



1 Day Child & Youth Focused Workshop

WORRIES & WOES

*Dealing with Anxiety Disorders
in School Age Children*

EDMONTON, AB
MAY 9, 2016



LYNN MILLER
PH.D., R.PSYCH.

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3 Day Child & Youth Focused Workshop

3 DAY INTENSIVE DEALING WITH ANXIETY DISORDERS

*with School Age Children
and Adolescents*

CALGARY, AB
JULY 11-13, 2016



1 Day Child & Youth Focused Workshop

PROVEN & EFFECTIVE PLAY THERAPY STRATEGIES

*With Children, Adolescents
and Children of All Ages*

EDMONTON, AB
MAY 26, 2016

CALGARY, AB
MAY 27, 2016



CHRISTINE DARGON
PH.D.

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1 Day Child & Youth Focused Workshop

THE EXPLOSIVE CHILD

*Understanding and Helping
Behaviourally Challenging Kids*

LETHBRIDGE, AB
MAY 4, 2016



ROSS W. GREENE
PH.D.

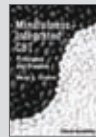
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2 Day Clinical Focused Workshop

MINDFULNESS- INTEGRATED COGNITIVE BEHAVIOUR THERAPY TRAINING

*For Crisis Intervention
& Relapse Prevention*

CALGARY, AB
APRIL 28 & 29, 2016



BRUNO CAYOUN
D.PSYCH.

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2 Day Clinical Focused Workshop

TREATING PATIENTS WITH TRAUMA

*New, High-Speed
T.E.A.M Therapy Techniques*

EDMONTON, AB
JUNE 6 & 7, 2016



DAVID D. BURNS
M.D.

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EARLY BIRD DISCOUNT - SAVE \$20!

See Registration Page for Deadlines

WORRIES AND WOES

Dealing with Anxiety Disorders in School Age Children

EDMONTON, AB | MONDAY, MAY 9, 2016 | 9:00 AM – 4:00 PM

Executive Royal Hotel West Edmonton | 10010 178th Street NW

ANXIETY DISORDERS ARE THE MOST COMMON FORM OF PSYCHOLOGICAL DISTRESS REPORTED

by children and adolescents, and can interfere significantly in the lives of children. An anxiety disorder is a level of anxiety or worry that interferes with daily functioning, either with peer relationships, academic performance, or in family routines. Interference can range from reluctance to go to school, to withdrawing from sports and extra curricular activities, to being completely home bound. Youth with anxiety disorders are shy, inhibited, and avoidant; helping personnel are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth. Anxiety disorders are highly responsive to psychological intervention, allowing children and youth to learn skills to manage their lives. Unfortunately, the most effective therapeutic intervention skills are not used or taught, leading to more distress. The stresses in children's lives continue to mount, including bullying, excessive homework, premature sexuality, family financial stress, and competition of all sorts, leading to more anxiety.

The workshop provides the most current, evidence informed model for how anxiety develops in children and adolescents, and how therapists, health care providers and education professionals can engage kids and families in learning to manage

anxiety. Practical diagnostic and treatment strategies can be applied immediately, using DSM-5 classification of anxiety. Emphasis will be placed on diagnosis and effective interventions for each anxiety disorder subtype. The following anxiety disorders will be addressed from a developmental approach: separation anxiety disorder (with school refusal), panic disorder with agoraphobia, generalized anxiety disorder (with perfectionism), obsessive-compulsive disorders including trichotillomania (hair pulling) and excoriation (skin picking), social anxiety disorder (including selective mutism), specific phobias, and post-traumatic

stress disorders. Participants will have opportunities to present their own cases for feedback and treatment suggestions.

Participants will learn the fundamentals of CBT in fun and effective ways, leaving with practical skills to use with children, teens and families. Learn how to discriminate anxiety disorders from other mental health problems, and apply useful tools and techniques in a variety of settings. A workshop packet will include handouts for clients,

parents and teachers, recommended further reading, internet resources and reminders of all therapeutic techniques demonstrated in the workshop.

Learning activities will consist of lecture, PowerPoint presentation, demonstrations, video clips, experiential exercises, and discussion. 🌱

“Dr. Miller was engaging, highly knowledgeable, and professional. This workshop will enable me to better support my students and the parents I work with. Dr. Miller’s passion has inspired me to go ahead and pursue graduate studies in psychology.”

– Ivy Waite, from Calgary

WORKSHOP AGENDA – KEY TOPICS COVERED

MORNING

Nature and Causes of Anxiety

- » Introduction to workshop and handouts
- » How anxiety develops in children and teens: Aetiology
- » Treatment: Cognitive-behavioral therapy (CBT) and its application to anxiety
- » Assessment
- » Medications and Research

AFTERNOON

Anxiety Disorder (AD) Subtypes and CBT-Relevant Skill

- » AD: Specific Phobia
- » AD: Separation / School Refusal
- » AD: Obsessive Compulsive Disorder
- » AD: Social Phobia
- » AD: Panic Disorder
- » AD: Generalized Anxiety Disorder
- » AD: Post-Traumatic Stress Disorder
- » Differential Diagnosis
- » Engaging Parents
- » Summary and Q &A



LYNN MILLER, PH.D.

Lynn Miller, Ph. D., Licensed Psychologist (Colorado), Certified Cognitive Behaviour Therapist, and is an Associate Professor Emeritus in the Education and Counseling Psychology and Special Education department at the University of British Columbia. She started her career as a classroom teacher, and then worked as a school counselor K-12. She has over 30 years of clinical experience in a variety of settings including hospitals, community mental health centers, schools, and private practice. Her research team modified the evidence-based anxiety prevention curriculum (FRIENDS program). This modified protocol is now in use across Canada, and endorsed by the World Health Organization. She completed her term as President of the Anxiety Disorders Assoc. of Canada. Dr. Miller is known for her knowledge and clarity, sense of humor, compassion, and engaging speaking style.



ASSOCIATE PROFESSOR EMERITUS
Education and Counseling
Psychology and Special
Education Department

LEARNING OBJECTIVES

- » Learn fundamentals of cognitive behavioural interventions (CBT) and how to use immediately with children and youth
- » Understand how to support children and youth with various anxiety concerns in several environments including home, school and community
- » Learn techniques that are useful to implement immediately with an individual, small group, or large groups of children/youth
- » Become aware of resources in the community

3 DAY INTENSIVE

DEALING WITH ANXIETY DISORDERS

with School Age Children and Adolescents

CALGARY, AB | MONDAY, JULY 11 to WEDNESDAY, JULY 13, 2016 | 9:00 AM – 4:00 PM

Executive Royal Hotel Calgary | 2828 23rd Street NE

AN ANXIETY DISORDER IS A LEVEL OF ANXIETY OR WORRY THAT INTERFERES WITH DAILY

functioning, either with peer relationships, academic performance, or in family routines. Interference can range from reluctance to go to school, to withdrawing from sports and extra curricular activities, to being completely home bound. Youth with anxiety disorders are shy, inhibited, and avoidant; helping personnel are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth. Anxiety disorders are highly responsive to psychological intervention, allowing children and youth to learn skills to manage their lives. Unfortunately, the most effective therapeutic intervention skills are not used or taught, leading to more distress. The stresses in children's lives continue to mount, including bullying, excessive time spent on homework, increased gaming, premature sexuality, substance issues, family financial stress, and pressure of all sorts, leading to more anxiety.

The workshop provides the most current, evidence informed model for how anxiety develops in children and adolescents, and how therapists, health care providers and education professionals can engage kids and families in learning to manage anxiety. Practical diagnostic and treatment strategies can be applied immediately, using DSM-5 classification of anxiety. Emphasis will be placed on diagnosis and effective interventions for each anxiety disorder subtype. The following anxiety disorders will be addressed from a developmental approach: separation anxiety disorder (with school refusal), panic disorder with agoraphobia, generalized anxiety disorder (with perfectionism), obsessive-compulsive disorders including trichotillomania (hair pulling) and excoriation (skin picking), social anxiety disorder (including selective mutism), specific phobias, and post-traumatic stress disorders. Participants will have opportunities to present their own cases for feedback and treatment suggestions. ☎

DEAR WORKSHOP ATTENDEE,

Thank you for considering attending the "3 Day Intensive – Dealing with Anxiety Disorders with School Age Children and Adolescents" workshop. I love being able to work with educators and therapists over a 3-day period, having the time to go in-depth and practice skills and techniques focused on anxiety disordered behaviour in kids. One of the common complaints after a one-day workshop is that the information is useful but does not allow the depth of discussion, opportunity to practice skills and receive feedback, or understand applications of skills to differing presentations depending on a child's developmental level. Further, scientifically proven approaches working with children and teenagers using cognitive behavioural therapeutic (CBT) activities can feel cumbersome and dull. This workshop will teach fundamental techniques to implement immediately with children and their families in fun, interesting, and engaging ways. Due to my research background, the techniques and skills will be supported by the latest research studies in ways that are easy to comprehend. It can be daunting to keep up with the research and to read books on theoretical approaches; sometimes learning is more practical in an in-depth workshop! This 3-day workshop allows plenty of time for practice, reflection, and questions. You will be able to think about clients and working with typical problems and process the skills immediately. The 5 elements of CBT will be reviewed and applied to real clinical problems, beginning with accurate identification of anxiety disorders in school-aged children, to case formulation, to homework compliance, and relapse prevention.

Another concern I hear is that often speakers do not have an understanding of the unique challenges of the school system, the pressure on therapists due to other family issues, or the lack of resources available in our communities. I have worked in schools for all of my professional life, and I feel strongly that this environment is the best place to effect change with children who are struggling.

Finally, I understand that committing 3 days to professional development can feel like a huge sacrifice; I believe, however, that investing in this workshop in this format will have significant payoff in your ability to recognize and work effectively with the most commonly occurring mental health problem in children and adolescents – anxiety disorders.

- Lynn Miller, Ph.D.



LYNN MILLER, PH.D.

Lynn Miller, Ph. D., Licensed Psychologist (Colorado), Certified Cognitive Behaviour Therapist, and is an Associate Professor Emeritus in the Education and Counseling Psychology and Special Education department at the University of British Columbia. She started her career as a classroom teacher, and then worked as a school counselor K-12. She has over 30 years of clinical experience in a variety of settings including hospitals, community mental health centers, schools, and private practice. Her research team modified the evidence-based anxiety prevention curriculum (FRIENDS program). This modified protocol is now in use across Canada, and endorsed by the World Health Organization.



ASSOCIATE PROFESSOR EMERITUS
Education and Counseling
Psychology and Special
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WORKSHOP AGENDA

- DAY 1** **Morning:** Nature and Causes of Anxiety
Afternoon: Anxiety Disorder Subtypes and Skill Building
- DAY 2** **Morning:** Anxiety Disorder Subtypes and Skill Building Continued
Afternoon: Anxiety Disorder Subtypes, Assessment and Medication
- DAY 3** **Morning:** Medications and Research
Afternoon: Putting it all together

PROVEN & EFFECTIVE PLAY THERAPY STRATEGIES

With Children, Adolescents and Children of All Ages

EDMONTON, AB

THURSDAY, MAY 26, 2016 | 9AM - 4PM

Executive Royal Hotel | 10010 178th St NW

CALGARY, AB

FRIDAY, MAY 27, 2016 | 9AM - 4PM

Executive Royal Hotel | 2828 23rd St NE

CHILDREN LACK SOME COGNITIVE ABILITIES NEEDED TO UNDERSTAND THEIR WORLD AND

experiences because they are still developing. In addition, they also lack the vocabulary to communicate their emotions and perceptions to someone else. This is where Play Therapy can be very useful and a vital tool.

This conference will teach attendees how to use play therapy as an incredible method of communication and diagnostics. It will teach you how to interpret the ways in which children play, the importance of what they play with/what they create, and how to interpret their interactions with us as the professional.

By attending this seminar, you will learn how to understand and determine what the individual

is struggling with and causes for presenting behaviours and emotions through their play. Attendees will leave with a tool box filled with ready to use Play Therapy techniques that they will immediately be able to implement in their work with children and clients of all ages. This tool box will consist of appropriate tools for different presenting problems such as anger, ADHD, depression, anxiety and more. Some of the tools will include Sand Tray therapy, coloring, the use of puppets, dance/movement, "I Spy", and so many other great techniques. Much of this conference will include active learning and participation. So get ready to learn, have fun and see the world through a child's eyes. 🌟

WORKSHOP AGENDA – KEY TOPICS COVERED

Play Therapy – How to Use it!

- » Specific techniques and novel approaches
 - Assessment and Diagnostic
 - Therapeutic Benefits
 - Non-Directive versus Directive/Soft and Hard Mediums
- » Hands on learning and using the techniques – from crayons, to puppets, to movement and much more! This will be the focus of the day.

Non-Directive Techniques:

- Sand Tray Work
- Watercolors
- Play Dough
- Drawings
- House- Tree-Person
- Finger Painting

Directive Techniques:

- I spy
- Movement and Music
- Drama
- Puppets

- Maps – where in the world do you want to be?
- What do you want to be when you grow up?
- What Animal am I?
- Doll House
- Dance and Movement
- Board games
- Emotions – Feeling Face

» What techniques are best for what disorders:

- Anger (OCD)
- Anxiety
- ADHD
- Depression and self-esteem issues
- Trauma/PTSD
- Abuse
- Fears

Play Therapy with Families, Groups & Couples

Areas of Caution

- » Hard and soft mediums
- » Sexualized and acting out behaviours
- » Children who have been abused and repetitive play



CHRISTINE DARGON, PH.D.

Christine Dargon, Ph.D., is a practicing psychologist with over 20 years of experience. She has been working with children and families for years in such areas as abuse, divorce and custody disputes, children of alcoholic/drug addicted parents and adopted children. She currently has a private practice in Northern AZ where she offers a wide range of psychological services including play therapy, counseling for individuals of all ages, couples and family therapies. Dr. Dargon has also been teaching on the undergraduate and graduate levels for over 15 years specializing in Child Development and Counseling. She is currently on faculty at Grand Canyon University serving students in the Masters' of Counseling Psychology Program and undergraduate programs. Dr. Dargon received her Doctorate of Counseling Psychology from Seton Hall University with a specialization in Family Therapy. Dr. Dargon is the Founder and Director of a Children's' Theater Company.



FEATURED IN
A Virus Called Fear,
Documentary

LEARNING OBJECTIVES

- » Understand the Purpose & Goals of Play Therapy
- » Learn and be able to implement specific and easy Play Therapy techniques for specific presenting issues
- » Use Play Therapy as a diagnostic tool and interpret what you see
- » Know which play therapy techniques to use with different children and different presenting problems
- » Address things to be aware of and areas of caution including selecting the best materials depending upon the presenting issue
- » How to use these techniques in a variety of settings including Group Play therapy

According to the U.S. Department of Health and Human Services:

“Four million children and adolescents in this country suffer from a serious mental disorder that causes significant functional impairments at home, at school and with peers. Of children ages 9 to 17, 21 percent have a diagnosable mental or addictive disorder that causes at least minimal impairment. In any given year, only 20 percent of children with mental disorders are identified and receive mental health services.”

THE EXPLOSIVE CHILD

Understanding and Helping Behaviourally Challenging Kids

LETHBRIDGE, AB | WEDNESDAY, MAY 4, 2016 | 9:00 AM – 4:00 PM

Lethbridge Lodge Hotel | 320 Scenic Drive

EDUCATORS, PARENTS, AND MENTAL HEALTH CLINICIANS ARE INCREASINGLY CHALLENGED

to understand and help kids with social, emotional, and behavioural difficulties. These kids are at tremendous risk for adverse long-term outcomes, and their behaviour can significantly impact life at home and in the classroom. While these kids may be diagnosed with any of a variety of psychiatric disorders – such as ADHD, depression, bipolar disorder, Tourette’s disorder, oppositional defiant disorder, disruptive mood dysregulation disorder, and autism spectrum disorders – compelling research indicates that lagging cognitive skills are the primary contributor to their difficulties. These lagging skills make it difficult for these kids to meet academic and behavioural expectations.

Dr. Ross Greene’s model – as described in his influential books *The Explosive Child* and *Lost at School*, and now called *Collaborative & Proactive Solutions* (CPS) -- helps adults and kids

collaboratively solve the problems precipitating challenging behaviour, while simultaneously teaching lagging skills. The empirically supported CPS model represents a dramatic departure from conventional wisdom and practice, and has

“Very relevant and real methods to help young people both in school settings and everyday life – very powerful stuff Thank you Dr. Greene!”

– Marge Rutherford, Educator

been found to be effective in a vast array of settings, including families (where it has been shown to significantly reduce family conflict and improve parent-child interactions), general and special education schools (where it dramatically reduced discipline referrals, detentions, and suspensions), and inpatient,

residential, and juvenile detention facilities (where it has produced significant reductions in recidivism and in the use of restraint and locked-door seclusion).

Participants in this workshop will leave with an understanding of the underpinnings of the model, along with practical assessment and intervention tools that can be brought back to and used in these diverse settings.🙏

WORKSHOP AGENDA – KEY TOPICS COVERED

1st Segment

- » Key Themes/Key Questions
- » Why are Challenging Kids Challenging? What Research Tells Us

2nd Segment

- » When are Challenging Kids Challenging?
- » The Assessment of Lagging Skills and Unsolved Problems (ALSUP)
- » The Problem Solving Plan

3rd Segment

- » Three Approaches to Solving Problems
- » Plan B: Solving Problems Collaboratively

4th Segment

- » Plan B: What’s Hard?
- » Training Skills
- » Application with Nonverbal Kids
- » Implementation in Schools and Restrictive Therapeutic Facilities

WHO SHOULD ATTEND

K–12 Classroom Teachers • School Counsellors/Psychologists • Learning Assistance/Resource Teachers • School Administrators • School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers • All other professionals who support students with behavioural challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Nurses, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

“Ross’s work is so excellent and so helpful. He always helps me to be a better psychologist for people with unsolved problems.”

– Dr. Allan, Oakville, ON



ROSS W. GREENE, PH.D.

Ross W. Greene, Ph.D., is the originator of the *Collaborative Problem Solving* approach (now known as *Collaborative & Proactive Solutions*), as described in his influential books *The Explosive Child* (now in a completely updated fifth edition) and *Lost at School* (now in a revised second edition). He is also the Founding Director of the non-profit *Lives in the Balance* (livesinthebalance.org), which provides a vast array of free, web-based resources on his model and advocates on behalf of behaviourally challenging kids and their parents, teachers, and other caregivers. Dr. Greene served on the teaching faculty at Harvard Medical School for over 20 years (1992 to 2014), and is currently adjunct associate professor in the Department of Psychology at Virginia Tech. He lectures and consults widely throughout the world, and has authored dozens of articles, chapters, and research papers.



AUTHOR
The Explosive Child
(5th Edition)
Lost at School
(2nd Edition)

LEARNING OBJECTIVES

- » Describe how different explanations for and interpretations of challenging behaviour in kids can lead to dramatically different approaches to intervention
- » Identify and assess the various cognitive skills that are central to adaptively handling life’s social, emotional, and behavioural challenges
- » Identify and prioritize unsolved problems precipitating challenging behaviour
- » Describe the three basic mechanisms by which adults handle unsolved problems and unmet expectations in kids and what is accomplished
- » Describe how to effectively solve problems, teach skills, and reduce the frequency and intensity of challenging behaviour

MINDFULNESS-INTEGRATED COGNITIVE BEHAVIOUR THERAPY TRAINING

For Crisis Intervention & Relapse Prevention

CALGARY, AB | THURSDAY, APRIL 28 & FRIDAY, APRIL 29, 2016 | 9:00 AM – 5:00 PM

Executive Royal Hotel Calgary | 2828 23rd Street NE

MINDFULNESS INVOLVES PAYING ATTENTION TO WHAT IS BEING EXPERIENCED IN THE present moment, with a non-judgmental and non-reactive attitude.

Over a decade of careful research has led to the recognition among CBT researchers and clinicians that integrating mindfulness training with cognitive and behavioural interventions is a potent contribution to the treatment of a wide range of disorders. There is also evidence that the practice of mindfulness by therapists decreases their mental fatigue and the frequency of burnout and increases therapist effectiveness.

Mindfulness-integrated Cognitive Behaviour Therapy (MiCBT) is an evidence-based sophisticated integration of mindfulness core principles and traditional CBT. MiCBT consists of a four-stage treatment model applicable for a wide range of conditions and ages. It is based on the combination of traditional establishment of

mindfulness (Burmese Vipassana tradition) with solid and well-established principles of cognitive and behavioural traditions in the West.

The aim of this workshop is to introduce the integration of mindfulness training with core principles of Cognitive Behaviour Therapy to improve our way of addressing chronic conditions, crisis and prevent relapse in a wide range of psychological disorders. It will describe the important theoretical framework underlying MiCBT and introduce participants to the use of these skills across a wide range of chronic and acute conditions.

This workshop will expand our common understanding of operant conditioning and provide a strong neuro-behavioural basis for integrating mindfulness training with traditional CBT. It is also an opportunity to learn from the principal developer of MiCBT. No prior knowledge of mindfulness is assumed, but basic skills in cognitive and behavioural techniques are an advantage. 🌱

WORKSHOP AGENDA – KEY TOPICS COVERED

• DAY 1 - THURSDAY, APRIL 28, 2016

Morning Session I

- » Brief overview of the MiCBT 4-stage program
- » Rationale for the inclusion of mindfulness in therapy: the co-emergence model of reinforcement

Morning Session II

- » Introduction to Stage 1: Mindfulness with breathing
- » Dynamics of intrusive thoughts

Afternoon Session I

- » Mindfulness of breath
- » Delivering the rationale for mindfulness to clients. Rapid distress reduction. Engaging clients in the treatment plan

Afternoon Session II

- » Introduction to Stage 2 of MiCBT: The Exposure Stage
- » Footage: Demonstration of Stage 2 delivery with client

End of Day

- » Homework for the week: Mindfulness of Breath – differences in approaches, posture, structural interference instruction mantras and visualization. Acceptability of homework

• DAY 2 - FRIDAY, APRIL 29, 2016

Morning Session I

- » Unilateral (“part-by-part”) body scanning
- » Neural substrates of mindfulness and neuroplasticity

Morning Session II

- » Introduction to Stage 3 of MiCBT: The interpersonal stage

Afternoon Session I

- » Case conceptualization and treatment planning with MiCBT

Afternoon Session II

- » Introduction to Stage 4 of MiCBT: Preventing relapse
- » Fill in learning outcome questionnaire

TEACHING APPROACH:

This workshop will involve learning material through various modalities, including:

- » ***Lecture sections with PowerPoint***
- » ***Guided practice of mindfulness meditation***
- » ***Role-play***
- » ***Group discussions***
- » ***Video demonstration of MiCBT skills with clients during real-life therapy sessions***



BRUNO CAYOUN, D.PSYCH.

Bruno Cayoun, D.Psych. is Director of the MiCBT Institute, a registered training organization which trains accredits and supports MiCBT practitioners. He is a Clinical Psychologist in private practice and the principal developer of Mindfulness-integrated Cognitive Behaviour Therapy (MiCBT) and has been teaching this approach to mental health professionals in Australia, New Zealand, Hong Kong, Singapore, Canada and Ireland since 2003. He has practiced mindfulness meditation and undergone intensive training in mindfulness centers in France, Nepal, India, and Australia since 1989. Dr. Cayoun is also an Honorary Research Associate at the University of Tasmania and supervises mindfulness research in collaboration with several universities in Australia and New Zealand. He is the author of *Mindfulness-Integrated CBT: Principles and Practice*.



AUTHOR

Mindfulness Integrated CBT
Mindfulness-Integrated CBT for Well-Being and Personal Growth

LEARNING OBJECTIVES

- » Principles and skills in mindfulness practice
- » Theoretical fundamentals of mindfulness training
- » The use of mindfulness meditation to neutralise operant conditioning and improve therapeutic efficacy
- » How to engage the client in the treatment plan
- » What are the four stages of MiCBT
- » The use of mindfulness-based exposure skills
- » The use of mindfulness-based interpersonal skills
- » The use of mindfulness-based relapse prevention strategies

TREATING PATIENTS WITH TRAUMA

New, High-Speed T.E.A.M Therapy Techniques

EDMONTON, AB | MONDAY, JUNE 6 & TUESDAY JUNE 7, 2016 | 8:30 AM – 4:30 PM

Executive Royal Hotel West Edmonton | 10010 178th Street NW

TRAUMA HAS BECOME ONE OF THE MOST CRITICAL MEDICAL / PSYCHOLOGICAL PROBLEMS

in the US and around the world. The symptoms can be crippling and their devastation reaches beyond the traumatized individual to families and communities as well. The lifetime prevalence of full-blown, classic PTSD has been estimated at 8% in the US, but nearly all of us will experience the impact one or more traumatic experiences sooner or later during our lives.

Clients with a history of trauma present with a wide range of emotional and interpersonal difficulties. Symptoms often include depression and low self-esteem, troubled relationships, sexual dysfunction, personality disorders, and addictions, along with the intense anxiety, intrusive memories, avoidance, and other behavioral problems. Clinicians must be able to treat the person, and not just the disorder, using a comprehensive, individualized strategy that includes the full range of clinical skills and interventions.

In this workshop, Dr. Burns will describe a powerful, new approach called T.E.A.M. Therapy that can be especially beneficial for trauma clients. T.E.A.M. is not

a new school of therapy, but a flexible, systematic, and compassionate approach that is based on research on how psychotherapy actually works. T.E.A.M. includes many cognitive behavior therapy (CBT) techniques, but goes far beyond traditional CBT. The result is a powerful, deeply personal experience with rapid, lasting clinical change.

The focus of the workshop will be practical, with methods you can use right away in your clinical work. Although the focus of the workshop will be on the treatment of trauma, you will find that the techniques in this workshop will dramatically improve your effectiveness with all of your clients.

Our clients are not the only ones who experience the horrific impact of trauma. Surveys indicate that 30% of therapists have reported some form of childhood trauma, and if you include the painful events we also experience as adults, that number jumps much higher. Dr. Burns will include segments on personal healing that will deepen your understanding of T.E.A.M. therapy and help you experience greater self-esteem, confidence, and joy in your clinical work and in your personal life as well. 🙏

ELEMENTS OF THE T.E.A.M. MODEL

T= Testing. You will learn fast, accurate techniques for the initial evaluation and diagnosis of trauma clients and for assessing clients; progress along with their feelings of trust and understanding in subsequent sessions.

E= Empathy. Dr. Burns will emphasize the unique challenges of empathizing with trauma clients and will demonstrate challenging empathy training methods that can quickly and dramatically improve your empathy skills with trauma clients as well as family, friends, and colleagues.

A=(Paradoxical) Agenda Setting. Dr. Burns will pinpoint the eight most common forms of therapeutic resistance in trauma clients and illustrate 15 innovative ways to melt away resistance before trying to “help” the client.

M=Methods. You will learn large numbers of specific techniques to boost self-esteem, eliminate numbing, reduce anxiety, and enhance feelings of warmth, trust, and intimacy in trauma clients. The goal is to bring about a rapid, dramatic, and complete elimination of symptoms.

WORKSHOP AGENDA – KEY TOPICS COVERED

• DAY 1 - JUNE 6, 2016

(8:30am – 4:30pm)

- » T = Testing
- » E = Therapeutic Empathy

Evening Session

(6:00pm – 8:00pm)

- » Healing Yourself:
Live demonstration with audience volunteer

• DAY 2 - JUNE 7, 2016

(8:30am – 3:30pm)

- » A = (Paradoxical) Agenda Setting (PAS) with Trauma Clients
- » M = Methods



DAVID D. BURNS, M.D.

David D. Burns, M.D. is an Adjunct Clinical Professor Emeritus of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine. He has served as Visiting Scholar at Harvard Medical School and Acting Chief of Psychiatry at the Presbyterian/University of Pennsylvania Medical Center. His best-selling books, *Feeling Good* and *The Feeling Good Handbook* have sold over five million copies worldwide and are the books most frequently recommended by American and Canadian mental health professionals for patients suffering from depression. Dr. Burns was a pioneer in the development of cognitive-behavior therapy (CBT) in the 1970s, and his *Feeling Good* was instrumental in putting cognitive therapy on the map throughout the world. Now he has developed an even more powerful approach called T.E.A.M. that builds on CBT, but addresses some of the deficiencies in CBT as well as most other current forms of psychotherapy.



BEST SELLING AUTHOR

Feeling Good
Ten Days to Self-Esteem
When Panic Attacks

LEARNING OBJECTIVES

- » Describe the three components of an “abuse contract”
- » Discuss the political controversies surrounding the cognitive model of trauma
- » Assess new trauma clients using the EASY Diagnostic System for DSM5
- » Describe the most common cause of therapeutic failure in treating trauma patients
- » Identify the most common forms of resistance in trauma clients
- » Use 15 techniques to melt away therapeutic resistance
- » Individualize the treatment, using a wide variety of treatment techniques
- » Heal yourself and boost self-esteem
- » Utilize powerful relapse prevention techniques

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See numbers below right



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See address below right

► **STEP 1 – CONTACT INFO**

Name _____

Position _____ School / Organization _____

Address _____

City _____ Province _____ Postal Code _____

Work Phone [] _____ Work Fax [] _____

Email _____

No, I do not want to stay informed of upcoming events, exclusive offers and receive the quarterly eNewsletter.

► **STEP 2 – SELECT WORKSHOP & APPLICABLE FEE**

Worries & Woes - Lynn Miller | Edmonton, AB | May 9, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: April 25, 2016)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST	\$179 + 5% GST
Regular	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST	\$199 + 5% GST

3 Day Intensive, Dealing with Anxiety Disorders - Lynn Miller | Calgary, AB | July 11-13, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: June 27, 2016)	<input type="checkbox"/> \$599 + 5% GST	\$584 + 5% GST	\$569 + 5% GST	\$499 + 5% GST
Regular	<input type="checkbox"/> \$619 + 5% GST	\$604 + 5% GST	\$589 + 5% GST	\$519 + 5% GST

Play Therapy - Christine Dargon | Edmonton, AB | May 26, 2016 Calgary, AB | May 27, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: May 12, 2016)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST	\$179 + 5% GST
Regular	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST	\$199 + 5% GST

The Explosive Child - Ross Greene | Lethbridge, AB | May 4, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: April 20, 2016)	<input type="checkbox"/> \$229 + 5% GST	\$219 + 5% GST	\$209 + 5% GST	\$179 + 5% GST
Regular	<input type="checkbox"/> \$249 + 5% GST	\$239 + 5% GST	\$229 + 5% GST	\$199 + 5% GST

Mindfulness Integrated Cognitive Behaviour... - Bruno Cayoun | Calgary, AB | April 28 & 29, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: April 14, 2016)	<input type="checkbox"/> \$399 + 5% GST	\$384 + 5% GST	\$369 + 5% GST	\$324 + 5% GST
Regular	<input type="checkbox"/> \$419 + 5% GST	\$404 + 5% GST	\$389 + 5% GST	\$344 + 5% GST

Treating Patients with Trauma - David Burns | Edmonton, AB | June 6 & 7, 2016

	INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
Early Bird (Deadline: May 24, 2016)	<input type="checkbox"/> \$399 + 5% GST	\$384 + 5% GST	\$369 + 5% GST	\$324 + 5% GST
Regular	<input type="checkbox"/> \$419 + 5% GST	\$404 + 5% GST	\$389 + 5% GST	\$344 + 5% GST

EARLY BIRD DEADLINE

Registration and payment must be received by this date. Upon receipt of registration and payment, a confirmation email will be sent.

REGISTRATION FEE INCLUDES

Reference notes, certificate of completion, morning coffee, muffins and refreshment breaks. **Lunches are not included.**

GROUP REGISTRATION

Groups do not have to work in the same school or agency. Group registration must be completed online at: www.registration.jackhirose.com.

► **STEP 3 – PAYMENT**

Visa Credit Card # _____ Expiry _____ / _____

MasterCard Cardholder Name _____

Cheque Signature _____ Cheque # _____

WORKSHOP FEE DISCOUNTS

GROUP DISCOUNTS	1 Day Workshop	2 Day Workshop	3 Day Workshop
3-7 Registrants	\$10 off / person	\$15 off / person	\$15 off / person
8+ Registrants	\$20 off / person	\$30 off / person	\$30 off / person
15+ Registrants	\$50 off / person	\$75 off / person	\$100 off / person

All groups must register online to receive the group discount. Register your group at: registration.jackhirose.com

ONLINE REGISTRATION DISCOUNT

Save **\$10** on registration fees for online registrations. Enter promo code **ABSAVE10** at registration.jackhirose.com.

EARLY-BIRD DISCOUNTS

To receive the early bird rate, all workshop fees must be paid in full prior to the specified cut-off date. Registration forms submitted without payment will not be processed, and will not guarantee the early-bird rate.

WORKSHOP AIDE DISCOUNTS

Save **\$115** on a one-day workshop, **\$190** on a two-day workshop and **\$290** on a three-day workshop. By working as an assistant to the workshop coordinator, workshop aides will receive a discount for the workshop of their choice. Workshop aides must arrive by 7:00am on all days of the event and be willing to assist at all breaks, throughout the lunch break, and stay 30 minutes after the end of the workshop. Please keep in mind that we can accommodate a maximum of 3 workshop aides per workshop.

To apply for the workshop aides program, please email registration@jackhirose.com

CONTINUING EDUCATION CREDITS

Canadian Psychological Association (recognized by the Alberta College of Social Workers), Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Canadian Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA), Indigenous Certification Board of Canada (ICBOC).

The number of course credits will vary for each event. See the event listing for specific workshop accreditation.

HOTEL & ACCOMMODATIONS

Rates may fluctuate. Please request the Jack Hirose & Associates corporate rate – must be booked one month prior to the workshop date.

EDMONTON: EXECUTIVE ROYAL HOTEL WEST EDMONTON
10010 178th Street NW | 1-888-388-3932

CALGARY: EXECUTIVE ROYAL HOTEL CALGARY
2828 23rd Street NE | 1-888-388-3932

LETHBRIDGE: LETHBRIDGE LODGE HOTEL & CONFERENCE CENTRE
320 Scenic Drive | 1-800-661-1232

TERMS & CONDITIONS

Our liability is limited to refunds for workshop fees only.

Jack Hirose & Associates Inc. reserves the right to cancel an event; please make hotel & travel arrangements with this in mind. In the event of a cancelled workshop, we will issue a full refund for **workshop fees only**. Jack Hirose & Associates Inc. is not responsible for any statements, acts, materials, or omissions by our presenters or participants. The use of audio and video taping devices, beepers, and cell phones by workshop participants is not permitted at any workshop. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals. The contact information provided during registration will be added to our mailing list. We will not sell our mailing list or grant access to third parties; you can unsubscribe at any time. To unsubscribe please visit our website.

CANCELLATION POLICY

All cancellations must be submitted by email at registration@jackhirose.com. Non-attendance at a workshop will not be grounds for any or partial refund / credit under any circumstances. **Refunds will be available minus a \$40 administration fee** for cancellations made five business days or more prior to the event. **No refund or credit under any circumstances will be available for cancellations less than five full business days prior to the event.** Exceptions to this will not be granted. If you are unable to attend, you are invited to send an alternate in your place at **no extra cost**. Please **notify us** of the alternate's full name and contact information, including their email address. Please double check your spelling.

CERTIFICATES

Provided for pre-registered attendees only. Those who register at the door, or want additional copies can download their certificate, free of charge, at certificates.jackhirose.com. Your name will appear exactly as provided during registration. Please double check your spelling and include your professional name.

RECEIPTS

Automatically sent by email when participants register and pay online. Please be aware spam filters can block email receipts. Participants who register at the door will be emailed their receipt once the payment has been processed (please allow up to two weeks for processing). Additional copies can be downloaded from certificates.jackhirose.com.

PLEASE REVIEW OUR PRIVACY POLICY: WWW.JACKHIROSE.COM

PLEASE COMPLETE & RETURN WITH YOUR PAYMENT TO:



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