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TRAINING INSTITUTE**  
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***“TREATMENTS THAT WORK”***  
**2018 - 2019 TRAINING CATALOG**  
PRESENTING 3 PROFESSIONAL DEVELOPMENT SERIES:  
**THE CLINICAL EXPERT SERIES**  
**THE COGNITIVE BEHAVIOR THERAPY SERIES**  
**THE DIALECTICAL BEHAVIOR THERAPY SERIES**



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**Location:**  
**The Courtyard Marriott, 75 Felton Street, Marlborough, MA**  
**Registration Fee:** \$179 per training including CEUs  
Register for any combination of 3 trainings  
and receive **\$50 off** the total cost

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**Continuing Education Approved For:**  
**Psychologists, Social Workers, MA Marriage and Family Therapists,**  
**MA Licensed Mental Health Counselors,**  
**MA Licensed Alcohol and Drug Counselors**

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**Friday, September 28, 2018, 9:00 AM—4:00 PM**

Self-Destructive Behavior Part One:

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

**Please note:** This Training is the first in a 2-part series on self-destructive behavior. This series covers the most recent developments in research and clinical practice for non-suicidal self-injury and suicide. You are welcome to take either or both sessions.

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 2<sup>nd</sup> 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, October 5, 2018, 9:00 AM—4:00 PM**

Gender Identity – Part 1:

What Everyone Needs to Know About Transgender and Non-Binary Youth

Sidney Trantham, Ph.D.

**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.

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.

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 2, 2018, 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.

**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.

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.

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 7, 2018, 9:00 AM—4:00 PM**

Self-Destructive Behavior Part 2:

Crossing the Bridge to Suicide – Understanding, Managing and Treating  
the Misery of Suicidality

Barent Walsh, Ph.D.

**Please note:** This Training is the second in a 2-part series on self-destructive behavior. This series covers the most recent developments in research and clinical practice for non-suicidal self-injury and suicide. You are welcome to take either or both sessions.

This workshop attempts to bring theory, evidence-based treatment, and radical empathy to the most clinically challenging of all behaviors: suicide. Encountering suicide is one of the great challenges in providing clinical work with people in distress. Some professionals flee the field after encountering their first suicidal client; Others work an entire career in suicide prevention; Most carry on somewhere in between. This workshop will bring a stance of radical empathy to understanding, managing, and treating suicidal behavior. The ground-breaking work of Shneidman, Orbach, Jobes, and Joiner will be fully referenced. Treatment will be discussed in terms of a cognitive-behavioral approach. Self-care will also be reviewed as a necessary component of working recurrently with suicidal people. Such self-care allows professionals to avoid compassion fatigue and vicarious PTSD. The presenter will draw on his 40 years of experience working with suicidal persons, with frequent references to successful interventions.

Following this training the participants will be able to:

1. Describe what brings people to the brink of suicide
2. Describe why a flash point is required to put them over the edge
3. Demonstrate how to intervene in crises and in providing long-term treatment
4. Demonstrate how to provide self-care in order to maintain compassion and radical empathy

**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 2<sup>nd</sup> 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, Edinburg, 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 25, 2019, 9:00 AM—4:00 PM**

**The Relationship Checkup:  
Bringing Science to Couples Therapy  
James Cordova, PhD, Tatiana Grey, PhD.**

Relationship Intimacy is not for the faint of heart. Though 90% of people will marry at least once, maintaining an intimate relationship is inherently challenging. It requires the bravery to be our true vulnerable selves and the humility to accept the frailties of our partner. Relationship health affects every part of our lives. People in healthy relationships are emotionally and physically healthier and more resilient. Their children are healthier and generally more successful in school and in life. This workshop will present a regular checkup-based approach to promoting lifelong relationship health called the Relationship Checkup.

The Relationship Checkup (RC) includes the theory, structure, and tools for clinicians to provide regular evaluations of a couple's relationship health. The RC is easily accessible and brief. The objectives of the RC are (1) early identification of relationship health deterioration, (2) prevention and early intervention, (3) motivating appropriate help seeking, and (4) fostering long term marital health and preventing divorce.

This workshop will begin with an overview of the effects of relationship health on other health systems and present empirical findings about relationship health. We will then introduce a behavioral theory of intimacy and demonstrate key therapeutic skills for reigniting the intimacy process.

The heart of the workshop will focus on strategies for promoting emotional acceptance, including how to uncover soft emotions and how to find and work with relationship themes. Empirical evidence will also be presented demonstrating that the RC can be beneficial as a stand-alone relationship intervention as well as lowering the barriers to further treatment seeking and providing regular relationship health maintenance for at risk couples across a range of professional settings. The RC has been adapted to fit easily within an existing practice, primary care settings, and home visits. The therapeutic techniques at the heart of the RC are applicable to working with couples or addressing relationship concerns of individual clients.

Following this training, participants will be able to:

1. Conduct a complete Relationship Checkup Assessment and Feedback session.
2. Compare therapeutic techniques for working with couples versus individuals.
3. Describe the Relationship Checkup's theory of change, including a behavioral understanding of the intimacy process and the path of least emotional resistance, and the use of empathic imagination.
4. Describe skillful examples of each therapeutic technique utilized in the Relationship Checkup.
5. Apply strategies for building intimacy bridges between partners, specifically through hands on practice
6. Identify and explain the most common relationship themes and patterns between partners.

**James Cordova, Ph.D.** is Chair of the Psychology Department and the Director of the Center for Couples and Family Research and the Relationship Checkup Program at Clark University. Professor Cordova is a leading figure in the field of Couples Research and Therapy. Professor Cordova has been conducting research and publishing in the area of couples therapy, intimacy, and the promotion of marital health and actively training couples therapists for over 20 years.

Professor Cordova is the developer of the Relationship Checkup, a proactive approach to the promotion of marital health. Professor Cordova has completed work as the Principal Investigator of a NIH grant investigating the efficacy of his Relationship Checkup as the marital health equivalent of the annual physical health checkup.

Professor Cordova is currently co-investigator with Dr. Jeffrey Cigrang on Randomized Control Trial to integrate the Relationship Checkup in primary care settings for active duty Airmen and their families. Professor Cordova's work has been covered extensively in the popular media including the NY Times Science section, the Washington Post, CNN, the Rachael Ray show, and Good Morning America.

Professor Cordova received his Ph.D. from the University of Washington in Seattle where he studied with leading couples researchers Neil Jacobson and John Gottman. He conducted the first empirical study of Integrative Couple Therapy with Neil Jacobson and Andrew Christensen in 1998. He is the author of a self-help book based on his research called, "The Marriage Checkup: A Scientific Program for Sustaining and Strengthening Marital Health" and a treatment manual called *The Marriage Checkup Practitioner's Guide: Promoting Lifelong Relationship Health*.

**Tatiana Gray, Ph.D.** received her doctorate in Clinical Psychology from Clark University. She has been the lead research assistant on multiple Relationship Checkup studies including randomized control trials, efficacy studies, and dissemination projects. She and Dr. Cordova have conducted both national and international workshops training clinicians on Couple Therapy and the Relationship Checkup model.

Dr. Grey is currently the Chief Operations Officer of Aramm: The Relationship Checkup Healthcare Company. Dr. Grey's research interests focus broadly on how to facilitate greater intimacy in romantic relationships. She is interested in therapeutic mechanisms that elicit compassion between partners as well as how contemplative practices such as yoga and meditation can help partners cope with trauma and feel closer to and safer with one another.





**Friday, February 15, 2019, 9:00 AM—4:00 PM**

**No Such Thing as a Bad Kid: Using a Positive, Strength-Based Approach**  
Charles Appelstein, MSW

Strength-based practice is an emerging approach to guiding at-risk children, youth, and families that is exceptionally positive and inspiring. Its focus is on strength-building rather than flaw-fixing. It begins with the belief that every young person has or can develop strengths and utilize past successes to mitigate problem behavior and enhance functioning. This full-day, comprehensive workshop will highlight many of the key principles and techniques of this transforming modality. Areas covered include: What is strength-based practice & the power of a positive attitude & culture; the effects of trauma and positive emotions on the brain; mindset bolstering, strength-based communication principles and techniques - including reframing, using solution-focused questions, positive-predicting and inspirational metaphors; self-esteem building & activities for at-risk children and youth; how to help cognitively inflexible young people; the importance of being family-friendly; why, how, and when to use incentive plans; the importance of controlling personal emotions (i.e. managing number-one first); core strength-based verbal interventions, respectful, relationship-based, limit setting; and a host of creative cognitive behavioral strategies.

Following this training, participants will be able to:

1. Describe the major principles of a positive, trauma-informed, strength-based approach to guiding at-risk children, youth and families.
2. Discuss the importance of personal self-awareness and self-management in working with challenging clients.
3. Cite specific strength-based verbal interventions to better engage and guide at-risk clients.
4. Describe specific cognitive-behavioral techniques that can help at-risk children, youth, and their parents to better self-manage their actions.
5. Discuss the deleterious effects of pejorative labeling and be better equipped to decode and reframe problem behavior.

**Charlie Appelstein, M.S.W.** is a nationally prominent youth care specialist and author whose primary focus is on teaching positive, strength-based theories and techniques to professionals who guide at-risk children and youth. President of Appelstein Training Resources, LLC, Charlie trains and consults throughout the United States as well as internationally, with treatment facilities, foster care associations, parent groups, schools, and juvenile justice programs. He has authored three youth care books that are widely used within the field, including *No Such Thing as a Bad Kid: Understanding and Responding to the challenging behavior of troubled Children and Youth*. Charlie lives in southern New Hampshire with his wife and teenage daughter.



**Friday, March 1, 2019, 9:00 AM—4:00 PM**

Psychological First Aid: Your First Response to Traumatic Events

Larry Berkowitz, EdD, James McCauley, LICSW

Psychological First Aid (PFA) is an evidence informed approach to help children, adolescents, adults and families in the immediate aftermath of disasters, acts of violence, sudden death, terrorism and similar distressing events. 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 be able to:

1. Describe key attributes of the responder that will facilitate successful administration of PFA
2. Describe the human psychological response to trauma/stress
3. List and describe the 8 core functions of Psychological First Aid (PFA)
4. Describe common bereavement reactions and describe two models of understanding grief
5. Demonstrate use of several core functions of PFA

**Lawrence Berkowitz, Ed.D.** is the Director and Co-founder of the Riverside Trauma Center, which provides community response to help people recover from highly stressful events. He was previously the Director of the Riverside Outpatient Center in Wakefield, MA., and currently holds an appointment as a part-time Teaching Associate in Psychology at Harvard Medical School. He has extensive experience as a psychologist, consultant and trainer, including significant experience providing training in suicide prevention, assessment and postvention. Major trauma responses have included responding to Logan Airport following the attacks of 9/11, directing the FEMA crisis counseling program after the tornados in western and central Massachusetts in June, 2011, and helping to coordinate behavioral health responses to the Boston marathon bombing.

**James McCauley, LICSW**, is the Co-founder and Associate Director of the Riverside Trauma Center which provides critical incident response and postvention services to schools and communities throughout Massachusetts. He has more than twenty years' experience managing outpatient programs for both children and adults. For twenty-five years he was 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, national and international conferences on these topics. Jim is also a developer and trainer for the "Suicide Assessment and Intervention Training for Mental Health Clinicians" which is listed in the Best Practices Registry of the Suicide Prevention Resource Center. 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 29, 2019, 9:00 AM—4:00 PM**

Can We Teach These Kids to Dance:

Responding Effectively to Problematic Sexual Behavior in Children and Adolescents

Kevin Creeden, MA, LMHC

This training will describe a treatment approach to sexual behavior problems in children and adolescents that focuses on addressing developmental competencies that have been impacted by the child's experience of trauma and/or by disruptions in attachment. The theoretical foundation utilizes current research on child and adolescent brain development as well as the neurodevelopmental impact of trauma. There is an emphasis on stable and secure attachment relationships as the basis for emotional and behavioral self-regulation and adaptive problem solving that serve as the foundation for developmental competencies.

An increasing body of research has highlighted the neuro-developmental impact of trauma and/or the persistent exposure to a range of adverse experiences in childhood (DeBellis, 2005; Teicher, et al 2002; Perry, 2001). The exposure and adaptation to these experiences have been shown to have immediate and long-term effects across various domains of development including: biology, attachment, emotional regulation, behavioral control, cognition, and self-concept (Fishbein, et al 2009; Cook, et al 2005; Shonk and Cicchetti, 2001). Since many of the youth we treat come to us with their own histories of trauma and disrupted attachments, it is imperative that a neuro-developmental understanding of trauma help inform our treatment interventions.

This approach recognizes the sequential nature of the developmental process and the need to have basic developmental skills like attunement, sensory integration, body awareness, and self-regulation in place before higher order demands like social-emotional communication and adaptive problem-solving can be met (Creeden, 2013; Bergman & Creeden, 2011; Perry 2006). Interventions that focus on "bottom-up" rather than "top down" neurological processing that seek to enhance client capacities in these foundation skills in a manner that mirrors a healthy and adaptive developmental trajectory will be discussed and demonstrated.

Following this training the participants will be able to:

- Apply research on the neurological impact of early trauma and attachment experiences to the treatment of sexual behavior problems.
- Describe a developmental treatment model for treating problematic sexual behavior.
- Describe how this approach impacts treatment planning and risk assessment.
- Demonstrate specific interventions that demonstrate how this treatment approach is utilized in practice.

**Kevin Creeden, M.A., LMHC** is the Director of Assessment and Research at the Whitney Academy in East Freetown, MA. He has over 35 years of clinical experience treating children, adolescents, adults and families working extensively with sexually and physically aggressive youth.

Over the past 25 years, his primary focus has been on issues of trauma and attachment difficulties, especially with regard to the neurological impact of trauma on behavior and he has authored several articles and book chapters on the neurodevelopmental impact of trauma on sexual behavior problems.

In the past, Mr. Creeden has served as the president of the Massachusetts chapter of the American Professional Society on the Abuse of Children (APSAC), a Teaching Fellow at Boston College, an Instructor in Psychology in the Department of Psychiatry, Harvard Medical School, and a guest faculty at the Boston University School of Social Work. Presently, he is a guest faculty at the Simmons School of Social Work Advanced Training Program in Trauma-Focused Treatment. Mr. Creeden trains and consults both nationally and internationally to youth service, community, forensic services and mental health service agencies.



**Friday, April 5, 2019, 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.



**Friday, May 10, 2019, 9:00 AM—4:00 PM**

Mindfulness with Children and Teens in Schools, Clinics and the Community  
Christopher Willard, Psy.D.

Join bestselling author, psychologist and consultant Dr. Christopher Willard in this one-day workshop on bringing mindfulness to kids, teens and families. Dr. Willard will be sharing proven practices that can be used by therapists, educators and others looking for practical and creative ways to sharing mindfulness and contemplative practices with others. Mindfulness is more than just breathing, and so is this workshop. Participants should be prepared for a fun day learning and practicing mindfulness through awareness, movement, games, play, and creative activities for all ages.

This practical workshop will focus on adapting mindfulness for individuals and groups, young and old, in therapeutic, educational, medical and other settings. Special emphasis will be placed on getting young people to buy in, as well as on nurturing mindfulness in their daily lives. We will also explore the importance of our own practice, starting or deepening our own mindful self-care. We will also cover strategies for starting mindfulness programs in larger institutions such as schools and hospitals. Special attention will also be given to harnessing the power of technology and social media.

Learning will take the form of lecture, video, case presentations, small group and dyad activities and well as experiential activities and ample time for question and answer and discussion with colleagues. Illustrations and case studies from inner-city schools to leafy college campuses, from Harvard Medical School to teen meditation retreats, bring the instruction to life.

Learning differences, cultural differences, developmental differences, not to mention settings like classrooms or offices all affect how children learn best, and this workshop explores ways to adapt mindfulness, rather than a one-size fits all approach. We will discuss how to tailor techniques to a range of presenting issues, including depression, anxiety, ADHD, executive function challenges, addiction, impulse control difficulties, trauma and stress. Different practices will engage different learning styles through arts, sports, games, music, technology and more, for attention spans ranging from 30 seconds to 30 minutes.

Following this training the participants will be able to:

1. Describe the basic definition of mindfulness
2. Describe the neuroscience of mindfulness
3. Demonstrate a variety of mindfulness practices for youth
4. Demonstrate how to adapt mindfulness to a variety of learning styles
5. Demonstrate mindfulness activities to address a range of clinical conditions
6. Demonstrate mindfulness practices for self-care

**Christopher Willard, Psy. D.** is a psychologist and educational consultant in the Boston area specializing in mindfulness-based work with adolescents and young adults. He holds teaching appointments at Harvard Medical School and leads workshops nationally and internationally. Dr. Willard has been practicing meditation for over 15 years. His thoughts on mental health have been featured in The New York Times, cnn.com, and elsewhere. He is the author of *Child's Mind* (2010); the co-editor of *Teaching Mindfulness to Children and Teens* (2015) and; *Growing Up Mindful* (2016) along with four other books. Dr. Willard is on the board of directors of the Mindfulness in Education Network and The Institute for Meditation and Psychotherapy.



## 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 21<sup>st</sup> 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 18, 2019, 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**

**Friday, March 15, 2019, 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.

Following this training the participants will be able to:

- Describe depression 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
- 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, May 3, 2019, 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 in children and adults: generalized anxiety disorder, panic disorder, phobias, and obsessive-compulsive disorder.

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.
- Describe relapse prevention plans

**Cognitive and Behavior Therapies for Psychosis: Recovery is Possible**

**Friday, June 14, 2019, 9:00 AM—4:00 PM**

Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

This workshop will major new developments in 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 psychosis as conceptualized through a CBT framework
- List and describe standardized assessments
- Demonstrate how to develop a CBT treatment plan for psychosis
- Describe how to monitor progress and make treatment adjustments
- Demonstrate behavioral strategies including activity scheduling and behavioral experiments
- Describe relapse prevention plans

*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.

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**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.

## 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](http://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 is a certified DBT clinician with the DBT-Linehan Board of Certification. She was intensively trained in DBT by Dr. Charles Swenson and completed Advanced Intensive Training under Dr. Marsha Linehan, the developer of DBT. Ms. Eaton holds a masters degree in clinical psychology. 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.

# The Bridge Training Institute

[www.thebridgetraininginstitute.org](http://www.thebridgetraininginstitute.org)

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Ms. Eaton has provided training and consultation to the following schools: Algonquin Regional High School, Ashland, Assabet Valley Collaborative, Bellingham, Blackstone, Blackstone Valley Tech, Boston Public Schools, Dover-Sherborn, Fairfield CT, Framingham State University, Greenwich CT, Hollis NH, Hudson, Marlborough, Mendon-Upton Regional Schools, Milford, Millis, Nashoba Regional, Reading, Scituate, Wachusett Regional, Westborough and Westport CT.

In addition, Ms. Eaton has consulted and trained many organizations including: Alabama Mentoring Network, Baycove Human Services, Community Counseling of Bristol County, Denver Health Systems, Devereux, The Family Resource Centers, Framingham State University, Harvard-Vanguard Behavioral Health, The Key Program, Massachusetts Department of Youth Services, The Mental Health Association of Lowell, New York State Office of Development Disabilities, Taunton State Hospital, The Women's Recovery From Alcohol Program and Worcester Polytechnic Institute.



**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, 2<sup>nd</sup> Edition](#) and the [DBT Skills Training Handouts and Worksheets, 2<sup>nd</sup> 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 9, 2018, 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 components of DBT including the biosocial theory and who benefits 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 14, 2018, 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 11, 2019, 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 8, 2019, 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](mailto:stephen.murphy@thebridgecm.org).

#### **DBT Individual Therapy Part 1**

**Friday, March 8, 2019, 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 12, 2019, 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 17, 2019, 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 7, 2019, 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

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## 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

\$179 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](mailto:stephen.murphy@thebridgecm.org) or at 508-755-0333.

### Continuing Education Credit

6 CE credits approved for: Psychologists; MA Licensed Mental Health Counselors; MA 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](http://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 - 2018 – 2019 Mail-In Registration

**Cost:** \$179 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"/> September 28, 2018 | Non-Suicidal Self-Injury          | Barrent Walsh, Ph.D.        |
| <input type="checkbox"/> October 5, 2018    | Gender Identity- Part One         | Sidney Trantham, Ph.D.      |
| <input type="checkbox"/> November 2, 2018   | Gender Identity- Part One         | Sidney Trantham, Ph.D.      |
| <input type="checkbox"/> December 7, 2018   | Crossing the Bridge to Suicide    | Barrent Walsh, Ph.D.        |
| <input type="checkbox"/> January 25, 2019   | The Relationship Checkup          | J Cordova, PhD, T Grey, PhD |
| <input type="checkbox"/> February 15, 2019  | No Such Thing as a Bad Kid        | Charles Appelstein, MSW     |
| <input type="checkbox"/> March 1, 2019      | Psychological First Aid           | L Berkowitz, J McCauley     |
| <input type="checkbox"/> March 29, 2019     | Can We Teach These Kids to Dance  | Kevin Creeden. LMHC         |
| <input type="checkbox"/> April 5, 2019      | Anxiety & School Avoidance        | Anne Lutz, MD               |
| <input type="checkbox"/> May 10, 2019       | Mindfulness with Children & Teens | Christopher Willard, Psy.D. |

### The Cognitive Behavior Therapy Series – With Stefanie Gregware, LMHC & Andrea Wolloff, LMHC

- |   |                                |
|---|--------------------------------|
| <input type="checkbox"/> January 18, 2019 | CBT- Theory & Treatment Skills |
| <input type="checkbox"/> March 15, 2019   | CBT- Depression                |
| <input type="checkbox"/> May 3, 2019      | CBT- Anxiety                   |
| <input type="checkbox"/> June 14, 2019    | CBT- Psychosis                 |

### The Dialectical Behavior Therapy Skills Training Track – With Jennifer Eaton, LMHC & Jamelle Greene, PhD

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> November 9, 2018  | DBT Skills Part 1 |
| <input type="checkbox"/> December 14, 2018 | DBT Skills Part 2 |
| <input type="checkbox"/> January 11, 2019  | DBT Skills Part 3 |
| <input type="checkbox"/> February 8, 2019  | DBT Skills Part 4 |

### The Dialectical Behavior Therapy Individual Therapy Track

- |   |                           |
|---|---------------------------|
| <input type="checkbox"/> March 8, 2019  | Individual Therapy Part 1 |
| <input type="checkbox"/> April 12, 2019 | Individual Therapy Part 2 |
| <input type="checkbox"/> May 17, 2019   | Individual Therapy Part 3 |
| <input type="checkbox"/> June 7, 2019   | 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

### Pay by Credit Card:

Please charge my:  VISA  MasterCard  American Express  Discover

Name on Card: \_\_\_\_\_

Card #: \_\_\_\_\_ Expiration: \_\_\_\_\_

Billing Address (if different): \_\_\_\_\_

Signature: \_\_\_\_\_