to youth and those who support them.

Following this training, participants will be able to:

- Demonstrate emotion regulation strategies to help youth understand their emotional sensitivity
- Demonstrate strategies to increase clients' awareness of their emotions, and experience emotions effectively
- Demonstrate communication strategies to utilize when communicating with emotionally sensitive youth to help the youth stay emotionally regulated and mindful during the conversation
- Demonstrate strategies to teach select interpersonal effectiveness skills to youth and their support network to increase effective communication
- Demonstrate select distress tolerance skills to utilize when attending to youth in distress or displaying high emotion
- Learn select distress tolerance skills to utilize when attending to youth in distress or displaying high emotion

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Ms. Eaton has consulted and trained many organizations including: Harvard-Vanguard Behavioral Health, Massachusetts Department of Youth Services, New York State Office of Development Disabilities, Alabama Mentoring Network, Denver Health Systems, The Mental Health Association of Lowell, Community Counseling of Bristol County, Baycove Human Services, The Key Program, and Deveraux,

In addition, Ms. Eaton has provided training at the following schools: Assabet Valley Collaborative, Dover-Sherborn, Fairfield CT, Greenwich CT, Mendon-Upton Regional Schools, Milford, Millis, Nashoba Regional, Reading, Scituate, Wachusett Regional, Westborough and Westport CT.

Jamelle Greene, Ph.D. is a clinical psychologist and received her Dialectical Behavior Training (DBT) through Behavioral Tech, LLC's "Comprehensive Training for Independent Practitioners" She attended two-weeks of on-site intensive and advanced intensive trainings taught by Adam Payne, PhD and Elizabeth Dexter-Mazza, PsyD, and completed over 50 hours of online courses focused on practicing adherent DBT.

Dr. Greene has a private practice in Framingham, where she specializes in treating people with emotion dysregulation, mood disorders, anxiety, and/or attachment-trauma disorders. She also serves as the psychologist at Arlington Youth Counseling Center. She has run several skills groups for adolescents both in private practice and in community mental health settings.

Dr. Greene began her career in education, working in both public and independent schools. She continues to consult to school counselors and teachers on a wide range of psychological issues relevant to educational settings.



Friday, May 4, 2018, 9:00 AM—4:00 PM

**Real Time Resilience Through Mindful Self-Compassion:
Improving Performance and Job Satisfaction
Maryann Mariani, Ph.D. and Lea Christo, LICSW**

The stress and demands of providing direct care in a human service environment places daunting demands on human service professionals. It is well known that these stressors can have an impact on a person's job satisfaction and overall effectiveness. This training, *Real Time Resilience Through Mindful Self-Compassion*, is designed to have a positive impact on your performance, job satisfaction and to reduce the effects of burnout.

Mindful Self-Compassion (MSC) is an evidence-based practice that is highly effective in mitigating the increased risk for occupational burn-out and vicarious trauma clinicians often experience (Sprang, Clark, & Whitt-Woosley, 2007). By learning how to take care of yourself with resilience skills in real time, you are better able to work compassionately with clients and colleagues. MSC helps people in caregiving roles maintain their personal mental health and sustain their prolonged engagement with clients. People who achieve high scores on the Self Compassion Scale also report high ratings of job satisfaction (Abaci & Arda, 2013). It is expected that these positive outcomes will also reduce staff turnover and improve interdisciplinary collaboration, ultimately helping vulnerable clients and families meet their service plan goals.

Mindful Self-Compassion involves three core components: self-kindness, common humanity and mindfulness (Neff, 2011). Self-kindness is being kind to ourselves, that is, gentle and understanding rather than critical and judgmental. Common humanity involves the view of being connected to others and not isolated. Lastly mindfulness, involves being mindful with our experience in balance and awareness. MSC practice is linked to improved well-being, lessening suffering, and increasing connections with others. It is also useful in prevention and intervention of symptoms of depression, anxiety, and negative emotions. Practicing self-compassion is helpful in dealing with stress and promoting wellness.

Participants will learn about the recent research in self-compassion, how to assess self-compassion, and how to develop formal and informal practices in the workplace and at home. The learning will emphasize the development of specific practices that can be used during the workday with team members, clients and families.

Following this training the participants will be able to:

- Describe the research on self-compassion
- Describe Mindfulness, Loving Kindness and Compassion
- Demonstrate how to assess self-compassion
- Demonstrate how to develop mindfulness practices in the workplace and at home
- Describe the Stress Response and the Importance of Self Care for Job Satisfaction
- Describe the physiology of self-compassion and self-criticism
- Describe The hidden value in suffering
- List and demonstrate Strategies for Meeting Difficult Emotions

Mary Ann Mariani, Ph.D., is the former Director of the School Counseling Program and the Institute for School Counseling and School Psychology at Assumption College. Dr. Mariani also developed and taught in the Resiliency Certificate of Advanced Graduate Study and School Counseling Program at Assumption College. Dr. Mariani is a former Visiting Assistant Professor in the Department of Human Services and Rehabilitation Studies at Assumption College.

Dr. Mariani has completed intensive training as a teacher of Mindful Self-Compassion through the University of California, San Diego, School of Medicine.

In addition to her work at Assumption College, Dr. Mariani has held special education teaching, administrative, and psychologist positions in numerous school districts. She held an adjunct faculty position at Boston College and has a private practice.

Lea Christo, MSW, LICSW is a Visiting Assistant Professor in the Department of Human Services and Rehabilitation Studies at Assumption College where she is the Director of the Health Advocacy Program and teaches in the Resiliency Certificate Program, School Counseling and Health Advocacy Graduate Programs.

Ms. Christo has completed intensive training as a teacher of Mindful Self-Compassion through the University of California, San Diego, School of Medicine.

In addition to her work at Assumption College, Ms. Christo has worked at The Massachusetts Department of Social Services, McLean Hospital, The University of Massachusetts Medical Center, Friendly House and The Holy Trinity Eastern Orthodox Nursing and Rehabilitation Center.



Friday, May 25, 2018, 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 the participants will be able to:

- Describe prevalence of potentially traumatic events.
- List how and why potentially traumatic events can have long term effects on people who experience them.
- Describe the value of using a "trauma lens".
- Describe the concept of "trauma-informed" care and how it is a significant perspective shift from traditional models of care.
- List and describe 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 15, 2018, 9:00 AM—4:00 PM

Trying to Stop Opioid Addiction Before It Happens:

Addressing Transgenerational Substance Abuse at the Youth and Family Levels

Daniel Jacobs, Psy.D.

While adult opioid-abuse and related concerns (e.g., the increased rates of overdoses and deaths) have garnered a great deal of attention in the media and at governmental levels, the overwhelming majority of adults with opioid addiction began using other (non-opioid) legal and illicit substances during their adolescent years. Many recent open and creative discussions about addiction intervention have focused on reactive planning for adult concerns (for obvious reasons) but there has not been an equal level of effort focused on prevention planning and early intervention with youth. Many of the young people who engage in substance using behavioral patterns that can lead to development of substance use disorders also come from families who have been significantly impacted by substance abuse in a variety of ways. Interventions designed to address youth substance abuse must take into account transgenerational substance abuse challenges, as well as related mental health concerns (e.g., depression, trauma), if they are to be effective and actually make a positive change.

In this training, we will look at evidence-based theories and practices designed to address transgenerational substance abuse and help youth and families break out of negative and dangerous cycles that can lead to opioid (and other) addiction concerns in adulthood. We will examine this challenge predominantly from the lens of the school system, but will also explore family-therapy and community-based interventions that can help support youth. In this session, we will specifically look at skill development for mental health clinicians and caregivers. We will also examine up-to-date research findings related to adolescent substance abuse, school-based interventions, and lasting behavior change. Intervention concepts and practices that foster self-efficacy and actual change practices will be introduced and discussed as well.

This workshop is designed for social workers, educators, school psychologists, special educators, guidance counselors, psychologists, case workers, and other professionals who want to be successful in helping youth with substance abuse concerns. Workshop format will include lecture, interactive case examples, use of multi-media tools, and discussion. We hope you can join us.

Following this training the participants will be able to:

- Understand the connection between current adult opioid addiction and the contributing factors linked to transgenerational substance abuse in families.
- Identify up-to-date data on adolescent substance abuse and know how to apply this knowledge in a practical fashion in systemic intervention and collaborative consultations.
- Explore new areas of evidence-based dual diagnosis and mental health intervention designed for school settings and community-based programs to develop social and life skills.
- Consider and implement ways to help youth, families, and their supports, adopt a proactive stance towards substance abuse intervention for youth that fosters self-esteem, self-efficacy, and lasting behavior change.
- Take practical skills back to the field for trial with a focus on prevention and responsive services for youth with substance usage concerns.

Daniel B. Jacobs, Ed.M., M.B.A., Psy.D. is an Assistant Professor at William James College in the School Psychology Department where he teaches courses focused on the needs of individuals and families impaired by mental health and dual diagnosis concerns. Dr. Jacobs also serves as an adjunct faculty member in WJC's Organizational Leadership Psychology Departments.

Dr. Jacobs has a private practice in Andover, MA (Jacobs Psychological and Consulting Services) and provides individual, family and couples therapy. Dr. Jacobs consults and trains nationally with agencies, schools, residential programs, and other systems addressing issues of behavioral and systemic change and also on topics of self-care and prevention of burnout, compassion fatigue and vicarious traumatization. Dr. Jacobs was formerly the Director of Sub Acute Services at NSMC/Salem Hospital in Salem, MA where he developed and ran the Adolescent and Adult Partial Hospital Programs, which helped adolescents, transitional age youth, adults, and their families, address significant mental health and dual diagnosis concerns. Dr. Jacobs believes hope is always an option and believes utilization of strength-based approaches is the most effective way to help our clients learn to make positive changes in their lives.

The Cognitive Behavior Therapy Series

Bring the most effective treatments into your practice

*“I had a lot of patients who were depressed.
So, I was interested in just being able to treat them as well as I could”*

-Aaron Beck

Aaron Beck is considered to be the father of Cognitive-Behavior Therapy (CBT). In the last half-century, his research into this ground-breaking treatment has transformed psychotherapy and has established a new standard of care.

Initially developed as a treatment for depression, CBT is now known to be effective with the anxiety disorders, personality disorders, non-suicidal self-injury, eating disorders, post-traumatic stress disorder, substance abuse and, most recently, as a key component in the treatment of psychotic disorders. CBT is fully effective with children, adolescents and adults.

CBT is an evidence-based treatment that focuses on understanding and changing problematic thoughts, feelings and behaviors and thus has a sustained and positive impact on the person’s emotional wellbeing.

CBT is rapidly becoming an essential component of every clinicians’ toolkit. This 4-part series is intended to provide a complete examination of the most current techniques. The newcomer to CBT will get a comprehensive set of skills to bring their practice into the 21st century. Experienced CBT practitioners will learn the latest developments based on the most current research.

You will learn the theoretical foundation of CBT, how to conceptualize cases within a CBT framework, conduct assessments and develop specific treatment plans and strategies. You will learn how to structure a CBT session, and how to work flexibly within this structure. You will also learn how to employ cognitive restructuring, behavioral strategies, exposure and behavioral experiments.

Please Note: You may select any individual training or take the series in its entirety.

The CBT Training Series

Cognitive Behavior Therapy: Theory and Core Treatment Skills

Friday, January 12, 2018, 9:00 AM—4:00 PM

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This foundational training will provide the practitioner with an understanding of the theoretical structure of CBT and the essential clinical skills you can apply in your practice.

Following this training the participants will be able to:

- Describe the CBT theory regarding the relationship between thoughts, feelings and behaviors
- List and describe the essential measuring tools to assess therapeutic progress

- Describe how to tailor the CBT treatment plan to the specific presentation of the client.
- Describe CBT case conceptualization and using this conceptualization to drive the treatment
- Demonstrate how to transition an individual in supportive therapy into CBT therapy
- List and describe the elements of a standard CBT session, including the structure of the session, how to assign and review homework/action plans, and addressing problems that arise within the structure of the session

Cognitive Behavior Therapy for Depression and Psychosis

Friday, February 9, 2018, 9:00 AM—4:00 PM

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

CBT is the preferred intervention for depression and has been shown to produce positive outcomes. In this session, you will learn how CBT theory informs your case conceptualization and treatment planning. Specific measures such as the Beck Depression Inventory will be introduced as tools for assessment and for measuring progress.

This workshop will also provide an overview of CBT theory and techniques to treat psychotic symptoms. The structure of CBT sessions will be explained, as will specific interventions to address paranoid ideation, delusions, auditory hallucinations, and the negative symptoms common in psychotic disorders.

Following this training the participants will be able to:

- Describe depression and psychosis as conceptualized through a CBT framework
- List and describe standardized assessments, including the Beck Depression Inventory
- Demonstrate how to develop a CBT treatment plan for depression and psychosis
- Describe how to monitor progress and make treatment adjustments
- Demonstrate behavioral strategies including activity scheduling and behavioral experiments
- Describe relapse prevention plans

Cognitive Behavior Therapy and Anxiety:

Treating Social Anxiety, OCD, Panic Disorders, Phobias and PTSD

Friday, March 9, 2018, 9:00 AM—4:00 PM

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This training will empower you to understand how anxiety disorders evolve, habituate, and cause suffering in the patient. You will learn proven treatments for people suffering from the major anxiety disorders: generalized anxiety disorder, panic disorder, phobias, and obsessive-compulsive disorder. A specific cognitive restructuring intervention for PTSD that does not include the element of exposure will be presented.

Following this training the participants will be able to:

- Describe the anxiety disorders as conceptualized through a CBT framework
- List and Describe the standardized assessments for anxiety
- Demonstrate how to develop a CBT treatment plan for anxiety
- Demonstrate how to monitor progress and make treatment adjustments

- Demonstrate behavioral strategies including exposure, and relaxation techniques.
- Demonstrate Cognitive Restructuring for Post-Traumatic Stress Disorder.
- Describe relapse prevention plans

Cognitive and Behavior Therapies for Eating Disorders: Interventions That Produce Results
Friday, April 13, 2018, 9:00 AM—4:00 PM

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

This training will provide guidance on how to deliver evidence-based treatment for eating disorders, including CBT 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 CBT for eating disorders for adults, and family-based treatment (FBT) for children and adolescents. We will cover the four phases of CBT: 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 be able to:

- Describe the core principles of assessment and diagnosis across the spectrum of eating disorders
- Describe the essential premise and broad phases of family-based treatment for adolescents with eating disorders
- Demonstrate the specific techniques (e.g., grave scene, family meal, charging parents with the task of re-feeding) of family-based treatment for adolescents with eating disorders
- Describe the essential premise and broad phases of cognitive-behavioral therapy for adults with eating disorders
- Demonstrate the specific techniques (e.g., self-monitoring, formulation, stimulus control) of cognitive-behavioral therapy for adults with eating disorders

Your Trainers



Stefanie Gregware, MA, LMHC is the Director of Clinical Services at the Bridge of Central Massachusetts. In this capacity, she oversees clinical services agency wide. She is trained in all evidence-based practice models The Bridge provides and supervises each clinical team ensuring fidelity, outcome measurement, training, supervision, and development of self-sufficient practices.

Ms. Gregware received her Master's Degree from Assumption College with a concentration in Cognitive Behavioral Therapy. She was also awarded a certificate in CBT through the Aaron T. Beck Institute in Cognitive Studies at Assumption College. Ms. Gregware received advanced training and consultation in Recovery Oriented CBT for Schizophrenia through the Beck Institute and the University of Pennsylvania. In addition, she has received intensive training in Dialectical Behavior Therapy.

Ms. Gregware has provided direct clinical care for the past 10 years with treatments based in a Cognitive Behavioral therapy framework. These treatments include; DBT, CBT for symptoms of psychosis, Cognitive Restructuring for PTSD, and CBT for anxiety and depression. She has received training and supervision from leaders in these practices (Charles Swenson, M.D., Kim Meuser, Ph.D., Jennifer Gottlieb, Ph.D., Corine Cather, Ph.D, Aaron Brinen, Ph.D.) Ms. Gregware is one of two CR for PTSD practitioners at the Bridge who are trained to provide fidelity ratings on audio-taped therapy sessions.

Ms. Gregware has also co-facilitated a 2-day course on Recovery Oriented Cognitive Therapy. This workshop was created under the supervision of Aaron Brinen, Ph.D., at the Beck Institute.



Andrea Wolloff, MA, LMHC is the Director of CBT Services at The Bridge of Central Massachusetts where she trains and supervises clinicians and provides Cognitive Behavioral treatment for individuals. In this capacity, Ms. Wolloff directs the Cognitive Restructuring for PTSD treatment team. She provides training and direct supervision to clinicians including providing fidelity assessments of audio recorded sessions for new CR clinicians. In 2014, Ms. Wolloff and her team were awarded the Association for Behavioral Health's *Excellence in Outcomes* award for their strong outcomes in CR for PTSD.

Ms. Wolloff received her Master's Degree in Counseling Psychology from Assumption College. She also received additional certifications in CBT for children and families and general CBT from The Aaron T. Beck Institute for Cognitive Studies at Assumption College. Ms. Wolloff received advanced training and consultation in Recovery Oriented CBT for Schizophrenia through the Beck Institute and the University of Pennsylvania.



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.

Dr. Thomas completed her Ph.D. in clinical psychology at Yale University, her pre-doctoral clinical internship at Harvard Medical School/McLean Hospital, and her post-doctoral research fellowship jointly at McLean Hospital and Massachusetts General Hospital. 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*, *Today Show*, *New York Times*, *Cosmopolitan*, and *Huffington Post*.

The Bridge Training Institute
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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. Dr. Eddy received her Ph.D. in clinical psychology from Boston University and completed her postdoctoral fellowship in eating disorders at Massachusetts General Hospital and Harvard Medical School. Her pre-doctoral internship was at the University of Chicago Medical Center, where she trained in family-based treatment for adolescent eating disorders. She also trained at the Center for Anxiety and Related Disorders at Boston University and at Children's Hospital, Boston and has expertise in cognitive behavioral therapy for eating disorders.

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.

Dr. Eddy is a Fellow of the Academy for Eating Disorders and she has received support for her research through the NIMH and through private foundations. Dr. Eddy's clinical specialty areas are the assessment and treatment of children, adolescents, and young adults with eating disorders.

The Bridge Training Institute

www.thebridgetraininginstitute.org

Register: [On-Line](http://www.thebridgetraininginstitute.org) at www.thebridgetraininginstitute.org [By Phone \(508\) 755-0333](tel:5087550333)

The Dialectical Behavior Therapy Series

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.

Your Trainers



Jennifer Eaton, M.S., LMHC, is the Director of DBT Training and Consultation for The Bridge of Central Massachusetts, Inc. In this capacity, Ms. Eaton provides training and consultation to agencies across the country. She also provides consultation to DBT programs at The Bridge, including programs that serve adolescents, 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 and has supervised clinicians and interns.

Ms. Eaton, holds a master's degree in clinical psychology. She was intensively trained in DBT by Dr. Charles Swenson and completed an Advanced Intensive Training 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 maintains a private practice specializing in DBT.

Ms. Eaton has consulted and trained many organizations including: Harvard-Vanguard Behavioral Health, Massachusetts Department of Youth Services, New York State Office of Development Disabilities, Alabama Mentoring Network, Denver Health Systems, The Mental Health Association of Lowell, Community Counseling of Bristol County, Baycove Human Services, The Key Program, and Deveraux,

In addition, Ms. Eaton has provided training and consultation to the following schools: Algonquin Regional High School, Assabet Valley Collaborative, Dover-Sherborn, Fairfield CT, Greenwich CT, Marlborough Schools, Mendon-Upton Regional, Milford, Millis, Nashoba Regional, Reading, Scituate, Wachusett Regional, Westborough and Westport CT.



Jamelle Greene, Ph.D. is a clinical psychologist and received her Dialectical Behavior Training through Behavioral Tech’s “Comprehensive Training for Independent Practitioners” She attended two-weeks of on-site intensive and advanced intensive trainings taught by Adam Payne, PhD and Elizabeth Dexter-Mazza, PsyD, and completed over 50 hours of online courses focused on practicing adherent DBT.

Dr. Greene maintains a private practice in Framingham, where she specializes in treating people with emotion dysregulation, mood disorders, anxiety, and/or attachment-trauma disorders. She also serves as the psychologist at Arlington Youth Counseling Center. She has run groups for adolescents both in private practice and in community mental health settings.

Dr. Greene began her career in education, working in both public and independent schools. She continues to consult to school counselors and teachers on a wide range of psychological issues relevant to educational settings.

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 are available on Amazon.com.

DBT Skills Part 1

Friday, November 3, 2017, 9:00 AM—4:00 PM

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 be able to:

- Describe the components of DBT including the biosocial theory and who may benefit from the treatment
- Describe the role and function of DBT skills groups, individual therapy, DBT coaching, and the consultation team
- List and describe the hierarchy of targets used to set treatment goals
- Demonstrate how to orient clients to DBT and the use of diary cards
- Demonstrate the Core Mindfulness skills

DBT Skills Part 2

Friday, December 15, 2017, 9:00 AM—4:00 PM

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 be able to:

- Develop and implement a DBT skills training group
- Describe and demonstrate Leader and co-leader roles
- Demonstrate how to assign DBT skill practice and homework
- List and demonstrate the Distress Tolerance skills
- Demonstrate the use of skills cards

DBT Skills Part 3

Friday, January 5, 2018, 9:00 AM—4:00 PM

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 be able to:

- Demonstrate how to review skill practice and homework
- Demonstrate how to respond to noncompliant behavior
- Demonstrate how to review assigned skill practice
- Demonstrate how to address nonpractice in the group setting
- List and demonstrate behavior management techniques in the group setting
- List and demonstrate the Emotion Regulation skills

DBT Skills Part 4

Friday, February 16, 2018, 9:00 AM—4:00 PM

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 be able to:

- Demonstrate the Interpersonal effectiveness skills
- Describe walking the middle path
- Demonstrate how to coach clients outside of the group session

- Describe how to effectively implement DBT in milieu and school settings
- Describe and demonstrate how to teach DBT to specialty populations (e.g. schools, group homes, inpatient)

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 sound 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, stephen.murphy@thebridgecm.org.

DBT Individual Therapy Part 1

Friday, March 2, 2018, 9:00 AM—4:00 PM

During this session participants will be able to:

- Describe the conceptual framework of DBT Individual Therapy
- List the hierarchy of treatment targets
- Describe how to develop the client's commitment to the treatment
- Describe how to structure pre-treatment and the first 4 sessions
- Demonstrate the behavioral assessment and the chain analysis

DBT Individual Therapy Part 2

Friday, April 6, 2018, 9:00 AM—4:00 PM

Following this training participants will be able to:

- List and describe dialectics
- List and demonstrate dialectical strategies
- List and demonstrate communication strategies
- List and demonstrate insight strategies
- List and demonstrate relationship strategies
- Describe therapy interfering behaviors

DBT Individual Therapy Part 3

Friday, May 11, 2018, 9:00 AM—4:00 PM

Following this session participants will be able to:

- Describe the DBT suicide assessment protocol
- Describe and demonstrate the coaching call
- Describe suicide intervention in milieu settings
- Describe and demonstrate crisis strategies
- Describe and demonstrate hospital strategies

DBT Individual Therapy Part 4

Friday, June 1, 2018, 9:00 AM—4:00 PM

Following this session participants will be able to:

- List and demonstrate cognitive modifications
- List and demonstrate exposure techniques
- List and demonstrate case management strategies
- Describe the secondary targets
- Describe the consultation team

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

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

\$169 per training - Includes CEUs – Purchase any combination of 3 trainings and receive \$50 off the total cost.

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

Continuing Education Credit

6 CE credits approved for: Psychologists; MA Licensed Mental Health Counselors; MA & RI Licensed Marriage & Family Therapists, MA Licensed Alcohol and Drug Counselors

5.5 credits approved for: MA Social Workers

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. The American Nurses Credentialing Center accepts CEs from the Massachusetts Psychological Association (APA) for recertification.

Snow Cancellation - Rescheduling Policy: A training event will only be cancelled due to extreme inclement weather and will always be rescheduled. Cancellation 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.

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.

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.

American Psychological Association: Community Healthlink is approved by the American Psychological Association to sponsor continuing education for psychologists. Community Healthlink maintains responsibility for this program and its content.

The Bridge Training Institute - 2017 – 2018 Mail-In Registration

Cost: \$169 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 6, 2017 | Gender Identity- Part One | Sidney Trantham, Ph.D. |
| <input type="checkbox"/> November 17, 2017 | Gender Identity- Part Two | Sidney Trantham, Ph.D. |
| <input type="checkbox"/> December 1, 2017 | DBT With Families | Jennifer Eaton, MA & Janelle Greene, Ph.D. |
| <input type="checkbox"/> December 8, 2017 | Non-Suicidal Self-Injury | Barrent Walsh, Ph.D. |
| <input type="checkbox"/> January 26, 2018 | Youth Coping With Anxiety | Ann Lutz, M.D. |
| <input type="checkbox"/> March 23, 2018 | Communication Strategies | J. Eaton, MS & M. de Valdivia, LCSW |
| <input type="checkbox"/> May 4, 2018 | Mindful Self-Compassion | M. Mariani, Ph.D. & L. Christo, LICSW |
| <input type="checkbox"/> May 25, 2018 | Trauma Informed Care | Joanna Bridger, LICSW |
| <input type="checkbox"/> June 15, 2018 | Trying to Stop Opioid Addiction | Daniel Jacobs, Psy.D. |

The Cognitive Behavior Therapy Series

- | | | |
|---|--------------------------------|--------------------------------------|
| <input type="checkbox"/> January 12, 2018 | CBT Theory & Treatment Skills | S. Gregware, LMHC & A. Wolloff, LMHC |
| <input type="checkbox"/> February 9, 2018 | CBT - Depression and Psychosis | S. Gregware, LMHC & A. Wolloff, LMHC |
| <input type="checkbox"/> March 9, 2018 | CBT – Anxiety | S. Gregware, LMHC & A. Wolloff, LMHC |
| <input type="checkbox"/> April 13, 2018 | CBT - Eating Disorders | J. Thomas, Ph.D. & K. Eddy, Ph.D. |

The Dialectical Behavior Therapy Skills Training Track

- | | |
|--|-------------------|
| <input type="checkbox"/> November 3, 2017 | DBT Skills Part 1 |
| <input type="checkbox"/> December 15, 2017 | DBT Skills Part 2 |
| <input type="checkbox"/> January 5, 2018 | DBT Skills Part 3 |
| <input type="checkbox"/> February 16, 2018 | DBT Skills Part 4 |

The Dialectical Behavior Therapy Individual Therapy Track

- | | |
|--|-------------------------------|
| <input type="checkbox"/> March 2, 2018 | DBT Individual Therapy Part 1 |
| <input type="checkbox"/> April 6, 2018 | DBT Individual Therapy Part 2 |
| <input type="checkbox"/> May 11, 2018 | DBT Individual Therapy Part 3 |
| <input type="checkbox"/> June 1, 2018 | 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 LMFT | |

Registrant Name: _____ **Telephone:** _____

Organization: _____

Street: _____ **City:** _____

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

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

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