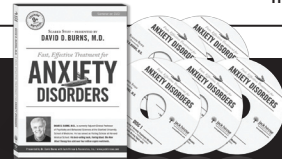


ADVANCED APPLICATIONS IN COGNITIVE BEHAVIOUR THERAPY

4 Day Intensive Training

RED DEER, AB | WEDNESDAY – SATURDAY, JULY 8–11, 2015 | 8:30 AM – 4:30 PM

iHotel 67 Street | 6500 67 St, Red Deer, AB



FREE COPY OF DAVID BURNS' - SCARED STIFF DVD
\$187+TAX VALUE | 9 HRS | 5 Discs

Jack Hirose and Associates has proudly sponsored many of Dr. David Burns' two-day workshops over the past 10 years and during the past 5 years 1,200 therapists have attended Dr. Burns four-day intensives in Canada. The intensives will allow time for practice, individual attention, and exploring relevant personal and professional issues. He can describe it better than we can, so here's his personal invitation to you...

I have loved doing workshops throughout the United States and Canada over the past 15 years, and am grateful to the many thousands of mental health professionals who have attended and participated in them. However, I have concerns that although a two-day program may inspire the participants, it may not provide the hands-on training, supervision, and practice that are necessary to use these techniques effectively in real-world settings. That's why I was thrilled when Jack Hirose offered me the opportunity to do the four-day intensive workshop in Red Deer in the summer of 2015.

The 4-Day Intensive Training in Cognitive Behavioral Therapy will differ from my one-day or two-day workshops in several ways. First, the number of participants will be smaller than my usual workshops, leading to a much more intimate learning environment. You will get the chance to interact with me and with your colleagues in a friendly learning environment.

Second, after I describe and illustrate a technique, such as the Interpersonal Downward Arrow, the Five Secrets of Effective Communication, Paradoxical Agenda Setting, Relationship Journal, or Externalization of Voices and Acceptance Paradox, you will have the opportunity to break off into dyads and triads to actually practice and master each technique.

Third, you will have the chance to work on some of your own issues as part of the learning process if you choose to do so. We're all human, and we all have the tendency to feel anxious, frustrated, ashamed, inadequate, or demoralized in the course of our work, which is inherently stressful and challenging. Although this will not be a therapy

group, but a training workshop, the personal "patient" experience can make these techniques far more meaningful, and will make you a more sensitive and effective clinician.

Working on so-called "counter-transference" feelings has always been an important part of the psychotherapeutic tradition. It also has a spiritual basis: "Physician, heal thyself." I will not be looking for deep, personal issues you might be reluctant to share in a public setting, but rather the kinds of

problems we all encounter on a daily basis in our clinical work with clients who are angry, mistrustful, or profoundly depressed.

Fourth, we will cover a broad range of topics, including how to deal with: Depression and

Low Self-esteem; Anxiety Disorders; Relationship Problems & Addictions

This is important because patients rarely come to us with one specific problem, like "Panic Disorder." They nearly always suffer in many different ways, so we need a broad range of tools to be effective if we are to treat the whole person, and not just an isolated symptom.

Finally, we will work much harder, from early morning until late in the afternoon, giving the word "intensive" real meaning.

I have only had the chance to do about a dozen intensives in the past. They have been the most vibrant and inspirational teaching experiences I have ever had. There is no comparison, really, with one of my large, two-day workshops. I warmly invite you to attend the Intensive in Red Deer, Alberta if you possibly can. It promises to be one of the best learning opportunities of your career.

– David Burns, M.D.



DAVID D. BURNS, M.D.

David D. Burns, M.D. is an Adjunct Clinical Professor 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 *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. His latest books, *When Panic Attacks* and *Feeling Good Together*, illustrate new approaches to the treatment of anxiety disorders and interpersonal conflict. Dr. Burns has won many awards for his research and teaching. The graduating residents at the Stanford Medical School have named him "Teacher of the Year" on three occasions.



BEST SELLING AUTHOR

Feeling Good
Ten Days to Self-Esteem
When Panic Attacks

WHO SHOULD ATTEND & DISCOUNTS

All mental health professionals, including psychologists, psychiatrists, family physicians, social workers, psychiatric nurses, therapists, alcohol & drug counsellors, employee assistance counsellors, school counsellors, youth workers, sexual abuse counsellors, vocational rehabilitation consultants, social service coordinators, street workers, and crisis counsellors who work directly with clients and are seeking practical, proven methods to enhance their therapeutic skills.

Discounts for individuals who previously attended the 4 day intensives with Dr. Burns and wish to further develop their therapeutic skills. (individuals must have enrolled in intensives organized with Jack Hirose and Associates)

Group rebates are not available for this workshop.

HEALING BROKEN BONDS

Traumatic Attachment & Affect Regulation

BURNABY, BC | TUESDAY, MAY 12 & WEDNESDAY, MAY 13, 2015 | 9:00 AM – 4:00 PM

Executive Suites Hotel & Conference Centre Burnaby | 4201 Lougheed Hwy

IN THE CONTEXT OF TRAUMA, ATTACHMENT FAILURE IS INEVITABLE, LEAVING BEHIND A lasting imprint on all future relationships, including the therapeutic one. Instead of experiencing therapy and the therapist as a haven of safety, the traumatized client will be driven by powerful wishes and fears of relationship. Because the capacity to tolerate affect without becoming overwhelmed develops in the context of secure attachment, therapeutic work will be challenged by the client's vulnerability to affect dysregulation and recurrent crises.

In order to address the trauma, therapists increasingly find that they must first address its effects on the client's attachment patterns. Until the client's disorganized attachment, traumatic transference, and disturbances in the capacity to self-regulate and self-soothe are addressed, the therapy either becomes stagnant or unstable.

In this workshop, we will address the impact of traumatic and sub-optimal attachment experiences on affect regulation, exploring how to understand the effects of traumatic attachment from a psychobiological perspective and how to work with both the somatic and relational legacy of attachment.

Using interventions drawn from the neuroscience and attachment research and from Sensorimotor Psychotherapy, a body-centered talking therapy tailored to the treatment of trauma and affect dysregulation, this workshop will utilize a combination of lecture, video, and experiential exercises to explore a neurobiologically-informed understanding of the impact of trauma on attachment behaviour, somatic interventions for challenging trauma-related relational patterns, and opportunities to use ourselves as "neurobiological regulators" of the client's dysregulated emotional and autonomic states. ☺

WORKSHOP AGENDA – KEY TOPICS COVERED

The Neurobiology of Attachment Formation

- » An evolutionary view of attachment patterns
- » Early attachment as a somatic experience
- » Attachment styles and brain development
- » Development of affect regulation abilities
- » Autonomic arousal and affect regulation

Attachment Styles from a Neurobiological Perspective

- » Attachment style and maternal behavior
- » Secure-autonomic attachment patterns
- » Avoidant-Dismissing attachment patterns
- » Ambivalent-Preoccupied attachment patterns

Disorganized Attachment and Trauma

- » When the source of safety is the source of threat
- » Disorganized-unresolved attachment in caregivers
- » Correlation with maltreatment in childhood
- » Evolutionary-determined internal tensions
- » Impact on affect regulation/dysregulation

Introduction to Sensorimotor Psychotherapy

- » A body-oriented talking therapy
- » Theoretical foundation
- » Neuralplasticity
- » Procedural learning and memory

Facilitating Mindfulness

- » Mindfulness as an affect regulator
- » Directed vs. directionless mindfulness
- » Nonjudgmental self-observation and awareness
- » Non-attachment to thoughts, feelings, & memories

Effects of Disorganized-Unresolved Attachment on Transference

- » Phobia of therapy and the therapist
- » Traumatic transference & disorganized attachment
- » Affect dysregulating effects of psychotherapy
- » Safety and dysregulation
- » Risk management and de-stabilization
- » Adaptive and defensive projective identification

Stabilizing Traumatic Attachment Responses

- » Therapist as consultant
- » Role of psychoeducation
- » Balancing attachment striving and defense
- » Right brain-to-right brain communication
- » Somatic resources for relationship
- » Somatic countertransference

Neuralplasticity and Affect Regulation

- » Lessons from neuralplasticity research
- » Inhibiting habitual trauma responses
- » Learning new physical patterns
- » Role of repetition
- » Transitional objects

The Therapist as Neurobiological Regulator

- » Dysregulated states and psychotherapy
- » What does it mean to be a "neurobiological regulator"?
- » Lessons from the attachment research
- » Playfulness, acceptance, curiosity, and empathy
- » Maximizing positive affect, minimizing negative affect



JANINA FISHER, PH.D.

Janina Fisher, Ph.D. is a Licensed Clinical Psychologist who specializes in the treatment of Complex Trauma and Dissociative Identity Disorder. In addition to her own private practice, she is a Consultant Psychologist at the Trauma Centre, an outpatient clinic and research center founded by Bessel van der Kolk. Known for her expertise as both a clinician and consultant, she is also past president of the New England Society for the Treatment of Trauma and Dissociation, an Approved EMDR Consultant with EMDR International (EMDRIA), a faculty member of the Sensorimotor Psychotherapy Institute and a former Instructor at Harvard Medical School. She is the author of numerous articles on the Treatment of Trauma and lectures nationally and internationally on topics related to the integration of Neurobiological Research and newer Trauma Treatment Paradigms into traditional therapeutic modalities.



CO-AUTHOR
Sensorimotor
Psychotherapy

LEARNING OBJECTIVES

- » Identify trauma-related attachment patterns
- » Describe disorganized attachment behaviour and its effects on affect regulation
- » Describe the theory and practice of Sensorimotor Psychotherapy
- » Utilize Sensorimotor Psychotherapy techniques to address attachment and trauma-related issues in psychotherapy
- » Describe somatic interventions to address preoccupied, avoidant, and disorganized/unresolved attachment styles
- » Employ interactive neurobiological regulation to address affect dysregulation

THE EXPLOSIVE CHILD

Noncompliant, Disruptive, Disenfranchised Kids:

Moving from Modifying Behaviour to Solving Problems Collaboratively

LANGLEY, BC | THURSDAY, MAY 21, 2015 | 9:00 AM – 4:00 PM

Coast Hotel & Convention Centre Langley City | 20393 Fraser Highway

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 be 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 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 understand 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? Training Skills
- » 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

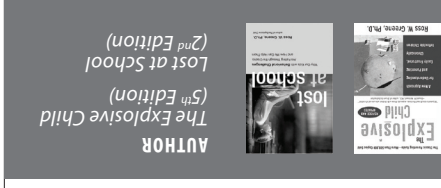
WHO SHOULD ATTEND

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 behavioral 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 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.



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 behavior
- » 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 behavior

CLINICIANS ARE ENTHUSIASTICALLY DISCOVERING THAT MINDFULNESS PRACTICES

can enlighten and enliven their lives, both inside and outside the therapy hour. These techniques hold great promise for personal development and as a powerful method to enhance virtually all forms of psychotherapy.

To incorporate mindfulness into our work and personal lives, we need an intellectual as well as an intuitive, visceral understanding of the practice. In this intensive training, you will develop a solid theoretical understanding of mindfulness from both the Buddhist and western scientific perspectives. You will also receive instruction in mindfulness meditation and be given the opportunity for sustained personal practice in a relaxed and supportive atmosphere.

MINDFULNESS INSIDE & OUTSIDE THE THERAPY HOUR

3 Day Intensive Training

BANFF, AB | WEDNESDAY – FRIDAY, JULY 15–17, 2015 | 9:00 AM – 4:00 PM

Banff Park Lodge Resort Hotel & Conference Centre | 222 Lynx Street

WORKSHOP AGENDA – KEY TOPICS COVERED

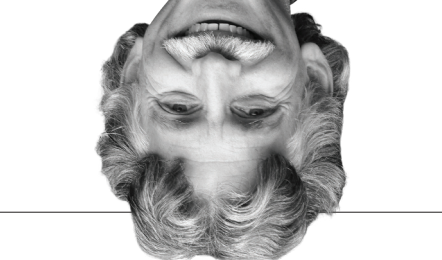
- » Open Monitoring Practice
- » Acceptance Practices including Loving-kindness, Compassion, and Equanimity
- » Walking Meditation & Eating Meditation
- » Differential Effects of Different Objects of Awareness
- » Lunch-time Eating Meditation
- » Mindfulness: What is it, And Why Should I Care? Cultivating Mindfulness: Formal & Informal Practice

Understanding and Practicing Mindfulness

- » Working with Restlessness, Doubt, and the Self-Critical Mind
- » Narcissism: Not Just a Character Disorder and Disconnection with Others
- » Developing Empathy for Annoying People without Becoming a Saint
- » All Part of the Same System: Using Mindfulness to Enhance Intimate Relationships

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RON SIEGEL, PSY.D.

Ronald Siegel, Psy.D. is an Assistant Clinical Professor of Psychology at Harvard Medical School, where he has taught for over 30 years. He is a long time student of mindfulness meditation and serves on the Board of Directors and faculty of the Institute for Meditation and Psychotherapy. He teaches internationally about the application of mindfulness practice in psychotherapy and other fields, and maintains a private clinical practice in Lincoln, Massachusetts. Dr. Siegel is coauthor of the self-treatment guide *Back Sense: A Revolutionary Approach to Halting the Cycle of Chronic Back Pain*, coeditor of the critically acclaimed text, *Mindfulness and Psychotherapy*, author *The Mindfulness Solution: Everyday Practices for Everyday Problems* and coauthor of *Sitting Together: Essential Skills for Mindfulness-based Psychotherapy*. Dr. Siegel is known as a down to earth, engaging, and entertaining presenter whose workshops receive rave reviews.



LEARNING OBJECTIVES

- » Describe the three core components of mindfulness practice
- » Understand mindfulness practices experientially by learning to practice them
- » Specify how a therapist can best choose which mindfulness exercises are most appropriate for which patients
- » Explain how the “self” is understood differently in western and Buddhist psychology, and how this can inform a systemic perspective
- » Understand how mindfulness practices can enhance therapeutic, family & intimate relationships
- » Describe the core attitude toward experience found in depression and how mindfulness practice can help to transform it