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TRAINING INSTITUTE**
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“TREATMENTS THAT WORK”
2019 - 2020 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: \$189 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 Marriage and Family Therapists,
MA Licensed Mental Health Counselors,
MA Licensed Alcohol and Drug Counselors

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Wednesday, October 09, 2019, 9:00 AM—4:00 PM
Communicating Effectively with Children and Families:
Key Strategies from Dialectical Behavior Therapy
Jennifer Eaton, MS, LMHC

Working with complex, multi challenged families call on all of us to manage an everchanging landscape of problems and emotions. Being able to draw from a toolkit of skills can make the difference between success and disaster.

This workshop will bring in select communication skills from Dialectical Behavior Therapy (DBT). Changes in communication styles can make a difference to effectively complete necessary discussions with families. These skills can increase competence and confidence in everyone and with practice, can become easy to implement. Families can benefit greatly from learning these identified specific skills to improve their relationships and conversations.

Following this training participants will be able to:

- Describe the biosocial theory and how it relates to families served
- Describe dialectics and how to implement dialectics within communication
- Describe validation techniques to demonstrate understanding of parents and children
- Describe how to improve relationships with families by utilizing validation effectively
- Demonstrate the use of dialectics to bridge validation and interventions to meet identified goals
- Demonstrate how to teach select DBT communication skills to families
- Demonstrate in the moment assessments of difficult situations to help problem solve using chain and solution analyses from DBT

Jennifer Eaton, M.S., LMHC, is the Director of DBT Training and Consultation for Open Sky Community Services. In this capacity, Ms. Eaton provides training and consultation to agencies across the country. 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.

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, Plymouth, Reading, Scituate, The Sizer School, 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.



Friday, October 25, 2019, 9:00 AM—4:00 PM
Motivational Interviewing for Substance Use Disorders:
Making Change Possible
Suzy Langevin, LICSW

This training will provide an introduction to the spirit and skills of Motivational Interviewing, and its applications to substance use disorder.

Change is difficult for almost everyone, and it is the key to moving forward in recovery. For practitioners, behavior change often appears to be a key to improving quality of life, and we struggle with how to have productive conversations when individuals are still ambivalent about change, even when their health and wellness are significantly impacted by a substance use disorder.

Motivational Interviewing is particularly useful in substance use disorder treatment. It provides a non-judgmental, affirming and empowering response to the person struggling with substance use. This training will equip practitioners with the spirit and skills of Motivational Interviewing. You will come away well equipped to have more collaborative and fruitful conversations about change.

Special attention will be paid to the application of Motivational Interviewing for substance use disorders and other high-risk behaviors associated with substance use. Motivational Interviewing is a practice that's learned best by doing, and practitioners will have multiple practice opportunities throughout the day to put skills into action.

Following this training the participants will be able to:

- Understand and describe the underlying spirit of Motivational Interviewing, and how to approach conversations about change from the MI “heart-set”.
- Describe the four basic processes of Motivational Interviewing, and how the practice builds from engagement through planning.
- Demonstrate the core skills of Motivational Interviewing (OARS)
- Demonstrate application of OARS in conversations about change.
- Demonstrate techniques to enhance “change talk,” soften “sustain talk”, and recognize and work with discord.

Suzy Langevin, LICSW, Director of Dual Diagnosis Services at Open Sky Community Services, holds an MSW from Boston College. As the Director of Dual Diagnosis Services, Ms. Langevin oversees the provision of integrated services for mental health and substance use disorders for adolescents and adults. This has included developing and implementing staff training packages in harm reduction, stage-wise treatment, general knowledge of substance use and co-occurring disorders, SBIRT, and motivational interviewing; and partnering with Peer Services to develop and supervise the emerging role of Peer Recovery Coaches.

Ms Langevin has presented regionally and nationally on the implementation of integrated treatment.

She has extensive training and fidelity coding experience in Motivational Interviewing, and is a member of the Motivational Interviewing Network of Trainers (MINT).

Prior to her current role at Open Sky, Ms. Langevin worked to implement and supervise the provision of Illness Management and Recovery (IMR) services across adult and adolescent treatment settings. From 2015-2016, she oversaw the development and opening of The Bridge Counseling Center, the outpatient division of Open Sky. In 2014, she was awarded the ABH Excellence in Outcomes Award as a member of the CR for PTSD group. In addition to her work at Open Sky, Ms. Langevin has experience in juvenile justice, inpatient psychiatry, foster care, and emergency mental health.



Friday, November 22, 2019, 9:00 AM—4:00 PM

Double Trouble: New Developments in Understanding, Managing, and Treating Suicidal Behavior and Non-Suicidal Self-Injury
Barent Walsh, Ph.D.

Suicide and non-suicidal self-injury remain major public health problems in the United States. Suicide is the 10th leading cause of death and the second for young people. Suicide rates continue to increase and are now 14.5 per 100,000 in population (AAS, 2019). Non-suicidal self-injury (NSSI; e.g. cutting, self-hitting, skin picking, and burning) is a separate (but related) problem and is a major public health challenge in its own right. Data from a recent large sample study found that 17.6% of high schoolers from 8 states self-injured during the previous year (Monto et al. 2018). In Massachusetts, the most recent data are that 14.5 % of high school students and 16.8% of middle schoolers self-injured during the previous year (Mass. DOE, 2017). There is no denying an epidemic of NSSI is in our midst.

Given the intensity of these problems, the distress and misery involved, and the complexity of providing help, it is crucial to keep our knowledge up-to-date and to employ the most state-of-the-art interventions available. This training will focus on what is most current and effective.

The workshop will begin with an emphasis on suicide prevention. The best tool available to assess imminent risk clinically is Thomas Joiner's Acute Suicidal Affective Disturbance (ASAD; Joiner, 2015). It is evidence-based and offers four specific dimensions that are predictive of acute suicide risk. These are: 1) a geometric increase of suicidal intent and planning in the short-term, 2) marked social and/ or self-alienation, 3) perception of hopelessness, and 4) two or more manifestation of overarousal (insomnia, nightmares, agitation, irritability). The ASAD will be explored with real world clinical examples re: managing such risk.

For those who are found to be at risk using the ASAD, the logical next step is to move to Safety Planning. The training will next focus on Stanley and Brown's evidence-based Safety Plan. It is a tool that identifies warning signs, coping skills, both personal and professional supports, restriction of means, and reasons for living. This Safety Plan also has phone app versions. The presentation will then move to Thomas Joiner's Interpersonal Theory of Suicide. It is the most researched formulation about suicide in the world. The workshop will explore the three major components of the theory: acquired fearlessness, thwarted belongingness, and perceived burdensomeness. The theory will be employed to explain the suicide trajectories of real-world individuals.

The treatments of choice for suicidality appear to be three: Dialectical Behavior Therapy (DBT), the Collaborative Assessment and Management of Suicidality.(CAMS), and Cognitive-Behavioral Therapy (CBT). Aspects of these treatments will be briefly reviewed with practical applications emphasized.

The second half of the training will focus on NSSI. The content addressed will be:

- Differentiating suicide from self-injury
- Exploring the link between recurrent NSSI and suicide attempts
- Providing a thorough assessment of NSSI
- Teaching replacement skills including innovative approaches such phone apps and videogames that address NSSI
- Discussing the brain science that explains why NSSI “works” to reduce emotional distress
- Reviewing the social contagion of NSSI and how to prevent it
- Concluding with a discussion of self-care in relation to working with these challenging problems

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, 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.

Disclosure: Dr Walsh is the author of the book *Treating Self-Injury: A Practical Guide*. This book will be available for sale at this training.



Friday, December 06, 2019, 9:00 AM—4:00 PM

The Spectrum of Treatments for Children with Autism Spectrum Disorders

Karen Levine, Ph.D.

With one in 59 children diagnosed with an Autism Spectrum disorder, mental health providers are increasingly encountering children on the spectrum in their work. There is considerable disagreement about how to treat these children. It is a daunting task to learn about the range of treatments, their relationships to 'non autism specific' treatments, and to determine what would most benefit a particular child at a given time for a specific challenge. With a current emphasis on Evidence Based Practice (EBP) in the face of large amounts of complicated and conflicting evidence, mental health providers are faced with complicated challenges as they work to support children and families.

This workshop provides an overview with illustrative video clips of a spectrum of treatment approaches for children with ASD including forms of ABA, Early Start Denver Model (ESDM) and DIR/Floortime. Philosophical underpinnings, research support and commonalities and differences will be presented. Emerging approaches including Drama Based social skills treatment and Developmental Behavioral Treatment for anxiety will also be discussed and illustrated with video.

Following this training the participants will be able to:

- Describe the philosophical underpinnings and research support for ABA, ESDM and DIR/Floortime
- Describe the commonalities and differences across these 3 approaches
- Describe drama based social skills treatment for teens with ASD
- Describe emerging treatment for anxiety in children with ASD
- Describe applications of treatment in mental health practices and in schools

Dr. Karen Levine received her Ph.D. in psychology from Harvard University.

She is currently Director of Helping Children with Challenges A Private practice that provides diagnostic, treatment, consultation and workshops for Early Interventions, schools, agencies and families regarding children with Autism, Williams syndrome, anxiety and other developmental challenges.

Dr. Levine was also the Clinical Director of autisms services for the North Shore ARC.

She is a Lecturer on Psychiatry at Harvard Medical School and an Adjunct Faculty member at Lesley University



Friday, January 31, 2020, 9:00 AM—4:00 PM

Best Practices to Support Student Mental Health and Social Emotional Learning
Fran Kuehn, LICSW

In this workshop, participants will be exposed to the concept of Social Emotional Learning (SEL) and specific ways in which SEL objectives are being incorporated into school systems.

Models of intervention that are district and school wide, classroom and small group focused and individual interventions will be discussed and practiced within the workshop.

Special attention will be paid to how professionals can incorporate best practices in their particular setting. This workshop will also instruct participants in interventions used to improve distress tolerance without resorting to substance use.

Following this training the participants will be able to:

- Describe the objectives of SEL and the core skill areas.
- Describe how to use evidence-based clinical intervention practices (DBT, CBT, Stress Resilience) to teach skills in small group and individual settings.
- Describe brief treatments for anxiety and depression
- Describe how to create a classroom culture that supports SEL.
- Describe effective models of SEL interventions in various school settings
- Describe how to create a SEL model in your setting.

Fran Kuehn, LICSW, has been a School Social Worker for the Brookline Public Schools for 18 years. He has focused his efforts on treating the school as a system, noting that Teachers are People too, and the environment of a school is a function of the relationship between adults and students. Mr. Keuhn has led teams of educators in delivering Mindful Stress Resilience curricula to students throughout the school, with a focus on training educators to develop and embody their own stress resilience practice. Fran also led a self-contained therapeutic special education program for several years.

Mr. Keuhn is a Diplomate in the Academy of Cognitive Therapy and is a Senior Instructor on the faculty of Simmons University Graduate School of Social Work. He presents on a variety of topics related to School Mental Health, Cognitive Behavior Therapy, SEL, alternatives to traditional student discipline practices including Restorative Justice and school culture.

Mr. Keuhn has a private therapy practice in Newton, MA where he applies principles of Cognitive Therapy in his work with adolescents and adults and provides consultation and supervision services to schools.



Friday, March 06, 2020, 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.

This training will provide an overview of transgender identities including trans*, gender non-conforming, gender queer and gender fluid identifies. Emphasis will be made on exploring issues related to working with transgender children, adolescents and their families. This will include discussion of gender identity and gender identity development, the role of the mental health counselor in working with trans* youth and their families, and best practices. School-related issues will also be discussed, with a focus on unique issues associates with secondary school and college experiences.

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

Following this training the participants will be able to:

- 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
- List a variety of assessment instruments and methods
- Demonstrate specific counseling methods appropriate to transgender youth
- Demonstrate how to advocate for transgender youth in various settings

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

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



Friday, April 03, 2020, 2018, 9:00 AM—4:00 PM
Gender Identity – Part 2:
A Clinicians Guide to Assessment & 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 counseling 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.

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Friday, April 10, 2020, 9:00 AM—4:00 PM

Understanding and Responding to Victims of Commercial Sexual Exploitation

Suzanne Rea, LICSW

Audrey Morrissey

This training is a blueprint for service providers working with vulnerable and exploited youth to prevent commercial sexual exploitation and re-victimization.

Through more than 15 years of offering groundbreaking programs and trainings, as well as survivor-led mentoring to exploited youth, My Life My Choice has amassed extensive experience and knowledge. We continue to pioneer best practices for prevention.

During this training you will learn: strategies for starting conversations with sexually exploited youth; how to develop trauma informed clinical programming for exploited youth and; how to understanding and responding to victims of commercial sexual exploitation.

Following this training the participants will be able to:

- Describe the local and national picture of commercial sexual exploitation of children.
- Describe how to recognize a pimp and common recruitment tactics used to groom youth
- Describe the impact of commercial sexual exploitation on the mind, body and soul
- Utilize the Stages of Change Model in working with CSE youth
- Describe his/her role in identifying victims and responding to disclosures

Suzanne Rea has been working with underserved youth and their families for over 10 years across the US in residential and community-based settings. She currently works as a Clinical Supervisor at Wayside Youth and Family Support Network and oversees the clinical care of adolescents in residential programs. She specializes in working with youth who have been commercially sexually exploited and dedicates her career to improving how these youth are viewed and treated by the various systems that impact their lives.

Prior to joining Wayside, Ms. Rea worked as a Reunification Counselor at a residential treatment program for dual-diagnosed women, who were being released from incarceration, and their children in San Francisco, CA. In this position, Suzanne helped mothers and their children reunify after years of separation and served as an advocate in California's family court system.

Ms. Rea is a Training Specialist for My Life My Choice, a national leader in the movement to end the commercial sexual exploitation of children. As Training Specialist, Suzanne trains youth-serving professionals, law enforcement, social workers, and other service providers throughout Massachusetts on the full-day "Understanding and Responding to Victims of Commercial Sexual Exploitation" training.

Suzanne is currently a Licensed Independent Clinical Social Worker in Massachusetts and received her Masters in Social Work from Smith College School for Social Work in 2013.

Audrey Morrissey is the Associate Director and National Survivor Leadership Director of My Life My Choice. As a local and national leader in the field of exploitation, Ms. Morrissey has served as Co-Chair of the Victim Services Committee of the Massachusetts Task Force on Human Trafficking. Ms. Morrissey has also served as a primary consultant to the Massachusetts Administrative Office of the Trial Court's "Redesigning the Court's Response to Prostitution" project. Ms. Morrissey founded My Life My Choice's Survivor Mentoring program in 2004 when she became the first Survivor Leader to mentor adolescent girls in Massachusetts. Ms. Morrissey serves as the primary national trainer for My Life My Choice as well as coordinating My Life My Choice's national leadership efforts. Ms. Morrissey is a 2008 recipient of the prestigious Petra Foundation Fellowship and a 2012 recipient of The Philanthropic Initiative's Boston Neighborhood Fellows Award.



Friday, May 15, 2020, 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, June 19, 2020, 9:00 AM—4:00 PM

The Essentials of Self Care in Clinical Practice: Going Beyond Mindfulness
Daniel Jacobs, Ed.M., M.B.A., Psy.D.

On a daily basis, mental health providers respond to many challenges: heavy caseloads, unrealistic time demands and, of course, challenging cases – All of which can quickly escalate to crisis levels (Plotts & Lasser, 2013). Disagreements between systems and providers can cause a backlog of stress and frustration. Without the proper self-care techniques in place, these feelings can escalate and lead to being overwhelmed, feeling ineffective, or to a state of vicarious traumatization (Dorociak, et al., 2017; Manning-Jones, et al., 2016).

It is imperative that we learn (and employ) effective self-care strategies to avoid significant impairment on personal and professional functioning. Learning strategies that foster “psychological hardiness” will help you reduce the risk of burnout which, at best, leads to increased risk of error, and can even be career-ending.

In this training, we will be exploring specific ways to balance the *demands* of your job and the *needs* of your personal life. Issues of supervision, modeling, mindfulness, and behavioral practice will be explored. Specific self-care strategies that can be implemented in a practical manner will be highlighted. We will explore a range of proactive self-care methods that have been shown to foster psychological hardiness. We will also consider the important role of clinical supervision and its impact on retention.

While self-care strategies are important for clinicians at all career stages, we will examine its importance for early career professionals. Factors specific to this group will be considered directly in this training.

Being “good to yourself” should not be considered a “luxury” or “something to be done later” but should be viewed as essential for good practice and personal wellbeing. Join us for an engaging and fun day!

Following this training the participants will be able to:

- Describe the importance of promoting psychological wellness to enhance both self-efficacy and professional effectiveness.
- Describe at least three specific self-care strategies targeted at graduate students and early-career clinicians.
- Demonstrate new areas of limit-setting and balance of personal and professional demands to be used to enhance job effectiveness.
- Demonstrate applications for fostering psychological hardiness in one’s own work environment.
- Describe the connection between self-care, burnout, and retention issues for clinicians, in the context of larger local and national staffing shortage concerns.

Dan Jacobs, Ed.M., M.B.A., Psy.D., is an Assistant Professor at William James College (WJC) in Newton, MA (formerly known as The Massachusetts School of Professional Psychology/MSPP) in the School Psychology Department where he teaches a range of courses for graduate students including: Addressing Substance Abuse in Schools, Collaborative Therapy with Multi-Stressed Families, Counseling and Psychotherapy in Schools, Clinical Interviewing with Children and Families, and Psychopathology of Childhood and Adolescence. He is also an adjunct faculty member in the Organizational Leadership Psychology Department at WJC. Dr. Jacobs is the former Director of the Adolescent and Adult Partial Hospital Programs at NSMC/Salem Hospital in Salem, MA and he works in private practice at Jacobs Psychological and Consulting Services (JPCS) in Lexington, MA helping youth and adults with mental health and dual diagnosis concerns. Dr. Jacobs believes hope is always an option and believes adoption of a strength-based and proactive mindset is the most effective way to begin the journey of helping our clients become empowered 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 24, 2020, 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 20, 2020, 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 and Phobias

Friday, May 8, 2020, 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 Therapy for Psychosis: Recovery is Possible

Friday, June 5, 2020, 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 Vice President of Clinical Services at Open Sky Community Services. In this capacity, she oversees clinical services agency wide. She is trained in all evidence-based practice models The Open Sky 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 Open Sky 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 Evidence-Based Practices at Open Sky Community Services 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

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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.

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 Trainer



Jennifer Eaton, M.S., LMHC, is the Director of DBT Training and Consultation for Open Sky Community Services. In this capacity, Ms. Eaton provides training and consultation to agencies across the country. 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.

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.

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 15, 2019, 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
- Demonstrate the Core Mindfulness skills

DBT Skills Part 2

Friday, December 13, 2019, 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 17, 2020, 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 14, 2020, 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@openskycs.org

DBT Individual Therapy Part 1

Friday, March 13, 2020, 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 17, 2020, 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 22, 2020, 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 12, 2020, 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 in the local area. Panera Bread will deliver.

1:00 PM - 4:00 PM - Training

How Much and Discounts

\$189 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@openskycs.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 Board 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 - 2019 – 2020 Mail-In Registration

Cost: \$189 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 09, 2019 | Communicating with Children and Families | Jennifer Eaton, LMHC |
| <input type="checkbox"/> October 25, 2019 | Motivational Interviewing | Suzy Langevin, LICSW |
| <input type="checkbox"/> November 22, 2019 | Suicide and Non-Suicidal Self-Injury | Barent Walsh, Ph.D. |
| <input type="checkbox"/> December 06, 2019 | Treatments for Autism Spectrum Disorders | Karen Levine, Ph.D. |
| <input type="checkbox"/> January 31, 2020 | Student Mental Health and SEL | Fran Kuehn, LICSW |
| <input type="checkbox"/> March 06, 2020 | Gender Identity – Part 1 | Sidney Trantham, Ph.D. |
| <input type="checkbox"/> April 03, 2020 | Gender Identity – Part 2 | Sidney Trantham, Ph.D. |
| <input type="checkbox"/> April 10, 2020 | Commercial Sexual Exploitation | Katryn Haley-Little, LICSW |
| <input type="checkbox"/> May 15, 2020 | Anxiety & School Avoidance | Anne Lutz, MD |
| <input type="checkbox"/> June 19, 2020 | Self-Care in Clinical Practice | Daniel Jacobs, Psy.D. |

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

- | | |
|---|--------------------------------|
| <input type="checkbox"/> January 24, 2020 | CBT- Theory & Treatment Skills |
| <input type="checkbox"/> March 20, 2020 | CBT- Depression |
| <input type="checkbox"/> May 08, 2020 | CBT- Anxiety |
| <input type="checkbox"/> June 05, 2020 | CBT- Psychosis |

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

- | | |
|--|-------------------|
| <input type="checkbox"/> November 15, 2019 | DBT Skills Part 1 |
| <input type="checkbox"/> December 13, 2019 | DBT Skills Part 2 |
| <input type="checkbox"/> January 17, 2020 | DBT Skills Part 3 |
| <input type="checkbox"/> February 14, 2020 | DBT Skills Part 4 |

The Dialectical Behavior Therapy Individual Therapy Track

- | | |
|---|---------------------------|
| <input type="checkbox"/> March 13, 2020 | Individual Therapy Part 1 |
| <input type="checkbox"/> April 17, 2020 | Individual Therapy Part 2 |
| <input type="checkbox"/> May 22, 2020 | Individual Therapy Part 3 |
| <input type="checkbox"/> June 12, 2020 | 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 - 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 (508-755-7641) 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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