

JULY 1 - AUGUST 23, 2024



44th
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INSTITUTE

CAPE COD INSTITUTE 2024

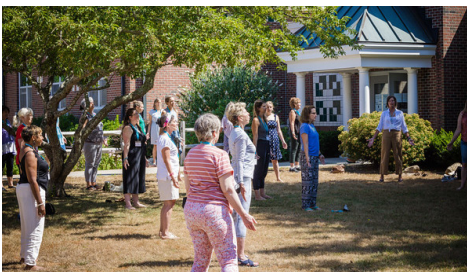
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*These courses are not eligible for ASWB ACE, NYSED, PA psychologist, or NBCC contact Hours/Credits.

**This course is not eligible for NYSED, NBCC, APA, ACCME, or NBCC contact hours/credits.

Psychologists please see individual course pages for information regarding course approvals and exceptions. If no APA approval is listed, MAK Continuing Education, LLC, Cape Cod Institute is approved by the APA to sponsor continuing education for this course.

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About the Cape Cod Institute

Founded in 1980 by Gilbert Levin, Ph.D., the Cape Cod Institute is known worldwide for the excellence of the CE courses and seminars it offers for educators, mental health, behavioral, leadership, and management professionals, as well as members of other professions who apply behavior science in their practices.

The Institute's intensive CE courses, on a broad spectrum of topics in leadership and psychology—ranging from trauma to mindfulness, from anxiety to diversity—are taught by thought leaders in these fields and are attended by practitioners from throughout the world.

The Cape Cod Institute was the first in its field to offer interactive education and in-person learning with master teachers at a pace, and in a setting, that fosters learning. In-person classes take place in the morning hours of a five-day week, leaving the remainder of the time free for study and leisure, and for networking with colleagues in a setting of striking natural beauty.

The Cape Cod Institute's mission is to offer continuing education courses of the highest quality, taught by leading contributors to knowledge and practice in a learning context that fosters in-depth and lively interaction between learners and faculty.

Cover Art: Kathy Nora, *Tide Line*

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 1-5, 2024

Janina Fisher, PhD, is a Board member of the Trauma Research Foundation and a patron of the Bowlby Centre in London. A former instructor at Harvard Medical School and international expert on trauma treatment, she is co-author with Pat Ogden of *Sensorimotor Psychotherapy: Interventions for Attachment and Trauma* (2015) and the author of *Healing the Fragmented Selves of Trauma Survivors: Overcoming Self-Alienation* (2017) and *Transforming the Living Legacy of Trauma* (2021). She is best known for integrating neuroscience research and newer body-centered interventions into traditional psychotherapy approaches.

More information can be found on her website: www.janinafisher.com.

Speaker Disclosures:

Financial: Janina Fisher has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Janina Fisher has no relevant non-financial relationships with ineligible organizations.

Janina Fisher, PhD***Transforming Trauma-Related Resistance and Stuckness***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Coming to therapy is a cry for help, requiring the ability to acknowledge vulnerability. But for those who have been abused, abandoned, or rejected, being vulnerable is associated with powerlessness, humiliation, and violence. Almost every kind of traumatic experience involves incompetence or cruelty perpetrated by other human beings. No matter how much clients sincerely want our help, they cannot control instinctive fight, flight, or submission defenses stimulated in relationships to other human beings.

Should the client commit to therapy or flee? Combat the therapist's every effort? Or "submit" by coming but not fully participating? Seeking help may bring initial relief in a moment of crisis but also inevitably raises doubts: Is it better to trust or avoid trusting?

Whether resistance manifests as a passive aggressive 'no' to every intervention, chronic avoidance, or desperation for help alternating with resistance to accepting it, the underlying dilemma is the same. What we label "resistance" reflects inherent trauma-related conflicts activated by all forms of treatment and all types of therapist.

In this workshop, we will explore the complex relationships between these trauma-related conflicts and stuckness or resistance in psychotherapy. Using techniques drawn from Sensorimotor Psychotherapy, Internal Family Systems, and other mindfulness-based models, participants will learn how to de-code these impasses and help clients work with them as an internal conflict, not a therapeutic issue. When we help individuals "befriend" the resistance, we become part of the solution instead of part of the problem.

Course Agenda**Monday:**

The many "flavors" of stuckness and resistance: *the help-rejecting complainer, passive-aggressive clients, chronic suicidality, clients who are shut down and 'not there,' hopelessness and immobility, avoidance, clients who struggle for control.*

Tuesday:

Understanding resistance as defensive, not offensive: *trauma-related phobias of vulnerability, closeness and distance, visibility and invisibility, hypervigilance and mistrust. How therapy evokes animal defense survival responses.*

Wednesday:

Understanding resistance and stuckness as struggles between trauma-related parts: *survival responses and strategies, re-framing resistance as adaptive, sharing the dilemma—some parts want help, some fear it, and others fight to resist it.*

Thursday:

Overcoming our 'resistance' to client resistance: *competing agendas of client and therapist, how our minds and bodies respond to client stuckness, how to navigate the client's fear of closeness and fear of distance. Psychotherapy as "play space," and the therapeutic benefits of laughter and playfulness.*

Friday:

Healing the wounds of the past: *internal soothing and comfort for hurt and fearful parts, "negotiated settlements" with protectors, collaborating with parts who resist, enjoying the struggles rather than resisting them, facilitating self-compassion.*

Janina Fisher, PhD | Transforming Trauma-Related Resistance and Stuckness | July 1-5, 2024**Course Objectives**

Upon completion of this course participants will be able to:

1. Identify the effects of traumatic experience on attachment formation
2. Discuss the role of implicit memory in post-traumatic symptoms
3. Describe manifestations of animal defense survival responses in clients
4. Differentiate common conflicts between survival defenses observed in client relationships
5. Summarize the aspects of psychotherapy that evoke defensive responses in traumatized clients
6. Describe the association between client resistance or stuckness and trauma-related survival defenses
7. Discuss ways of evoking curiosity in stuck or resistant clients
8. Articulate the role of 're-framing' the symptoms in trauma treatment
9. Utilize Sensorimotor Psychotherapy interventions to help clients notice resistance without shame
10. Utilize parts-related interventions to resolve internal struggles and conflicts

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 1-5, 2024

Rubin Naiman, PhD, FAASM, is a psychologist, Fellow in the American Academy of Sleep Medicine, clinical assistant professor of medicine, and the sleep and dream specialist at the Andrew Weil Center for Integrative Medicine at the University of Arizona. He is the leader in the development of integrative medicine approaches to sleep and dream disorders, integrating conventional sleep science with depth psychological and spiritual perspectives. Dr. Naiman is the author of several groundbreaking works on sleep, including *Healing Night*, *Healthy Sleep* (with Dr. Weil), *The Yoga of Sleep*, and *Hush: A Book of Bedtime Contemplations*. He has also authored pivotal medical book chapters as well as scientific and consumer articles on sleep and dreams. His presentations have been described as "simply outstanding," "brilliant," "truly creative," and "magical."

See www.DrNaiman.com

Speaker Disclosures:

Financial: Ruben Naiman has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Ruben Naiman has no relevant non-financial relationships with ineligible organizations.

Rubin Naiman, PhD, FAASM***Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Sleep and dreams are the very roots of the tree of waking life, profoundly impacting our mental health and physical well-being. Sleep loss, a most prevalent health concern, is strongly linked to anxiety, depression, obesity, and other chronic illnesses. Although mental health professionals routinely encounter insomnia in their practices as well as personal lives, few are adequately prepared to effectively address it. Unfortunately, our fundamental beliefs about sleep and dreams are excessively medicalized and myopic. In the end, we don't get sleep simply because we don't get sleep.

Join world-renowned sleep and dream expert Dr. Ruben Naiman for a truly transformative learning experience that enhances both clinical skills and personal consciousness. This program addresses insomnia and sleep health from a comprehensive body, mind, and spirit perspective, integrating complementary and alternative medicine, cognitive-behavioral interventions, and Jungian/archetypal approaches. Through engaging presentations, in-depth discussions, personal exercises, and optional dream circles, participants can expect to gain a rich and practical understanding of sleep and dreams to better help their clientele as well as themselves.

Course Agenda**Monday:****A novel integrative approach to sleep and dreams**

- Our purpose: objectives, outline and method
- Night fever: we are seriously sleep and dream deprived
- Fifty years of sleep medicine and things are getting worse
- The ramifications: physical illness, mental illness and life as a zombie

The nature of sleep and dreams

- We don't get sleep because we don't get sleep
- Medicalization: the brain doesn't sleep, we do
- Negative definitions and the loss of the sleeper
- The science and rhythms of sleep, REM sleep and dreaming

Tuesday:**The big picture: social and cultural factors shaping our nights**

- Hyperarousal: industrialization as a psychosocial force
- The suppression of night, darkness and melatonin
- Living in the waketrix: the subservience of sleep and dreams
- Sleep and dreams as fundamental consciousness issues

Understanding and evaluating major sleep disorders

- Screening and evaluation of sleep and dreams
- The pros and cons of sleep tracking devices
- The presentation and etiology of sleeplessness and insomnia
- Personal evaluation: investigating our "nightstand"

Rubin Naiman, PhD, FAASM | Healing Our Sleep, Dreams, and Consciousness: An Integrative Approach | July 1-5, 2024**Wednesday:****Healing sleeplessness and insomnia**

- Sleep self-efficacy: can we trust ourselves?
- The Noise Reduction Model: taking and letting go of something to sleep
- Sleeping pills and alternatives: botanicals, nutraceuticals, cannabis, and melatonin
- Sleeping in the forest: restoring the art and poetics of sleep and dreams

Managing body and bed noise

- The body as the unconscious mind
- The princess and the pee: what really keeps us up at night?
- Stimulus control: getting out of bed to sleep
- Our sleep environment: beds, bedding, bedrooms and nature

Thursday:**Managing mind noise**

- Thinking, beliefs and meta-cognitions around sleep (CBT-I)
- Going out of our (waking) mind to sleep
- A non-violent approach to night, sleep and dreams
- Sleeping together: the night side of relationships

Re-writing our bedtime story

- Where do you go when you go to sleep?
- The art of psychospiritual surrender
- Cultivating awareness of sleep
- Falling in love with sleep again

Friday:**Dreams as the forgotten bridge to sleep**

- Dream hygiene: interpretation, relation and healing
- REM sleep, dreams and psychedelics
- Bad dreams, nightmares and shadow work
- The waking dream: re-enchanting everyday life
- The United States of consciousness: sleep and dream lessons for waking

What is consciousness?

- Braid theory and Turiya: toward a unified sense of self
- On becoming practically conscious
- Laughter, dreams and consciousness

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize the basic themes of an integrative approach to sleep, dreams and consciousness
2. Explain the night fever model – the role of chronic inflammation in sleep and dream loss
3. Describe the medical and mental health ramifications of sleep and REM sleep loss
4. Define the wake centrism and its impact on our consciousness and view of sleep and dreams
5. List the key features of hyperarousal and its effects on sleep and dreams
6. Explain the limitations of the conventional medical model view of sleep and dreams
7. Describe the role of circadian rhythms in sleep, dreams, health and consciousness
8. Discuss essential tools and techniques for screening and evaluating sleep disorders
9. Summarize the presentation, impact and treatment of snoring and sleep apnea
10. Discuss the presentation and etiology of sleeplessness and insomnia
11. Recognize the importance of an experiential “artistic” approach of sleep and dreams
12. Describe examples of and approaches to managing body, mind and bed “noise”
13. Explain stimulus control and sleep constriction and their respective indications
14. Summarize the basics, benefits and limitations of CBT-I
15. Identify the utility and limitations of commonly used sleep medications
16. Describe the role of the sleep environment and related interventions for insomnia
17. Discuss dreaming as the essential bridge between waking and sleep states
18. Explain REM sleep loss, dream rebound and methods of restoring healthy dreaming
19. List the essential components of dream hygiene
20. Discuss the intersection of dreamwork, the waking dream, psychedelics and psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

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☑ IN-PERSON ☑ LIVE-ONLINE

JULY 1-5, 2024

LaTonya Wilkins, PCC, MBA, Founder of Change Coaches and Author of *Leading Below the Surface*, LaTonya Wilkins coaches CEOs, senior executives, and teams around the world. Global leaders typically call LaTonya when they are facing the following challenges: creating psychologically safe teams, improving connections across differences, effectively coaching their team to create accountability and trust, and building sustainable cultures of belonging.

LaTonya is a sought-after coach and keynote speaker who has inspired audiences across industries. She built her career working in HR, talent management, and learning and development at Fortune 500 companies before teaching and taking on progressive leadership roles at the University of Illinois' Gies College of Business. LaTonya's best-selling book *Leading Below the Surface: How to Build Real (and Psychologically Safe) Relationships with People Who Are Different from You* was recently featured as a top inclusion book for executives on seniorexecutive.com. It was also named one of the best psychological safety books of 2023 by Book Riot. LaTonya has been recognized as an excellent instructor by her undergraduate and MBA students.

LaTonya has been featured in publications such as Fast Company, the Los Angeles Times, NPR, Well+Good, and Inc Magazine.

Speaker Disclosures:

Financial: LaTonya Wilkins has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: LaTonya Wilkins has no relevant non-financial relationships with ineligible organizations.

LaTonya Wilkins, PCC, MBA***Belonging: Fostering Psychological Safety and Below the Surface Leadership in Organizations, Clients, and Yourself***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course Delivery Format: In-Person or Live-Online

The workplace is changing at an alarming rate. Humans have expressed a need to belong more than ever. It's becoming especially important for organizations and leaders to be prepared for the future that employees, customers, and other stakeholders are demanding. But, while "belonging" is a word we throw around a lot, how do you actually achieve it? How is it different from DEI?

In this class we will explore belonging through three dimensions (self, team, and organizational levels). After also exploring the definitions, we will learn and practice tactics to create, embrace, and embody it. We will also explore why creating psychologically safe atmospheres in which employees, clients, and colleagues feel safe being their authentic selves can have a positive impact on productivity, employee wellbeing, and organizational culture.

The final two days will focus on evaluating how far you are away from embodying (or creating) true belonging by understanding the degree to which you regularly get below the surface in everyday interactions and promote supportive accountability. Based on all the new knowledge we acquire, we will build a vision for the future to sustain belonging in our own lives.

This course is open to leaders in business and the nonprofit sector, HR practitioners, coaches, managers, community organizers, organizational consultants, educators and students, and anyone interested in creating a culture of psychological safety, belonging, and below the surface relationships at work.

Course Agenda**Monday:****Introductions and exploring the meaning of "belonging"**

- History of belonging and definitions
- Why belonging is imperative to individual and organizational health
- Exploring belonging for your organization, clients, and yourself

Tuesday:**Getting Deeper in Belonging**

- Knowledge, Perspectives, and Experiences (KPEs)
- Person to Belonging (P2B) listening
- Embracing and Embodying belonging
- Removing roadblocks

Wednesday:**Wrapping in Psychological Safety**

- History and definition
- Suggested focus areas
- Group practice and planning

LaTonya Wilkins, PCC, MBA | Belonging: Fostering Psychological Safety and Below the Surface Leadership In Organizations, Clients, and Yourself | July 1-5, 2024

Thursday:

Staying Below the Surface

- What below the surface interactions feel like
- The challenges with staying below the surface
- Identify where you are with your interactions and where you want to go
- Start developing your own vision board for the class

Friday:

Visioning for the Future

- Continue developing your own vision board for the future
- Share your visions with the class
- Identify your commitments moving forward

Course Objectives

Upon completion of this course participants will be able to:

1. Describe what belonging is and how to maintain it in yourself and your business
2. Discuss why creating a culture of belonging is imperative to organizational health and growth
3. Understand what it means to connect below the surface and how to bring this mindset into your work
4. Discuss how moving beyond person to person listening and practicing person to belonging listening can increase belonging and psychological safety
5. Distinguish between surface level and below the surface leadership. Describe what psychological safety is, common mishaps when trying to create it, and how to measure success
6. Create a plan, vision, or map to your life, organization, or practice that includes below the surface leadership, psychological safety, and belonging
7. Practice applying and embodying these concepts through case studies and constructive dialogue

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

*This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 8-12, 2024

Lana Epstein, MA, LICSW, is a seasoned clinician specializing in the treatment of complex trauma. She is a senior trainer for the Sensorimotor Psychotherapy Institute, an EMDR Approved Consultant with EMDR International Association, and a former ASCH Approved Consultant in Clinical Hypnosis. She is a past supervisor for the Trauma Center and was on the Board of the New England Society for the Treatment of Trauma and Dissociation for six years and the founding member of the New York City Association for Trauma Therapists (NYCATT) (www.nycatt.org), a professional organization whose purpose is to advance the practice of trauma therapy in New York by building and supporting a community of ethical, well-trained trauma therapists. Integrating a number of therapeutic models, Lana presents nationally and internationally and maintains a private practice in MA and NY focusing on adult survivors of childhood trauma.

Speaker Disclosures:

Financial: Lana Epstein has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Lana Epstein has no relevant non-financial relationships with ineligible organizations.

Lana Epstein, MA, LICSW***Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Early emotional learning contributes significantly to our sense of self and to how we form attachments. Until recently, these early memories were thought to be immutable. Current research and literature in the field of Memory Reconsolidation (the reorganization of an existing memory), however, proposes that the way an emotionally-laden memory is held in the brain can be reworked (or reconsolidated). Since these emotionally informed learnings inform procedural, automatic behaviors, our clients and we can benefit from understanding the underlying principles of memory reconsolidation and the therapies best suited to that process.

This workshop will demonstrate ways a number of mindfulness-based, experiential therapies can be combined to shift the valence of emotional memory—whether those memories be trauma- or attachment-based.

The workshop will highlight interventions from Sensorimotor Psychotherapy and EMDR. It will also include interventions from ego state work and Hypnotherapy. Throughout the week, the instructor will differentiate between trauma and attachment work and will give special consideration to working with shame experiences. Each day will include a combination of video analysis, didactic presentation, and experiential learning. This course is well suited for clinicians of all levels interested in learning more about integrating somatic interventions into their current practice. Please note prior experience working with EMDR is not required.

Course Agenda**Monday:**

- Trauma and the Brain
- Bringing the Body into Trauma Treatment
- Memory Reconsolidation

Tuesday:

- Memory Reconsolidation Continued
- Helping the Body Complete Truncated Actions
- Working with Voluntary and Involuntary movement

Lana Epstein, MA, LICSW | Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories | July 8-12, 2024

Wednesday:

- Differentiating Trauma and Attachment Work
- Attachment and the Brain
- Attachment and the Body

Thursday:

- From Symptom to Target: Getting the Nodal Memory
- Working with Child Parts to Reconsolidate Memory

Friday:

- Shame and the Therapist
- Shame and the Brain
- Shame in the Therapy Hour

Course Objectives

Upon completion of this course participants will be able to:

1. Integrate leading concepts/literature in the treatment of trauma, attachment wounds, and shame
2. Identify the role of the body and the brain in traumatic and attachment-related wounds
3. Differentiate between the treatment of traumatic and attachment wounds
4. Identify steps necessary for memory reconsolidation
5. Describe how to access the body to evoke the negative cognition
6. Explain the significance of including somatic interventions in the treatment of trauma and early wounding
7. Explain the importance of targeting shame directly
8. List ego state interventions useful in working with shame
9. Distinguish between shame and guilt
10. Distinguish between shaming and shamed parts of the self
11. Name the importance of becoming familiar with their own shaming and shamed parts

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories, Course #4101, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 Clinical continuing education credits.

EMDRIA: The Cape Cod Institute-MAK Continuing Education, LLC is an EC Provider (#22011) and this program (#22011-05) is approved for 15 EMDRIA Credits. Eligibility for EMDRIA Credits is restricted to those who have completed an EMDRIA-Approved Basic EMDR Training.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 8-12, 2024**Barry Prizant, PhD, CCC-SLP*****Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Barry Prizant, PhD, CCC-SLP, is recognized as among the world's leading authorities on autism and neurodiversity, and as an innovator of respectful, person- and family-centered approaches for autistic individuals and those with other neurodevelopmental conditions. He is a certified speech-language pathologist, Director of Childhood Communication Services, a private practice, an Adjunct Professor of Communicative Disorders at the University of Rhode Island, and has fifty years of experience as a scholar, researcher, and international consultant. He has served as an Associate Professor of Psychiatry in the Brown University Medical School and has held tenured Professor appointments at Emerson College and Southern Illinois University. Barry has published five books, more than 150 articles and chapters, and is a co-author of *The SCERTS Model: A Comprehensive Educational Approach*, now being implemented in more than a dozen countries.

Barry has been a two-time featured presenter (2013, 2017) at the United Nations World Autism Awareness Day in New York City and has given close to 1000 presentations in major universities, medical schools and in public and private schools across the US and in more than 30 countries. Over the past 25 years, Barry has co-developed and co-facilitates a retreat weekend for parents of autistic family members with his wife, Dr. Elaine Meyer of Harvard University in collaboration with Community Autism Resources, a parent-run family support agency. As a performing percussionist, he has a special interest on the positive impact of the musical, theatrical and visual arts for neurodivergent children and adults. He sits on the boards and participates creatively in two award-winning companies, The Miracle Project of Los Angeles and The Spectrum Theatre Ensemble of Providence, RI.

This week of informational sessions and discussions will focus on understanding autism and related neurodivergent conditions through the lens of the *Uniquely Human philosophy*, as espoused in Dr. Barry Prizant's best-selling book, *Uniquely Human: A Different Way of Seeing Autism*, his *Uniquely Human Podcast* and more than 50 years of "in the trenches" experiences. The first two days will begin with a deep dive into the Uniquely Human philosophy, practice principles, and their relationship to enhancing quality of life. Contrasts will be drawn between the Uniquely Human perspective and how the professional and lay community has traditionally viewed autism and neurodivergent conditions. Specific attention will be given to The SCERTS Model, the evidence-based framework for supporting neurodivergent individuals of all ages and abilities and their families developed by Dr. Prizant and his colleagues. The dramatic changes in both understanding the autistic experience and in educational and treatment practices, ignited by the neurodiversity revolution and fueled by research and scholarly work of Dr. Prizant and his colleagues, will be a focus of discussions. Days 3, 4, and 5 will take us on a journey from early diagnosis into the early and later school years and into adulthood, all through the Uniquely Human lens. Throughout the week, family experiences and perspectives, and those of autistic and neurodivergent individuals, many of whom have collaborated with Dr. Prizant, will be infused in all discussions through live and virtual participation and video. Participants joining in-person or live-online will come away energized by learning about the most effective and practical ways to support quality of life for individuals and families, informed by cutting-edge humanistic and evidence-based practices. While this course is primarily designed for educators, youth development workers, and mental health clinicians, all learners are welcome.

Barry's recent book, *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015; 2022) has been the best-selling book on autism since 2015. The updated and expanded edition was published in April, 2022, along with an audiobook version narrated by Barry. It is now published in 25 languages, was selected as the featured book on autism and neurodiversity by the United Nations in 2017 and was ranked by Book Authority as #1 of the "100 best books on autism of all time". *Uniquely Human* is based on Barry's 50 years of learning from, supporting and collaborating with autistic individuals of all ages and their families, and conveys a deep respect for the qualities of people on the autism spectrum and other neurodivergent conditions, offering a compassionate and insightful perspective that has been called "life-changing" as well as "inspirational and uplifting". Barry also co-produces and co-hosts a podcast, *Uniquely Human: The Podcast* (www.uniquelyhuman.com) with his friend, Dave Finch, an autistic audio engineer, New York Times best-selling author and a sought after consultant to television and film industries. More than 90 episodes are now listened to in 160 countries, with more than one million distinct downloads and an average Apple podcast rating of 4.9/5.0.

Barry's career contributions have been recognized with the Honors of the American Speech-Language-Hearing Association (their highest recognition), by the Princeton University/Eden Foundation Career Award in Autism, by the Autism Society of America. He has received the Divine Neurotypical Award of GRASP (Global/Regional Autism/Asperger's Syndrome Partnership) and an honorary degree from Brown University.

www.barryprizant.com www.SCERTS.com www.uniquelyhuman.com

Barry Prizant, PhD, CCC-SLP | Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens | July 8-12, 2024

Course Agenda

Monday:

UH philosophy, UHA Neurodiversity lens, Quality of Life framework

"Autism is a Journey, not a verdict"

- Recalibrating our understanding and the experience of autism; what we now know about misunderstandings about autism with specific reference to behavioral patterns/reactions
- De-constructing DSM V criteria
- De-pathologizing stimming, echolalia/gestalt language, need for control, other "problem" behavior
- "The Deep Why" - importance of understanding the autistic experience - "double empathy"
- Autism in girls and women
- Co-occurring biomedical and mental health conditions
- What do parents say?
- What do self-advocates say?

Tuesday:

SCERTS Model - The highest priorities to improve Quality of Life

- Importance of a developmental, lifespan perspective
- Importance of activity-based learning in all settings of life
- Domains of The SCERTS Model: Social Communication - (3 stages, Social, Language, and Conversational Partners)
- Non-speakers and AAC
- Emotional Regulation - Enhancing availability for learning and engaging, preventing Problem behavior
- Transactional Support - Interpersonal supports, learning supports, support to families, interprofessional support
- What do parents say?
- What do self-advocates say?

Wednesday:

From preschool into the school years - "New to it all"

- Supporting parents around early diagnosis and the journey into educational systems
- Guidelines for disclosing an autism diagnosis- supporting parents around early diagnosis
- Understanding autism through a Uniquely Human lens from the outset - why essential for the journey
- Building a foundation of trust with individuals and families
- Working with and within the family ecology, collaborative priority-setting
- Strategies for addressing challenges in explaining autism/neurodivergence to others
- What do parents say?
- What do self-advocates say?

Thursday:

The School Years – Transition planning

- What makes inclusion work - essential elements
- Making schools autism-friendly - what schools can do
- Life outside of/beyond school - family routines and community-based learning
- Identifying and building strengths, interests, and talents
- Issues for non-speakers
- Quality of Life Issues in the school years
- What do parents say?
- What do self-advocates say?

Friday:

Adult issues and services - through a Uniquely Human Lens

- Revisiting Quality of Life Issues in the Adult Years
- Transition out of school services and life in the community
- Employment
- Advocating to change inaccurate societal views of autism
- Building community
- What do parents say?
- What do self-advocates say?

Barry Prizant, PhD, CCC-SLP | Understanding and Supporting Autistic and Neurodivergent Individuals through the Uniquely Human Lens | July 8-12, 2024

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss how the DSM V diagnostic categories reflect a medical model for diagnosis in contrast to neuroaffirming and social disability models of autism
2. Identify and discuss common co-occurring biomedical and mental health conditions
3. Discuss autism in women and girls and how profiles may differ from boys and men
4. Express why it is important to understand and factor in the autistic experience and identity when providing educational and therapeutic support
5. Summarize the three domains of The SCERTS Model
6. Differentiate between developmental and behavioral intervention approaches
7. Discuss parental experiences of autism and why it is important to understand and incorporate parental experience from diagnosis onward when planning interventions
8. Discuss effective ways of increasing inclusion of autistic people in schools, in home life, work, and in the community and the benefits that all may experience from inclusion
9. Discuss the benefits of identifying strengths, interests, and talents in autistic people
10. Discuss issues experienced by nonspeaking autistic people and the role played by Augmentative and Alternative Communication (ACC) approaches
11. Discuss common issues faced by autistic people in the transition from school into adult life and employment

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Speaker Disclosures:

Financial: Barry Prizant receives royalties for his books, *Uniquely Human: A Different Way of Seeing Autism* (Simon & Schuster, 2015; 2022) and *The SCERTS Model Manuals* (Brookes Publishers). He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial:

Adjunct Professor, University of Rhode Island

Co-Producer and Co-Host of *Uniquely Human: The Podcast*

Editorial Advisory Board: Five professional journals

Advisory Boards: Spectrum Theatre Ensemble, Providence, RI; The Miracle Project, Los Angeles

IN-PERSON LIVE-ONLINE**JULY 8-12, 2024**

Licia Sky, BFA, is a somatic educator, bodyworker, artist, and musician. She guides transformational experiences—incorporating dynamic observational exercises, music, movement, vocalizing, enhanced listening, and touch—to foster safe, transformative inner and interpersonal connections. Licia co-founded the Trauma Research Foundation along with Bessel van der Kolk and is currently the CEO.

Speaker Disclosures:

Financial: Licia Sky has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Licia Sky has no relevant non-financial relationships with ineligible organizations.

Licia Sky, BFA***Embodied Awareness: The Art of Presence and Attunement***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only

Our ability to be aware of our bodies impacts and enhances how we process sensations and memories, how we interact with the world around us, how we interact socially, and how we heal from traumatic events. Explore embodied awareness through experiential exercises and learn how you can foster embodied awareness with clients with a history of trauma.

In this workshop, Licia Sky guides discovery through meditation, movement, theater exercises, and play to show how this awareness affects the therapeutic container— safety, and ability to be present with what emerges within the session. Based on the upcoming book, *Come to Your Senses-the Official Companion Workbook for The Body Keeps The Score*, this program offers an array of non-verbal, experiential exercises drawn from theater, guided focusing, dance, meditation, yoga, bodywork, and Embodied Voice.

This experiential program can be taken alone or as a follow-up to Bessel van der Kolk, MD's course, *Frontiers of Trauma Treatment*.

Course Agenda**Monday:
Noticing in Stillness**

- Default states- Internal focus
- Detailed exploration of body sensations, orienting attention, breath, sound, and self-connection
- Self contact in stillness

**Tuesday:
Noticing in Standing**

- External focus
- Sense of balance
- Weight
- Tracking direction of attention and impulses

**Wednesday:
Noticing in Movement**

- Rhythm
- Direction
- Postures
- Self contact in standing/movement

Licia Sky, BFA | Embodied Awareness: The Art of Presence and Attunement | July 8-12, 2024**Thursday:****Noticing in Interaction: Interpersonal Neurobiology**

- Eyes and eye contact
- Gestures in space
- Voice and vibration
- Safe contact with another person

Friday:**Practice and Grounding**

- Attunement, listening, flow
- Q & A on practice and application

Course Objectives

Upon completion of this course participants will be able to:

1. Describe a detailed body tracking meditation that incorporates interoception, proprioception, and neuroception
2. Identify internal sensations in stillness
3. Observe how non-verbal awareness affects physical and emotional states
4. List techniques to explore non-verbal awareness in movement
5. Describe how to foster safety, curiosity, and shifts of state through non-verbal interaction
6. Explore your non-verbal voice and how it affects your body
7. Use vocalizing and sound for energizing, calming, and tension release
8. Describe methods rooted in interpersonal neurobiology to calm the nervous system and create safety
9. Use active listening to increase attunement

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

***This course is not eligible for ASWB ACE, NYSED, APA, ACCME, or NBCC contact Hours/Credits.**

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

JULY 8-12, 2024

Bessel van der Kolk, MD, spends his career studying how children and adults adapt to traumatic experiences, and has translated emerging findings from neuroscience and attachment research to develop and study a range of treatments for traumatic stress in children and adults. In 1984, he set up one of the first clinical/research centers in the US dedicated to study and treatment of traumatic stress in civilian populations, which has trained numerous researchers and clinicians specializing in the study and treatment of traumatic stress, and which has been continually funded to research the impact of traumatic stress and effective treatment interventions. He did the first studies on the effects of SSRIs on PTSD; was a member of the first neuroimaging team to investigate how trauma changes brain processes, and did the first research linking BPD and deliberate self-injury to trauma and neglect in early childhood. Much of his research has focused on how trauma has a different impact at different stages of development, and that disruptions in care-giving systems have additional deleterious effects that need to be addressed for effective intervention. In order to promote a deeper understanding of the impact of childhood trauma and to foster the development and execution of effective treatment interventions, he initiated the process that led to the establishment of the National Child Traumatic Stress Network (NCTSN), a Congressionally mandated initiative that now funds approximately 150 centers specializing in developing effective treatment interventions, and implementing them in a wide array of settings, from juvenile detention centers to tribal agencies, nationwide. He has focused on studying treatments that stabilize physiology, increase executive functioning and help traumatized individuals to feel fully alert to the present. This has included an NIMH funded study on EMDR and NCCAM funded study of yoga,

Bessel van der Kolk, MD

Frontiers of Trauma Treatment

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Most people who seek psychiatric care have histories of trauma, chaos, or neglect. The past two decades have seen an explosion of knowledge about how experience shapes the brain and the formation of the self. This evolving science has had profound implications for our understanding of what constitutes effective intervention. Sadly, most of the knowledge about how trauma affects the brain and the development of the entire human organism remains to find its way into the curricula of professional schools.

Advances in the neurosciences, attachment research, and information processing show how brain function is shaped by experience and that life itself can continually transform perception and biology. The memory imprints of trauma(s) are held in physical sensations, bodily states, and habitual action patterns. This causes the entire human organism to continuously react to current experiences as a replay of the past.

The earliest form of trauma treatment was to tell other people the story of what had happened and to find support and validation. However, validation, insight, and understanding are rarely enough to deal with unspeakable, intolerable, and unacceptable traumatic experience. Trauma causes people to remain trapped in the past by leaving deep, ongoing imprints on the entire organism—from their immune systems to their internal physical rhythms. Neither words nor compassion suffice in accessing these deep imprints on body and brain.

To overcome the tyranny of the past, one needs to learn to befriend one's damaged inner world and learn to deal with initially overwhelming sensations and arousal levels. Hence, recovery requires facing the imprint of trauma on the self as helpless, enraged, betrayed, ashamed, and endangered. Healing involves dealing with the defensive efforts that helped ensure survival but that now keep people stuck. The cultivation of a deep sense of physical safety and physical mastery is a prerequisite for initiating new ways of perceiving reality and promoting new behavior patterns and requires effective ways to deal with the fragmented memories of the past.

Recovery means bringing the traumatic experience to an end in every aspect of the human organism. In this course, we will explore the role of yoga, mindfulness, EMDR, neurofeedback, sensorimotor therapy, martial arts, Internal Family Systems Therapy, and theater to help mind, brain, and body to live fully in the present, rather than staying trapped in the traumatic past.

and, in recent years, the study of neurofeedback to investigate whether attentional and perceptual systems (and the neural tracks responsible for them) can be altered by changing EEG patterns. His efforts resulted in the establishment of Trauma Center (now the Trauma Research Foundation) that consisted of a well-trained clinical team specializing in the treatment of children and adults with histories of child maltreatment, that applied treatment models that are widely taught and implemented nationwide, a research lab that studied the effects of neurofeedback and MDMA on behavior, mood, and executive functioning, and numerous trainings nationwide to a variety of mental health professional, educators, parent groups, policy makers, and law enforcement personnel.

Speaker Disclosures:

Financial: Bessel van der Kolk has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Bessel van der Kolk has no relevant non-financial relationships with ineligible organizations.

Bessel van der Kolk, MD | Frontiers of Trauma Treatment | July 8-12, 2024

** Earn Up to 15 CE credits / hours*

** Psychologists: Please see the CE section and agenda below for information regarding available credits.*

Course Agenda

Monday:

- Trauma and developmental psychopathology.
- The acquisition of affect regulation, attachment, and psychopathology.
- The breakdown of information processing in trauma.

Tuesday:

- Affective neuroscience for thoughtful clinicians.
- The nature of the threat response, attention, and concentration.
- Lessons from neuroimaging and psychophysiology.
- Recognition and treatment of survival action patterns.

Wednesday:

- Assessment, treatment planning, stabilization techniques, and trauma processing.
- Psychopharmacology, current research on psychedelic treatments (ketamine, psilocybin, and MDMA), and Internal Family Systems Model (IFS).
- Neural plasticity and creating new connections in brain circuitry.

** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.*

Thursday:

- Discuss learned helplessness and dissociation as it relates to trauma.
- Discussion of the use of stabilization and trauma processing techniques in the treatment of trauma, including EMDR and neurofeedback.

Friday:

- From fight/flight to being alive to the present—integration of traumatic memories, including sensorimotor psychotherapy, rhythms, yoga, improvisational techniques, chi qong, group, and theater approaches.

** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.*

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize basic neurological and developmental effects of trauma in childhood trauma survivors and adults with PTSD
2. Articulate the effects of trauma on psychopathology in trauma survivors (including survivors of childhood abuse, neglect, and maltreatment, veterans, and others diagnosed with PTSD)
3. Describe the acquisition of affect regulation and the impact of trauma on neurological structures for self-regulation and interpersonal engagement that occur in complex trauma survivors
4. Evaluate the impact of trauma on behavior and processing of attachment experiences
5. Evaluate current neuroimaging research and summarize the neuroscientific effects of trauma on attention and concentration
6. Discuss conditioned threat responses and survival action patterns that occur in PTSD and complex trauma
7. Discuss the breakdown of information processing in trauma
8. Discuss the current research regarding the risks and benefits of using psychotropic medications and psychedelic treatments to treat sequelae of trauma
9. Explain best practices for assessment and treatment planning stages that take into account the impact of trauma on human functioning
10. Describe how the use of the IFS model in clinical practice can accelerate healing from complex trauma
11. Discuss learned helplessness and dissociation as it applies to trauma
12. Discuss the use of stabilization techniques in trauma treatment
13. Discuss the effectiveness of EMDR as a treatment model for trauma through discussion of supported clinical and research literature
14. Evaluate the efficacy of neurofeedback in resolving trauma via review and explanation of current research
15. Describe successful integration of traumatic memories in terms of physical mastery
16. List three physical symptoms of psychological trauma
17. Distinguish areas for future research and the limitations of current evidence-based treatments

Bessel van der Kolk, MD | Frontiers of Trauma Treatment | July 8-12, 2024

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Frontiers of Trauma Treatment, Course #4925, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/2/2023 - 5/2/2025. Social workers completing this course receive 15 Clinical continuing education credits.

Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. This live program qualifies for 9 continuing education hours.

CA: MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001. This live program qualifies for 15 continuing education hours.

Canada: MAK Continuing Education, LLC, Cape Cod Institute is approved by the Canadian Psychological Association to offer continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 continuing education hours.

NY: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists # PSY-0102. This program qualifies for 15 continuing education hours.

OH: MAK Continuing Education, LLC, Cape Cod Institute is a OPA-MCE Approved Provider. Approved Provider: #854261519. This live program qualifies for 15 continuing education hours.

PA: MAK Continuing Education, LLC, Cape Cod Institute has applied for renewal as a sponsor/provider of continuing education through the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Psychology.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 15-19, 2024

Sebastian Barr, PhD, (he/him), is a counseling psychologist who works as a psychotherapist, researcher, consultant, and educator. He has contributed to multiple academic and clinical texts on affirming and trauma-informed psychotherapy with members of the trans community, including two chapters in the recently published American Psychiatric Association textbook *Gender-Affirming Psychiatry*, and he frequently offers lectures and workshops on this topic. Dr. Barr was the recipient of the 2014 Trans Research Award from American Psychological Association's Society for the Psychology of Sexual Orientation and Gender Diversity and the 2023 Early Career Clinical Practice Award from the Society for Counseling Psychology. Additionally, he is a past scholar-in-residence at Faberllull in Olot, Catalonia/Spain. Dr. Barr is a proud trans man, and incorporates personal and community perspectives in his work as appropriate.

Speaker Disclosures:

Financial: Sebastian Barr has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Sebastian Barr has no relevant non-financial relationships with ineligible organizations.

Sebastian Barr, PhD***Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course Delivery Format: In-Person or Live-Online

Mental health clinicians and other youth workers across diverse settings and specialties are increasingly called upon to provide competent and sensitive care to trans* adolescents and young adults. In an era where young people have more freedom to determine and express diverse gender identities, our society has seen a marked increase in the proportion of out trans youth, while interpersonal bias, structural hostility, and lack of affirmation continue to put these young people at high risk for psychological distress and in need of adequate support and mental healthcare. And yet, many clinicians and other youth workers have not received focused training on the unique experiences and needs of trans adolescents and young adults, nor the specific challenges and opportunities in working with this group. This course aims to address the gap between current need and existing education/training, with a grounding mission of contributing to a world in which trans youth have unbridled access to joy and thriving.

Over five focused but engaging days, we will delve into what is known about trans young people's mental health – reviewing the research and clinical literature, listening to trans people's stories, and sharing case examples; we will apply multiple models to better understand the holistic picture of trans youths' psychological distress and wellbeing. We will then focus on clinical approaches, moving from broad strategies and considerations to specific interventions that both address the harm and risk these young people face and build upon existing strengths to foster resilience and joy. This course will also include specific attention to how clinicians can work effectively with clients' micro- and even macro-systems (e.g., family, school, faith group, sociopolitical climate), as these are key facets of young people's world and have an incredible impact on trans youths' wellbeing.

*The term trans is used here as an adjective that is inclusive of all whose gender differs markedly from the sex label they were assigned at birth, including nonbinary youth, trans girls/women, and trans boys/men.

Course Agenda**Monday:
Introduction**

- Getting on the same page with shared language: Introduction to gender diversity and non-cisgender identities/experiences
- Reviewing framework of intersectionality
- Reflecting on positionality (i.e., our own identities, backgrounds, biases)
- Grounding in trans liberation, joy, thriving
- Hearing from trans young people themselves

Tuesday:**Understanding trans youths' mental health and needs**

- Developmental tasks unique to trans young people
- Negative impacts of non-affirmation, bias experience, & hostile sociopolitical climate
- Protective role of familial support
- Critical resilience factors
- Potential co-occurring issues, including disordered eating
- The current state of trans competency in mental healthcare

Sebastian Barr, PhD | Affirming and Effective Work with Trans and Nonbinary Adolescents and Young Adults | July 15-19, 2024

Wednesday:

Gender dysphoria, gender euphoria, & gender-affirming healthcare

- In-depth exploration of gender dysphoria and how this manifests in trans teens and young adults
- Known sources of gender euphoria and relief from dysphoria
- Overview of affirmation processes/steps, including medical affirmation, AKA gender-affirming healthcare (i.e., hormones, surgeries)
- Ethical and clinical considerations regarding gender-affirming healthcare, including letter writing for healthcare referrals
- Affirming clinical strategies for helping young people reduce distress related to gender dysphoria

Thursday:

Effective and affirming psychotherapy

- Critical considerations in clinical work with trans adolescents and young adults
- (Mis)diagnosis and treatment planning concerns
- Applying principles of trauma-informed care
- Facilitating client-led/paced gender exploration
- Interventions and approaches that foster resilience and protective factors

Friday:

Looking beyond the therapy room

- Review ecological systems framework of risk and protective factors
- Working therapeutically with family, schools, and other microsystems
- Strategies for supporting young people in hostile microsystems and sociopolitical climates
- Resistance efforts in states with harmful legislation and policy
- Envisioning and working toward better futures: Return to our grounding in trans liberation, joy, thriving

Course Objectives

Upon completion of this course participants will be able to:

1. Define gender diversity and transness and differentiate between gender identities and gender expression
2. Identify and briefly describe at least two developmental tasks unique to or different for trans adolescents and/or young adults
3. List at least three evidence-based protective factors for trans youth
4. Name multiple examples of non-affirmation, bias, and other gender minority stressors trans youth face
5. Describe the trauma framework for understanding gender minority stress
6. Identify at least two resources for trans youth struggling with disordered eating
7. Describe the experience of gender dysphoria and discuss how this can impact trans youths' mental health
8. Develop effective case conceptualization and differential diagnosis for a young person experiencing gender dysphoria
9. Demonstrate how to work with trans youth to collaboratively identify sources of gender euphoria and/or relief from gender dysphoria that are relevant to that young person
10. Identify key features in the companionship model of referral letter-writing for gender-affirming medical care
11. Describe how to apply the principles of trauma-informed care to work with trans youth
12. Identify three sources of resilience for trans people
13. Describe three interventions that target known sources of trans resilience
14. Apply the ecological systems model to trans youth case conceptualization and identify potential risks and potential protective factors in at least two microsystems and one macrosystem
15. Identify and access at least three resources to support trans young people and their families outside of psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 15-19, 2024

James Hawkins, PhD, LPC, brings a wealth of experience and passion as a clinician, counseling educator, and communicator. Dr. Hawkins is a part of Sue Johnson's EFT trainer team and trains internationally in helping clinicians learn Emotionally Focused Therapy. He is also the co-host of "The Leading Edge in Emotionally Focused Therapy" podcast and a part of the "Success in Vulnerability" online training program, a program aimed at helping clinicians get more focus on working with clinical and relational distress.

Speaker Disclosures:

Financial: James Hawkins receives compensation fees from Success in Vulnerability and the International Center for Excellence in EFT where he is a team member. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: James Hawkins has no relevant non-financial relationships with ineligible organizations.

James Hawkins, PhD, LPC***Facilitating the Function of Attachment in Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Emotionally Focused Therapy (EFT), founded by Dr. Sue Johnson, is a cutting-edge, tested, and proven couple intervention developed in tandem with the science of adult attachment. Research indicates that secure attachment and emotionally fulfilling relationships are integral components of mental and physical health and that emotionally focused interventions have the power to establish and recreate supportive bonds among individuals.

In this learning experience, Dr. Hawkins will bring his expertise and creativity to help clinicians improve their focus and efficacy in working with couples stuck in emotional and relational distress and move from rigid cycles of self-protection to flexible cycles of connection.

In this experiential course, learners will journey through the flow of attachment in adult romantic relationships with a particular focus on guiding couples toward the beacon of secure connection. Through the use of clinical tapes, role plays, and experiential exercises, special attention will be given to helping clinicians address common blocks and detours that occur in the treatment of clinically distressed couples.

This course is open to seasoned couples therapists and individual, child, and family therapists interested in learning more about EFT and how applying the language of attachment and emotion-focused interventions can effect change in challenging and stressful relationships and moments.

Course Agenda**Monday:**

- What is Our Beacon for Adult Romantic Relationships
- Foundations of EFT: core tenets of attachment theory and working with emotion
- Going from Rigid Cycles of Self-Protection to Flexible Cycles of Connection
- Dancing the EFT Tango: The Session Guide
- Review a clinical session highlighting the process and interventions

Tuesday:

- Accessing Vulnerability: EFT Process
- Affect Assembly
- Interventions: Reflection, Use of Therapist, Validation
- Review a clinical session highlighting the process and interventions

Wednesday:

- Facilitating The Reach and Response: Experiential Practice
- Engaged Enactments: An experiential approach to restructuring emotional experience
- Layering Interventions: Reflection, Validation, Conjecture, Evocative Questioning
- Review a clinical session highlighting the process and interventions

James Hawkins, PhD, LPC | Facilitating the Function of Attachment in Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework | July 15-19, 2024

Thursday:

- Accessing Empathy: Responding with Comfort
- Interventions: The use of parts work, Empathic Conjecture
- Review a clinical session highlighting the process and interventions

Friday:

- Facilitating Response and Taking in Comfort: Experiential Practice
- Finishing the mission of corrective experiences
- Re-organizing key emotional responses and organization of self
- Interventions: Evaluating Somatic Markers, Integration, and Validation
- Review a clinical session highlighting the process and interventions

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the foundations of attachment theory and attachment style
2. Explain how to assess attachment security in couples and foster the creation of a secure bond between partners
3. Describe the core tenets of Emotionally Focused Therapy with couples, including how to work with emotion and attachment in sessions
4. Describe strategies to help the couple define the problem as the cycle rather than each other
5. Describe EFT strategies to help couples increase vulnerability and access underlying feelings that drive reactive patterns/cycles
6. Practice EFT skills that will help couples learn to reach and respond
7. Summarize EFT strategies, including reflection, validation, evocative questioning, parts works, and the use of the therapist to help maintain focus during reactive or stuck clinical processes
8. Discuss how to help clients touch the underlying feelings that drive the reactivity
9. Describe how to expand and re-organize key emotional responses and, in the process, the organization of self

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Facilitating the Function of Attachment in Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework, Course #4929, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/2/2023 - 5/2/2025. Social workers completing this course receive 15 Clinical continuing education credits.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**JULY 15-19, 2024**

Stewart Levine is a creative problem solver widely recognized for creating agreement and empowerment in the most challenging circumstances. He improves productivity while saving the enormous cost of conflict. His innovative work with "Agreements for Results" and his "Resolutionary" conversational models are unique. As a practicing lawyer he realized that fighting was a very ineffective way of resolving problems. As a marketing executive for AT & T he saw that the reason collaborations fall apart is that people do not spend the time at the beginning of new working relationships to create clarity about what they want to accomplish together, and how they will get there. This is true for employment relationships, teams, joint ventures and all members of any virtual team. As a result of his observations he designed conversational models that create "Agreements for Results," and a quick return to productivity when those working relationships break down. He uses his approach to form teams and joint ventures in a variety of situations. He works with individuals, couples, partners, small and large organizations of all kinds. His models for problem solving, collaboration and conflict resolution were endorsed by the house judiciary committee.

He has worked for 3M, American Express, Chevron, Con-Agra, EDS, General Motors, Oracle, Safeco, University of San Francisco, U.S. Departments of Agriculture, and the Navy. His *Cycle of Resolution* was recently selected for inclusion in the "Change the Handbook, 3rd Edition." His book *Getting to Resolution: Turning Conflict into Collaboration* (Berrett-Koehler 1998) (Second Edition Oct. 2009) was an Executive Book Club Selection; Featured by Executive Book Summaries; named one of the 30 Best Business Books of 1998; and called "a marvelous book" by Dr. Stephen Covey. It has been translated into Russian, Hebrew and Portuguese. *The Book of*

Stewart Levine

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only

Much of personal education these days focuses on the capacity for individual growth and self-management of various kinds. Although individual "Inner Work" may be an essential foundation for getting us beyond this time of Poly Crisis, it is critical to develop the skillful means to work effectively with each other in service of goals and aspirations that will enable us to get through what we are facing as a species. This program will address that need.

One of the most challenging aspects of collaborative work is engaging with others effectively. It requires tools and skills, including communication, relationship building, and managing differences and conflict to generate high-performance collaborations. This program will include references from Stewart's books- *Getting to Resolution: Turning Conflict Into Collaboration* and *The Book of Agreement: 10 Essential Elements for Getting the Results You Want*, as well as fifty years of experience as a lawyer, mediator, coach, consultant, teacher, trainer, and facilitator. The program will provide the foundational skills that are essential to engage effectively with others, including the mindset embodied by *Resolutionary Thinking*; the conversational competence to create a culture of sustainable collaboration in your organization, team, or family; the immutable laws that form the basis of this body of work; the template for generating a clearly articulated explicit shared vision before you move into action for any team, project, personal or professional relationship; the conversational process used to engage dialogue and resolve differences before they degenerate into conflict.

The highly interactive experiential program will provide the opportunity to practice creating "Agreements for Results" and using the "Cycle of Resolution" to move through differences.

Pre-Work: Generative Capacity Survey: An assessment designed to reveal your Generative Capacity and/or that of your organization.

Agreement (Berrett-Koehler 2003) has been endorsed by many thought leaders. It has been hailed as "more practical" than the classic *Getting to Yes* and named one of the best books of 2003 by CEO Refresher (www.Refreshers.com). *Collaboration 2.0: Technology and Tools for Collaboration in a Web 2.0 World* co-authored with David Coleman (Happy About 2008) provides guidance for effectively communicating in the virtual world. In 2019 he curated and edited *The Best Lawyer You Can Be: A Guide to Physical, Mental, Emotional and Spiritual Wellness for the American Bar Association*.

Stewart teaches communication, conflict management and Emotional Intelligence for ResolutionWorks, The American Management Association and The Consulting Team. He has been a lecturer at the University of California Berkeley Law School and the MBA program at Dominican University of California. Stewart was inducted into the College of Law Practice Management.

He is available for Poetry Readings, Personal Coaching, Consulting, Mediation and Relationship and Organizational Interventions. <https://stewartlevine.com/>.

Speaker Disclosures:

Financial: Stewart Levine has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Stewart Levine has no relevant non-financial relationships with ineligible organizations.

Stewart Levine | Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools | July 15-19, 2024

Course Agenda

Monday:

- Foundations of Connection
- Mindfulness
- Conversational Competence
- What is communication, what it is not
- Essential Communication Skills
- Elements of Emotional Intelligence
- Resilience, Wellbeing, Best Work

Tuesday:

- Laws of Agreement
- Ready Fire Aim, Ready Aim Fire ???
- Creating Shared Vision: 10 Essential Elements of Agreements for Results
- Practicum: Making Agreements with Yourself; Making Agreements with Others
- Resolutionary Thinking: Beyond Winning, Rightness, Blame, Fault, Competition

Wednesday:

- Culture Defined
- Your Culture
- Creating Culture
- Maintaining Culture

Thursday:

- The Cycle of Resolution
- Steps of the Conversational Process
- Resolutionary Thinking
- Telling Stories
- Preliminary Vision
- Getting Current and Complete
- The New Era
- The New Agreement
- Resolution

Friday:

- Applications
- Creating Sustainable Collaboration
- Creating a Feedback Loop
- Practicum

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss how to generate the collaborative capacity of those around you
2. Develop a greater understanding of the foundations and importance of connection
3. Define and understand what communication is and what it is not
4. Describe essential communication skills necessary for collaborative work
5. Define emotional intelligence and its core components
6. Discuss Resilience in the workplace and what is essential to generating and maintaining it
7. Discuss the definition of wellbeing in the workplace and how to measure it
8. Name, discuss, and practice the primary elements of Resolutionary Thinking
9. Discuss how one can impact the culture of an organization or working relationship
10. Name the key components of the Cycle of Resolution
11. Discuss how to create sustainable collaborations and feedback loops

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

***This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.**

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 15-19, 2024**Richard Schwartz, PhD & Jeanne Catanzaro, PhD****Internal Family Systems Workshop****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course**
Delivery Format: In-Person or Live-Online

The Internal Family Systems Model is a method of therapy that fosters transformation, gently, quickly, and effectively. It views multiplicity of mind as our natural state and our “parts” as sub-personalities that may be healed and transformed by bringing the Self into its rightful role as leader of the internal system. The Self, a core of valuable leadership qualities, is our true nature—compassionate and loving. Although IFS has been most widely used as a treatment for trauma, it is a flexible model that provides abundant opportunities for application.

IFS advances treatment in several areas:

First, by showing respect and appreciation for the client’s protective parts, it reduces resistance and backlash.

Second, it helps clients fully unburden the extreme beliefs and emotions they accrued from their traumas.

Third, affect is regulated in a simple and effective way so that clients are not overwhelmed during sessions.

Fourth, because it is the client’s Self that is leading in the healing, transference is reduced and clients do much of the work on their own, between sessions.

Fifth, IFS gives therapists practical ways to understand and work with their countertransference so they can remain in the open-hearted state of Self leadership with clients.

Sixth, it frees therapists from the role of trying to police clients' symptoms like suicide, eating disorders, addictions, and self-mutilation.

Seventh, therapists are free to be themselves, without having to be clever or controlling, and come to enjoy partnering in the fascinating and sacred process that naturally unfolds as clients heal themselves.

This workshop is designed for therapists with little exposure to IFS as well as those who know the basics of IFS, but have trouble when clients resist, have particularly difficult parts, or when it comes to using the model with couples or larger systems. We will begin with an overview of IFS and then move on to the deeper exploration of issues that arise during treatment. This course will also provide the opportunity for participants to identify and work with the parts of themselves that interfere in their relationships with clients. The workshop will be a balance of lectures, demonstrations, and experiential exercises.

Richard Schwartz, PhD, began his career as a family therapist and an academic, at the University of Illinois at Chicago. There, he discovered that family therapy alone did not achieve full symptom relief and in asking patients why, he learned that they were plagued by what they called “parts.” These patients became his teachers as they described how their parts formed networks of inner relationship that resembled the families he had been working with. He also found that as they focused on and, thereby, separated from their parts, they would shift into a state characterized by qualities like curiosity, calm, confidence and compassion. He called that inner essence the Self and was amazed to find it even in severely diagnosed and traumatized patients. From these explorations the Internal Family Systems (IFS) model was born in the early 1980s. IFS is now evidence-based and has become a widely-used form of psychotherapy, particularly with trauma. It provides a non-pathologizing, optimistic, and empowering perspective and a practical and effective set of techniques for working with individuals, couples, families, and more recently, corporations and classrooms. The IFS Institute (ifs-institute.com) offers three levels of training and workshops in IFS for professionals, both nationally and abroad. Dr. Schwartz is a featured speaker for national professional organizations and a faculty member of the Department of Psychiatry at Harvard Medical School.

Speaker Disclosures:

Financial: Richard Schwartz has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Richard Schwartz has no relevant non-financial relationships with ineligible organizations.

Jeanne Catanzaro, PhD, is a clinical psychologist and executive leader of the Internal Family Systems (IFS) Institute, who has specialized in treating eating disorders and trauma since 1996. Jeanne co-leads workshops along with IFS founder Richard Schwartz. She trained in psychodynamic psychotherapy, Somatic Experiencing®, and EMDR before discovering the IFS model. Jeanne served as the director of a day treatment program for eating disorders for several years and has written multiple chapters on using IFS to treat eating disorders in several books. For the past ten years, Jeanne has been focused on healing eating issues across the spectrum. Jeanne’s book - *Unburdened Eating: An IFS Approach to Healing your Relationship with Food and Your Body* comes out in September 2024.

Speaker Disclosures:

Financial: Jeanne Catanzaro has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jeanne Catanzaro has no relevant non-financial relationships with ineligible organizations.

**Richard Schwartz, PhD & Jeanne Catanzaro, PhD | Internal Family Systems Workshop
July 15-19, 2024**

Earn Up to 15 CE credits / hours

** Psychologists: Please see the CE section and agenda below for information regarding available credits.*

Course Agenda

Monday:

Introduction to IFS and overview of the process of IFS therapy

Tuesday:

Working with resistant clients and/or difficult parts

Wednesday:

IFS applied to couples

Thursday:

Releasing legacy burdens

** Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.*

Friday:

How to work with parts of the therapist that interfere with IFS therapy

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the basic IFS model
2. Discuss the observation of IFS live demonstration
3. Discuss the impact of trauma on internal systems
4. Discuss client protective parts
5. List the six steps for healing exiled parts
6. Describe how to work with difficult and/or resistant parts
7. Discuss IFS affect management strategies
8. Participate in experiential exercises that demonstrate affect management
9. Summarize the IFS approach to couples' therapy
10. Discuss case examples of couples using IFS
11. Summarize IFS application to families
12. Discuss the concept of legacy burdens in IFS therapy
13. Indicate techniques to understand and deal with transference
14. Use IFS methods to help therapists stay centered during sessions
15. Describe how IFS helps therapists be freer in their work

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

Psychologists: MAK Continuing Education, LLC, Cape Cod Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. This live program qualifies for 12 continuing education hours.

CA: MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001. This live program qualifies for 15 continuing education hours.

Canada: MAK Continuing Education, LLC, Cape Cod Institute is approved by the Canadian Psychological Association to offer continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 continuing education hours.

NY: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists # PSY-0102. This program qualifies for 15 continuing education hours.

OH: MAK Continuing Education, LLC, Cape Cod Institute is a OPA-MCE Approved Provider. Approved Provider: #854261519. This live program qualifies for 15 continuing education hours.

PA: MAK Continuing Education, LLC, Cape Cod Institute has applied for renewal as a sponsor/provider of continuing education through the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Psychology.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

JULY 22-26, 2024

Deb Dana, LCSW, specializes in treating complex traumatic stress and lectures internationally on the ways Polyvagal Theory informs clinical interactions with trauma survivors. She is the developer of the Rhythm of Regulation clinical training series and the author of *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation* (Norton 2018), *Polyvagal Exercises for Safety and Connection* (Norton, 2020) and co-editor, with Stephen Porges, of *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies* (Norton 2018).

Speaker Disclosures:

Financial: Deb Dana has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Deb Dana has no relevant non-financial relationships with ineligible organizations.

Deb Dana, LCSW***Polyvagal Theory in Therapy: Practical Applications for Treating Trauma***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

The autonomic nervous system is at the heart of daily living powerfully shaping experiences of safety and influencing the capacity for connection. Operating outside of conscious awareness, autonomic circuits assess safety and initiate actions to help us navigate the challenges of daily living. Polyvagal Theory, through the organizing principles of hierarchy, neuroception, and co-regulation, has revolutionized our understanding of how this system works. We now know that trauma interrupts the development of autonomic regulation and shapes the system away from connection into patterns of protection. With an updated map of the autonomic circuits that underlie behaviors and beliefs, we can reliably lead our clients out of adaptive survival responses into the autonomically regulated state of safety that is necessary for successful treatment.

A Polyvagal Theory guided approach to therapy begins with helping clients map their autonomic profiles and track their moment to moment movement along the autonomic hierarchy. With this foundation, the essential clinical questions address how to help clients interrupt habitual response patterns and find safety in a state of engagement. Polyvagal Theory gives therapists a guide to becoming a co-regulating resource and concrete ways to help clients find, and savor, experiences of safety. Working from a foundation of Polyvagal Theory, therapists have practical ways to effectively help clients identify and interrupt their familiar response patterns and strategies to shape their autonomic nervous systems toward safety and connection.

In this experiential workshop participants will first learn the basics of Polyvagal Theory and then work with practices designed to bring the power of Polyvagal Theory directly into clinical work. Working individually and in dyads, participants will experiment with multiple ways to map autonomic responses, skills to safely explore patterns of action, disconnection, and engagement, and techniques to build autonomic regulation and resilience. The workshop will bring Polyvagal Theory into practical application with a roadmap to help clients safely tune into their autonomic states, reshape their nervous systems, and rewrite the trauma stories that are carried in their autonomic pathways.

Course Agenda**Monday:****The Science of Connection**

- Understanding the organizing principles of Polyvagal Theory
- The neurophysiology of safety and survival
- How the nervous system shapes physical and psychological experience
- The challenge to “notice and name”: An introduction to autonomic mapping
- Creating a personal profile map

Tuesday:**Patterns of Connection and Protection**

- Neuroception and how it guides us
- Evolution of the Social Engagement System
- Sending cues of safety
- Tracking autonomic state shifts
- Identifying Triggers and Glimmers

Deb Dana, LCSW | Polyvagal Theory in Therapy: Practical Applications for Treating Trauma July 22-26, 2024

Wednesday:

Navigating Autonomic Pathways

- Anchoring in the ventral vagal system
- Recovering from dorsal vagal collapse
- Safely moving through sympathetic mobilization
- SIFTing and Savoring
- Building co-regulating skills
- **12:45-2:15pm: Clinical Demo Session with Q & A**

Thursday:

Resetting the Nervous System

- Regulation through the Social Engagement System
- Exercising the vagal brake
- Autonomic portals of intervention: breath, movement, touch, sound
- Rupture and repair through the lens of the autonomic nervous system
- Exploring the autonomic challenges of play and intimacy

Friday:

The Power of a Polyvagal Perspective

- Nuts and bolts of a Polyvagal informed therapy session: demonstration and discussion
- Getting comfortable teaching Polyvagal Theory to clients
- From micro to macro: Polyvagal Theory across multiple domains
- How does Polyvagal Theory change the way you practice? The responsibilities of a polyvagal-informed therapist

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the organizing principles of the Polyvagal Theory
2. Describe how Polyvagal Theory applies in a clinical setting
3. Identify the autonomic nervous system and provide an example of an autonomic response
4. Describe autonomic response mapping
5. Discuss techniques to build autonomic regulation and resilience
6. Discuss what the Social Engagement System is and how it evolved
7. Describe how deficits in the regulation of the Social Engagement System relate to the core features of several psychiatric disorders
8. Describe how the Social Engagement System is compromised by stress and trauma
9. Discuss how to help clients interrupt habitual response patterns and find safety in a state of engagement
10. Describe how autonomic interventions with breath, movement, touch and sound can reset the nervous system
11. Indicate how Polyvagal Theory can address stress-related illnesses and psychiatric disorders
12. Discuss how neural process evaluates risk in the environment and triggers adaptive neural circuits which promote either social interactions or defensive behaviors
13. Define and discuss Immobilization without fear and how to reset it
14. Identify social cues that disrupt or repair defensive reactions

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Polyvagal Theory in Therapy: Practical Applications for Treating Trauma, Course #4108, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 Clinical continuing education credits.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 22-26, 2024**John Forsyth, PhD & Jamie Forsyth, PhD*****Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Life invites obstacles, problems, and pain. There is no escaping this simple truth. But for many, the pain of life is neither a teacher nor a friend, but instead the enemy and source of considerable suffering, hardship, and despair. Mental health professionals know this all too well. The pain may take psychological, emotional, or physical forms, but it's there and people are desperately seeking a way out and a way forward.

But what if the pain of life could be had just as it is? What if there was a way to nurture the conditions for our own genuine happiness and peace of mind, even when life is (or was) hard? Suppose even, that we could empower those we serve to develop a new relationship with the difficulties they carry and move forward with those difficulties in ways that dignify the pain and support what truly matters. In this intensive workshop, we will learn about one particular approach and set of practices that aims to do just that. It's called Acceptance and Commitment Therapy (ACT).

ACT is an evidence-based approach that balances mindfulness and acceptance processes with commitment and behavior change in the service of living a more vital life. Acceptance and mindfulness-based practices, including ACT, are rapidly making their way into mental health care, medicine, and society. This body of work offers a fresh perspective on psychological suffering and powerful clinical strategies to cultivate transformative life changes.

You will learn powerful strategies to help your clients:

- Gain freedom from suffering
- Let go of unhelpful struggles
- Cultivate peace of mind and self-compassion
- Show up to life as it is
- Get unstuck and moving
- Live a rich and meaningful life

John Forsyth, PhD, is an internationally recognized author, speaker, and trainer in the use of Acceptance and Commitment Therapy and practices that cultivate mindfulness, loving kindness, and compassion. He is also the Director of the Anxiety Disorders Research Program and a Professor of Psychology at University at Albany in upstate NY. John also maintains a small private practice and offers ACT supervision to mental health professionals in the United States and abroad.

As an active researcher and practitioner of ACT and contemplative practices, John is the author of several popular books, including *Acceptance and Commitment Therapy for Anxiety Disorders*, *The Mindfulness & Acceptance Workbook for Anxiety* (2nd edition), *ACT on Life, Not On Anger*, and *Your Life on Purpose*. His latest books, *Anxiety Happens* and the *Anxiety Happens Guided Journal*, are for anyone who gets tripped up now and then by anxiety and fear.

For over 20 years, his work has focused on developing ACT and mindfulness practices to alleviate human suffering, awaken the human spirit, and to nurture psychological health and vitality. His personal journey and experience, balanced with practical insights grounded in scientific evidence, offers hope to those wishing to find a path out of suffering and into wholeness.

See www.drjohnforsyth.com.

Speaker Disclosures:

Financial: John Forsyth receives salary as a professor and faculty member from the University of Albany, SUNY. He also receives royalties as an author from New Harbinger Inc. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: John Forsyth has no relevant non-financial relationships with ineligible organizations

Jamie Forsyth, PhD, is an active and gifted psychologist and clinical supervisor, with extensive expertise in the use and application of Acceptance and Commitment Therapy with severe forms of mental illness (e.g., psychosis and personality disorders) and forms of psychological and emotional suffering in inpatient, outpatient, and college mental health settings. Beyond ACT, Jamie is a skillful integrationist, supervisor, and researcher, with specialized knowledge in relational and process-oriented therapeutic work, addictions, motivational interviewing, including mindfulness and self-compassion practices. Jamie is active within a group mental health practice in upstate New York where she offers psychotherapy, performs psychological evaluations, and trains and supervises doctoral students under her direction.

As a husband and wife team, Jamie and John are known to infuse their teaching and training with energy, humility, lightheartedness, and compassion, and their down-to-earth workshops are consistently praised for their clarity, depth, and practical utility..

Speaker Disclosures:

Financial: Jamie Forsyth receives salary as a staff psychologist from Freedom First Psychological Services. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jamie Forsyth has no relevant non-financial relationships with ineligible organizations.

John Forsyth, PhD & Jamie Forsyth, PhD | Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life is Hard | July 22-26, 2024

Led by a dynamic husband and wife team, this workshop will introduce ACT, both as a model and intervention technology, and illustrate its use across a broad set of problem areas that are commonly seen in mental health settings. This work can be challenging for both therapists and clients alike, for much of ACT work involves contacting difficult and painful psychological content without defense and for a purpose other than psychological relief. Thus, understanding the application and integration of the ACT model of psychological health and suffering is essential for effective ACT work.

Through lectures, live and video demonstrations, and practical experiential exercises, we learn ways to help our clients live well, richly, and meaningfully, without first having to eliminate sources of emotional and psychological pain. We will also learn how ACT can be integrated effectively into your mental health practice. Clinical worksheets and other practical tools will be provided.

Mental health professionals, including graduate students and postdoctoral fellows, are invited to attend. Familiarity with ACT is not required.

Course Agenda

Monday:

Why It's Hard Being Human: Getting Inside the ACT Approach

Tuesday:

Confronting the System of Stuckness: Making Space for Something New

Wednesday:

Contacting the Sweetness in Life: Clarifying What Matters and What Gets in the Way

Thursday:

Cultivating a New Relationship with the Difficulties We Carry: Skillfully Disarming & Transforming Forms of Suffering

Friday:

Empowering ACTions that Matter: Stepping Openly, Mindfully, and Wholeheartedly

Course Objectives

Upon completion of this course participants will be able to:

1. Describe Acceptance and Commitment Therapy (ACT)
2. Indicate evidence-based approaches that supports the ACT model
3. Describe how practices that cultivate mindfulness and loving kindness can empower clinical work
4. Discuss and demonstrate ACT processes and interventions
5. Discuss ways to integrate ACT techniques into your mental health practice
6. Indicate methods of intervention that embody the ACT principles
7. Describe how to integrate ACT with other methods
8. Discuss the importance of flexibility in the model

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life Is Hard, Course #4106, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 Clinical continuing education credits.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**JULY 22-26, 2024**

Flint Sparks, PhD

Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice

*Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only*

Everyone wants to be free from unnecessary suffering. This was the Buddha's only concern and every practice he taught served to encourage the liberation of a clear mind and a warm heart. The relief of emotional suffering is also the focus of contemporary psychotherapy and the wide range of techniques now available all serve this important goal. How are we, then, to understand these ancient mindfulness practices alongside the new and very potent methods for emotional and relational healing? Both approaches are profoundly transformative and when skillfully woven together they pave the way for increased vitality and a deeper sense of peace, freeing the burden of unnecessary suffering. Such an integrated approach shows us how to grow up and wake up to who and what we truly are. This week will be geared toward understanding the function of mindfulness as the core practice that links both paths to greater wellbeing. Each day we will explore these integrated teachings and actively engage in mindful practices to experientially taste their potential.

Throughout the week we will explore the foundational Buddhist teachings on mindfulness found in the Sattipathana Sutra. We will also be drawing heavily on two methods of contemporary psychotherapy — Hakomi and Internal Family Systems. These remarkably skillful approaches weave together applied mindfulness with an understanding of the multiplicity of mind in ways that reveal the Buddha's teachings as practical tools for personal and relational transformation. We will examine the ways in which our everyday sense of "self" emerges and is sustained, how the contraction of conditioning leads to unnecessary suffering, how assisted self-discovery in mindfulness opens us beyond our habits toward greater possibilities for freedom, and how being led from the deepest source of wisdom and compassion supports practical human maturity. Along with reviewing the foundations of these two therapeutic models, our investigation will touch on perspectives from child development, attachment theory, interpersonal neurobiology, and contemplative psychology. Ultimately, we will investigate the ways that attention to relationality and mutual care opens the way to a life of freedom and joy.

Flint Sparks, PhD, is a Zen priest and former Clinical Psychologist with over 40 years of practice as a psychotherapist and teacher. His specialty in Behavioral Medicine led him to work as the Research Coordinator and senior therapist alongside Carl and Stephanie Simonton, pioneers in the field of holistic cancer care. He later directed the Cancer Self Help Program at Presbyterian/St. Luke's Hospitals in Denver and became a consultant to hospitals and clinics throughout the United States. Beginning his formal Zen training at the San Francisco Zen Center, he later founded the Austin Zen Center and nurtured that temple in its early days. With his teaching partner Peg Syverson, he went on to develop Appamada, a center for contemporary Zen practice and Inquiry in Austin, Texas. He now lives in Hawaii and leads retreats worldwide.

Speaker Disclosures:

Financial: Flint Sparks has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Flint Sparks has no relevant non-financial relationships with ineligible organizations.

Flint Sparks, PhD | Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice | July 22-26, 2024

Course Agenda

Monday:

- The original Buddhist teachings on Mindfulness from the Buddha
- Contemporary uses of mindfulness and their deviation from Buddhist practice
- Mindfulness as an engaged practice in psychotherapy

Tuesday:

- Self-Study and No-Self: A seeming paradox
- Loving Presence as the essential container for relational healing
- Assisted self-study in the meditation hall and the consulting room

Wednesday:

- Multiplicity of mind and the construction of Self
- The Buddha's Four Noble Truths for the relief of suffering
- Redefining symptoms and pathology

Thursday:

- Attachment in Psychotherapy and Buddhism: A tangled knot
- Immediacy in the therapeutic relationship
- Stepping beyond self-reflection and self-identification

Friday:

- Change in Psychotherapy and Three Views of Awakening
- Growing Up and Waking Up: The Double Helix of Maturity
- Clear Care

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice, Course #4104, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 General Social Work Practice continuing education credits.

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Course Objectives

Upon completion of this course participants will be able to:

1. Describe mindfulness as an engaged practice in psychotherapy
2. Discuss Loving Presence as the essential container for relational healing
3. Discuss assisted self-study as a clinical and meditative function
4. Describe multiplicity of mind from a clinical and Buddhist perspective
5. Name the Buddha's Four Noble Truths for the relief of suffering
6. Discuss redefinition of symptoms and pathology
7. Discuss the distinctions between attachment as used in human development research and its use in Buddhist practice
8. Discuss the distinctions between the psychological self and the Buddhist concept of self
9. Discuss immediacy and intimacy in the therapeutic relationship and in the student/teacher relationship
10. Describe the similarities and differences among views of "cure" in psychotherapy and "awakening" in Buddhist practice
11. Discuss Growing Up and Waking Up: The Double Helix of Maturity

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 22-26, 2024**Cece Sykes, LCSW, ACSW*****Internal Family Systems and Compassion for Addictive Processes*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course**
Delivery Format: In-Person or Live-Online

Feeling 'addicted' to social media, chronic overwork, late-night drinks/food and overspending are widespread concerns. Despite a sense of urgency, people discover they can't stop; what does this mean? Some of our clients also struggle with higher-risk pursuits such as heavy drinking and drug use, disordered eating, or sexually compulsive or self-harming activity.

Faced with these common yet challenging and bewildering struggles, therapists are asking for more options than just referring to a treatment program. IFS offers a paradigm shift. Rather than viewing 'addiction' and other compulsive practices as aberrant, self-destructive pathologies, we see these behaviors as desperately trying to help. United in their drive to do 'whatever it takes' to protect the system, the parts of our clients engaged in high-risk soothing and avoidant activities are committed to addressing underlying pain.

In this experiential workshop, you will learn how to create clear road maps for treatment, avoid power struggles, discover the positive intentions behind 'negative' and extreme behaviors, and build safe inner connection to underlying trauma and attachment wounds. We will also explore how therapists can be impacted by our own stories and how to combine self-compassion with effective compassion for others.

Cece Sykes, LCSW, ACSW; IFS Senior Trainer, US and international, has contributed to IFS training manuals and teaches L1, L2 Compassion for Addictive Processes and Level 3. Cece has over thirty-five years of clinical experience working with individuals, couples, and families, specializing in work with the effects of trauma and addiction. Her chapter on working with addictive processes appears in *IFS Innovations and Elaborations* (2016). She co-authored *IFS Treatment for Addictions: Trauma-Informed Compassion-Based Interventions for Substance Use, Eating, Gambling and More* (2023) with Martha Sweezy and Dick Schwartz. Cece also has special interests in spiritual practices intersecting with therapy and in the impact of psychotherapy upon the life of the therapist, and she lectures, consults, and leads workshops on these and related topics. Cece lives and works in Oak Park/Chicago.

Speaker Disclosures:

Financial: Cece Sykes has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Cece Sykes has no relevant non-financial relationships with ineligible organizations.

Course Agenda**Monday:**

IFS Basic Concepts and the Inner System

Tuesday

Interventions with Addictive Firefighters and Polarities

Wednesday

Interventions for Managers and Caretakers

Thursday

Legacy Burdens and Healing Trauma and Attachment Wounds

Friday

Welcoming Therapist Parts and How to Find Self-Leadership

Cece Sykes, LCSW, ACSW | Internal Family Systems and Compassion for Addictive Processes July 22-26, 2024

Course Objectives

Upon completion of this course participants will be able to:

1. Describe the core concepts of the IFS model
2. Discuss how to identify the major categories in the inner system
3. Summarize new clinical definitions of 'addiction' and addictive processes
4. Differentiate the roles and intentions of protective parts of the system
5. Distinguish how to track the addictive process cycle
6. Identify effective interventions for working with managers, including inner critics, self-loathing, and chronic caretaking
7. Demonstrate how to work collaboratively with firefighter parts that use substances and extreme practices
8. Identify safe interventions for creating healing relationships with parts holding the burdens of trauma, attachment wounds, and alienation
9. Summarize how to identify polarizations and help clients identify their common patterns
10. Discuss how to reduce resistance and invite clients to invest in the process
11. Describe how family and institutional legacy burdens impact addictive processes
12. Identify and work with the therapist parts impacted by 'addiction' issues
13. Role-play how to work with extreme managers
14. Role-play exercises that can be applied in clinical work with firefighters
15. Examine how therapists can stay centered in the clinical setting

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Psychologists: This course is only eligible for continuing education credits in California, Canada, New York, Ohio, and Pennsylvania.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

JULY 29-AUGUST 2, 2024**Margaret Blaustein, PsyD*****Fostering Resilience in Trauma Impacted Youth through Attachment, Regulation and Competency*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Chronic exposure to traumatic stress in childhood has been recognized as one of the most prominent health risks of our time, with estimates that as many as one in three children in the United States will be exposed to a potentially traumatic experience in their childhood. Although not every mental health provider self-identifies as a “specialist” in treating traumatic stress, it is critical that every provider working with children and families gain expertise in understanding and intervening with this population. Childhood trauma exposure may impact a wide range of developmental, relational, and regulatory capacities and, as a result, may directly or indirectly lead to service referral across settings.

In this workshop, we will delve deeply into a flexible, comprehensive framework for approaching intervention with youth and families impacted by traumatic stress. Designed to translate across service systems, the Attachment, Regulation and Competency (ARC) intervention framework offers a core components approach to addressing key domains affected in trauma-impacted youth. Moving beyond a pathology reduction model, the ARC framework identifies as its primary goal the building and enhancing of developmental capacities that allow the child and their surrounding system to navigate their life.

In addition to didactics, this workshop will incorporate small-group discussion and case application, experiential activities, and exploration of provided case material and video clips.

Margaret Blaustein, PsyD, is a practicing clinical psychologist whose career has focused on the understanding and treatment of complex childhood trauma and its sequelae. With an emphasis on the importance of understanding the child-, the family-, and the provider-in-context, her study has focused on identification and translation of key principles of intervention across treatment settings, building from the foundational theories of childhood development, attachment, and traumatic stress. With Kristine Kinniburgh, Dr. Blaustein is co-developer of the *Attachment, Regulation, and Competency (ARC) Treatment Framework* (Kinniburgh & Blaustein, 2005), and co-author of the text, *Treating Complex Trauma in Children and Adolescents: Fostering Resilience through Attachment, Self-Regulation, and Competence*, 2nd edition (Blaustein & Kinniburgh, 2018). She has provided extensive training and consultation to providers within the US and abroad. Dr. Blaustein is currently Director of the Center for Trauma Training in Needham, MA. She is actively involved in local, regional, and national collaborative groups dedicated to the empathic, respectful, and effective provision of services to this population.

Speaker Disclosures:

Financial: Margaret Blaustein receives royalties from Guilford Press. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Margaret Blaustein has no relevant non-financial relationships with ineligible organizations.

Course Agenda**Monday:****Introduction and foundation**

- Identifying and defining complex childhood trauma
- Defining trauma experience integration: a fluid, dynamic state-based model of intervention
- Building and sustaining engagement with trauma-impacted youth and caregivers
- The critical role of reflective curiosity and education in empathic trauma treatment
- Purposeful attention to routines and rhythms

Tuesday:**Supporting attachment relationships and the caregiving system**

- The parallel nature of attachment work: role of the provider’s curiosity and self-reflection
- Caring for caregivers: building self-attunement, support systems, and self-care
- Caregiver-child attunement: reading and responding to child “messages”; supporting child modulation; building joyful interaction
- Purposeful application of caregiver affect management and attunement to building effective responses to youth behaviors

Margaret Blaustein, PsyD | Fostering Resilience in Trauma Impacted Youth through Attachment, Regulation and Competency | July 29-August 2, 2024

Wednesday:

Supporting youth regulation

- Engaging and developing child and adolescent curiosity and awareness of internal experience
- Modulation: helping children safely, comfortably, and effectively manage and tolerate arousal, emotions, and relationships
- Development of purposeful structures for supporting youth regulation across settings
- Active exploration: strategies and activities for a range of developmental stages, settings, and child/provider preferences

Thursday:

Building developmental competency

- Exploring, supporting, and sustaining youth connections to others
- Facilitating agency: building executive functions through problem-solving
- Who am I? Working with youth to explore and expand understanding of self and identity
- Working with youth to develop narratives of self

Friday:

Trauma experience integration revisited

- What does it really mean to “integrate trauma”? A state-based, fluid approach to supporting present engagement.
- Engaging clinician attunement to state: interventions relevant to surviving, reflecting, and engaging in present action
- Understanding the dynamic nature of intervention with complicated populations

Course Objectives

Upon completion of this course participants will be able to:

1. Define complex trauma and identify at least three consequences of early complex trauma exposure
2. Identify and briefly describe the three domains of the ARC framework
3. Identify and briefly describe the eight core targets of the ARC framework
4. Identify and briefly describe the role of routines and psychoeducation in trauma-informed practice
5. Identify key members of the caregiving system within the participant’s own system and/or with their client population
6. Identify at least one way that the core attachment targets apply to the participant and/or providers within the participant’s system
7. Identify one way to support safe caregiving systems for trauma-impacted youth
8. Compare and contrast at least two patterns of youth dysregulation, including the function of the adaptation
9. Identify at least two key targets of intervention for supporting youth regulation
10. Identify at least two activities that can be used to support regulation
11. Identify and describe at least one aspect of self and identity that may be impacted in trauma-exposed youth
12. Describe one “entry point” for supporting decision-making in youth
13. Identify at least one strategy or activity that can be used to target executive functioning
14. Identify and describe at least two aspects of self-development relevant to trauma-impacted youth
15. Describe at least one state relevant to trauma experience integration, as defined by the ARC framework

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE

JULY 29-AUGUST 2, 2024



“HOT” Topics in AEDP™

Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

Aloneness in the face of overwhelming emotion is the epicenter of emotional suffering; it is what compels our patients to seek help. Thus, the therapeutic undoing of aloneness is essential to being able to process the turbulent emotions of trauma. AEDP™ psychotherapy, one of the fastest-growing approaches to working with attachment trauma, makes the undoing of aloneness the sine qua non of trauma work. Drawing on neuroplasticity, affective neurobiology, attachment theory, dyadic developmental research, and transformational studies, AEDP has developed a fundamentally dyadic, experiential, healing-oriented practice. As such, AEDP assumes a healthy core within all people and emphasizes the importance of dyadic experiential work with present-moment experiences of attachment, emotion, and transformation to undo aloneness, heal trauma and promote flourishing.

AEDP is known for its rich, creative, systematic interventions, which:

- clinically entrain positive neuroplasticity from the get-go
- *undo the patient's aloneness* in the therapeutic dyad
- work dyadically and experientially with here-and-now attachment experiences to expand relational capacity, rewire internal working models, and deepen receptive affective experiences of feeling seen, feeling felt and feeling loved
- *use dyadic affect regulation to experientially process* the emotions of trauma until they release their wired-in adaptive action tendencies
- *metatherapeutically process the resulting experiences of transformation* to expand transformation and promote its integration into self

Diana Fosha, PhD, (she/her/hers) is the developer of AEDP, a healing-oriented psychotherapy approach to treating attachment trauma and helping people connect to their vitality. She is also the Director of the AEDP Institute. For the last 20 years, Diana has been active in promoting a scientific basis for a healing-oriented, dyadically transformational trauma treatment model. Described by psychoanalyst James Grotstein as a “prizefighter of intimacy,” and by David Malan as “the Winnicott of [accelerated dynamic] psychotherapy,” Diana Fosha’s powerful, precise yet poetic phrases --- “undoing aloneness,” “existing in the heart and mind of the other,” “stay with it and stay with me,” “rigor without shame” and “True Other” -- capture the ethos of AEDP.

She is author of *The Transforming Power of Affect* (Basic Books, 2000); editor of *Undoing Aloneness and the Transformation of Suffering into Flourishing: AEDP 2.0* (APA, 2021); co-author, with Natasha Prenzler, of *Supervision Essentials for AEDP* (APA, 2017); 1st editor, with Dan Siegel and Marion Solomon, of *The Healing Power of Emotion: Affective Neuroscience, Development & Clinical Practice* (Norton, 2009); and author of numerous articles and book chapters. Four DVDs of her live AEDP work, including a complete 6-session treatment, and a clinical supervision DVD, have been issued by the American Psychological Association (APA).

Speaker Disclosures:

Financial: Diana Fosha has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Diana Fosha has no relevant non-financial relationships with ineligible organizations.

Kari Gleiser, PhD, completed her doctoral work at Boston University and her internship through Dartmouth Medical School with a focus on trauma and PTSD. In her practice, she specializes in applying AEDP to the treatment of complex trauma and dissociative disorders. Dr. Gleiser is the co-founder/co-director of the Center for Integrative Health in Hanover, NH, a trauma center dedicated to multi-modal healing of mind, body and spirit. Dr. Gleiser has co-developed an “intra-relational” model of therapy that imports AEDP’s relational and experiential interventions to patients’ internal systems of dissociated self-states. Dr. Gleiser has written several clinical papers and book chapters and has presented at international conferences. She also explores the intersection of psychotherapy and spirituality, as well as the emerging field of psychedelic-assisted psychotherapy.

Speaker Disclosures:

Financial: Kari Gleiser has no relevant financial relationships with ineligible organizations.

Non-financial: Kari Gleiser has no relevant non-financial relationships with ineligible organizations.

Ben Medley, LCSW, (he/him/his) is an AEDP senior faculty member and has taught AEDP internationally. He has a private practice in New York City and specializes in working with the LGBTQ+ community. His paper “*Recovering the True Self: Affirmative Therapy, Attachment and AEDP in Psychotherapy with Gay Men*” is published with the SEPI Journal: the Journal of Psychotherapy Integration and he has written a chapter on using portrayals to process core affective experience in D. Fosha Ed., (2021) *Undoing Aloneness and the Transformation of Suffering Into Flourishing: AEDP 2.0*, Washington D.C.: APA.

Speaker Disclosures

Financial: Ben Medley has no relevant financial relationships with ineligible organizations.

Non-financial: Ben Medley has no relevant non-financial relationships with ineligible organizations.

**Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW
“HOT” Topics in AEDP™ | July 29-August 2, 2024**

Earn up to 15 Credits / hours

* *Psychologists: Please see the CE section and agenda below for information regarding available credits.*

Through the moment-to-moment, in-depth processing of previously overwhelming emotional and relational experiences, and then metatherapeutically processing the emergent corrective experiences within the co-constructed safety of the therapeutic dyad, AEDP helps clients recover their sense of core self and experience flourishing, i.e., increased vitality, connection, meaning, and a renewed zest for life.

In this workshop, we present AEDP through its engagement with some of the most important “hot” topics of our day: relational work with complex trauma and dissociation, expanding trauma work to include traumas of oppression and marginalization, and exploring the synergy of spirituality and psychedelics with AEDP’s transformational work. This workshop is appropriate both for clinicians new to AEDP, and those who have experience in AEDP and are interested in exploring these cutting-edge, “specialized” topics.

This course will be a balance of didactic material delivered in an engaging interactive style, videotapes of actual therapy sessions featuring moment-to-moment microanalysis, and experiential exercises. AEDP’s paradigmatic innovations will be demonstrated through clinical videotapes of actual therapy sessions (using real patients, not actors). Participants will gain a deeper intellectual understanding of the theory of AEDP as well as a repertoire of new skills to practice AEDP, including its application into cutting-edge areas like spirituality, liberation from oppression, and psychedelic-assisted therapy.

Course Agenda

Monday:

The Core of AEDP - Diana Fosha, PhD

Diana will focus on the dyadic experiential work with relational experiences that AEDP uses to heal attachment wounds. The AEDP 4-State Transformational model with its articulated state-specific transformational phenomenology will also be presented. *With clinical videotapes.*

Tuesday:

To Be or Not to Be... Relational: AEDP and Work with Complex Trauma & Dissociation - Kari Gleiser, PhD

Kari will demonstrate how to balance relational work with ‘Intra-relational’ interventions to help clinicians engage with a traumatized patient’s fragmented inner world, including interacting with dissociated parts in a way that fosters healing and transformation, not dependency and enactment. This methodology uses attachment dynamics as a compass to guide experiential interventions between therapist and patient; therapist and dissociated parts; patient and dissociated parts to build secure attachment bonds on each relational axis. *With clinical videotapes.*

Wednesday:

AEDP’s Triangle of Social Experience Guides Work with Traumas of Oppression and the Experience of Internal Liberation - Ben Medley, LCSW

Ben will introduce the Triangle of Social Experience, a new AEDP representational schema that he developed to help guide our moment-to-moment experiential work to transform the effects of the traumas of oppression and marginalization and foster and install the experience of internal liberation. *With clinical videotapes.*

Thursday:

Transformation & Integration on Steroids: Diving Deep & Soaring High - Diana Fosha, PhD, Kari Gleiser, PhD & Ben Medley, LCSW, Molly Eldridge, LICSW

The whole AEDP team – Diana, Kari, Ben & Molly—will delve deeply into the AEDP groundbreaking innovation, metatherapeutic processing, or metaprocessing for short. Metaprocessing refers to the experiential processing of corrective emotional experiences with the same rigor with which we process traumatic experiences. Doing so gives rise to innate healing affects (e.g., gratitude, love, compassion and self compassion, wisdom, clarity and the truth sense) and upward spirals of vitality and energy. These healing affects deepen and expand the transformation, and foster the emergence of a vital, vibrant and relationally engaged self. *With clinical videotapes.*

Friday:

Back to the Future: The Synergistic Energies of Metaprocessing, Spirituality & Psychedelics

Kari Gleiser, PhD & Diana Fosha, PhD

Kari and Diana will explore synergies between emotional hallmarks and states of consciousness evoked in AEDP State 3 and 4 work; the transformative power of mystical and spiritual experiences; the healing potential of psychedelic medicines. Shared phenomena such as deep connection to self and others, gratitude, awe, reverence, compassion, love, expanded states of consciousness, and a truth sense bridge the worlds of psychotherapy, psychedelic experiences and spirituality. *With clinical videotapes.*

* *Psychologists: This section is not being offered for CE credit through the APA. Please see the CE page for CE availability by State.*

Molly Eldridge, MSW, LICSW, is a certified AEDP clinician and supervisor. Molly has done extensive training in AEDP beginning in 2008 and is known for her enthusiastic embodiment and love of sharing AEDP. She has taught at the Cape Cod Institute, the New England Society of Trauma and Dissociation and given trainings at various organizations. An active member of the AEDP Institute, Molly currently runs several AEDP supervision groups as well as offering individual supervision and maintaining a private psychotherapy practice on Cape Cod for over 30 years.

Speaker Disclosures:

Financial: Molly Eldridge has no relevant financial relationships with ineligible organizations .

Non-financial: Molly Eldridge has no relevant non-financial relationships with ineligible organizations

**Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW
"HOT" Topics in AEDP™ | July 29-August 2, 2024**

Course Objectives

Upon completion of this course participants will be able to:

1. Describe how the AEDP therapist constructs dyadic safety and connection to undo the patient's aloneness
2. Explain how the AEDP therapist works dyadically with here-and-now attachment experiences to expand relational capacity
3. Describe how AEDP uses dyadic affect regulation and moment-to-moment tracking to experientially process the emotions of trauma to release adaptive action tendencies
4. Describe the use of moment-to-moment tracking to guide clinical interventions in AEDP
5. Describe the AEDP 4-State Transformational model with its articulated state-specific transformational phenomenology
6. Demonstrate how to balance relational work with 'Intra-relational' interventions
7. Discuss how AEDP uses attachment dynamics as a compass to guide experiential interventions for working with trauma and the client's dissociated parts
8. Describe how the AEDP triangle of Social Experience can guide moment-to-moment experiential work that aims to transform the effects of the traumas of oppression and marginalization
9. Discuss metatherapeutic processing and its role in AEDP
10. Discuss overlaps in the state of consciousness evoked in AEDP State 3 and 4 work and the mechanisms of psychedelic medicines and other non-ordinary states

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

"HOT" Topics in AEDP, Course #4928, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/2/2023 - 5/2/2025. Social workers completing this course receive 15 Clinical continuing education credits.

Psychologists: MAK Continuing Education, LLC, Cape Cod Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. This live program qualifies for 12 continuing education hours.

CA: MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001. This live program qualifies for 15 continuing education hours.

Canada: MAK Continuing Education, LLC, Cape Cod Institute is approved by the Canadian Psychological Association to offer continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 continuing education hours.

NY: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists # PSY-0102. This program qualifies for 15 continuing education hours.

OH: MAK Continuing Education, LLC, Cape Cod Institute is a OPA-MCE Approved Provider. Approved Provider: #854261519. This live program qualifies for 15 continuing education hours.

PA: MAK Continuing Education, LLC, Cape Cod Institute has applied for renewal as a sponsor/provider of continuing education through the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Psychology.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

JULY 29-AUGUST 2, 2024

Franklin King, MD, is a psychiatrist at the Massachusetts General Hospital and an Instructor in Psychiatry at Harvard Medical School. He is a graduate of the University of Massachusetts Medical School, after which he completed residency in adult psychiatry at the MGH/McLean program. He has completed post-residency fellowships, both at MGH, in Consult Liaison Psychiatry and a research fellowship at the Cardiac Psychiatry Research Center. Dr. King has practiced in a variety of clinical roles at MGH including the Neuropsychiatry Clinic, the Adult Outpatient Clinic, the Center for Anxiety and Traumatic Stress Disorders Clinical and Research Program, the Avery Weissman Psychiatric Consult Service, and the Acute Psychiatry Service. He has long held an interest in bringing the benefits of psychedelic-assisted therapies to the vast array of patients who are currently left inadequately treated by existing and available psychiatric interventions, and is currently the Director of Training and Education at the Center for Neuroscience of Psychedelics, in which role he is actively involved in educational projects to clinician groups and residents on psychedelics and psychedelic-assisted therapies. Dr. King is also a Principle Investigator and Co-Investigator on studies involving psilocybin-assisted therapy and MDMA-assisted therapy, respectively, at MGH.

Speaker Disclosures:

Financial: Franklin King owns stock in Compass and Cybin. He has received consulting fees from Cybin, speaker fees from Vital, and receives stock equity as a scientific advisory board member for Apex Pharmaceuticals. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Franklin King has no relevant non-financial relationships with ineligible organizations.

Franklin King, MD***The Promise of Psychedelics: A Critical Look at the Therapeutic Potential of Psychedelic-Assisted Treatments***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

The meteoric rise in interest in psychedelics over the last several years has led to an avalanche of media attention, academic publications, and capital investment. Within this current era of psychedelic research, there are numerous distortions related to both positive and negative biases for and against psychedelics by various groups.

Used by Indigenous cultures for thousands of years for diverse medicinal and ritual purposes, psychedelics were also briefly an area of intense research interest in midcentury western medicine before falling victim to a moral panic and the political machinations of America's so-called War on Drugs. Over the last twenty years, renewed research has shown potential for psychedelics to treat symptoms of numerous psychiatric disorders, as well as to shed new light on consciousness, philosophy of mind, and spirituality. Challenges to realizing these potentials are myriad and include issues of cost, justice, a limited understanding of potential harms, questions on role and form of therapy, and a dominant paradigm in medical culture of biomedical reductionism.

The purpose of this course is to review the history, pharmacology, clinical studies, and potential future applications of psychedelics and psychedelic-assisted psychotherapy, with an orientation toward critical thinking in understanding why some of the current biases and issues within psychedelic research and the public narrative exist, and the challenges that psychedelics will likely face as they become "mainstreamed". The format will consist of didactic sessions and small group discussions. Specific readings will be assigned and participants will be asked to share and reflect. Following this course, participants should have a comprehensive understanding of psychedelics and psychedelic medicine.

Course Agenda**Monday:**

- Introduction and History of Psychedelics
- Review History of Indigenous Use: Prehistoric into Modern Times
- Cultural History in the USA
- 'First Wave of Psychedelic Research'
- Neurobiology and Mechanisms of Action
- Pharmacology, Different Classes of Psychedelics
- Imaging and Other Neuroscience Research, Psychological Mechanisms

Tuesday:

- Clinical Trials in Psychedelics I
- Key Studies in Psychedelics (PTSD, MDD)
- Barriers to Conducting Research and Trial Design Issues
- Clinical Trials II and Harm Reduction
- Addictions, Microdosing
- Medication Interactions, Contraindications, Harm Reduction

Franklin King, MD | The Promise of Psychedelics: A Critical Look at the Therapeutic Potential of Psychedelic-Assisted Treatments | July 29-August 2, 2024

Wednesday:

- Psychedelic-Assisted Therapy
- History of Therapies Used in Past
- Contemporary Models
- Potential Future Hybridizations

Thursday:

- Psychedelics and Meditation, other Non-Ordinary States
- Overlaps in Mechanisms
- Psychedelics as a Practice?
- Somatic/Psychosomatic Disorders
- Functional Medical Conditions
- Psychedelics and Immune Modulation

Friday:

- Psychedelics, Serious Illness, and Death and Dying
- Socio-Psychedelic Imaginaries: Psychedelics, Reification, and Capitalism
- Systemic Economic and Justice Issues in Psychedelic Research
- Psychedelic Epistemology and Critical Psychiatry
- Final Reflections and Wrap-Up

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize the history of indigenous use of psychedelics from prehistoric into modern times
2. Identify the different pharmacology classes of psychedelics
3. Discuss current imaging and neurological research studies on psychedelics
4. Discuss current phase I and phase II psychedelic clinical trials and findings
5. Discuss the use of psychedelics in the treatment of addiction
6. Discuss the history of psychedelic-assisted therapy models, contemporary models, and areas for further research regarding clinical application
7. Discuss the difference and overlaps in the mechanisms of psychedelics, meditation, and other non-ordinary states
8. Discuss the use of psychedelics with serious illness and end of life care
9. Discuss issues of diversity, equity and access in psychedelic research and medicine

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

The Promise of Psychedelics: A Critical Look at the Therapeutic Potential of Psychedelic-Assisted Treatments, Course #4931, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/2/2023 - 5/2/2025. Social workers completing this course receive 15 General continuing education credits.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**JULY 29-AUGUST 2, 2024**

Juliet King, PhD(c), ATR-BC, LPC, LMHC, is an Associate Professor of Art Therapy at The George Washington University and an Adjunct Associate Professor of Neurology at the Indiana University School of Medicine. Juliet has over two decades as a clinician, administrator, and educator. She developed and implemented the graduate art therapy program at Herron School of Art & Design-IUPUI, where her leadership spearheaded over 30 graduate student internships in the Indianapolis community and throughout the state. She developed and continues to oversee the Art Therapy in Neurology program at the Indiana University Neuroscience Center. Professor King's research delves into the systematic integration of art therapy and neuroscience, with a specific emphasis on neuroaesthetics and innovative neuroimaging) to advance the scientific understanding of therapeutic arts practices. In 2016 Juliet wrote and edited *Art Therapy, Neuroscience and Trauma: Theoretical and Practical Perspectives* and recently completed a co-edited second edition, set for publication in June 2024.

Speaker Disclosures:

Financial: Juliet King has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Juliet King has no relevant non-financial relationships with ineligible organizations.

Juliet King, PhD(c), ATR-BC, LPC, LMHC**Arts & the Brain: Evidence-Based Therapeutic Arts Interventions for Optimal Health & Well-Being**

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only

Substantial evidence supports the value of therapeutic arts interventions to effect positive mental health and medical outcomes. Receptive and expressive arts strategies encourage self-expression, assist in nervous system regulation, and promote mind-body connection. Research on how neuroscience informs arts, culture, and health outcomes has garnered considerable interest worldwide, and these advancements have great potential to influence education, healthcare, and community sectors. Translating neuroscience evidence and principles into practical arts-based therapeutic interventions will enhance your knowledge and improve outcomes across populations and contexts.

In this experiential course, participants will journey through the historical, cultural, and therapeutic dimensions of aesthetics and creativity, learning how neuroscience evidence and principles underscore the use of creative, expressive, and receptive practices. Emphasis will be placed on primary agents of change in the application of arts in the context of health: creativity, symbolism and metaphor, materials and methods, embodiment, and the therapeutic relationship. Using the arts for health purposes recognizes body-mind integration as central to well-being, allowing people to access and work through dynamics situated at non-verbal, implicit, and sensory-based levels of experience.

Built on evidence and insights from humanities, philosophy, and science, through the lens of therapeutic arts and within a wide socio-cultural context, participants will learn how to translate scientific evidence and principles into targeted interventions for a range of stakeholders. This course will consist of didactic sessions, small group discussions, art-making and viewing exercises, neuroimaging technology demonstrations, and case presentations and is open to clinicians, educators, students, administrators, policy-makers, thought leaders, and anyone interested in exploring how the intersections of neuroscience, creative expression, aesthetic engagement, and therapeutics facilitate learning and can lead to meaningful intrapsychic change. No previous art-making experience is required.

Course Agenda**Monday:****The Evolution of Aesthetics, Science, & Medicine**

- Paleo-archeology of the human brain
- Eastern and Western aesthetics in philosophy, arts, and culture
- Intersections of aesthetics, science, and medicine
- Neuroaesthetics: The cognitive neuroscience of aesthetic experiences
- Emerging trends in neuroaesthetics, psychology, and creativity studies
- *Art-Making, Self-Assessment, and Artistic Inquiry*: Identifying personal and professional beliefs, values, strengths, and barriers to adopting novel approaches in service of clients

Juliet King, PhD(c), ATR-BC, LPC, LMHC | Arts & the Brain: Evidence-Based Therapeutic Arts Interventions for Optimal Health & Well-Being | July 29-August 2, 2024**Tuesday:
The Neuroscience of Creativity**

- Network Neuroscience: The new frontier in understanding the structure, function, and relationship of the brain and nervous system
- Creativity: a neurologically complex evolutionary event central to human functioning and flourishing
- Biological and physiological evidence that supports the health benefits of creative expression and flow
- How scientifically-sound creative interventions serve to enhance learning and behavioral change
- Limitations of current research systems, worldview, and methods
- *Art-Making, Self-Assessment, and Artistic Inquiry*: Exploring creative potential and construct of Self

**Wednesday:
Symbolism and Metaphor: The Universal Human Language**

- The use of symbol and metaphor to communicate, concretize, and externalize experiences and sensations in multiple relational learning environments
- Using the creative process and resulting artwork/form to construct personal and shared meaning
- How the arts increase access, are cost-effective, and improve mental and physical health outcomes via non-verbal and symbolic expression, witness, and observation across clinical populations and community settings
- Art as a mechanism to name and begin to understand the biological and epigenetic drivers for implicit bias and the technology that can assist in the process
- *Art-Making, Self-Assessment, and Artistic Inquiry*: Exploring universal and personal symbols to unite diverse cultures within the clinical and community context

**Thursday:
The Relationship**

- How elements of the therapeutic relationship are enhanced with advancements in neuroscience
- How the therapeutic relationship and ethics surrounding service provision influence theory and applications in education, clinical, and community practice
- Develop concrete applications to update existing knowledge with insights from embodied cognition, predictive processing, and contemporary neuroimaging
- How aesthetic engagement influences biological, physiological, and neurological processes that inform constructs central to education, psychotherapy, and therapeutic community-driven approaches, such as trust, empathy, and collaboration
- *Art-Making, Self-Assessment, and Artistic Inquiry*: Exploring the multi-dimensional relationships within the art-driven homeostatic feedback loop of action, perception, and behavior

**Friday:
Materials and Methods**

- Explore how the thoughtful use of artifacts, art materials, and creative engagement has been used to enhance learning and conduct research and practice in education, healthcare, and community settings
- Identify materials and methods to support expressive and receptive arts within your scope of practice
- The use of neurotechnology to complement your theory, practice, and research
- *Art-Making, Self-Assessment, and Artistic Inquiry*: Reflection, intervention, and critical analysis/critique, action plans for the future

Course Objectives

Upon completion of this course participants will be able to:

1. Demonstrate an understanding of the history, evolution, and convergence of humanities, science, and philosophy
2. Demonstrate an understanding of the evidence supporting the intersections of neuroaesthetics, creativity studies, psychology, and related therapeutics
3. Discuss how the science of creativity can be used to understand the mind-body connection in arts-based therapeutic practices
4. Evaluate research and build theory for how neuroscience informs arts, culture, and health outcomes
5. Update psychological theories based on advancements in neuroscience evidence and inclusive practices
6. Synthesize neuroscience evidence and principles into practical and culturally-informed therapeutic arts applications
7. Demonstrate improved knowledge and skills in neuro-informed arts-based theory and practices through self-assessment measures
8. Discuss issues pertaining to the development of trust, empathy, and collaboration in the therapeutic relationship
9. Discuss the efficacy and limitations of art therapy interventions in the treatment of mental and physical health disorders

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE

AUGUST 5-9, 2024



Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, Carol Kramer, LICSW, & Joanne Audyatis, LMHC

IMAGO: Proven Strategies for Helping Couples Move from Conflict to Connecting

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person & Live-Online

If you dread your next appointment with a couple, avoid doing couples therapy altogether but would like to, or love couples and want to do it better, join Harville Hendrix, Ph.D., Helen LaKelly Hunt, Ph.D., Carol Kramer, LICSW, and Joanne Audyatis, LMHC, in this rare opportunity to study with the founders of Imago Relationship Therapy and two members of their star Imago Faculty. In this training, you will learn **how** to help couples quickly move from conflict to connecting by learning **how** to change your interventions from the Space-Within to the Space-Between, that helps couples create a transformed, rather than just a better, relationship. This involves couples developing relational competence by:

- Learning how to talk with each other about anything without polarizing.
- Embrace and celebrate their differences.
- Shifting from judgment to curiosity and wonder.
- Committing to a Zero Negativity relationship.
- Engaging in life changing affirmations.
- Waking up from their symbiotic trance.
- Revising their relationship as a partnership rather than a competition.
- Seeing how their relationship challenges repeat their unresolved childhood challenges.
- Understanding the difference between the Space-Between and the Space-Within.
- Using memory to create and sustain connecting.
- Changing their brains by practicing the dialogue process.
- Learning how to create and sustain a Conscious Partnership.

Using Imago Relationship Therapy, comprehensively available in *DOING IMAGO RELATIONSHIP THERAPY IN THE SPACE-BETWEEN: A Guide for Clinicians*, this theory-based skill-building training process will help you, as a therapist, assist couples in transcending their biggest challenge: accepting difference, connecting beyond difference and co-creating a Conscious Partnership that meets developmental needs and restores full aliveness and joy. Each day will include lectures, videos, live demonstrations and the practice of Imago Dialogue processes.

This workshop is open to clinical professionals who want to become certified Imago Therapists or other professionals who want to use the Imago Dialogue Process in their lives and work. The training counts as two days towards certification as an Imago therapist by the Imago International Training Institute or, for non-clinical professionals, it counts for two days towards becoming an Imago Facilitator. It also meets some of the requirements of the Safe Conversations Training Institute for a certificate as a Safe Conversations Trainer.

Harville Hendrix, PhD, and Helen LaKelly Hunt, PhD, are co-creators of *Imago Relationship Theory & Therapy* and co-founders of Imago Relationships International, which has trained over 2,500 therapists in over 61 countries. They are also co-creators of Quantum Connections®, a global social movement with the mission to facilitate the creation of a relational civilization through the distribution of the Safe Conversations Process to 3.8 billion persons over the next 30 years.

They are the authors of three New York Times best sellers (*Getting The Love You Want*; *Keeping The Love You Find*; and *Giving The Love That Heals*), *Making Marriage Simple*, and six other books including *Doing Imago Relationship Therapy in the Space Between: A Guide for Clinicians*. Harville is a couples therapist with more than 40 years experience, a Clinical Educator and Trainer, and a lecturer whose work has appeared on Oprah 17 times. In addition, a 30th anniversary edition of *Getting the Love You Want* launched in 2019.

In addition to Helen's partnership with her husband in the co-creation of Imago Relationship Therapy, the Safe Conversations global movement, and being a co-creator of Imago Relationships International, she is sole author of *Faith and Feminism* plus *And the Spirit Moved Them*. She was installed in the Women's Hall of Fame for her leadership in the global women's movement and in the Smithsonian Institute for her creation of Woman Moving Millions.

Helen and Harville have been married for 41 years, have six children, eight grandchildren and reside in Dallas, Texas and New York City.

www.harvilleandhelen.com;
www.imagorelationships.org;
www.safeconversation.com.

Speaker Disclosures:

Harville Hendrix:

Financial: Harville Hendrix has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Harville Hendrix has no relevant non-financial relationships with ineligible organizations.

Helen LaKelly Hunt:

Financial: Helen LaKelly Hunt has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Helen LaKelly Hunt has no relevant non-financial relationships with ineligible organizations.

Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, Carol Kramer, LICSW, & Joanne Audyatis, LMHC
IMAGO: Proven Strategies for Helping Couples Move from Conflict to Connecting
August 5-9, 2024

Course Agenda

Monday:

- Overview: What is Imago Relationship Therapy
- The Space-Between and the Space-Within
- Imago in the History of Couples Therapy
- Video: The Three Stages of Life
- Three Stages of Intimate Relationships
- Introduction to Imago Dialogue
- Practice: Mirroring an Appreciation
- Our relational brain

Tuesday:

- Transition from Monologue to Dialogue
- Imago Dialogue Theory and Practice
- The Value of Structure and the Use of Sentence Stems
- Practice: Full Dialogue Process

Wednesday:

- The Necessity of Empathy for Connecting
- The Present is the Past Unless...
- The Transformative Use of Memory to Transform Relationships
- Practice: Childhood Challenge and Need Dialogue
- The Initial Interview
- Practice: The Initial Interview

Thursday:

- The Zero Negativity Process
- Changing a Frustration into a Request
- Symbiosis and Differentiation
- Seven Stages of Differentiation
- Replacing Judgment with Acceptance, Curiosity and Empathy
- Practice: The Frustration Dialogue

Friday:

- The Affirmations Process
- Features of a Conscious Partnership
- Shifting from Judgment to Curiosity and Wonder
- Recovering Full Aliveness and Joy
- The Affirmations Dialogue Process
- Integration of Imago into Everyday Life

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the core features of Imago couples therapy
2. Explain and practice the Imago Dialogue
3. Facilitate the Imago Feedback Process
4. Describe the Zero Negativity process
5. Discuss and illustrate the three stages of intimate relationships
6. Describe the seven stages of differentiation
7. Restate the steps to conscious partnership
8. Teach the value of structure and the use of sentence stems in Imago Therapy
9. Practice the Imago Dialogue Process in all phases of Imago Therapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Carol J. Kramer, LICSW, is a certified Imago Relationship Therapist, faculty trainer, and workshop presenter. Carol brings enthusiasm, expertise, warmth and clarity to the learning process. She is able to break down how to utilize the theory and she makes the process of learning engaging, safe, fun and productive. Among the places Carol has presented are Omega Institute, Kripalu, and the Cape Cod Institute. She is based in New York City. www.safeconnections.com

Speaker Disclosures:

Financial: Carol Kramer has no relevant financial relationships with ineligible organizations.

Non-financial: Carol Kramer has no relevant non-financial relationships with ineligible organizations

Joanne Audyatis, LMHC, has been helping couples find deep connection for over 25 years. She has a private practice of Imago Therapy on Cape Cod. As a Certified Imago Workshop presenter Joanne, along with her husband Todd, present weekend-long workshops to couples from around the country. They are the lead clinical assistants to Harville and Helen at their workshops at Kripalu. Joanne is also an Advanced Imago Clinician and a Faculty Associate of Imago Relationships International. www.JoanneAudyatis.com

Speaker Disclosures:

Financial: Joanne Audyatis has no relevant financial relationships with ineligible organizations.

Non-financial: Joanne Audyatis has no relevant non-financial relationships with ineligible organizations.

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 5-9, 2024**Deborah Korn, PsyD*****EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online***** Please note, this workshop is designed for clinicians who have begun or completed an EMDR basic training course, as previous clinical experience with EMDR therapy is a prerequisite.**

EMDR therapy with survivors of childhood abuse and neglect can be extremely rewarding yet, at the same time, quite challenging. It demands a robust set of clinical skills and a solid conceptual framework to guide moment-to-moment decision-making. In recognition of clients' limited affect tolerance, rigid defenses, overdeveloped avoidance patterns, and extreme emotional dysregulation, it also requires strategies for modifying and supplementing standard EMDR protocols. "Staying out of the way" is typically not an option as these clients often need significant relational support, assistance with emotional and somatic regulation, and active interweaves to facilitate effective trauma processing.

In this workshop, we will begin by examining the impact of early neglect, abuse, and attachment disruption on the development, functioning, and identity of the individual. We will then introduce various clinical "maps" to guide assessment, case conceptualization, and treatment planning. We will review the range of dissociative presentations associated with complex and prolonged trauma and will highlight the kinds of phobias and ego state conflicts that require attention early in treatment.

We'll discuss the role of EMDR Resource Development and Installation (RDI), the importance of the therapeutic relationship, and the modulation of hyper- and hypo-arousal in EMDR trauma processing. We'll also review strategies for helping clients decrease dissociation and maladaptive defenses, allowing them to access and transform their core affects and beliefs. Significant time will be devoted to identifying common blocking beliefs and delineating different types of interweaves, each with their own functions and goals. Through watching numerous excerpts from videotapes of clinical sessions, participants will have the opportunity to see how the proposed treatment "maps" can be used to guide decision-making and how interweaves can be used with precision to deepen processing and accelerate developmental repair.

This workshop is designed for clinicians who have completed an EMDR basic training course, as previous clinical experience with EMDR therapy is a prerequisite. Very experienced EMDR therapists, as well as novices, will benefit.

Deborah Korn, PsyD, a licensed clinical psychologist, maintains a private practice in Cambridge, MA, and is an adjunct training faculty member at Bessel van der Kolk's Trauma Research Foundation in Boston. She has been on the faculty of the EMDR Institute for the past 30 years, is the former Clinical Director of the Women's Trauma Programs at Charter Brookside and Charles River Hospitals, and is a past board member of the New England Society for the Treatment of Trauma and Dissociation (NESTTD). Dr. Korn has authored or coauthored numerous articles and chapters focused on EMDR therapy, including comprehensive reviews of EMDR applications for Complex PTSD. She is an EMDR International Association-approved consultant and is also on the Editorial Board of the *Journal of EMDR Practice and Research*. She has been a keynote presenter at EMDRIA, EMDR Europe, and EMDR Iberoamerica conferences and was invited to present EMDRIA's very first "Masters Series" class in 2008. She recently served as the vice-chair of the Clinical Practice Group and on the Steering Committee of the Council of Scholars, an international group associated with the Future of EMDR Therapy Project. She is the recipient of the 2022 Francine Shapiro Award, "the most prestigious [EMDR] award, reserved for individual's whose service is exceptional and extraordinary." Dr. Korn also presents and consults internationally on the treatment of adult survivors of childhood abuse and neglect and, she is the co-author of *Every Memory Deserves Respect*—a 2021 book about trauma, recovery, and EMDR therapy written for the layperson. As a clinician, teacher, researcher, and consultant, Dr. Korn is known for her EMDR expertise as well as her creative integration of many different clinical models. When she's not hard at work, you'll likely find her biking, hiking, singing, or kicking up her heels with friends and family.

<https://www.everymemorydeservesrespect.com/>

Speaker Disclosures:

Financial: Deborah Korn receives a facilitation fee as a faculty member/facilitator from the EMDR Institute, she receives a fee as an author from Workman Publishing, she receives a speakers fee as a faculty/teacher/speaker from PESI/PESI UK, and she receives a speaker's fee as a faculty/teacher/speaker from the Trauma Research Foundation. She also receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute..

Non-financial: Deborah Korn has no relevant non-financial relationships with ineligible organizations.

Deborah Korn, PsyD | EMDR Therapy and the Treatment of Complex PTSD in Adult Survivors of Childhood Abuse and Neglect | August 5-9, 2024

Course Agenda

Monday:

- Distinguishing complex trauma from other forms of trauma
- Recognizing both acts of commission and omission in a client's trauma history
- Complex PTSD (CPTSD) and other conditions associated with childhood abuse and neglect
- Cultural awareness and humility: An intersectional, anti-oppressive, anti-racist approach to EMDR therapy
- Screening for dissociation

Tuesday:

- Utilizing clinical "maps" to develop a solid EMDR case conceptualization
- Translating a case conceptualization into an AIP (Adaptive Information Processing Model)-informed treatment plan
- Target selection and sequencing; Specific considerations for each of the 8 phases of treatment; Adherence to the three-pronged protocol
- Expanding the EMDR concept of informational plateaus (responsibility, safety, and control)
- Recognizing and responding to different attachment styles, ego state conflicts, and defensive patterns

Wednesday:

- Managing dissociation
- Identifying and addressing trauma-related phobias (attachment/attachment loss, inner experience, parts, change)
- Applying specialized EMDR-related techniques (e.g., Flash technique, working memory taxation)
- EMDR Resource Development and Installation (RDI)

Thursday:

- Expanding Shapiro's original "cognitive interweave" concept to meet the needs of complex trauma survivors
- Understanding the different functions of interweaves in making moment-to-moment decisions during trauma processing
- Intervening to facilitate co-regulation, developmental repair, and integration
- Offering clients an opportunity to complete truncated actions and express unspoken words

Friday:

- Identifying and responding to blocking beliefs
- Specific challenges: Shame, moral injury, attachment to perpetrator
- Utilizing specialized EMDR protocols – e.g., addiction, early intervention, pain
- Comprehensive EMDR treatment: Past, present, and future targets

Course Objectives

Upon completion of this course participants will be able to:

1. Describe how complex trauma differs from other forms of trauma
2. List the range of symptoms associated with a diagnosis of Complex Posttraumatic Stress Disorder (CPTSD)
3. Discuss several major research findings related to the effects of childhood maltreatment and the use of EMDR therapy in treating adult survivors of childhood trauma
4. Describe how to identify, assess, and work with dissociative symptoms in CPTSD clients
5. Describe how to move from a solid case conceptualization to a comprehensive EMDR treatment plan
6. Describe the focus of each of the 8 Phases of EMDR Treatment and some special considerations related to Complex Posttraumatic Stress Disorder
7. Discuss how to recognize and respond to different attachment styles, ego state conflicts, and defensive patterns
8. List the trauma-related phobias commonly exhibited or expressed by CPTSD clients
9. Explain how various EMDR-related techniques (e.g., Flash Technique) can be helpful in treating complex trauma survivors
10. Discuss the role of Resource Development and Installation (RDI) in preparing CPTSD clients for EMDR trauma processing
11. Describe how different kinds of interweaves can be used to address potential blocks to processing during the Desensitization Phase of EMDR Treatment
12. Provide examples of how interweaves can be used to address developmental repair with CPTSD clients
13. Discuss the challenges of addressing shame and moral injury in CPTSD clients using EMDR
14. Identify several specialized EMDR protocols that can be particularly useful in treating childhood trauma survivors with CPTSD
15. Describe how EMDR therapy can be adapted to incorporate an anti-racist, anti-oppressive approach to psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Courses must be completed in one delivery format.

EMDRIA: The Cape Cod Institute-MAK Continuing Education, LLC is an EC Provider (#22011) and this program (#22011-06) is approved for 15 EMDRIA Credits. Eligibility for EMDRIA Credits is restricted to those who have completed an EMDRIA-Approved Basic EMDR Training

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**AUGUST 5-9, 2024**

George McCloskey, PhD, is a Professor and Director of School Psychology Research in the School for Professional and Applied Psychology at PCOM and holds Diplomate status with the American Academy of Pediatric Neuropsychology. Based on more than 35 years of research and experience working with children, adolescents and adults exhibiting executive control difficulties, Dr. McCloskey has developed a comprehensive model of executive control that can be used to assess executive strengths and challenges and guide intervention efforts. He frequently presents both internationally and nationally. He consults with a number of school districts and private schools nationwide and overseas on issues related to assessment and intervention for improving students' executive control in the classroom and at home. Dr. McCloskey is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment*, and his most recent writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He is co-author with his wife, Laurie McCloskey, of the children's educational book *The Day Frankie Left His Frontal Lobes at Home*. He also is the author of the McCloskey Executive Functions Scales (MEFS), available from Schoolhouse Press.

See www.georgemccloskeyphd.com

Speaker Disclosures:

Financial: George McCloskey has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: George McCloskey has no relevant non-financial relationships with ineligible organizations.

George McCloskey, PhD***Intervention for Child and Adolescent Executive Function Difficulties***

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only**

In this course, George McCloskey - widely admired for the clarity, comprehensiveness, and warmth of his teaching style - will help participants gain a deeper understanding of executive functions and of the ways executive function deficits impact the behavior and academic performance of children and adolescents.

Participants will gain state-of-the-art knowledge of the most effective ways to help children and adolescents improve their use of executive functions and executive skills. Ways to discuss executive functions with children, parents, and school staff will be offered, as well as ways to help motivate children and adolescents to ensure their participation in efforts to help them. Special emphasis will be placed on how to orient students to intervention efforts and help them move from being externally controlled to internally self-regulated through the use of bridging strategies. Case study examples of assessment and intervention efforts and outcomes with children and adolescents will be discussed throughout the presentation.

Participants will leave this workshop energized and with a renewed sense of purpose, a greater knowledge of how to improve executive functions and executive skills, and a greater realization of how they can have a positive effect on the children, parents and professionals with whom they work.

Course Agenda**Monday:**

- Defining Executive Control
- A comprehensive model of Executive Functions
- Executive Functions vs. Automaticity

Tuesday:

- Learning vs. Producing: Executive Functions and Production
- Intervention Mindset
- Continuum for Strengthening Executive Functions

Wednesday:

- Motivation and Executive Functions
- Orienting Strategies
- External Control Strategies

Thursday:

- Bridging Strategies

Friday:

- Internal Self-Control Strategies
- Executive Functions Development
- Executive Functions and Clinical Diagnoses
- Progress Monitoring to Document Change

George McCloskey, PhD | Intervention for Child and Adolescent Executive Function Difficulties August 5-9, 2024

Course Objectives

Upon completion of this course participants will be able to:

1. Define executive control, executive functions, and executive skills
2. Discuss a comprehensive model of executive functions
3. Discuss the development of executive functions during childhood and adolescence
4. Describe how executive control can vary based on domains of functioning
5. Explain how executive control can vary based on arenas of involvement
6. Discuss the roles of executive control in classroom learning and production and everyday behavior
7. Discuss the relationship of executive functions to childhood psychopathology
8. Plan intervention strategies based on the continuum for strengthening executive control
9. Discuss the planning, implementation, and outcome assessment of school-, clinic-, and home-based interventions

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

Intervention for Child and Adolescent Executive Control Difficulties, Course #4113, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 Clinical continuing education credits.

Please see the CE section on the **[individual course page](#)** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 5-9, 2024

Maria Sirois, PsyD, is a master teacher, facilitator and author. As a positive psychologist and international consultant, she focuses on the resilience of the human spirit when under pressure and/or during significant transition. Known for her wisdom, authenticity and rampant humor, she brings a depth of experience in resilience training, leadership development and stress management for therapeutic, corporate, and community audiences alike. Her work builds capacity and engagement around stressors such as conflicting goals, difficult conversations, unrealistic expectations and moments of failure — using such moments to leverage sustained positive shifts in perspective and ability. She is the author of two books: *A Short Course in Happiness After Loss* and *Every Day Counts*. www.mariasirois.com & www.wholeleader.com

Speaker Disclosures:

Financial: Maria Sirois has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Maria Sirois has no relevant non-financial relationships with ineligible organizations.

Maria Sirois, PsyD***Paradoxes in Resilience: Leveraging Moments of Grief, Illness, Hardship and Sudden Change to Accelerate Growth***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course Delivery Format: In-Person or Live-Online

“The opposite of a correct statement is a false statement. But the opposite of a profound truth may well be another profound truth.”

-Neils Bohr, Nobel Prize Winner, Physics

As clinicians, supervisors, and managers we are frequently trained to navigate territories of wellness and illness, of capacity and incapacity as if they exist on a spectrum. On one end we are well, at the other end we are ill. Yet, recent research in the fields of positive psychology and resilience enable us to understand that foundational change often occurs at the point of paradox: when we can enable our clients, supervisees and teams to hold happiness and grief, anxiety and hope, imperfection and magnificence with equal appreciation, wisdom and care. Integrating research that considers the best of humanity, the best of systems and of organizations, we will examine the role of positivity, appreciative inquiry, and emerging models of authenticity and meaning to consider how to elevate positive deviancy when clients/supervisees are struggling deeply. Core characteristics of resilience will be addressed, and then considered from the perspective of paradox: how might we (for example) increase grit even when symptoms have increased? How might we accelerate optimism, even as anxiety becomes rampant? What does a helpful hope look like when our world has been shattered?

This approach enables us to complement our current models of treatment with supportive tools and strategies, while providing a meta-framework that potentiates health in the presence of great difficulty. Accentuating positive resources, especially in challenging moments, enables us to provide a greater emotional, cognitive and neurochemical balance to our system of being. While a singular focus on symptom reduction and psychopathology may provide relief, it may do little to construct an internal scaffolding of capacity that reminds clients of the fullness of their resources, strengths, wisdom and adaptability.

Participants will be invited to consider how to best influence positive change in their current practice or management role through examination of clinical vignettes, small group discussion, and in vivo practice of tools/perspectives. Further, this work has an additional benefit of reducing the anxiety, strain and/or fatigue we experience as providers when the stress of our work escalates, either through the distress of our particular patients, or through the growth of systemic disruption.

Maria Sirois, PsyD | Paradoxes in Resilience: Leveraging Moments of Grief, Illness, Hardship and Sudden Change to Accelerate Growth | August 5-9, 2024

Course Agenda

Monday:

Our Framework: The Meta-Perspective of Paradox

- Review of Current Models of Resilience
- Core Characteristics of Resilient Adults
- Paradox: Why Positivity Matters in the Worst Moments

Tuesday:

Integrating the Positive

- The Appreciative Inquiry Approach
- The Genius of the And
- Transforming Moments of Anxiety, Negative Thought Habits, Grief, Depression into Capacity

Wednesday:

The Paradox of Living as Broken/Whole

- What is True Hope?
- Emerging Models of Authenticity
- Seeding the Future: The Ideal Self In Action
- Integrating the Ideal Self and Character Strengths

Thursday:

The Bigger Pictures

- Why Meaning Matters
- A Granular Look at Meaning
- Narrative and The Vision for Our Resilient Life

Friday:

How Change Happens

- A Brief Journey into Neuroplasticity
- Change at the Level of the System
- Change at the Level of the Person
- Integration of Learning

Course Objectives

Upon completion of this course participants will be able to:

1. Summarize benefits of a Positive Psychology approach to treatment
2. Define current Resilience models
3. Describe core characteristics of resilience
4. Examine the role of hope in treatment
5. Explain why meaning matters to growth
6. Apply ideal self constructs
7. Describe the role of generosity in elevating endurance and optimism
8. Explore paradox in critical moments as transformative
9. Discuss the integration of positive psychology approaches with site specific treatment models
10. Summarize how positive transformation happens in individuals and systems

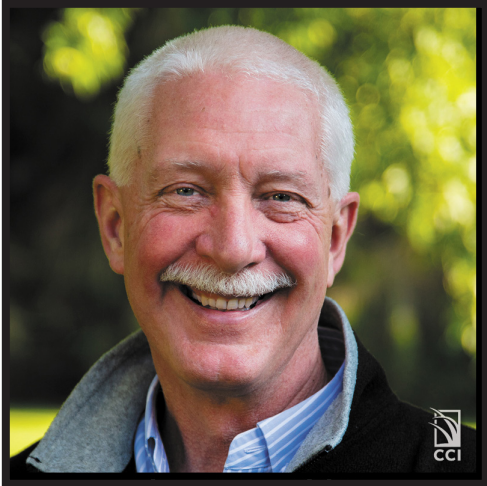
Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Paradoxes In Resilience: Leveraging Moments Of Grief, Illness, Hardship And Sudden Change To Accelerate Growth, Course #4116, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022-04/26/2024. Social workers completing this course receive 15 General Social Work Practice continuing education credits.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**AUGUST 12-16, 2024**

Bob Anderson is the Founder of the Leadership Circle. Bob created the Leadership Circle Profile™ (LCP), a 360o leadership assessment. Forbes named the LCP one of its top executive development assessments.

Bob and Bill Adams authored the book, *Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results*, described as seminal work in the leadership field. It was a Top Ten Bestseller on Porchlight Book Company and was a Top 10 editorial pick on Amazon.

Bob and Bill's new book, *Scaling Leadership: Building Organizational Capability and Capacity to Create Outcomes that Matter Most*, is a street-level view of how senior leaders describe leadership; and provides a proven framework for magnifying agile and scalable leadership in your organization.

Bob served on the faculty at The University of Notre Dame for 20 years and received the Partner in Innovation faculty award in 2005. The MEECO Leadership Institute awarded Bob the International Thought Leader of Distinction in 2018. Bob has a master's in organizational development and a bachelor's in economics. See: leadershipcircle.com/our-books

Speaker Disclosures:

Financial: Robert Anderson has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Robert Anderson has no relevant non-financial relationships with ineligible organizations.

Bob Anderson***The Journey of Conscious Leadership***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course Delivery Format: In-Person Only

This workshop will introduce you to a Universal Model of Leadership that integrates the best theory and research to emerge over the past 60 years in the fields of Leadership, Psychology, Human Potential, Quantum Physics, and Spirituality. At the core of this model are the Stages of Adult Development frameworks that are now finding their way into leading approaches to the development of leadership effectiveness.

No organization can organize at a higher level of performance than the consciousness of its leadership. We identify five levels of leadership—Egocentric, Reactive, Creative, Integral, and Unitive. Each progressive level is associated with greater consciousness and effectiveness. Each results in more engaging organizational cultures, accelerated innovation, increased business performance, and enhanced capability to lead systemic transformation. Most adults are navigating the transition from Reactive to Creative. This workshop will focus on supporting that transition, while also exploring the territory of the higher Stages - Unity Informed Integral Presence. As a therapist, coach, or consultant, you will learn how to catalyze and accelerate personal/leadership transformation.

This workshop will use the Leadership Circle Profile (LCP) Self-Assessment, which provides personal insight through the lens of the entire Universal Model and a map and foundation for a powerful leadership development experience. Finally, this workshop will introduce six leadership practices that, if practiced, will reliably boot up later-stage leadership. They are:

- **Discern Purpose:** What am I here for? What are we here for? What must I be about to live the life I came here to live and not someone else's? What do I love more than I fear?
- **Distill Vision:** What is wanted of me/us now? What is the emergent and desired future that wants its way with me/us? What will exist in the future that does not exist now? What is the organization that, if it existed, would put us out of business?
- **Know Your Fears:** How do I/we get in my own way? How do I/we make up that it is too risky to act on the purpose and vision? What is at risk beneath my Reactive strategy, search for a safe path, and/or playing not to lose?
- **Authentic and Courageous Dialogue:** How do I consistently speak the truth, especially when it requires courage? How do I have difficult conversations in a great way? How do I act out the vision I hold in every encounter? How do we create a collective and coherent field for dialogue that leads to breakthrough solutions to complex issues?
- **Balancing Intuition and Reason:** How do I/we open up intuitive meta-capability? How can I/we learn to be informed from a field of larger intelligence about the emergent, desired future and the innovations required to manifest that future?
- **Catalytic Presence:** When I enter any circumstance, how do I embody a presence that resonates a catalytic field for what wants to happen? How do I, through my very presence, create the conditions for courage, honesty, reconciliation, healing, insight, breakthrough innovation, and inspiration for what is most needed?

Bob Anderson | The Journey of Conscious Leadership | August 12-16, 2024

This workshop is for you if you are in the business of helping people develop into the highest versions of themselves. This training can offer those already certified in the Leadership Circle Profile an enhanced understanding of their Profile and how to use the underlying model more effectively and with a much deeper transformative presence.

Course Agenda

Monday:

- Introduction of the Universal Model of Leadership
- Stages of Adult and Leadership Development
- Reactive and Creative Structures of Mind

Tuesday:

- The Leadership Circle Profile Assessment
- The Unified Model of Leadership
- Your Profile Results

Wednesday:

- Know your Fears
- Working with Underlying Reactive Beliefs

Thursday:

- Catalytic Presence: Energetic Practices that Expand Awareness and Presence
- Developing Intuitive Capability: Attuning to Your Client

Friday:

- Authenticity: Courageous Conversation
- Legacy: Discerning Personal Purpose and Distilling your Leadership Vision

Course Objectives

Upon completion of this course participants will be able to:

1. Describe and experience the Conscious Leadership Framework
2. Describe the five levels of leadership—Egocentric, Reactive, Creative, Integral, and Unitive
3. Express personal insight into their leadership through the lens of the Leadership Circle Profile
4. Discover the power and impact of Personal Purpose on their leadership development
5. Construct a Leadership Vision for what wants to emerge now through your life, your leadership, and your organization
6. Demonstrate how to embody the six leadership practices in your life, leadership and practice
7. Describe how to be more powerfully and transformatively present
8. Evaluate the extent of one's understanding and alignment with the key principles and practices underlying the Conscious Leadership Framework
9. Apply the theory and practices covered into their own practice
10. Demonstrate how to effectively develop and implement strategies that create and accelerate Conscious Leadership

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

***This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.**

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 12-16, 2024

Edward (Ned) Hallowell, MD, is a board-certified child and adult psychiatrist, a thought leader, a NY Times bestselling author, a world-renowned keynote speaker and a leading authority in the field of ADHD. He is the Founder of The Hallowell Centers in Boston MetroWest, New York City, San Francisco and Seattle. He is a graduate of Harvard College and Tulane Medical School and was a distinguished Harvard Medical School faculty member for 22 years. He currently devotes his full professional attention to his clinical practice at the Hallowell Centers, speaking to audiences around the world, writing books and hosting the Distraction podcast. He has authored 20 books on various psychological topics, including ADHD, parenting, managing your "crazy busy" lives and most recently, his personal memoir.

Speaker Disclosures:

Financial: Edward Hallowell has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Edward Hallowell has no relevant non-financial relationships with ineligible organizations.

Edward Hallowell, MD***Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span***

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

From childhood through adulthood, ADHD presents not only problems but also unique opportunities for change, growth, and success. The goal of diagnosis and treatment is to transform ADHD from a chronic liability into an overall asset in life. The purpose of this seminar is to show how to do precisely that and to present much of the new information we have learned about ADHD in the past decade.

In his work with people of all ages, Dr. Hallowell has learned that a strength-based approach to diagnosis and treatment leads to the best outcomes. The moment the clinician meets the client, he or she looks for talents, skills, and strengths and builds a treatment plan to promote those first and foremost. In addition, the clinician radiates a positive attitude and affirming energy, which in turn mobilizes hope, excitement, and curiosity, which drives treatment to much greater success than can be achieved otherwise.

Interweaving advanced material and innovative new treatments with introductory information aimed both at professionals and non-professionals, this seminar will explore the entire world of ADHD in its human as well as its clinical and scientific dimensions. It will provide a solid, practical basis for understanding ADHD at all ages in all contexts.

An added feature of the course that Dr. Hallowell deems especially useful is that each participant is given a chance to tell the group about themselves. This is entirely optional; you don't have to do it. But each summer, an atmosphere of such trust develops in the group that over the 20 years we have offered this course, approximately 97% of participants have decided to offer from their own experience, knowledge, and anecdotes their fellow participants always relish.

Course Agenda**Monday:
Introduction**

- Explanation of the strength-based approach
- Special techniques in the strength-based approach
- History of ADHD
- What is it like to have ADHD?
- Potential skills and strengths in people who have ADHD
- Examples of successful ADHD-ers
- Most Vexing Problems to overcome in life with ADHD
- ADHD Its Best: What's it like and how to get there
- Epidemiology in US and across cultures
- ADD vs. ADHD
- A new term for ADHD: VAST
- *Group sharing, Day 1*

Edward Hallowell, MD | Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span | August 12-16, 2024**Tuesday:****Biology of ADHD**

- Brain scan data
- Genetics of ADHD
- Handling the Naysayers
- The itch at the core of ADHD: Reward deficiency syndrome
- An organized approach to the diagnosis of ADHD
- The role of neuropsychological testing
- Common pitfalls in making the diagnosis
- Over-diagnosis vs. under-diagnosis
- How to take a strength-based history
- How to explain the diagnosis of ADHD to a child or adult
- *Group sharing, Day 2*

Wednesday:**Sue Hallowell, LICSW, joins us to discuss couples**

- Couples: Sue speaks from her own extensive experience
- How ADHD impacts couples
- The Kolbe Conative Strength Assessment
- Conditions that coexist with ADHD
- ADHD vs. modern life: How to tell them apart
- Childhood bi-polar disorder vs. ADHD: How to tell them apart
- Dyslexia and ADHD
- Paradise Lost: Substance Use Disorder (addiction) and ADHD
- Paradise Regained: The Rewards
- *Group Sharing, Day 3*

Thursday:**Finding the Treasures**

- The basics of treating ADHD
- The start of treatment: A pivotal moment
- Promoting strengths: A systematic approach
- Major danger alert: How to make the transition to college
- Nutrition, nootropics and ADHD: Omega-3s and beyond
- Neurofeedback
- Two traps to avoid: Spin and slide (terms to be explained)
- How to deal with chronic rumination, brooding, and resolute pessimism
- Managing "The Big Struggle" in families
- Sexuality and ADHD
- *Group sharing, Day 4*

Friday:**The Role of Medication in the Treatment of ADHD**

- The pros and cons of various medications
- Guidelines to finding the right dose of the right medication
- Explaining medication to others
- Clinical examples of the use of medication in all ages
- Treating worry, anxiety, and ADHD
- Coaching and developing organizational skills in life with ADHD
- Finding the right career in life with ADHD
- Choosing the right mate in life with ADHD
- Finding and preserving joy in life with ADHD

Course Objectives

Upon completion of this course participants will be able to:

1. Describe ADHD across the lifespan
2. Know a better term for the syndrome than ADHD
3. Explain rationale for strength-based model
4. List skills and strengths associated with ADHD
5. List the common problems associated with ADHD
6. Discuss the life stories of successful ADHD adults
7. Describe basic biology of ADHD
8. State the role of testing in diagnosis of ADHD
9. Name common pitfalls in diagnosis
10. Discuss use of medication for ADHD
11. Name conditions that often coexist with ADHD
12. Indicate the basics of ADHD treatment
13. Explain the role of exercise and nutrition in ADHD treatment
14. Discuss ADHD impact on couples and sexuality
15. Apply model to predict life stage dilemmas and plan appropriate treatment in practice

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

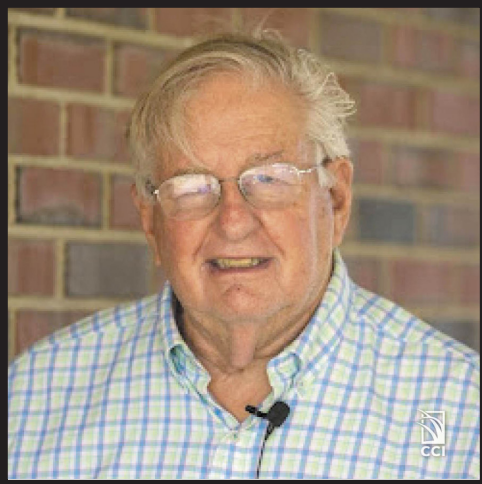
Courses must be completed in one delivery format.

Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span, Course #4118, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, not providers, are approved at the course level. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. ACE course approval period: 04/26/2022 - 04/26/2024. Social workers completing this course receive 15 Clinical continuing education credits.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

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☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 12-16, 2024**Donald Meichenbaum, PhD*****Addressing Issues of Violence and Aggression in Individuals and Communities: Development, Prediction, and Intervention*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course**
Delivery Format: In-Person or Live-Online

Highly publicized and seemingly increasing instances of violence, including mass shootings, police brutality, domestic violence, and international conflict, have raised awareness amongst the general public regarding aggression and its aftermath. Despite a sensitized public with urgency regarding growing mental health needs, a gap remains in practice and policy surrounding how clinicians, communities, and systems can effectively intervene, even in instances when risk has been clearly identified.

Donald Meichenbaum, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, Canada. He is presently Research Director of the Melissa Institute for Violence Prevention in Miami. He is one of the founders of Cognitive Behavior Therapy, and in a survey of clinicians, he was voted "one of the ten most influential psychotherapists of the 20th century." He has presented in all 50 U.S. States and internationally. This workshop provides Dr. Meichenbaum with an opportunity to share his clinical experience and research of over a 50-year career of working with clients and Treatment Centers who cover the entire life-span. He has published extensively, and his recent books include *Roadmap to Resilience*, *Treating Individuals with Addictive Disorders*, and *The Evolution of Cognitive-Behavior Therapy*. Dr. Meichenbaum has just completed a Home Study Legacy Course of the Core Tasks of Psychotherapy.

Please visit the following Websites to access resources from Dr. Meichenbaum www.melissainstitute.org CLICK on Resilience Resources and visit www.roadmaptoresilience.wordpress.com for a FREE copy of his book.

Speaker Disclosures:

Financial: Donald Meichenbaum has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Donald Meichenbaum has no relevant non-financial relationships with ineligible organizations.

Join Dr. Donald Meichenbaum, Research Director of the Melissa Institute for Violence Prevention, to explore the detection of 'violence potential' of mass shooters, intimate partners, youth, adults, and police, how aggressive behaviors develop, and the implications for both preventative and treatment approaches. Dr. Meichenbaum will discuss how anger affects brain functioning and decision-making processes and evidence-based cognitive and behavioral strategies and tools to address emotional reactions that lead to harmful acts of aggression and violence in children, adolescents, and adults. Conducting individual, group, and community interventions will be considered, as well as interventions proven to work and approaches that do not.

Moreover, the workshop will consider violence toward oneself in the assessment and treatment of suicidal patients. Evidence-based interventions for perpetrators and victims of violence will be considered, as well as the psychobiological impacts of trauma in the etiology of anger and violent behavior.

Course Agenda**Monday:**

- The nature and stability of aggressive behavior: implications for interventions
- When is the experience of anger adaptive?
- How aggressive, violent, and antisocial behavior develops
- Considering the mindset of aggressive individuals
- What preventative interventions work, and what interventions can inadvertently increase the incidence of violence

Tuesday:

- Psychobiological impact of trauma: the relationship between childhood victimization and neglect and the development of aggressive behavior
- Evidence-based interventions for children and adolescents with externalizing and internalizing behaviors (e.g., emotional dysregulation that leads to harmful acts of violence and aggression)
- Parent training programs
- Creating safety in school environments
- Increasing treatment effectiveness
- Generalization guidelines designed to achieve
- Creating long-term behavioral changes

Donald Meichenbaum, PhD | Addressing Issues of Violence and Aggression in Individuals and Communities: Development, Prediction, and Intervention | August 12-16, 2024

Wednesday:

- Assessment and treatment of aggressive adults
- Predicting the violence potential of individuals (identifying potential mass shooters and violent spousal partners)
- Addressing issues of co-occurring disorders

Thursday:

- Assessment and treatment of suicidal patients
- The mindset of suicidal patients: Implications for interventions
- Treatment of victims of violence, including intimate partner violence
- Individual and community-based interventions sensitive to cultural/racial, gender, and developmental differences
- Barriers to intervention and assessing change

Friday:

- Illustrative intervention programs designed to prevent violence in schools, police departments, and psychiatric facilities
- Programs designed to reduce risk factors and bolster protective factors in the entire population
- The role of media
- Addressing barriers to intervention at the individual and community level
- Can interventions be employed across conflicting Nations?

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the nature and stability of aggressive behavior and the implications for intervention
2. Describe how and when aggression can be an adaptive response
3. Discuss the psychobiological impact of trauma and the relationship between childhood victimization and neglect and the development of aggressive behavior
4. Name at least two preventative interventions that are proven to work and two that are known to increase incidences of violence
5. Discuss evidence-based interventions for children and adolescents with internalizing and externalizing behaviors
6. Discuss programs aimed at increasing safety in schools
7. Discuss why parent training programs are an effective intervention and how to implement
8. Discuss best practices for intervention with assessment and treatment of suicidal patients across the lifespan
9. Discuss why it is important to have community-based interventions sensitive to cultural/racial, gender, and developmental differences
10. Discuss core tenets of treatment of victims of violence and intimate partner violence, including barriers to intervention and issues in assessing change
11. Describe how to design programs to reduce risk factors and bolster protective factors in the entire population

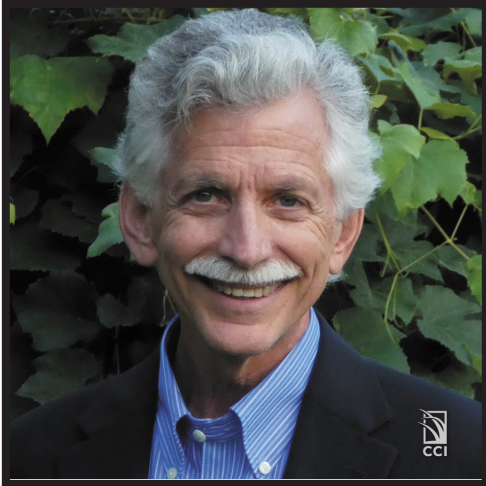
Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 12-16, 2024**Ronald D. Siegel, PsyD*****What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Ever since Freud, psychotherapists have worked with non-ordinary states such as dreams, hypnosis, and free association to understand and heal the heart and mind. In the past decade, mindfulness and compassion practices have become mainstream tools, while more recently, research on psychedelic-assisted psychotherapy has mushroomed. Psychedelics, often combined with insights from mindfulness and compassion practices, now offer not only possible breakthrough treatments for PTSD, depression, addictions, and end-of-life anxiety but also provide new insights into the nature of psychological distress and mechanisms of healing.

What can clinicians learn from these developments? What can they teach us about the neurobiology of human suffering and flourishing? How can they inform our practice?

In this 5-day interactive workshop, you'll learn practical tools and techniques derived from mindfulness and compassion-oriented treatment and psychedelic-assisted psychotherapy to help clients with a wide-array of disorders. We'll explore ways to help clients integrate split-off traumatic memories, open their hearts, embrace vulnerability, surrender to the flow of ever-changing experience, move from isolation to deep connection with people and nature, appreciate the unreliable fluidity of thought, and find meaning in everyday moments.

You'll learn how to use mindfulness and self-compassion practices along with other techniques to harness these healing mechanisms, while also gaining the knowledge necessary to help clients who might be experimenting with psychedelics to integrate and grow from their experiences.

Ronald D. Siegel, PsyD, is an Assistant Professor of Psychology, part time, at Harvard Medical School, where he has taught for over 35 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 author of a comprehensive guide for general audiences, *The Mindfulness Solution: Everyday Practices for Everyday Problems*; coeditor of the critically acclaimed text, *Mindfulness and Psychotherapy, 2nd Edition* and of *Wisdom and Compassion in Psychotherapy*; coauthor of the professional guide *Sitting Together: Essential Skills for Mindfulness-Based Psychotherapy*; coauthor of the self-treatment guide *Back Sense*, which integrates Western and Eastern approaches for treating chronic back pain; and author of the recent book, *The Extraordinary Gift of Being Ordinary: Finding Happiness Right Where You Are*. He is also professor for *The Science of Mindfulness: A Research-Based Path to Well-Being* produced by The Great Courses, a regular contributor to other professional publications, and co-director of the annual Harvard Medical School Conferences on Meditation and Psychotherapy and Psychedelic-Assisted Psychotherapy.

Speaker Disclosures:

Financial: Ronald Siegel has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Ronald Siegel has no relevant non-financial relationships with ineligible organizations.

Ronald D. Siegel, PsyD | What Clinicians Need to Know about Non-Ordinary States: Mindfulness, Compassion, & Psychedelic-Assisted Psychotherapy | August 12-16, 2024

Course Agenda

Monday:

- History of non-ordinary states in psychotherapy
- Common factors in psychopathology and their antidotes
- How non-ordinary states heal

Tuesday:

- Origins and effects of different psychedelic agents
- History of psychedelic-assisted psychotherapy (PAP)
- Cautions and contraindications for PAP
- Structuring PAP

Wednesday:

- What are mindfulness practices
- How do they work?
- Tailoring practices to individuals' needs

Thursday:

- Compassion: What is it really?
- Avoiding empathy fatigue
- Synergies among mindfulness, compassion, & PAP

Friday:

- The role of transpersonal or mystical experience in therapeutic change
- Overcoming self-esteem addiction
- Discovering the extraordinary gift of being ordinary

Course Objectives

Upon completion of this course participants will be able to:

1. Identify the common elements in a wide variety of psychological disorders
2. Describe how mindfulness practices work to resolve psychological distress
3. Discuss the role of compassion and self-compassion in psychotherapeutic progress
4. Summarize current research demonstrating efficacy and mechanisms of action in psychedelic-assisted psychotherapy
5. Discuss cautions and contraindications for Psychedelic Assisted Psychotherapy
6. Identify empathy fatigue and how to avoid it
7. Discuss how to advise patients considering psychedelic experiences outside of treatment and how to help those who engage in these to integrate the experience.
8. Discuss the role of transpersonal or "mystical" experience in both mindfulness-informed and psychedelic-assisted psychotherapy
9. Describe practical ways to introduce the transformative elements of mindfulness and compassion-informed, and psychedelic-assisted sessions into other forms of psychotherapy

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

IN-PERSON LIVE-ONLINE**AUGUST 19-23, 2024**

Amanda Blake, PhD, is the author of the award-winning book *Your Body Is Your Brain, and creator of the Body = Brain(TM)* course on the neurobiology of experiential leadership learning. In addition to teaching about the art and science of embodiment, she works with leaders worldwide to help them become their best self, enjoy life more, and make a bigger contribution. Once an internationally competitive athlete, Mandy is skilled at cultivating high performance in herself and others. As a Master Somatic Leadership Coach, she is known for supporting pragmatic yet profound transformations in her clients. She holds a degree in Human Biology from Stanford University and a doctorate in Management from Case Western Reserve University. She's also a longtime yoga enthusiast, mountaineer, and musician. Learn more at embright.org.

Speaker Disclosures:

Financial: Amanda Blake has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Amanda Blake has no relevant non-financial relationships with ineligible organizations.

Amanda Blake, PhD***Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance***

**Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person Only**

In these volatile times, we are all called upon to envision a brighter future and do what we can to bring it about. This is true at the individual, family, community, and societal levels: we need leaders in every domain who are prepared to take bold action on behalf of building a better world.

Unfortunately, in our well-intended efforts to improve conditions for ourselves and those around us, we too often over-rely on our intellect and fail to tap our embodied intelligence as a resource. But we overlook this immensely powerful yet underutilized asset at our peril. Research has shown that embodied intelligence helps us...

- cultivate necessary resilience for this turbulent era
- deescalate conflict and build stronger relationships
- tap into hidden sources of wisdom to guide our actions

In short, embodied intelligence is both a resource for our thriving and a remedy for the profound sense of separation that contributes to conflict, disconnection, and inadvertent harm to life at all levels.

This intelligence – distinct from informational knowledge – is far from a secondary consideration. Rather, it is a necessary component of thriving for individuals, companies, communities, and beyond. Neurobiology shows us why. Better yet, the underlying neurobiology of embodied intelligence provides important clues about how we can apply this vital source of wisdom in our everyday lives.

This program is not about yoga, mindfulness, or trauma therapy, although it is informed by all those disciplines and more. Instead, it is about how to discover, in a deeply experiential way, what it feels like to be at your best and how to call upon those noble qualities in any given moment, especially when you need them most.

This experiential, evidence-based program intertwines two core threads: the underlying neurobiology corresponding to embodied intelligence alongside experiential practices designed to tap that intelligence. Participants will leave with an increased ability to rely upon their innate embodied intelligence in everyday life and work and be at their best whenever life calls for that.

If you work with leaders, innovators, pathfinders, individuals, or teams pursuing solutions to today's biggest challenges – or if you consider yourself on that path – then this program is for you. All bodies are welcome.

Amanda Blake, PhD | Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance | August 19-23, 2024

Course Agenda

Monday:

Neurobiology of Embodiment

- Explore the biology of embodied intelligence
- Learn six evidence-based outcomes of embodied self-awareness
- Cultivate embodied self-awareness (ESA)
- Hone the key skill of ESA: sensing

Tuesday:

Embody & Enact

- Tap into vision and care — the core fuel of embodied learning
- Explore customized practices to help you embody your best self
- Design a tiny habit that will embed your best self into your daily life

Wednesday:

Illuminate & Imagine

- Expand your understanding of the qualities you seek to embody
- Use creative play as a path to deeper discovery
- Learn how to use contrast to get unstuck from ingrained habits

Thursday:

Leverage Learning Loops

- Integrate embodied and conceptual self-awareness
- Learn how to recognize and build upon every tiny win
- Practice guiding others through their learning loops, accelerating their journey to embodying their best self

Friday:

Design Embodied Practices Like a Pro

- Finalize your daily practice design
- Learn how to layer practices for amplified success
- Co-create a memorable illustration of all you have learned

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.

***This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.**

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Course Objectives

Upon completion of this course participants will be able to:

1. Define embodied intelligence – how it works and why it's an essential leadership skill
2. Explain how increased embodied self-awareness can positively impact work and clients
3. Describe the neurobiological underpinnings of embodied intelligence
4. List six evidence-based outcomes of cultivating embodied self-awareness
5. Apply simple, concrete principles to creatively cultivate embodied intelligence at work and beyond
6. Practice the embodied intelligence skills that positively impact resilience and adaptability
7. Discover embodied practices that hold the potential to deescalate conflict and build stronger relationships
8. Design contextually relevant, meaningful embodied practices that result in sustained behavior change at work and in life
9. Use experiential contrast to get unstuck from ingrained habits
10. Demonstrate more competence, creativity, and innovation in how you work with clients

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 19-23, 2024**Mary-Frances O'Connor, PhD*****The Grieving Brain: The Surprising Science of How We Learn from Love and Loss*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Why does grief hurt so much? Why does death, the permanent absence of a person with whom you are bonded, result in such devastating feelings and lead to behavior and beliefs that are inexplicable, even to the grieving person? Taught by a neuroscience professor and clinical psychologist, this course will discuss the what of grief—what it feels like, what problems it causes, and common neurobiological and physiological reactions. But more importantly, it will discuss the why. Some of the answers to our questions about grief can be found in the brain, the seat of our thoughts and feelings, motivations, and behaviors. By looking at grief from the perspective of the brain, we will discuss the contemporary science of the how of grief in order to better understand the why.

While this course will utilize the lens of neurobiology for understanding and working with grief and grieving, the course material is accessible without a need for a neuroscience background. fMRI neuroimaging has shown that the most significant impact of the death of a loved one is in those who have the most severe psychological grief reactions. Understanding bonding and separation in animal neurobiology can help explain what happens in humans during acute grief. Knowledge about how the brain learns new information is helpful to understanding the trajectory of adaptation during bereavement. Studies of cognitive functioning are particularly relevant for older adults following the death of a loved one. The course culminates in discussion of empirically-based psychotherapeutic interventions for prolonged grief that are proven effective, including Prolonged Grief Disorder Treatment, guided mindfulness meditation, and exposure therapy. Participants will explore these findings and clinical experiences in light of the neuroscientific research on grief.

Course Agenda**Monday:****To understand grief, understand bonding and attachment**

- Neurobiology of attachment in prairie voles
- Neurobiology of attachment in humans, including reward learning
- Developmental aspects of attachment theory

Mary-Frances O'Connor, PhD, is an Associate Professor at the University of Arizona Department of Psychology, where she directs the Grief, Loss and Social Stress (GLASS) Lab. She earned a PhD in clinical psychology from the University of Arizona in 2004 and following a faculty appointment at UCLA Cousins Center for Psychoneuroimmunology, she returned to the University of Arizona in 2012. She served for three years as Director of Clinical Training in the Psychology Department. Her research focuses on the wide-ranging emotional responses to bereavement. In particular, she investigates the neurobiological and psychophysiological aspects that vary between individual grief responses via functional neuroimaging, immune, and endocrine analysis. Dr. O'Connor also researches difficulties adapting following the death of a loved one, termed prolonged grief (newly included in the revised DSM-5). She believes that a clinical science approach toward the experience and physiology of grief can improve psychological treatment. Dr. O'Connor's recent book, *The Grieving Brain: The Surprising Science of How We Learn from Love and Loss* (2022; HarperOne) has garnered praise from peers and literary critics alike, and has led to speaking engagements around the world. In addition to her outstanding record of scholarship, Dr. O'Connor is a highly proficient and beloved teacher and mentor, honored with the Undergraduate Biology Research Program (UBURP) "Outstanding Mentor Award" in 2014. In 2020, she organized an international multidisciplinary research group called the Neurobiology of Grief International Network (NOGIN). Under her leadership, the group has held three international conferences supported by the National Institute on Aging. Dr. O'Connor is a highly sought-after speaker, giving numerous talks and workshops to community organizations around the world, including in-service trainings to

healthcare professionals and volunteers at hospices. She has authored research papers published in a wide range of peer-reviewed journals, from American Journal of Psychiatry to NeuroImage to Journal of Consulting and Clinical Psychology. Dr. O'Connor's work has been discussed in the New York Times, The Guardian, Washington Post, and Scientific American.

Speaker Disclosures:

Financial: Mary-Frances O'Connor has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Mary-Frances O'Connor has no relevant non-financial relationships with ineligible organizations.

Mary-Frances O'Connor, PhD | The Grieving Brain: The Surprising Science of How We Learn from Love and Loss | August 19-23, 2024**Tuesday:****Neurobiology of grief and grieving**

- Difference between grief and grieving
- Cognitive neuroscience of grief
- Gone But Also Everlasting theory
- The utility of basic science as a lens on grief

Wednesday:**Prolonged Grief Disorder (PGD)**

- Distinguishing grief and trauma
- Debunking the myth of the 5 stages of grief
- Empirical data on the grieving trajectories
- Stigma vs. benefit of psychological diagnosis
- Diagnostic criteria and cultural considerations

Thursday:**Grieving as a form of learning**

- Complications for learning are also complications for grieving
- Bereavement as a health disparity
- Role of loneliness
- Role of social support

Friday:**Toolkit of coping strategies and psychotherapeutic intervention**

- Emotion regulation flexibility, the right strategy for the right moment
- Avoidance
- Rumination
- Psychotherapeutic intervention (Prolonged Grief Disorder Treatment, CBT, mindfulness)

Course Objectives

Upon completion of this course participants will be able to:

1. Identify how attachment in social mammals built upon the brain's ability to map time and space
2. Explain how after the death of a loved one, the brain can believe conflicting information from memories of the death and the everlasting nature of attachment beliefs
3. Compare bonding and separation in pair-bonded animals to the effects of acute grief in humans
4. Describe how the neurobiological attachment system instantiates relationship bonds, requiring neurochemicals like oxytocin, dopamine, and endogenous opioids
5. Explain the difference between grief and grieving and how we would ask a person about each
6. Apply knowledge about learning and memory to the process of grieving
7. Distinguish between grief and trauma, and consider which should be treated first
8. Define prolonged grief disorder, and justify the existence of this disorder using neuroscientific data
9. Apply knowledge of cognitive functioning in bereavement to older adults with and without complicated grief
10. Explain how rumination and avoidance can prolong the process of updating the prediction (i.e., learning) that the deceased is no longer available
11. Identify which mechanisms of mindfulness meditation intervention reduce grief severity and which do not

Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

The Grieving Brain: The Surprising Science of How We Learn from Love and Loss, Course #4933, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE course approval period: 5/2/2023 - 5/2/2025. Social workers completing this course receive 15 General continuing education credits.

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 19-23, 2024

Jonah Paquette, PsyD

Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection

Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online

For years, surveys from around the world have shown that happiness tops the list of what most people want most in life. And for centuries, philosophers and theologians worldwide have sought to answer the ancient and timeless question of how to build a happy and meaningful life. Even the Dalai Lama reminds us that “the purpose of life is to be happy.”

Yet despite the importance we place on happiness, research has shown that rates of happiness have been on the decline for many around the world, spanning geography, demographics, and socioeconomic factors. And with hardship and trauma facing us seemingly constantly at home and abroad, how can we even begin to become happy amidst all these challenges?

These questions and more will be explored in this enriching hands-on course. Participants will learn to see happiness as a multifaceted and layered phenomenon, drawing on research from all around the world. After gaining an understanding of what happiness is and why it can feel so elusive, participants will explore 12 core principles for psychological well-being that can be cultivated during good times and bad.

Merging fields like positive psychology, neuroscience, and longitudinal research on happiness and well-being, this course will provide attendees with practical skills to combat depression and anxiety and foster lasting well-being in their clients and themselves. This course is appropriate for clinicians, educators, leaders, and those working in organizational settings.

Course Agenda

Monday: Understanding Happiness

- A review of various models of psychological well-being
- Key roadblocks and barriers to happiness
- The 3 core pillars of lasting happiness and well-being
- A review of the key benefits of becoming happier

Tuesday: Well-Being Principles

- Awe
- Gratitude
- Social Connection
- Psychological Richness

Jonah Paquette, PsyD, is a clinical psychologist, international speaker, and writer. He is the author of four books including *Happily Even After* (PESI Publishing, 2022), *Awestruck* (Shambhala Publications, 2020), *The Happiness Toolbox* (PESI Publishing, 2018), and *Real Happiness: Proven Paths for Contentment, Peace, and Well-Being* (PESI Publishing, 2015). His writing aims to provide both clinicians and the public with practical, research-backed strategies to foster greater well-being and connection in our everyday lives.

In addition to his clinical work and writing, Jonah offers training and consultation to therapists and organizations on the promotion of well-being and conducts workshops and keynotes around the country and internationally. He is a frequent media contributor, and is the co-host of the popular psychology podcast “*The Happy Hour*.” Jonah’s clinical experiences have spanned a broad range of settings, including Veterans hospitals, community mental health clinics, college counseling centers, outpatient medical centers, and private practice. He previously spent over a decade in healthcare leadership at Kaiser Permanente where he helped run a large mental health training program spanning 20 medical centers. He has a passion for imparting the key findings related to happiness and well-being with a broader audience, and he is honored to share these with you. To learn more about Jonah and his work, visit www.jonahpaquette.com.

Speaker Disclosures:

Financial: Jonah Paquette has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Jonah Paquette has no relevant non-financial relationships with ineligible organizations.

Jonah Paquette, PsyD | Positive Psychology 2.0: Creating a Life of Meaning, Purpose, and Connection | August 19-23, 2024

Wednesday:

Well-Being Principles (cont.)

- Kindness and Compassion
- Self-Compassion
- Strengths
- Flow

Thursday:

Well-Being Principles (cont.)

- Meaning
- Savoring
- Posttraumatic Growth
- Mindfulness

Friday:

Happily Even After: Applying Positive Psychology Principles After Hardship

- Why principles for well-being are crucial even (and especially) during challenging times.

Course Objectives

Upon completion of this course participants will be able to:

1. Explain the link between psychological well-being and positive outcomes across other domains of life
2. Explain the benefits of awe for psychological well-being
3. Describe the impact of gratitude on physical health, including its effect on inflammation and the immune system
4. Describe the importance of social connection on physical and psychological well-being
5. Describe the impact of kindness and altruism on mental health
6. Explain the impact of happiness on health, relationships, creativity, and job performance for purposes of client psychoeducation
7. Apply simple, effective strategies that help clients increase gratitude, mindfulness, self-compassion, savoring, and other positive psychological skills
8. Define post-traumatic growth and how positive changes may occur following adversity and trauma
9. Integrate strategies for increasing post-traumatic growth following hardship

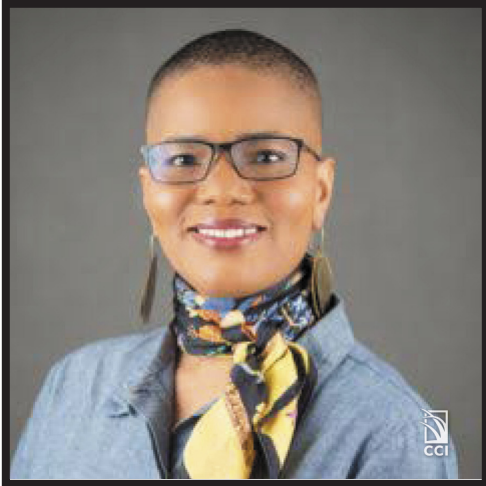
Continuing Education

Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. Courses must be completed in one delivery format.

Please see the CE section on the [individual course page](#) for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

✓ IN-PERSON ✓ LIVE-ONLINE

AUGUST 19-23, 2024**Eboni Webb, PsyD*****Dialectical Behavior Therapy (DBT): Effective Tools for Navigating Trauma and Attachment in Complex Clients Across the Lifespan*****Monday - Friday: 9:00a.m. - 12:30p.m. EDT | 30-Minute Break Daily | 15-Hour Course
Delivery Format: In-Person or Live-Online**

Many of the clients we encounter in therapeutic settings present with complex issues stemming from extensive trauma and attachment disturbances. These early life experiences significantly shape their adult behavior, contributing to the development of mental illnesses and personality disorders. Echoing the insight of William Wordsworth in 'My Heart Leaps Up When I Behold' (1802) - 'the Child is father of the Man' - this course delves into the foundational understanding that both functional and dysfunctional behaviors in adulthood have their roots in childhood experiences.

In this comprehensive course, you will gain a profound understanding of the impact of trauma on the developing mind, how attachment is formed, maintained, or lost through traumatic events, and Dialectical Behavior Therapy's (DBT) relevance in addressing these complex issues including attachment disturbances. We will discuss DBT terms such as 'Mindfulness,' 'Distress Tolerance,' 'Emotion Regulation,' and 'Interpersonal Effectiveness,' which are crucial in helping clients develop coping mechanisms and healthier ways of relating to themselves and others.

You will learn how DBT can be effective in addressing key DSM-V disorders through the lens of trauma. We will focus on how DBT's skills training and therapeutic strategies can help clients achieve greater emotional regulation, reduce self-harm behaviors, and improve relationship dynamics. The course will provide case studies and practical examples to illustrate how DBT can be integrated into therapeutic practices to address complex trauma and attachment-related disorders.

By the end of this course, you will have acquired advanced knowledge and skills to effectively utilize DBT strategies to support clients of any age in overcoming the challenges posed by trauma and attachment issues, leading them toward a path of healing and functional adulthood.

Course Agenda**Monday:****Neurological Foundations and Mindfulness**

- Introduction to Neurological Building Blocks in the context of DBT
- Exploring Neurotransmitters of connection and DBT's Mindfulness Practices
- Cortisol vs. Oxytocin: Emotional Regulation in DBT
- Discussing Attachment within the DBT Framework

Tuesday:**Trauma, Attachment, and Interpersonal Effectiveness**

- Developmental vs. Attachment Trauma through a DBT Lens
- Addressing Single-Incident Trauma with DBT Techniques
- Impact of Parenting Styles on Attachment
- Exploring Attachment Styles through DBT Interpersonal Effectiveness

Eboni Webb, PsyD, HSP, earned her Doctorate in Clinical Psychology from the Minnesota School of Professional Psychology (MSPP). She began her clinical work as assistant clinical director and program director at Mental Health Systems, PC (MHS), one of the largest providers of Dialectical Behavior Therapy (DBT) in the United States. At MHS, Dr. Webb developed two specialized DBT treatment programs for clients with developmental disabilities and borderline-intellectual functioning. She is comprehensively certified in DBT (PESI/Evergreen Institute and Michael Maslar of Northwestern University), MBSR, and is an advanced certified practitioner in Sensorimotor Psychotherapy.

Dr. Webb is a highly rated international trainer in DBT and is a certified trainer of DBT through the Evergreen Certification Institute and PESI. Dr. Webb trains clinicians for continuing education through various companies that include PESI, Jack Hirose and Associates, and Lane Pederson and Associates. In 2010 Dr. Webb opened the private practice Kairos in Middle Tennessee. Kairos, now The Village of Kairos, offers diverse DBT specializations including DBT for trauma-based disorders and co-occurring disorders. The Village of Kairos has expanded therapy programs, better known as Restorative Services, to include individual and group therapy sessions for adolescents, parents, families, and adults including pre-and post-adoption services and in-the-moment coaching for clients. The vision of The Village of Kairos is to help clients build a life worth living alongside a village of practitioners with lives worth sharing. Dr. Webb adamantly believes that it takes a village to restore a single life.

Speaker Disclosures:

Financial: Eboni Webb has no relevant financial relationships with ineligible organizations. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

Non-financial: Eboni Webb has no relevant non-financial relationships with ineligible organizations.

Eboni Webb, PsyD | Dialectical Behavior Therapy (DBT): Effective Tools for Navigating Trauma and Attachment in Complex Clients Across the Lifespan | August 19-23, 2024

Wednesday:

Trauma's Impact on Brain Development and Emotion Regulation

- The Biopsychosocial Model of Development
- Understanding Emotional Responses with the Biphasic Arousal Model in DBT
- Core Organizers of Experience and Trauma Processing in DBT

Thursday:

DBT Skills in Addressing Trauma and Attachment Issues and Relational Dynamics

- Utilizing DBT Skills as Survival Resources for Coping
- Enhancing Emotional Regulation and Distress Tolerance through DBT
- Relational Character Strategies in DSM-V and DBT Perspectives
- DBT Approaches to Addressing Diverse Character Strategies
- DBT Strategies to address key personality disorders across the lifespan (Antisocial, Borderline, Obsessive Compulsive Personality, etc.) and key disorders in the DSM V (ADD/ADHD, Anxiety, Depression, PTSD, etc.)

Friday:

Critical DBT Interventions for Trauma and Attachment

- DBT Boundary Setting and Proximity Maintenance
- Effective Communication Skills using DBT Prosody
- Establishing a Secure Therapeutic Base with DBT Principles
- Creating a Safe Therapeutic Haven in DBT
- Emphasizing Connection and Redirection through Validation in DBT

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss the impact of trauma on the developing mind
2. Identify the key features of attachment and its impact neurobiologically
3. Identify the key defensive survival strategies in trauma
4. Discuss the core DBT skills 'Mindfulness,' 'Distress Tolerance,' 'Emotion Regulation,' and 'Interpersonal Effectiveness, as they relate to the treatment of trauma and attachment
5. Develop DBT strategies to address key disorders across the lifespan that are influenced by trauma and attachment disturbances (ADD/ADHD, Anxiety, Depression, PTSD, etc.)
6. Describe DBT strategies to address key personality disorders across the adult lifespan that are influenced by trauma and attachment disturbances (Antisocial, Borderline, Obsessive Compulsive Personality, etc.)
7. Discuss DBT Boundary setting and proximity maintenance
8. Describe how to help clients build effective communication skills using DBT interventions
9. Understand how to establish a safe therapeutic environment that reestablishes healthy attachment and validates a client's survival journey

Continuing Education

*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced. **Courses must be completed in one delivery format.***

Please see the CE section on the **individual course page** for a full listing of CE course approvals.

For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>

Tuition, Registration & Course Formats

Registration:

Visit www.cape.org to register for our In-Person & Live-Online course offerings. All major credit cards are accepted. No cash or check payments will be accepted.

Course Formats:

In-Person Course Format: Monday through Friday from 9:00a.m. to 12:30p.m. EDT with a 30-minute break.

In-Person Location:

Nauset Regional Middle School, 70 MA-28, Orleans, MA 02653

Live-Online Course Format:

Interactive synchronous online: Live-Online sessions are held via Zoom Meetings Monday-Friday mornings from 9:00a.m. - 12:30p.m. EDT, with a 30-minute break. Live-Online courses will include opportunities for interaction with colleagues and faculty members via group discussions, break-out groups, and Q&As.

System requirements: • Operating Systems: Windows XP or higher, MacOS 9 or higher, Android 4.0 or higher • Internet Browser: Internet Explorer 9.0 or higher, Google Chrome, Firefox 10.0 or higher • Broadband Internet connection: Cable, High-speed DSL & any other medium that is internet accessible

Tuition:

In-Person Course:

Early Tuition Rate: \$700 (through 04/01/2024)

Full Tuition: \$750

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$575 for in-person courses.

Live-Online Course:

Early Tuition Rate: \$575 (through 04/01/2024)

Full Tuition: \$625

Full-time graduate students, doctoral students, and resident physicians must upload documentation at the time of registration to qualify for a reduced tuition of \$450 live-online courses.

Veteran Affairs Employees:



MAK Continuing Education, LLC, Cape Cod Institute is vendorized in SAMS in station 703. Active-duty and retired military members are eligible for 10% off. Please upload your military ID / verification at the time of registration and you will automatically get the discounted rate.

Cancellation & Refund Policy

Up until two weeks (14 days) prior to your course start date: For cancellations (in person & online), you will receive a full refund less \$50 cancellation fee.

Within two weeks: If you give notice between fourteen and one day(s) before your course start date a credit for a 2024 Cape Cod Institute program is available. Credit may be applied to any 2024 or 2025 Cape Cod Institute course. There will be no price reduction for switching to a live-online course within two weeks of the course start date.

Once your course begins: No credit or refund is available if you cancel on the arrival day, if you do not show up, or if you leave an event early for any reason. No refund will be available if you attend a program and are dissatisfied with its presentation or content. If you need to leave for any reason, no partial credit can be given.

You can notify our staff of your cancellation at info@cape.org or by calling + 1 (203) 781-6492.

Please visit <https://www.cape.org/policies> for more information.

Continuing Education Information

Full attendance of in-person and live-online courses is required to meet the standards of accrediting organizations. No partial credits will be provided. CE certificates are distributed by email for both in-person and live-online courses following the conclusion of your course, confirmation of full attendance, and completion of an online evaluation form. Evaluations must be submitted within three weeks of the end date of your course. Once you submit your evaluation, you will receive a copy of your certificate of attendance with detailed CE approval statements. Please check with your regulating body/organization that this certificate is sufficient proof for you to claim continuing education credits/credit hours/clock hours/contact hours.

Most courses are eligible for 15 credits/credit hours/clock hours/contact hours. Exclusions will be listed on individual course pages. Please check individual course pages for course learning objectives.

All courses are open, and content is suitable for all clinicians and learning levels, beginning, intermediate, and advanced, unless otherwise noted on the course page.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Disclosure Information:

All those in a position to control the content of an education activity are asked to disclose any relevant financial relationships they have with any ineligible companies. There is no commercial support for this activity. None of the planners for this educational activity have a relevant financial relationship(s) to disclose with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed below by discipline.

Please note that applications have been submitted to various national and state agency approval bodies, so additional continuing education credits/credit hours/clock hours/contact hours can be supported. If you do not see your discipline or regional approval agency listed below, please check back shortly, as approvals may be added.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

Continuing Education Approvals:

Current continuing education approvals for MAK Continuing Education, LLC, Cape Cod Institute are listed on our website: <https://www.cape.org/ce-credit>

You can also contact our staff with any CE-specific questions at + 1 (203) 781- 6492 or info@cape.org.

National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.



***Please note that WE ARE NOT authorized to provide NBCC credit for the following courses:**

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

July 1-5, 2024

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Stewart Levine

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

July 15-19, 2024

Bob Anderson

The Journey of Conscious Leadership

August 12-16, 2024

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

August 19-23, 2024

Continuing Education Information (Continued):

Coaches:

Applications will be submitted to the International Coaching Federation (ICF) for Continuing Coach Education (CCE) units for the courses listed below. Please check our website for updates or email info@cape.org. Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.



LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Creative Arts Therapists:

New York State Licensed Creative Arts Therapists: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed creative arts therapists. #CAT-0090.

****Please note the courses listed below ARE NOT ELIGIBLE for continuing education contact hours for Creative Arts Therapists licensed in New York State. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Licia Sky, BFA

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Educators

For eligibility information contact your State certifying authority.

MA Educators: Educators in Massachusetts are eligible for 15 Professional Development Points (PDPs) for each program attended. MAK Continuing Education, LLC is a registered Professional Development Provider (PD number: U20190001) with the Massachusetts Department of Elementary and Secondary Education (DESE).

***Please note that WE ARE NOT authorized to provide PDPs for the following courses:**

Licia Sky, BFA

July 8-12, 2024

Embodied Awareness: The Art of Presence and Attunement

Continuing Education Information (continued)

EMDR International Association

The Cape Cod Institute-MAK Continuing Education, LLC is an approved EMDRIA Credit Provider: EC Provider #22011.

The following courses are approved for 15 EMDRIA Credits. Eligibility for EMDRIA Credits is restricted to those who have completed an EMDRIA-Approved Basic EMDR Training:

Lana Epstein, MA, LICSW

July 8-12, 2024

Putting It All Together: Combining Somatic And Ego-State Therapies With EMDR To Change The Valence Of Emotional Memories

Deborah Korn, PsyD

August 5-9, 2024

EMDR Therapy And The Treatment Of Complex PTSD In Adult Survivors Of Childhood Abuse And Neglect

HR Professionals

The following programs are valid for 15 PDCs for the SHRM-CP® or SHRM-SCP®. For more information about certification or recertification, please visit www.shrmcertification.org.

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance



Marriage and Family Therapists:

New York State Marriage and Family Therapists: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists #MFT-0095.

****Please note that WE ARE NOT authorized to provide contact hours to Marriage and Family Therapists licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Licia Sky, BFA

July 8-12, 2024

Embodied Awareness: The Art of Presence and Attunement

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Massachusetts Marriage and Family Therapists: Applications for ALL courses will be submitted to NEAFAST for approval on behalf of the Massachusetts Board of Registration of Allied Health & Human Services Professions for LMFT professional continuing education. Please check **the individual CE page** for updates on approval.

All other states: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Continuing Education Information (continued)

Mental Health Counselors:

New York State Licensed Mental Health Counselors: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0217.

****Please note that WE ARE NOT authorized to provide contact hours to Mental Health Counselors licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

July 1-5, 2024

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Stewart Levine

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

July 15-19, 2024

Bob Anderson

The Journey of Conscious Leadership

August 12-16, 2024

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

August 19-23, 2024



All Other States: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Nurses

Our activities have been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Milton H. Erickson Foundation, Inc., and MAK Continuing Education, LLC, Cape Cod Institute. The Milton H. Erickson Foundation, Inc., is accredited by the ACCME to provide continuing medical education for physicians.

As an APA-approved provider, MAK Continuing Education, LLC programs are accepted by ANCC. The courses can be utilized by nurses to renew their certification.

The following course is NOT ELIGIBLE for continuing medical education:

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Physicians:

A.C.C.M.E. This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of The Milton H. Erickson Foundation, Inc., and MAK Continuing Education, LLC, Cape Cod Institute. The Milton H. Erickson Foundation, Inc., is accredited by the ACCME to provide continuing medical education for physicians.

A.M.A. The Milton H. Erickson Foundation, Inc., designates this live activity for a maximum of 15 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

The following course is NOT ELIGIBLE for continuing medical education:

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Continuing Education Information

Professional Counselors:

National Board for Certified Counselors (NBCC):

MAK Continuing Education, LLC, Cape Cod Institute, has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7187. Programs that do not qualify for NBCC credit are clearly identified. MAK Continuing Education, LLC, Cape Cod Institute is solely responsible for all aspects of the programs.

***Please note that WE ARE NOT authorized to provide NBCC credit for the following courses:**

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Licia Sky, BFA

July 8-12, 2024

Embodied Awareness: The Art of Presence and Attunement

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Psychoanalysts:

New York State Psychoanalysts: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts #P-0052.

****Please note that WE ARE NOT authorized to provide contact hours to Psychoanalysts licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

All other states: Please note that it is the responsibility of the licensee to check with their individual state board to verify CE requirements for their state.

Continuing Education Information (Continued):

Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the American Psychological Association to sponsor continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CE varies by program, please see CE details on each course page to determine APA credit availability or the list below.

We are NOT sponsoring continuing education contact hours/credits through the above APA approval for the courses listed below. Please check state-level board approvals below, as eligibility varies by state. Please also see the reciprocity statement below this list.



Rubin Naiman, PhD, FAASM

July 1-5, 2024

Healing Our Sleep, Dreams, And Consciousness: An Integrative Approach

Janina Fisher, PhD

July 1-5, 2024

Transforming Trauma-Related Resistance and Stuckness

Lana Epstein, MA, LICSW

July 8-12, 2024

Putting It All Together: Combining Somatic And Ego-State Therapies With EMDR To Change The Valence Of Emotional Memories

Licia Sky, BFA

July 8-12, 2024

Embodied Awareness: The Art of Presence and Attunement

Deb Dana, LCSW

July 22-26, 2024

Polyvagal Theory In Therapy: Practical Applications For Treating Trauma

Flint Sparks, PhD

July 22-26, 2024

Growing Up And Waking Up: Applied Mindfulness In Psychotherapy And Buddhist Practice

Cece Sykes, LCSW, ACSW

July 22-26, 2024

Internal Family Systems and Compassion for Addictive Processes

The following courses are being offered for less than 15 continuing education contact hours/credits. Please see individual course pages for further details.

Courses offered for 12 credits:

Richard Schwartz, PhD & Jeanne Catanzaro, PhD

July 15-19, 2024

Internal Family Systems Workshop

**Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW,
with Molly Eldridge, LICSW**

July 29-August 2, 2024

"HOT" Topics In AEDP™

Courses offered for 9 credits:

Bessel van der Kolk, MD

July 8-12, 2024

Frontiers Of Trauma Treatment

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals.

The following state psychologist boards recognize activities sponsored through the joint providership of The Milton H. Erickson Foundation, Inc., an approved ACCME Provider, and MAK Continuing Education, LLC, Cape Cod Institute: Alaska, Arkansas, California, Colorado, Georgia, Illinois, Indiana, Kentucky, Maine, Maryland, Missouri, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, and Wisconsin.

Continuing Education Information (Continued):

California Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001

Please note we are NOT authorized to provide California State Psychologists continuing education for the following courses:

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Canadian Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is approved by the Canadian Psychological Association to offer continuing education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program.



Connecticut Psychologists:

CT Gen Stat Sec. 20-191c Continuing Education (b)(3) confirms acceptance of continuing education programs relevant to psychology from a nationally recognized provider of continuing education seminars. MAK Continuing Education, LLC, Cape Cod Institute is a nationally recognized provider of continuing education seminars with multiple national CE approvals.

New York State Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0102.

****Please note that WE ARE NOT authorized to provide contact hours to Psychologists licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

July 1-5, 2024

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Stewart Levine

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

July 15-19, 2024

Bob Anderson

The Journey of Conscious Leadership

August 12-16, 2024

Amanda Blake, PhD

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

August 19-23, 2024

Ohio Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute is a OPA-MCE Approved Provider. Approved Provider: #854261519.

Continuing Education Information (Continued):

Pennsylvania Psychologists:

MAK Continuing Education, LLC, Cape Cod Institute has applied for renewal as a sponsor/provider of continuing education through the Commonwealth of Pennsylvania Department of State Bureau of Professional and Occupational Affairs State Board of Psychology.



****Please note that WE ARE NOT authorized to provide contact hours to Psychologists licensed in Pennsylvania for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

July 1-5, 2024

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

Licia Sky, BFA

July 8-12, 2024

Embodied Awareness: The Art of Presence and Attunement

Stewart Levine

July 15-19, 2024

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

Bob Anderson

August 12-16, 2024

The Journey of Conscious Leadership

Amanda Blake, PhD

August 19-23, 2024

Embodied Intelligence at Work: Leveraging Mind-Body Science to Enhance Professional Performance

Continuing Education Information (Continued):

Social Workers:

Association of Social Work Boards (ASWB): MAK Continuing Education, LLC, Cape Cod Institute, Provider #1197, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. MAK Continuing Education, LLC, Cape Cod Institute, maintains responsibility for this course. ACE provider approval period: 8/20/2022- 8/20/2025.

Social workers completing these courses will receive 15 continuing education credits.

Full attendance and sign-in and sign-out are required. Participants must complete an evaluation in order to receive their CE certificate. CE credits are distributed at the end of the course. The certificate will be immediately emailed to social workers who attend the entire session and complete a course evaluation.

New Jersey Social Workers: ASWB ACE Individual Course Approvals are listed on each individual course page. Please check the course page of the offering you are interested in directly for approval status.

ACE individual course approval meets the NJ Board of Social Work Examiners' requirements for individual course approval pursuant to NJ Code 13:44G-6.4.16.

New York State Social Workers: MAK Continuing Education, LLC, Cape Cod Institute is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0649.

****Please note that WE ARE NOT authorized to provide contact hours to Social Workers licensed in New York State for the courses listed below. All other courses not listed below are eligible for CE contact hours if not otherwise stated on the course's individual CE page.**

LaTonya Wilkins, PCC, MBA

Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself

July 1-5, 2024

Licia Sky, BFA

Embodied Awareness: The Art of Presence and Attunement

July 8-12, 2024

Stewart Levine

Building a Culture of High Performance Sustainable Collaboration: Mindset and Tools

July 15-19, 2024

Bob Anderson

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August 12-16, 2024

Amanda Blake, PhD

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August 19-23, 2024

Travel Information

All in-person sessions are held at the Nauset Regional Middle School at 70 MA-28, Orleans, Massachusetts. Orleans is a 2-hour drive from Boston or Providence (expect traffic delays on Saturdays). There are scheduled flights from Boston and Providence to Hyannis, a 40-minute drive to Orleans. A car is needed for full access to lower Cape Cod. Biking around Orleans is easily done via the rail trail, and local buses between towns are available.

Cape Cod is about 70 miles long, and 75 miles from Logan Airport in Boston and Green Airport in Providence, Rhode Island. Driving distances to the Lower and Outer Cape are:

Boston 77 miles; Providence 77 miles; New York City 245 miles; Montreal 355 miles.

Please visit our travel page for specific directions, lodging and travel information: <https://www.cape.org/travel>

Contact Information

Cape Cod Institute Administration
MAK Continuing Education, LLC
2 Belden Ave
PO Box 2225
Norwalk, CT 06852
Phone: + 1 (203) 781-6492 | Fax: + 1 (860) 499-3267
E-mail: info@cape.org

Please contact us by email or phone with any questions regarding accessibility accommodations, questions, or concerns.