

☑ IN-PERSON ☑ LIVE-ONLINE

AUGUST 21st - AUGUST 25th, 2023**DONALD MEICHENBAUM, PhD**

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*. Please visit the following Websites to access resources from Dr. Meichenbaum melissainstitute.org

CLICK on Resilience Resources and visit roadmaptoresilience.wordpress.com for a FREE copy of his book.

Donald Meichenbaum, PhD

Creating Safety: Addressing The Growing Mental Health And Academic Challenges Faced By Youth, Parents, And Their Communities

15 Hour In-Person & Live-Online Course

Monday - Friday: 9:00a.m.-12:30p.m. EDT/30-Min Break Daily at 10:30a.m.

Congress has recently appropriated funds to make schools safer and pedagogically more effective. This workshop will discuss how to effectively spend this money to meet the daunting challenges school-age youth, families, and administrators face, including school shootings, violence, bullying, and the emotional and behavioral sequelae of adverse childhood experiences and disasters.

It is essential to recognize that schools are still the safest place for children and youth and must remain so. Peaceful schools do not arise simply from installing bullet-proof windows, arming teachers, or expelling troublemakers. Instead, peaceful schools come when the academic and social-emotional needs of the students within its walls are understood and substantially met in culturally responsive ways.

Any form of violence, including school shootings, reflects a transaction between school, family, and community settings and the specific characteristics of the student. There is a need to adopt an ecological perspective on violent behaviors and develop and implement after-event procedures and tools that can systematically and methodically evaluate factors that contribute to such tragedies and, most importantly, add to the prevention knowledge base.

Creating safe schools is a momentous and often frustrating undertaking. Experience has shown that simply adding a new program or instituting a new policy will have little measurable effect. Even those schools that approach the problem systematically with evidence-based programs and procedures need to do so with humility and respect for the challenge facing them.

Additionally, research on the impact of childhood trauma and adverse experiences shows that everyday relationships with teachers, caregivers, and pro-social friends have restorative effects. A sense of belonging, school connectedness, and an inviting school environment of respect and mastery is crucial to bolstering resilience.

This course will focus on assessment, prevention, and evidence-based treatment implications for children and adolescents with externalizing and internalizing behaviors. Intervention at the school-wide, Selective ("high-risk" students/families), and Indicated (intensive wrap-around and crisis intervention) levels will also be discussed.

Particular emphasis will be placed on demonstrating evidenced-based TF-CBT and other cognitive behavioral approaches, creating safe spaces for LGBTQIA+ youth, addressing varied developmental needs, and other risk factors as well as resilience-engendering preventative approaches.

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Course Agenda

Monday:

Mental health & safety prevention in schools

- The Nature of the challenges and implications for both preventative and treatment interventions
- How to intervene at the Universal (primary school-wide) level, Selective (secondary targeted) level, and the Indicated (tertiary wrap-around services) level
- The impact of Covid, school shootings, community violence, climate change the like
- How to make schools safer - highlighting a principal's report card

Tuesday:

The need for trauma-informed training and interventions

- How to choose interventions wisely and HYPE (exaggerated claims of efficacy)
- Evidence-based interventions for children with externalizing and internalizing problems (e.g., emotional dysregulation)
- Increasing the likelihood of generalization and maintenance of skills training programs
- How to engage and involve parents in training and school activities
- The increasing development of community-based schools

Wednesday:

The impact of adverse childhood experiences & childhood victims of disasters

- The effect of bullying on student feelings of safety
- How to bolster resilience in high-risk children and their parents
- Discuss the use of various cognitive behavioral interventions, including TF-CBT, cognitive behavioral play therapy, and other related interventions
- Discuss specific ways communities can bolster resilience

Thursday:

High-risk adolescents and their families

- Consider developmental changes and treatment implications
- Discuss evidenced treatment of adolescent depression/suicidality and anxiety
- Ways to meet the needs of LGBTQIA+ adolescents
- How to treat parent-adolescent conflict

Friday:

How to improve academic performance

- What "expert" teachers do
- School readiness interventions
- Teach at the meta-cognitive level
- Summing it up

Course Objectives

Upon completion of this course participants will be able to:

1. Discuss effective approaches to intervening at the Universal (primary school-wide), the Selective level (secondary targeting), and the Indicated (wrap-around and tertiary wrap around services) levels
2. Describe approaches to preventing school shootings and addressing mental health needs of students, teachers, families, and greater community
3. Describe the effect that adverse childhood experiences, trauma, and disaster can have on youth mental health and academic performance
4. Name three evidence-based interventions to promote student mental health and academic well-being
5. Identify how and why it is important to engage and involve parents in training and school activities
6. Demonstrate the effective use of cognitive based techniques including TF-CBT in the school setting
7. Identify effective ways to support the mental health and safety of LGBTQIA+ students
8. Discuss relevant school based approaches for addressing depression, suicidality, and problem behaviors in children and adolescents
9. Discuss teaching at the meta-cognitive level to improve academic performance
10. Discuss the negative effects of bullying and effective intervention strategies

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.

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

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.

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 9:30a.m. to 12:30p.m. EDT with a 30 minute break.

In-Person Location:

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

Please visit <https://www.cape.org/policies> to review our Covid-19 procedures and requirements.

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 04/01/2023)

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 04/01/2023)

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 2023 or 2024 Cape Cod Institute program is available. Credit may be applied to any 2023 or 2024 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.

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 15-hour course, confirmation of full attendance, and completion of an online evaluation form.

You will receive additional details regarding the online evaluation process at the end of your assigned course. Evaluations must be submitted within three weeks of the end date of your course. You will receive a copy of your certificate of attendance with detailed CE approval statements, once you submit your evaluation. 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 as well as below. Please check individual course pages for course learning objectives.

All courses are open and 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.

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 (203) 781- 6492 or certificate@cape.org.

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.

JULY 3-AUGUST 25, 2023

JULY 3-JULY 7, 2023

Bessel van der Kolk, MD

Frontiers Of Trauma Treatment

In-Person, Live-Online

Anatasia S. Kim, PhD

Building Actionable Skills to Advance Diversity Equity and Inclusion (DEI) Conversations in Clinical, Community, and Organizational Practice

In-Person, Live-Online

Linda Graham, MFT

The Resilience Mindset: The Neuroscience Of Coping With Disappointment, Difficulty, Even Disaster

In-Person, Live-Online

JULY 10-JULY 14, 2023

Lana Epstein, MA, LICSW

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

In-Person, Live-Online

Joe Kort, PhD, LMSW

Lesbian, Gay, Bisexual, Transgender And Questioning (LGBTQ) Clients: Clinical Issues And Treatment Strategies

In-Person, Live-Online

Licia Sky, BFA & Bessel van der Kolk, MD

Come to Your Senses: Embodied Self Awareness

In-Person

Richard Schwartz, PhD

Internal Family Systems Workshop

In-Person, Live-Online

JULY 17-JULY 21, 2023

Paul Foxman, PhD

The Anxiety Epidemic In Kids and Teens: A Workshop For Clinicians

In-Person, Live-Online

Janina Fisher, PhD

Healing The Fragmented Selves Of Trauma Survivors: Overcoming Self-Alienation

In-Person, Live-Online

Flint Sparks, PhD

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

In-Person

JULY 17-JULY 21, 2023

James Hawkins, PhD, LPC

Facilitating The Function Of Attachment In Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework

In-Person, Live-Online

JULY 24-JULY 28, 2023

Gabriella Rosen Kellerman, MD

Building A Tomorrowmind: Thriving At Work, Now And In An Uncertain Future

In-Person, Live-Online

Rubin Naiman, PhD, FAASM

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

In-Person

Franklin King IV, MD

The Promise Of Psychedelics: A Critical Look At The Therapeutic Potential Of Psychedelic-Assisted Treatments

In-Person, Live-Online

John P. Forsyth, PhD &

Jamie R. Forsyth, PhD

Harnessing The Transformative Power Of Mindful ACT Therapy: How To Live Well When Life Is Hard

In-Person, Live-Online

JULY 31-AUGUST 4, 2023

LaTonya Wilkins, PCC, MBA

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

In-Person, Live-Online

Amy Weintraub, MFA &

Angela Huebner, PhD

Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week Of Healing And Learning

In-Person, Live-Online

Maria Sirois, PsyD

Paradoxes In Resilience: Leveraging Moments Of Grief, Illness, Hardship And Sudden Change To Accelerate Growth

In-Person, Live-Online

AUGUST 7-AUGUST 11, 2023

Deborah Korn, PsyD

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

In-Person, Live-Online

AUGUST 7-AUGUST 11, 2023

**Harville Hendrix, PhD,
Helen LaKelly Hunt, PhD, &
Carol Kramer, LICSW with Faculty
Associate: Joanne Audyatis, LMHC**

Doing IMAGO Relationship Therapy In The Space Between

In-Person, Live-Online

Bob Anderson

Conscious Leadership: A Unified Model Of Leadership Development

In-Person

George McCloskey, PhD

Intervention For Child And Adolescent Executive Control Difficulties

In-Person, Live-Online

AUGUST 14-AUGUST 18, 2023

Deborah Dana, LCSW

Polyvagal Theory In Therapy: Practical Applications For Treating Trauma

In-Person, Live-Online

Mary-Frances O'Connor, PhD

The Grieving Brain: The Surprising Science Of How We Learn From Love And Loss

In-Person, Live-Online

Salman Akhtar, MD

In Leaps & Bounds: Psychic Development And Its Facilitation In Treatment

In-Person

Edward Hallowell, MD

Unwrapping The Gifts: A Strength-Based Approach To ADHD Across The Life Span

In-Person, Live-Online

AUGUST 21-AUGUST 25, 2023

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

"HOT" Topics In AEDP™

In-Person, Live-Online

Jonah Paquette, PsyD

Awe, Wonder, And The Science Of A Meaningful Life

In-Person, Live-Online

Donald Meichenbaum, PhD

Creating Safety: Addressing The Growing Mental Health And Academic Challenges Faced By Youth, Parents, And Their Communities

In-Person, Live-Online

All courses are suitable for all clinicians and learning levels, beginning, intermediate, and advanced unless otherwise noted. For a complete list of CE approval statements, please visit: www.cape.org/ce-credit

FOR COMPLETE COURSE INFORMATION AND TO REGISTER, VISIT : WWW.CAPE.ORG