

JULY 3 - AUGUST 25, 2023



*Now in our 43rd year, the Cape Cod Institute is a series of week-long CE courses held in the summer and taught by leading contributors to knowledge and practice. Our courses are designed for health and mental health professionals, as well as OD and HR practitioners, educators at all levels, and any profession that applies behavioral science to practice.*

***All courses are suitable for all clinicians and learning levels, beginning, intermediate, and advanced. For a complete list of CE approval statements, please visit: [cape.org/ce-credit](https://cape.org/ce-credit)***

**43rd**  
**Cape Cod**  
**INSTITUTE**



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

\*\*These courses are not eligible for NYSED, NBCC hours or continuing education credits for psychologists outside of CA or PA.

\*\*\*These courses are only eligible for continuing education credits for psychologists in CA, NY, and PA.

**Psychologists** please see individual course pages for information regarding course accreditation.



## 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.

MAK Continuing Education, LLC (MAK) is excited to be restoring the program, following its closure in 2020, for years to come with the support of former faculty, friends of the Institute, and the Nauset Regional School System.

MAK'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:** Robin Herr, *Skaket Haze* ©2022

IN-PERSON  LIVE-ONLINE**JULY 3rd - JULY 7th, 2023****ANATASIA S. KIM, PhD**

**Anatasia S. Kim, PhD** is a tenured Professor at The Wright Institute in Berkeley, CA. She received her B.A. in Psychology from UC Berkeley and her Ph.D. in Clinical Psychology with a minor in Developmental Psychology from UCLA. She is a National Ronald McNair Scholar and the recipient of several awards, including the American Psychological Association Minority Fellowship, Okura Mental Health Fellowship, and APAGS Guardian of Psychology Award. In addition to graduate teaching, she has a private practice specializing in treating children, teens, and young adults with anxiety disorders, depression, and neurodiversity using Cognitive Behavioral Therapy, Attachment Theory, Family Systems, and Buddhist Psychology. She also provides Diversity Equity and Inclusion (DEI) consultation and training across various sectors including higher education, health care, corporations, management, tech, government, and community agencies. She has served as President of the Alameda County Psychological Association, Chair of the California Psychological Association (CPA) Immigration Task Force, CPA's state Diversity Delegate, and APA Division 31 Diversity Leadership Development Program. Dr. Kim is the lead author of *It's Time to Talk (and Listen): How to Have Constructive Conversations About Race, Class, Sexuality, Ability, and Gender in a Polarized World* (New Harbinger, 2019), *Clinical Psychology Internship for Underrepresented Students: An Inclusive Approach Toward Higher Education* (Routledge, 2021), and forthcoming books *Cultivating DEI Conversations in Higher Education: An Educator's Guide to Learning, Engagement, and Belonging* (Routledge, 2024) and *A Teen Therapists' Guide for Navigating Hot Button Topics Surrounding Race, Gender, Sexuality, Religion, and More* (PESI, 2024). [www.anatasiakim.com](http://www.anatasiakim.com)

## **Anatasia S. Kim, PhD**

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

**15 Hour In-Person & Live-Online Course**

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

In today's increasingly stressful and divisive world, conversations about Diversity, Equity, and Inclusion (DEI) seem impossibly difficult. Against the backdrop of dire issues such as racism, LGBTQ rights, immigration, wealth inequality, and climate change, among many others, our collective discourse has been relegated to vitriolic sound bites of tit-for-tat that play out destructively on social media.

The result has been deepening social, cultural, and political fractures that have disrupted our lives and relationships with one another in profound ways. This includes our relationships with clients, supervisees, managers, co-workers, employees, and even loved ones.

In response, professionals and organizations everywhere have been scrambling to enlist in anti-bias or diversity training. Unfortunately, the majority of these focus mostly on abstract knowledge and fall short on tangible, actionable tools.

This workshop will focus on the critical skills needed to have constructive DEI conversations in ways that can help advance meaningful change in our clients, teams, places of work, and community. Using a variety of teaching methods – lectures, small group discussions, and experiential exercises – participants will better understand why attempts at DEI conversations often fail, common missteps that we all perpetrate, and specific skills we can use to support conversations and repair ruptures.

Skills will be presented using a comprehensive framework (Kim & del Prado, 2019) based on theoretical influences from Cognitive Behavioral Therapy, Attachment Theory, Family Systems, and Buddhist Psychology. Participants will leave the workshop with an individualized plan that they can immediately implement for improving their personal efficacy in their places of work and community.

This workshop is intended for a broad audience, including clinicians of all levels, educators, managers, supervisors, and organizational leaders.

## **Course Agenda**

### **Monday:**

#### **Why Conversations About Culture and Diversity are so Difficult**

- State of the union
- Why history still matters
- Wired for connection
- Universal barriers
- Common missteps
- Locating myself

### **Tuesday:**

#### **Concrete Skills to Support Difficult DEI Conversations**

- A step-by-step approach: Overview, rationale, and theoretical underpinnings
- Preparation phase: Steps 1-3
- Invitation phase: Step 4-5
- Conversation phase: Steps 6-7
- Repetition phase: Step 8
- Illustrations

**Anatasia S. Kim, PhD | Building Actionable Skills to Advance Diversity Equity and Inclusion (DEI) Conversations in Clinical, Community, and Organizational Practice | July 3rd - July 7th, 2023****Wednesday:****Mirror, Mirror on the Wall**

- Self-assessment: Areas of strength and areas for growth
- Why and how to address personal pain points using specific steps/skills
- Illustrations and practice

**Thursday:****Rupture and Repair**

- Common DEI ruptures
- Common missteps in repair
- Constructive repair
- Illustrations and practice

**Friday:****A Personal Game Plan**

- An individualized plan
- Anticipated barriers
- Accountability plan and partner
- Share plans and offer constructive feedback

**Course Objectives**

Upon completion of this course participants will be able to:

1. Discuss at least two reasons why Diversity, Equity, and Inclusion (DEI) conversations are difficult.
2. Describe at least two common missteps when having difficult DEI conversations.
3. Describe how understanding one's goal for a DEI conversation is important.
4. Identify at least two personal barriers that often get in the way of having constructive DEI conversations.
5. Identify at least two personal values to support constructive DEI conversation goals.
6. Identify an effective way to "open"/"invite" a DEI conversation.
7. Describe how to communicate a difficult DEI matter while staying relationally connected.
8. Describe why deep listening is essential for constructive DEI conversations.
9. Identify how to disagree (or repair ruptures) in a DEI conversation while staying relationally connected and inviting more respectful dialogue.
10. Identify at least two ways to repeat difficult DEI conversations.
11. Create an individualized accountability plan for moving forward at work and community.

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

**Non-Financial:** Anatasia Kim has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**JULY 3rd - JULY 7th, 2023****LINDA GRAHAM, MFT**

**Linda Graham, MFT** is an experienced psychotherapist in the San Francisco Bay Area and leads trainings internationally on the emerging integration of relational psychology, mindfulness and neuroscience. She is the author of *Resilience: Powerful Practices for Bouncing Back from Disappointment, Difficulty, and Even Disaster* (New World Library, 2018) and *Bouncing Back: Rewiring Your Brain for Maximum Resilience* (New World Library, 2013) and publishes weekly resources for Recovering Resilience archived at [lindagraham-mft.net](http://lindagraham-mft.net).

## Linda Graham, MFT

### ***The Resilience Mindset: The Neuroscience of Coping with Disappointment, Difficulty, even Disaster***

**15-Hour In-Person & Live-Online Course**

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

Dealing effectively with challenges and crises is the core of resilience and well-being. Helping clients develop flexible and adaptive strategies for coping with everyday disappointments, existential dread, and extraordinary disasters is the heart of the therapeutic process. Helping clients harness the brain's processes of change to rewire coping strategies that are defensive, dysfunctional, and blocking of growth, and to encode new more flexible patterns of response, is the focus of this workshop.

Modern neuroscience is teaching us how to use the brain's innate neuroplasticity to rewire coping behaviors, even when they are seemingly "stuck" and intractable. Clinicians will learn through didactics, experiential exercises, and group discussions, which cutting edge tools and techniques of brain change best help clients reverse the impact of stress and trauma, come out of anxiety, depression, grief, loneliness, guilt and shame, deepen the self-compassion and empathy that connect them to their own inner strengths and resources, strengthen the healthy interpersonal relationships that empower them to take wise action, and shift their perspectives through mindful awareness to discern options and make wise choices.

Participants will learn to apply these tools and techniques, which underlie the therapeutic modalities they are already familiar with – Internal Family Systems, Sensorimotor Psychotherapy, AEDP, DBT, EFT, ACT – to five intelligences - somatic, emotional, relational within ourselves, relational with others, reflective - and develop a healthy resilience mindset that supports post-traumatic growth, well-being and flourishing. Clinicians will also learn to apply these tools to their own brain care as self-care to avoid compassion fatigue and burnout.

## **Course Agenda**

### **Monday:**

#### *Basics of Neuroscience of Resilience*

- Capacities of resilience innate in the brain; focus on response flexibility, an essential capacity of executive functioning
- Impact of attachment conditioning, including early developmental trauma, on brain development and resilience
- Mechanisms of brain change to create new neural pathways, rewire old traumatic memories, and access the "mental play space" of imagination and visualization to connect the dots in new ways
- Executive functions of the pre-frontal cortex – the brain's CEO of resilience
- Lifestyle choices that promote neurogenesis, accelerate brain change, and prevent-reduce-reverse cognitive decline

### **Tuesday:**

#### *Somatic Intelligence*

- Body-based tools to regulate the nervous system's automatic survival responses, and return the body-brain to the safety net of its natural physiological equilibrium, its range of resilience
- Application of polyvagal theory to generate a neuroception of safety, and prime the brain's plasticity-receptivity to learning

## Linda Graham, MFT | The Resilience Mindset: The Neuroscience Of Coping With Disappointment, Difficulty, Even Disaster | July 3rd - July 7th, 2023

### Wednesday:

#### *Emotional Intelligence*

- Cultivating positive, pro-social emotions to shift the functioning of the brain out of contraction and reactivity to more openness, receptivity, the bigger picture
- Exercises to manage signal anxiety when facing radical transitions or any unknown
- Mindfulness and self-compassion-based ABC model to antidote the brain's negativity bias and manage disruptive emotions

### Thursday:

#### *Relational Intelligence within Ourselves, with Others*

- Practices of conscious, compassionate connection to help clients recover the internal secure base of earned secure attachment
- Practices of self-awareness, self-acceptance to heal toxic shame and retire the inner critic
- Teach clients skills of resonant relationships: reaching out for help, setting limits and boundaries, repairing ruptures, resolving conflicts, negotiating change, that allow them to navigate their world with skill and love
- Exploration of the "othering", discrimination and oppression most relevant in our society today.
- The impact of digital technology on the brain, on relationships, on resilience

### Friday:

#### *Reflective Intelligence*

- Practices of mindfulness – knowing what you're experiencing while you're experiencing it - that strengthen the brain's response flexibility that leads to therapeutic change
- Tools to notice, name and tolerate what's happening and reactions to what's happening, to step back and unpack thoughts, emotions, "rules," belief systems, to shift perspectives and discern options
- Tools to cultivate a resilience mindset; shift from fixed to growth mindset
- Tools to create the coherent narrative of experience that leads to post-traumatic growth

## Course Objectives

Upon completion of this course participants will be able to:

1. Describe the neuroplasticity involved in four basic processes of rewiring the brain's patterns of coping, even when they are "stuck" and dysfunctional
2. Identify the seven functions of the pre-frontal cortex

most essential to resilience

3. Teach clients to use body-based tools to regulate their nervous system and recover their baseline physiological equilibrium in ways that are safe, efficient, and effective
4. Demonstrate to clients practices of gratitude, kindness, compassion, and joy that counterbalance the innate negativity bias of the brain, coming out of contraction and reactivity
5. Use tools to manage surges of powerful negative emotions, reduce anxiety and depression, and heal toxic shame
6. Use tools of memory deconsolidation-reconsolidation to reverse the impact of stress and trauma
7. Teach basic mindfulness practices to help shift client's perceptions, attitudes, and behaviors, discern options, and wise choices
8. Help clients re-connect with people who can serve as effective refuges and resources of safety and healing
9. Help strengthen clients' self-awareness and self-acceptance so they can transform mistakes, losses, and regrets into opportunities for learning and growth
10. Apply micro-practices involving exercise, sleep, nutrition, learning, play, and social interactions that foster brain health and prevent-reduce-reverse cognitive decline

## 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.*

**Psychologists:** This course is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section on the individual [course page](#) for further details.

**The Resilience Mindset: The Neuroscience of Coping with Disappointment, Difficulty, even Disaster,** Course #4100, 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. For a full list of continuing education approval statements please visit <https://www.cape.org/ce-credit>.

### Speaker Disclosures:

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

**Non-Financial:** Linda Graham has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**JULY 3rd - JULY 7th, 2023****\*Earn Up to 15 CE Credits / Hours****Bessel van der Kolk, MD*****Frontiers Of Trauma Treatment*****15-Hour In-Person & Live-Online Course****Monday - Friday: 9:00a.m.-12:30p.m. EDT/30-Min Break Daily at 10:30a.m.**

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.

**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, 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.

**Bessel van der Kolk, MD | Frontiers Of Trauma Treatment | July 3rd - July 7th, 2023**

## 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 session is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section for further details.*

### 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 gong, group, and theater approaches

**\*Psychologists:** *This session is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section for further details.*

## 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 Evaluate current neuroimaging research and summarize the neuroscientific effects of trauma on attention and concentration
5. Discuss conditioned threat responses and survival action patterns that occur in PTSD and complex trauma
6. Discuss the breakdown of information processing in trauma
7. Discuss the current research regarding the risks and benefits of using psychotropic medications and psychedelic treatments to treat sequelae of trauma
8. Explain best practices for assessment and treatment planning stages that take into account the impact of trauma on human functioning
9. Describe how the use of the IFS model in clinical practice can accelerate healing from complex trauma

**Bessel van der Kolk, MD | Frontiers Of Trauma Treatment | July 3rd - July 7th, 2023****Course Objectives (cont'd)**

10. Discuss learned helplessness and dissociation as it applies to trauma
11. Discuss the use of stabilization techniques in trauma treatment
12. Discuss the effectiveness of EMDR as a treatment model for trauma through discussion of supported clinical and research literature
13. Evaluate the efficacy of neurofeedback in resolving trauma via review and explanation of current research
14. Describe successful integration of traumatic memories in terms of physical mastery
15. List three physical symptoms of psychological trauma
16. Distinguish areas for future research and the limitations of current evidence-based treatments.

**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.*

**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.

**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.

**PA:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. Provider # PSY000226. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 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.

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

**Speaker Disclosures:**

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

IN-PERSON  LIVE-ONLINE**JULY 10th - JULY 14th, 2023**

## **Licia Sky, BFA & Bessel van der Kolk, MD**

### ***Come to Your Senses: Embodied Self Awareness***

**15 Hour In-Person Course**

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

Our awareness of our physical sensations and movements forms the core of our sense of Self. Since trauma is held as heart-breaking and gut-wrenching sensations in the body, recovery entails accessing and befriending the organism we inhabit, which requires interoceptive awareness, the core of agency and being in charge of our reactions to our surroundings—how we process memories, how we make meaningful connections with others, and how we heal from traumatic events.

Licia and Bessel will discuss and demonstrate how this awareness enables us to be more present and attuned to our own internal states and feelings, expanding our window of tolerance to know ourselves more fully. We will engage in a range of exercises that guide us to focus our attention on awareness of physical sensations, emotional triggers, attraction, impulses, and unconscious choices about what is safe or dangerous.

This experiential workshop will demonstrate practices that enhance our ability to follow our body rhythms—of breath, heartbeat, footsteps, vocal expression, and gestures,—and come into collective synchrony—attunement, alignment, proximity, safety, engagement, meaning-making, and play.

**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, 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.

**Licia Sky** 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.

**Licia Sky, BFA & Bessel van der Kolk, MD | Come to Your Senses: Embodied Self Awareness  
July 10th - July 14th, 2023**

## 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*

- Neurobiology of Embodied Experience
- External focus
- Sense of balance
- Tracking direction of attention and impulses

### Wednesday

#### *Noticing in Movement*

- Rhythm
- Direction
- Postures
- Self Contact in Standing/Movement

### 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

## 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 note this course is not eligible for continuing education credits for Professional Counselors, Social Workers, Mental Health Counselors, Psychologists, Art Therapists, Psychoanalysts, and Marriage and Family Therapists.**

For all other professions please contact your licensing board to determine your continuing education requirements and check for reciprocal 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. Discuss what brain science teaches us about how trauma is remembered and changes the processing of subsequent experiences.
2. Explain how mastery of rhythms and sensate experience, like yoga and sensorimotor processing, can support healing from trauma.
3. Explain how trauma affects the developing mind and brain.
4. Describe common physical symptoms of psychological trauma.
5. Summarize the role of both traditional and innovative techniques in the future of the field of traumatic stress.
6. Describe a detailed body-tracking meditation that incorporates interoception, proprioception, and neuroception.
7. Describe how to foster safety, curiosity, and shifts of state through non-verbal interaction.
8. Describe methods rooted in interpersonal neurobiology to calm the nervous system and create safety.
9. Use active listening to increase attunement.

### Speaker Disclosures:

#### **Bessel van der Kolk**

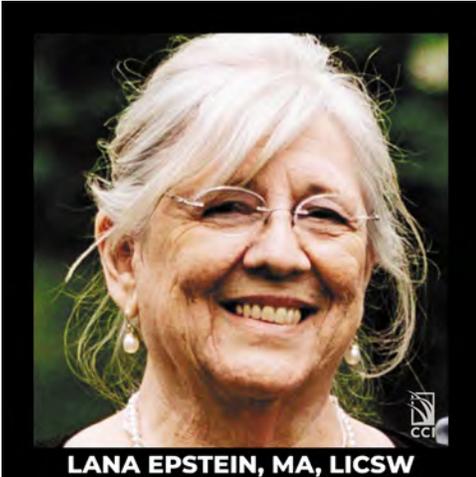
**Financial:** Bessel van der Kolk has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

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

#### **Licia Sky**

**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.

IN-PERSON  LIVE-ONLINE**JULY 10th - JULY 14th, 2023**

**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 for Trauma and Dissociation for six years. 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.

## Lana Epstein, MA, LICSW

### ***Putting It All Together: Combining Somatic and Ego-State Therapies with EMDR to Change the Valence of Emotional Memories***

**15-Hour In-Person & Live-Online Course**

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

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

### **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

## Lana Epstein, MA, LICSW | Putting It All Together: Combining Somatic And Ego-State Therapies With EMDR To Change The Valence Of Emotional Memories | July 10th - July 14th, 2023

### 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.*

**EMDRIA:**The Cape Cod Institute- MAK Continuing Education, LLC is an approved EMDRIA Credit Provider: EC Provider #22011. **This course has been approved for 15 EMDRIA Credits. EC Program Approval Number: #22011-03**

**Psychologists:** This course is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section on the individual [course page](#) for further details.

**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.

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

### 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.

☑ IN-PERSON ☑ LIVE-ONLINE

**JULY 10th - JULY 14th, 2023**

**Joe Kort, PhD, LMSW** is a private practitioner in Royal Oak, Michigan, specializing in individual, couples, and group psychotherapy for gay and straight clients. He's a sex and relationship therapist and the author of *LGBTQ Clients in Therapy: Clinical Issues and Treatment Strategies*, *10 Smart Things Gay Men Can Do to Improve Their Lives*, *10 Smart Things Gay Men Can Do to Find Real Love*, and *Is My Husband Gay, Straight or Bi?: A Guide for Women Concerned About Their Men*.

## **Joe Kort, PhD, LMSW**

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

**15-Hour In-Person & Live-Online Course**

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

Join international speaker, author, and expert on LGBTQ issues Dr. Joe Kort as he equips you with the right tools and information to more effectively counsel your lesbian, gay, bisexual, transgender, and questioning clients and couples. Through case examples and plenty of humor, you will gain a better understanding of the modern LGBTQ culture, keep abreast of how younger clients are identifying in a more sexual and gender fluid way and learn to target the trauma associated with growing up in the closet and how minority stress affects one's personality and mental health. You will learn specific strategies to treat the unique challenges your client may be facing, such as:

- internalized homophobia and LGTBQ shame
- non hetero-normative sexual behaviors and practices
- trauma and abuse from growing up LGBTQ: the difficult process
- helping clients through the stages of coming out

Dr. Kort will also help you avoid the common mistake of believing "a couple is a couple" and treating LGBTQ couples the same as their heterosexual counterparts. He will address the unique relationship dynamics of a same gendered couple and give you practical tools for their therapeutic progress. Many LGBTQ couples and individuals leave their straight therapists and hire a LGBTQ therapist due to a lack of information and education by the straight therapist. It's not enough to be "LGBTQ friendly." You must be LGBTQ informed. The fact is, even the best-intentioned therapists have some level of homophobia to overcome. From birth, heterosexist culture imprints us to think that heterosexuality is primary and that any other orientation is inferior.

In this workshop, you will learn to be culturally competent with your LGBTQ clients and be able to help them around issues of sex, coming out, growing up LGBTQ, Bisexuality, Transgender, mixed orientation relationships, gender fluidity, and sexual fluidity. You will learn to avoid mislabeling a client and using terminology that may prove offensive to them.

## **Course Agenda**

### **Monday:**

- Trauma of growing up LGBTQ contributing to PTSD
- Identify internalized homophobia and gay shame
- Covert cultural sexual abuse and its effects on LGBTQ
- Recognize developmental insults and wounding from growing up LGBTQ

### **Tuesday:**

- Six distinct stages of coming out and treatment implications for teenagers and adults
- Stigma and its impact on mental health from childhood to adulthood: six distinct stages with interventions
- Navigate the three phases of coming out to avoid isolation and alienation

**Joe Kort, PhD, LMSW | Lesbian, Gay, Bisexual, Transgender And Questioning (LGBTQ) Clients: Clinical Issues And Treatment Strategies | July 10th - July 14th, 2023****Wednesday:**

- Working with modern LGBTQ couples and mixed orientation relationships
- Dynamics of a same gendered couple including vulnerabilities and strengths
- Coming out discrepancy causing turbulence for couples
- Open relationships in gay male couples
- Specific stages of coming out as a mixed orientation couple
- Specialized treatment programs for the straight spouses
- Helping LGBTQ spouse integrate their identity into their mixed orientation relationships
- Learn how to identify which couples will succeed and which won't

**Thursday:**

- Understanding transgender teens and adults
- Overcome the knowledge barrier
- Avoid using outdated treatment plans
- Learn and differentiate correct terms such as gender queer, gender fluid and cisgender
- Strategies to help your client tell their partner, families, friends, and employers
- Tips for discussing hormone treatments and surgical procedures
- Crucial points for transgender teens medically and psychologically and how to create the best treatment plan

**Friday:**

- Sexual Fluidity: Correct terminology and understanding
- Cultural competency of LGBTQ sexuality and language varieties of sexuality
- Protect the client from your own biases and assumptions

**Course Objectives**

Upon completion of this course participants will be able to:

1. Describe the psychological trauma of growing up gay, lesbian, bisexual, transgender, and questioning
2. Identify symptoms of Covert Cultural Sexual Abuse for clients growing up LGBTQ
3. Name the most common stages and phases of coming out
4. Discuss contemporary perspectives of LGBTQ couples, including the "doubling" factor of two members of the same gender and how this both positively and negatively plays out
5. Differentiate common misdiagnosed mental health disorders and assessments
6. Utilize specific interventions and assessment tools for LGBTQ clients and gay affirmative therapy
7. Discuss the top mistakes that therapists make treating LGBTQ clients
8. Discuss interventions that work for an older generation vs. a younger population

**Continuing Education**

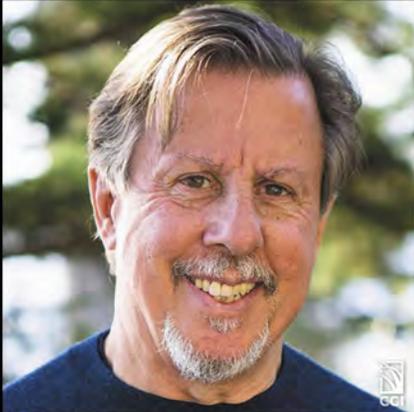
*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.*

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

**Speaker Disclosures:**

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

**Non-Financial:** Joe Kort has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**JULY 10th - JULY 14th, 2023****\*Earn Up to 15 CE Credits / Hours****RICHARD SCHWARTZ, PhD**

**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](http://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.

## **Richard Schwartz, PhD**

### ***Internal Family Systems Workshop***

**15 Hour In-Person & Live-Online Course**

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

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 | Internal Family Systems Workshop | July 10th - July 14th, 2023**

## 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 session is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section for further details.*

**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.*

**\*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.

**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.

**PA:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. Provider # PSY000226. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 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.

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

**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.

IN-PERSON  LIVE-ONLINE**JULY 17th - JULY 21st, 2023**

**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 to help 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.

## **James Hawkins, PhD, LPC**

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

**15 Hour In-Person & Live-Online Course**

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

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

## James Hawkins, PhD, LPC | Facilitating The Function Of Attachment In Distressed Adult Romantic Relationships: An Emotionally Focused Therapy (EFT) Framework | July 17th - 21st, 2023

### 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

### 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. Learn 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 EFT 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. Learn 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. Learn to expand and re-organize key emotional responses and, in the process, the organization of self

## Continuing Education

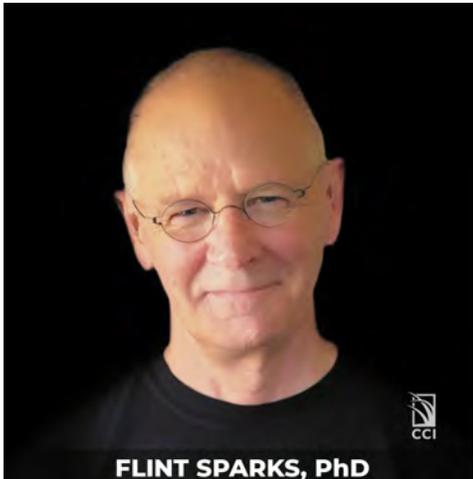
*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.*

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

### 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.

IN-PERSON  LIVE-ONLINE**JULY 17th - JULY 21st, 2023****FLINT SPARKS, PhD**

**T. 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 Simon-ton, 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 retreat worldwide.

## Flint Sparks, PhD

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

#### ***15-Hour In-Person Course***

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

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.

## 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

## Flint Sparks, PhD | Growing Up And Waking Up: Applied Mindfulness In Psychotherapy And Buddhist Practice | July 17th - July 21st, 2023

### 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

## 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

## 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.*

**Psychologists:** This course is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section on the individual [course page](#) for further details.

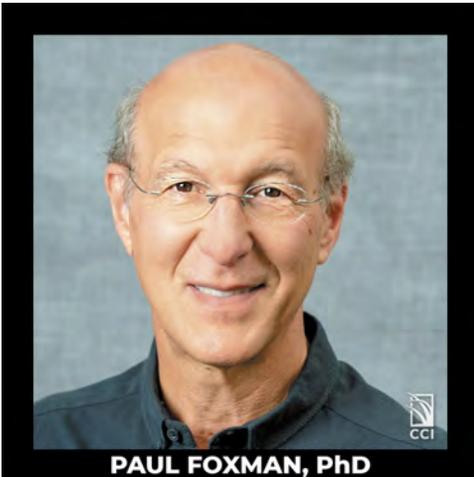
**Growing Up and Waking Up: Applied Mindfulness in Psychotherapy and Buddhist Practice**, Course #4104, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual 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.

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

### 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.

IN-PERSON  LIVE-ONLINE**JULY 17th - JULY 21st, 2023**

**Paul Foxman, PhD**, has led hundreds of top-rated workshops internationally, and has appeared on television and radio as an expert on the topic of anxiety.

His books include *Dancing with Fear* (2007), *The Worried Child* (2004), *The Clinicians Guide to Anxiety Disorders in Kids and Teens* (2018) and a co-authored a casebook, *Conquering Panic and Anxiety Disorders*. His most recent book, *Traumas and Triumphs*, is scheduled for release in May, 2022. Paul is known for his knowledge and clarity, sense of humor, compassion, and engaging speaking style.

Dr. Foxman is a clinical psychologist as well as Founder and Director of the Vermont Center for Anxiety Care. In 1985 he co-founded the Lake Champlain Waldorf School in Shelburne, VT, now flourishing from kindergarten through high school. He has over 40 years of clinical experience in a variety of settings including hospitals, community mental health centers, schools, and private practice. His education includes Yale University (B.A. in Psychology), Peabody College of Vanderbilt University (PhD in Clinical Psychology), and training at the Department of Psychiatry of Mt. Zion Hospital in San Francisco, the Kennedy Child Study Center in Nashville, and the San Francisco Psychoanalytic Institute.

## **Paul Foxman, PhD**

### ***The Anxiety Epidemic in Kids and Teens: A Workshop for Clinicians***

**15 Hour In-Person & Live-Online Course**

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

In this workshop, you will learn ways to “connect” with anxious children and teens, and inspire them to learn how to manage and even prevent anxiety. Based on adolescent brain research, the nuances of working with teens will be included. You will also acquire strategies to help anxious parents (“bulldozers,” “helicopters” and “snowplows”) be more effective in supporting their anxious children. The pros and cons of medication will be addressed. Pitfalls and strategies for high-conflict divorce cases will also be considered. In addition, you will learn what recommendations to make to schools and teachers to help manage anxiety in students.

To increase your effectiveness with the various manifestations of anxiety in children, we will address each of the following disorders with case examples and clinical vignettes:

- Separation Anxiety Disorder
- Generalized Anxiety Disorder
- Panic Disorder (with Agoraphobia)
- Obsessive-Compulsive and Related Disorders (including skin picking and hair pulling)
- Social Anxiety Disorder (including Selective Mutism)
- Specific Phobias
- Trauma- and Stressor-Related Disorders

Emphasis will be on creative psychotherapy using insight, cognitive-behavioral therapy, somatic focus (yoga, movement, breathing games, flow activities), mindfulness practices, medication, and family system interventions.

Workshop format will include multimedia presentations, lecture, discussion, and live demonstrations of the therapy process.

## **Course Agenda**

### **Monday:**

- The Peter Pan story and research about therapy effectiveness applied to children and teens
- How anxiety begins in children: the positive “3 Ingredients Framework”
- 4 behavioral health recommendations for all children and teens
- “3-S Process” for teaching stress management skills
- Games, strategies and practices for regulating anxiety (e.g. “Magic Word,” mindfulness, flow activities, yoga, “Baby Buddhas” meditation for preschoolers)

### **Tuesday:**

- Recommendations for teachers and schools for managing student anxiety
- Pros and cons of medication
- Separation anxiety: treatment strategies including helping parents let go

## Paul Foxman, PhD | The Anxiety Epidemic In Kids and Teens: A Workshop For Clinicians July 17th - July 21st, 2023

### Wednesday:

- Generalized Anxiety: why we worry and strategies for what to do instead
- Panic Disorder and Agoraphobia: treatment metaphors and interventions

### Thursday:

- Obsessive-Compulsive Disorders:
- Exposure and Response Prevention (ERP)
- Sudden Onset Obsessive-Compulsive Disorder (PANDAS)
- Strategies for Excoriation (skin picking) and Trichotillomania (hair pulling)
- Social Anxiety Disorder: self-esteem, group therapy, selective mutism

### Friday:

- Specific Phobias: virtual reality exposure
- Crisis Intervention for Acute Stress Disorder
- Trauma- and Stressor-Related Disorders
- 4 types of traumas
- Goals of trauma treatment
- Strategies for trauma recovery
- Post-traumatic growth

## Course Objectives

Upon completion of this course participants will be able to:

1. Demonstrate how to connect with anxious children
2. Summarize the "3 Ingredients" framework for how anxiety develops in children to assist with assessment and treatment planning
3. Create games, strategies and practices to inspire the anxious child to practice self-regulation skills
4. Describe the "3-5 Process" for teaching stress management skills to children
5. Explain the 4 behavioral health recommendations for all children (and adults)
6. Analyze the efficacy of prescription drugs for treatment of anxiety symptoms in children
7. Describe the variety of anxiety disorders in children and implement interventions believed to be most effective for each condition
8. Identify how to help anxious parents better support their anxious children
9. Discuss recommendations for schools and teachers to help manage anxiety in students
10. Avoid pitfalls when working with children in high-conflict divorce families

## 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.*

**The Anxiety Epidemic in Kids and Teens: A Workshop for Clinicians**, Course #4115, 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 New York, Pennsylvania, and California. Please see the CE section **on the individual course page** for further details.

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

### Speaker Disclosures:

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

**Non-Financial:** Paul Foxman has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**JULY 17th - JULY 21st, 2023**

**Janina Fisher, PhD** is Assistant Educational Director of the Sensorimotor Psychotherapy Institute and a former instructor at Harvard Medical School. An international expert on the treatment of trauma, she is co-author with Pat Ogden of *Sensorimotor Psychotherapy: Interventions for Attachment and Trauma* (2015) and 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](http://www.janinafisher.com).

## **Janina Fisher, PhD**

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

**15 Hour In-Person & Live-Online Course**

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

Childhood abuse necessitates self-alienation: we must disown that humiliating “bad child” and work harder to be the “good child” acceptable to our attachment figures. In the end, children survive trauma at the cost of disowning and dissociating from their most wounded selves. While longing to feel safe and welcome, they later find themselves in conflict: alternating between clinging to others and pushing them away, hating themselves or hating others, yearning to be seen while trying to be invisible. Years later, these clients present in therapy with symptoms of anxiety, depression, low self-esteem, diagnoses of bipolar and borderline personality disorder, and a distorted sense of identity.

This workshop offers a practical hands-on approach to traumatized clients with underlying issues of self-alienation and self-hatred by helping them see how the trauma has left them fragmented and at war within their own minds and bodies. Participants will learn how to help their clients observe the parts they have embraced and identified with as ‘me’ but also the trauma-related parts they have disowned and judged harshly. Using interventions drawn from a number of therapeutic approaches (including Sensorimotor Psychotherapy, Internal Family Systems, and ego state therapy), the focus is on helping clients observe and accept all aspects of self with interest and curiosity. As their young parts are identified and understood as ‘heroes’ in the individual’s story of survival, clients are able to feel more warmly toward them, often for the first time. Techniques will be demonstrated that increase the capacity to feel for and with each part, that foster the sense of caring for young wounded selves, and that pave the way for growing “earned secure attachment.” Even when our clients are unable to tolerate emotion, extend themselves compassion, or take in someone else’s caring, they can still learn to feel protective of their younger selves and to finally welcome home these ‘lost souls’ with warmth and compassion.

## **Course Agenda**

### **Monday: Trauma and self-alienation**

- The costs and benefits of disowning one’s traumatized child self as a survival strategy.
- Introduction to Structural Dissociation model as a trauma-related explanatory model for understanding chronic chaos, resistance, and self-destructive behavior.

### **Tuesday: Befriending our disowned selves**

- Using mindfulness-based techniques drawn from Internal Family Systems and Sensorimotor Psychotherapy to build client interest and curiosity in their split-off emotions, vulnerability, and self-destructive behavior.

## Janina Fisher, PhD | Healing The Fragmented Selves Of Trauma Survivors: Overcoming Self-Alienation | July 17th - July 21st, 2023

### Wednesday:

#### Increasing self-compassion by cultivating compassion for younger parts of the individual

- Learning to appreciate each part's contribution, to ask, "How did this part help me to survive? Without it, what would have happened?"

### Thursday:

#### Transforming traumatic memory

- By teaching clients how to connect emotionally to their wounded child selves and provide reparative or "missing" experiences.

### Friday:

#### Building internal self-attachment

- How to help clients "earn" secure attachment as the therapeutic outcome of creating internal acceptance, safety, and welcome for each wounded part of the self.

## Course Objectives

Upon completion of this course participants will be able to:

1. Identify signs and symptoms of fragmentation and internal conflict
2. Describe how to help clients put non-judgmental language to their trauma-related symptoms and inner experience
3. Explain how to decrease client phobias of emotion and inner experience by increasing mindfulness-based dual awareness
4. Discuss how to facilitate mindful tracking of fragmented parts of the self
5. Utilize somatic interventions for regulating autonomic arousal and affect dysregulation to calm the body
6. Describe how to integrate interpersonal neurobiology and social engagement techniques into the treatment
7. Discuss how to increase self-compassion through growing empathy for wounded child parts
8. Discuss how to transform traumatic memory using somatic, visualization, and ego state techniques
9. Describe how to foster earned secure attachment'

## 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.*

**Psychologists:** This course is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section on the individual [course page](#) for further details.

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

### 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

☑ IN-PERSON ☑ LIVE-ONLINE

**JULY 24th - JULY 28th, 2023****GABRIELLA ROSEN KELLERMAN, MD****Gabriella Rosen Kellerman, MD*****Building A Tomorrowmind: Thriving At Work, Now And In An Uncertain Future*****15 Hour In-Person & Live-Online Course****Monday - Friday: 9:00a.m.-12:30p.m. EDT/30-Min Break Daily at 10:30a.m.**

Today's world of work threatens our personal and organizational health and performance in a thousand ways. The level of uncertainty, volatility, and constant change is unprecedented in human history. And yet it's the same 70,000 year-old forager's brain we will need to use to navigate it. How can we not only survive, but thrive, in this whitewater environment?

We ground our answer, based on the book *Tomorrowmind* (Atria, January 2023), first in the past, learning from previous labor transformations about how our ancestors adapted their hunter-gatherer brains to meet the demands of first

agriculture and then industrialization. Many suffered in those transitions. What lessons can we use to help us avoid a similar fate? We have another unique historical advantage in the form of the behavioral sciences. We will briefly look at the parts of the interdisciplinary world of the behavioral sciences that have the most to offer, and understand how more recent trends in the field will work in our favor in this endeavor.

In this course, we'll examine the five skills most essential for thriving as individuals, leaders, and organizations in the white-water. These skills allow employees to thrive not through a single transition but through change after change, reinvention after reinvention. These five skills, collectively the PRISM powers, were derived through several massive data sets as well as five years of research on large organizations across industries and around the globe:

**Prospection (P):** The meta-skill for our time, our ability to imagine and plan for the future. We can grow in our ability to envision divergently, and plan pragmatically, in a manner that can restore our agency.

**Resilience (R):** The ability to respond to change without harm, and even to grow stronger through challenge. We outline the five building blocks of resilience, and how to build each.

**Innovation (I):** We are all creatives now, as automation takes over the more rote aspects of our roles, and as rapid change necessitates new levels of innovation in response. We introduce a novel typology of creativity, as well as a novel approach to building the creative muscle to support individuals, teams, and businesses.

**Rapid Rapport to build Social Support (S):** We need each other more than ever, and yet we are working in teams of strangers, teams that seem to dissolve and reconstitute just as we get to know each other. Rapid Rapport allows us to build trust effectively and efficiently as individuals, leaders, and colleagues.

**Mattering (M):** Our sense that our work matters is essential to fuel our efforts as we pivot time after time. Mattering offers managers and organizations a new way of thinking about how to provide that motivation to all employees.

The organization of the future will organize to win around the work of building these PRISM powers for employees. There are hidden organizational barriers to this work that need to be recognized and addressed in order for companies to position themselves proactively for the future.

**Gabriella Rosen Kellerman, MD** is an author, entrepreneur, start-up executive, and Harvard-trained physician with expertise in behavioral and organizational change, digital health, wellbeing, and AI. Her first book, *Tomorrowmind*, co-authored with Professor Martin Seligman, will be published by Atria in January 2023. She has served as Chief Product Officer and Chief Innovation Officer at BetterUp, a transformation platform for global professionals, and as Head of BetterUp Labs, BetterUp's research arm, which studies whole person development in partnership with labs at Harvard, University of Pennsylvania, Stanford, and many more.

Gabriella began her career in psychiatry and fMRI research and has worked on global mental health policy and interventions for the World Health Organization. She is the founding CEO of the healthcare technology company LifeLink, former Director of Health and Quality Products at Castlight Health, and a serial executive at, and advisor to, healthcare, coaching, and behavior change technology companies.

As a thought leader, Gabriella is published widely for both popular and technical audiences in *The Atlantic Online*, *Scientific American Mind*, *JAMA*, and the *Harvard Business Review*. She has been profiled in *Inc Magazine*, and her work has been featured on *CNBC*, *Entrepreneur*, and *Forbes*. Gabriella holds an MD with honors from Mount Sinai School of Medicine, and a BA summa cum laude from Harvard University.

She completed her internship in psychiatry at UCSD and holds a California physician's license. Gabriella was awarded Harvard's Captain Jonathan Fay Prize; Hoopes Prize; Rothschild Prize; and Joseph Garrison Parker Prizes for her research. She received both the Eben-Fiske Harvard-Cambridge Fellowship and Frank Knox Memorial Fellowships for post-graduate studies. At Mount Sinai, Gabriella was honored with a Tylenol scholarship and the Gold Humanism award. In 2021, she was named to both the *Software Report's* top 50 Women in Software and to the Anchor List for Product.

**Gabriella Rosen Kellerman, MD | Building A Tomorrowmind: Thriving At Work, Now And In An Uncertain Future | July 24th - July 28th, 2023**

## Course Agenda

### Monday: Our Brains at Work

- Understanding the work context within which our brains first evolved
- Lessons from the transitions to agriculture and industrialization
- The twin trials: The pace and nature of change
- Our unique advantage: The positive behavioral sciences
- Resilience Part One: Building emotional regulation

### Tuesday: Resilience and Mattering: The how and why of navigating uncertainty

- Resilience Part Two: Building cognitive agility, optimism, self-compassion, and self-efficacy and The resilient organization
- What we know about meaning and purpose at work
- Mattering as an alternative to meaning
- The Mattering Map

### Wednesday: Rapid Rapport: Building trust efficiently across difference

- Defining terms: Positivity resonance, empathy, compassion
- The biological, professional, and organizational benefits of connection
- The three biggest barriers: Time, space, and us/them
- Strategies for connecting despite limited time
- Strategies for connecting across space
- Strategies for overcoming the mental block of us/them

### Thursday: Prospection: The Meta-Skill for our Era of Work

- The case for prospection
- Defining prospection
- The two stages of prospection
- Building prospection in individuals and teams
- Innovator's bias
- Creativity Part One: Creativity in the brain

### Friday: Innovation and the Proactive Organization

- Creativity Part Two: A novel typology of creativity and Creativity hygiene
- Origins of talent development and benefits
- Challenges of the dual structure
- Opportunities for a holistic approach

## Course Objectives

Upon completion of this course participants will be able to:

1. Understand the distinct challenges posed to our wellbeing and performance by the pace and nature of change
2. Understand why the positive behavioral sciences offer us a unique historic advantage over previous labor transformations
3. Understand the five building blocks of resilience
4. Explain why Mattering is important for individual and organizational outcomes
5. Explain Rapid Rapport: What it is, why it's important, and what barriers to connection it is designed to overcome
6. Name and describe the five PRISM skills
7. Understand why prospection is essential to our world of work and how to build it
8. Recognize the four types of creative thinking in real-world innovations
9. Understand creativity hygiene
10. Understand what organizations can do to build the PRISM powers, and the benefits they will confer

## 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.**

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

### Speaker Disclosures:

**Financial:** Gabriella Rosen Kellerman receives salary as the Chief Innovation Officer from BetterUp and also has equity in BetterUp. She receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

**Non-Financial:** Gabriella Rosen Kellerman has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**JULY 24th - JULY 28th, 2023****FRANKLIN KING, MD**

**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.

## Franklin King, MD

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

**15 Hour In-Person & Live-Online Course**

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

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 24th - July 28th, 2023****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**

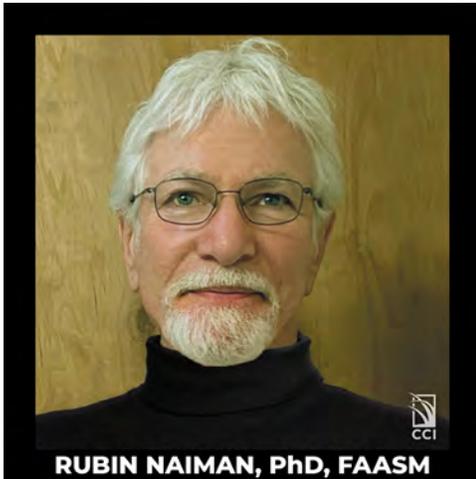
*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.*

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

**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.

IN-PERSON  LIVE-ONLINE**JULY 24th - JULY 28th, 2023**

**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](http://www.DrNaiman.com).

## **Rubin Naiman, PhD, FAASM**

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

**15-Hour In-Person Course**

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

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 24th - July 28th, 2023****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

**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.*

**Psychologists:** This course is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section on the individual [course page](#) for further details.

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

**Speaker Disclosures:**

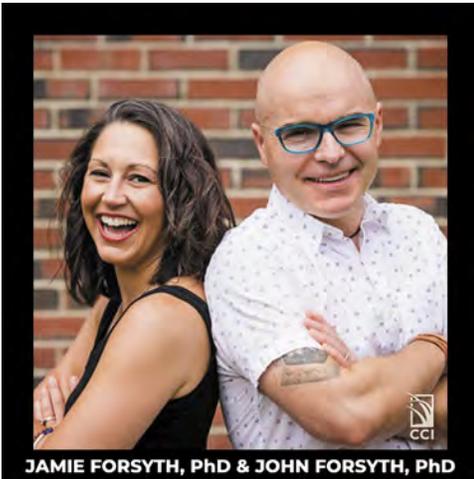
**Financial:** Rubin Naiman has no relevant financial relationships with ineligible organizations. He receives a speaking honorarium from MAK Continuing Education, LLC, Cape Cod Institute.

**Non-Financial:** Rubin Naiman has no relevant non-financial relationships with ineligible organizations

**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.

IN-PERSON  LIVE-ONLINE**JULY 24th - JULY 28th, 2023****Jamie Forsyth, PhD & John Forsyth, PhD*****Harnessing the Transformative Power of Mindful ACT Therapy: How to Live Well When Life Is Hard*****15 Hour In-Person & Live-Online Course****Monday - Friday: 9:00a.m. - 12:30p.m. EDT/30-Min Break Daily at 10:30a.m.**

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 & self-compassion
- Show up to life as it is
- Get unstuck and moving
- Live a rich & meaningful life

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

**John P. 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 professor of psychology and director of the Anxiety Disorders Research Program at the 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 book, *Anxiety Happens*, is 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](http://www.drjohnforsyth.com)

**Jamie R. 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 trainings with energy, humility, lightheartedness, and compassion, and their down-to-earth workshops are consistently praised for their clarity, depth, and practical utility.

**John P. Forsyth, PhD & Jamie R. Forsyth, PhD | Harnessing The Transformative Power Of Mindful ACT Therapy: How To Live Well When Life Is Hard | July 24th - July 28th, 2023**

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 post-doctoral 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 support 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.*

**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.

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

### Speaker Disclosures:

#### **John Forsyth:**

**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:**

**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

☑ IN-PERSON ☑ LIVE-ONLINE

**JULY 31st - AUGUST 4th, 2023**

**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: navigating conflict in diverse teams, developing leaders to handle the increasingly complex workplace, struggling to gain alignment within their teams, and building accountable cultures of belonging.

LaTonya is a sought-after keynote speaker and 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 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](http://seniorexecutive.com).

## **LaTonya Wilkins, PCC, MBA**

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

**15 Hour In-Person & Live-Online Course**

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

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.

**LaTonya Wilkins, PCC, MBA | Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself | July 31st - August 4th, 2023**

## 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

### 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

### Friday:

#### Visioning for the Future

- Develop 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.*

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

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

### 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.

IN-PERSON  LIVE-ONLINE**JULY 31st - AUGUST 4th, 2023**

**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](http://www.mariasirois.com)  
[www.wholeleader.com](http://www.wholeleader.com)

## **Maria Sirois, PsyD**

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

**15 Hour In-Person & Live-Online Course**

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

**“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 | July 31st - August 4th, 2023**

## 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
- Generosity and Generativity as Drivers of Change

### 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

## 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>

## 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

### 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

IN-PERSON  LIVE-ONLINE
**JULY 31st - AUGUST 4th, 2023****AMY WEINTRAUB, MFA & ANGELA HUEBNER, PhD**

**Amy Weintraub, MFA, e-RYT 500, C-IAYT, YACEP**, founder of the LifeForce Yoga Healing Institute, is a pioneer in the field of yoga and mental health. She is the author of the new card deck, *Yoga for Your Mood* (Sounds True), *Yoga for Depression* (Broadway Books) and *Yoga Skills for Therapists: Effective Practices for Mood Management* (W.W. Norton) and numerous articles and book chapters. Her evidence-based Yoga protocol for managing mood is used in health care settings globally, is offered in professional trainings, and is featured in the LifeForce Yoga series, an award-winning library of evidence-based yoga and meditation CDs and DVDs for mood management.

See [www.AmyWeintraub.com](http://www.AmyWeintraub.com)

**Angela Huebner, PhD**, is a licensed Marriage and Family Therapist (LMFT) in private practice in Falls Church, Virginia. She is the author of *Jailbreak: The Making and Breaking of Our Invisible Prisons, An IFS Informed Escape*. She combines the art of psychotherapy with the science of change to help people identify and break out of patterned thoughts and behaviors that keep them stuck. She is a certified IFS clinician and LFY practitioner. In her 17 years as a tenured associate professor in the Department of Human Development's Marriage and Family Therapy Program at Virginia Tech, Angela taught various clinical courses including Internal Family Systems and interpersonal neurobiology.

See [www.angelahuebner.com](http://www.angelahuebner.com)

## **Amy Weintraub, MFA & Angela Huebner, PhD**

### ***Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week of Healing and Learning***

**15 Hour In-Person & Live-Online Course**

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

Internal Family Systems (IFS) is an evidence-based practice that provides a compassionate approach to working with our clients. LifeForce Yoga (LFY) is an evidence-based practice to manage moods founded on the principle of compassionate self-awareness. IFS and LFY provide a potent combination for helping clients self-regulate, experience self-efficacy, and build resilience. As part of this workshop, we will review the practice of IFS. We will then integrate yoga practices for accessing Self energy and meeting our parts. Every day will include accessible movement, yoga breathing, simple guided relaxation, experiential exercises, demonstrations, case studies, and clinical applications. Throughout the week, you will experience how the integration of IFS and LFY enhances the healing process. A basic understanding of IFS is suggested but not required.

We will practice accessible LFY skills appropriate in the consultation room that help:

- Access Self energy
- Strengthen Self-to-part relationships
- Un-blend parts
- Care for parts not yet unburdened
- Safely tend to exiles not yet unburdened

In the process of learning LFY practices to help clients self-regulate, increase self-efficacy and self-compassion, you will connect to the wholeness and healing capacity within yourself. Return home empowered with your own practice, a better understanding of the IFS model, and ready to share these tools with your clients. All bodies and abilities are welcome!

No mats necessary!

### **Course Agenda**

#### **Monday: *The Safe Container***

- Overview of evidence-based Yoga strategies for maintaining optimum mental health
- Overview of IFS concepts and current research
- Yogic tools to foster the therapeutic alliance and access Self-led energy
- Learning to map your internal world with IFS
- Evidence-based tones for self-soothing and parasympathetic activation

#### **Tuesday: *Beyond Mindfulness***

- Two meditation techniques to focus the mind and lift the mood
- Identifying mood through analysis of current breathing pattern
- Live demonstration of IFS model (#1)
- Directing awareness and grounding strategies (for anxious parts and trauma recovery)

#### **Wednesday: *Giving the Mind a Bone***

- Empowering use of imagery and affirmation derived from the client's experience of Self
- Evidence-based Yogic breaths and meditation to calm anxious parts (including panic attacks) and bring mindful clarity to parts that need attention
- Choosing the practice to meet the predominant mood and bring it into balance
- Addressing negative self-talk and inner-critic parts
- LifeForce Yoga® Chakra Clearing Meditation (Energizing)

**Amy Weintraub, MFA & Angela Huebner, PhD | Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week Of Healing And Learning | July 31st - August 4th, 2023****Thursday: Finding Wholeness to Separate**

- Centering yogic practice:
- Shamaya/inner sanctuary
- Going in-depth with a Part:
- exercises to un-blend and witness
- Live demonstration of IFS model (#2)
- LifeForce Yoga® Chakra Clearing Meditation (calming)
- Introducing IFS and LFY to clients

**Friday: Beyond Self-Efficacy**

- Building self esteem and strengthening resilience
- Accessing Self-led energy with Yoga Nidra:
- An evidence-based protocol effective for managing mood and PTSD
- Yoga styles and techniques appropriate for a clinical practice
- Application of learning to clinical practice

**Course Objectives**

Upon completion of this course participants will be able to:

1. Articulate the IFS protocol.
2. Discuss ways to work with 'parts' to enhance their relationship with Self, unburden them, and reharmonize the internal family system
3. Introduce the IFS model to clients.
4. Identify how yoga practices are useful in mood regulation.
5. Describe two yoga-breathing exercises to help clients relax, focus, and have greater access to Self-Energy.
6. Identify and discuss strategies to incorporate visual imagery in clinical work as a tool to facilitate deep relaxation for body and mind and connection to Self-Energy.
7. Identify where emotions live in the physical body and describe how to incorporate this awareness into clinical mental health treatment via IFS.
8. Identify the principles of yoga for mood regulation and how to match clients with an appropriate practice that meets both mood and constitution.
9. Identify predominant mood through analysis of current breathing patterns.

10. Describe two meditation techniques effective with OCD and anxiety disorders.
11. Describe the benefits of integrating LifeForce Yoga practices and IFS therapy.
12. Describe two breathing techniques effective with dysthymia and major depression.
13. Describe a breathing technique effective in interrupting a panic attack.

**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.*

**Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week of Healing and Learning**, Course #4114, 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.

**This course is not eligible for NYSED or NBCC Contact Hours.**

**Psychologists:** This course is only eligible for continuing education credits in Pennsylvania and California. Please see the CE section on the individual [course page](#) for further details.

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

**Speaker Disclosures:****Amy Weintraub**

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

**Non-Financial:** Amy Weintraub has no relevant non-financial relationships with ineligible organizations.

**Angela Huebner**

**Financial:** Angela Huebner has no relevant financial relationships with ineligible organizations.

**Non-Financial:** Angela Huebner has no relevant non-financial relationships with ineligible organizations.

IN-PERSON  LIVE-ONLINE**AUGUST 7th - AUGUST 11th, 2023****\*Earn Up to 15 CE Credits / Hours****Deborah L. Korn, PsyD*****EMDR Therapy And The Treatment Of Complex PTSD In Adult Survivors Of Childhood Abuse And Neglect*****15 Hour In-Person & Live-Online Course****Monday - Friday: 9:00a.m.-12:30p.m. EDT/30-Min Break Daily at 10:30a.m.****DEBORAH KORN, PsyD**

**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 29 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 with 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 2003. 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. 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.

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 often not an option as these clients typically 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 relinquish maladaptive defenses (particularly dissociation), 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.

**Deborah Korn, PsyD | EMDR Therapy And The Treatment Of Complex PTSD In Adult Survivors Of Childhood Abuse And Neglect | August 7th - August 11th, 2023**

## 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
- Research findings: The effects of child maltreatment and EMDR therapy for adult survivors of childhood trauma
- 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)
- EMDR Resource Development and Installation (RDI)

### Thursday:

#### EMDR clinical interweave categories (CIC)

- Process vs. content interweaves
- Experiential and modulation-focused interweaves
- Relational and defense-focused interweaves
- Developmental repair and information-focused interweaves
- Integration and action-focused interweaves

**\*Psychologists:** *This session is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section for further details.*

### 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
- Cultural awareness and humility: An intersectional, anti-oppressive, anti-racist approach to EMDR therapy
- 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

**Deborah Korn, PsyD | EMDR Therapy And The Treatment Of Complex PTSD In Adult Survivors Of Childhood Abuse And Neglect | August 7th - August 11th, 2023**

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. List 8 clinical interweave categories (CIC)
12. Compare process-focused interweaves to content-focused interweaves
13. Provide examples of how you might utilize action-focused or developmental repair-focused interweaves with a CPTSD client
14. Discuss the challenges of addressing shame and moral injury in CPTSD clients using EMDR
15. Identify several specialized EMDR protocols that can be particularly useful in treating childhood trauma survivors with CPTSD
16. Describe how EMDR therapy can be adapted to incorporate an anti-racist, anti-oppressive approach to psychotherapy

## Continuing Education

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

**EMDRIA:** The Cape Cod Institute-MAK Continuing Education, LLC is an approved EMDRIA Credit Provider: EC Provider #22011. **This course has been approved for 15 EMDRIA Credits. EC Program Approval Number: #22011-04**

**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.

**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.

**PA:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. Provider # PSY000226. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 continuing education hours.

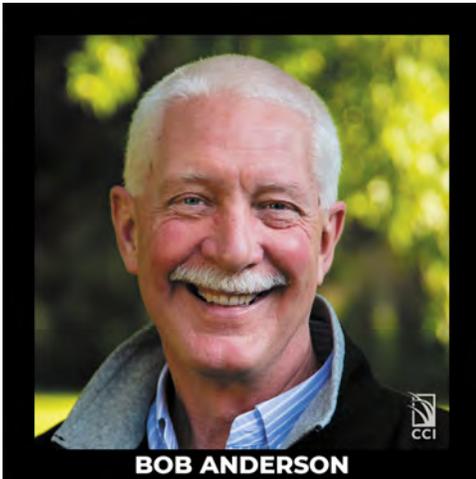
**CA:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the CPA OPD to sponsor continuing professional education for psychologists. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for this program and its content. CPA OPD Provider Code: MAK001. This live program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

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

### Speaker Disclosures:

**Financial:** Deborah Korn receives a facilitation fee as a faculty/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 speakers fee as a faculty/teacher/speaker from the Trauma Research Foundation. She 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.

IN-PERSON  LIVE-ONLINE**AUGUST 7th - AUGUST 11th, 2023****BOB ANDERSON**

**Bob Anderson** 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-book](http://leadershipcircle.com/our-book)

## **Bob Anderson**

### ***Conscious Leadership: A Unified Model Of Leadership Development***

**15 Hour In-Person Course**

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

People who are highly effective, proficient, and skilled at what they do are often honored with the title of master. Mastery in anything—from sports, to the arts, to leadership—requires a highly competent “outer game” and a highly conscious “inner game.” Effective, masterful leadership is Conscious Competence.

What seldom gets acknowledged is that the inner game runs the outer game. It is the maturity of the inner game that mediates and manages the outer game. Most of our efforts to develop mastery in leadership focus on the outer game of competence and very little on the inner game of consciousness. Until our efforts take a more unified, balanced approach, one that simultaneously involves both the inner and outer game (consciousness and competence), we will fall short in our efforts to develop leaders for the future at the pace required.

Consciousness and performance—personal, organizational, and systemic—are fundamentally connected. The organization will be structured and perform at the predominant level of consciousness of its leadership. If we want higher-order performance, individually and organizationally, consciousness must be restructured.

The good news is that the structure of mind can evolve throughout the lifespan. Consciousness, like an operating system, can be restructured for higher performance in the face of higher complexity. Research has mapped out the trajectory of adult development—how consciousness structures itself at one level of mind and then restructures itself into the next higher-order structure, and the next, and the next. Each new higher-order structure ushers in enhanced capacity, in which more—much more—becomes possible.

This workshop will provide a powerful leadership development experience for both those seeking to improve their organizations and those serving clients as organizational development consultants, coaches, and therapists. It will introduce you to a unified model of leadership that integrates most of the best theory and research to emerge over the past 50 years in the fields of leadership, psychology, human potential, and even spirituality. At the core of this model are the Stages of Adult Development frameworks that are now finding their way into our approaches to leadership development.

The workshop will include a self-assessment using the Leadership Circle Profile, which provides personal insight through the lens of the Unified Model. It will introduce five leadership practices (listed in the outline below) that will reliably boot up higher-level leadership.

## Bob Anderson | Conscious Leadership: A Unified Model Of Leadership Development August 7th - August 11th, 2023

### Course Agenda

#### Monday:

- Introduction of the Conscious Leadership Framework
- 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:

- Practice 1: Working with Reactive Leadership Strategies and their Underlying Self-Limiting Beliefs

#### Thursday:

- Practice 2: Developing Intuition to Balance Reason
- Practice 3: Discerning Personal Purpose
- Practice 4: Distilling your Leadership Vision

#### Friday:

- Authenticity
- Practice 5: Courageous Conversation
- Legacy

### Course Objectives

Upon completion of this course participants will be able to:

1. Understand the Conscious Leadership Framework and the Stages of Adult and Leadership Development
2. Source within the workings of Reactive and Creative Structures of Mind
3. Gain personal insight into their leadership through the lens of the Leadership Circle Profile
4. Learn how to access and transform Underlying Self-Limiting Beliefs at the core of Reactive patterns
5. Develop Intuition to gain insight and enhance creative innovation
6. Discern Personal Purpose
7. Distill a Leadership Vision for yourself and your organization
8. Practice Authentic Courageous Conversation
9. Clarify personal Legacy

### 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.*

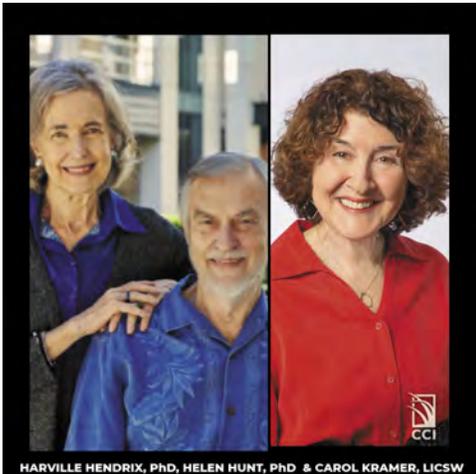
**\*This course is not eligible for ASWB ACE, NYSED, PA Psychologist, or NBCC Contact Hours/Credits.**

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

#### 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.

IN-PERSON  LIVE-ONLINE
**AUGUST 7th - AUGUST 11th, 2023**

HARVILLE HENDRIX, PH.D., HELEN HUNT, PH.D. & CAROL KRAMER, LICSW

## Harville Hendrix, PhD, Helen Hunt, PhD & Carol Kramer, LICSW

with Faculty Associate, Joanne Audyatis, LMHC

### **Doing Imago Relationship Therapy in the Space Between**

15 Hour In-Person & Live-Online Course

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

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. and Helen LaKelly Hunt, Ph.D. with Imago Therapists Carol Kramer, LICSW and Joanne Audaytis as Clinical Assistants in this rare opportunity to study with the founders of Imago Relationship Therapy. In this training, you will shift from looking at the Space-Within partners to the Space-Between them to help them create a transformed, rather than just a better, relationship. This includes:

- Helping couples focus on the space-between rather than the space-within.
- Revisioning their relationship as a partnership rather than a competition.
- How to talk about anything without polarizing.
- Shifting from judgment to curiosity and wonder.
- How to awaken couples from their symbiotic trance.
- Help couples traverse the seven stages of differentiation.
- Getting couples to commit to the Zero Negativity and Affirmations process.
- Connecting current struggles to childhood memories.
- The power of memory.
- Helping couples practice a process that integrates their brains.
- Guiding couples in learning and practicing relational competency.
- Learning how to create and sustain a Conscious Partnership

**Harville Hendrix, PhD, and Helen LaKelly Hunt, PhD**, are co-creators of Imago Relationship Theory & Therapy and cofounders of Imago Relationships International, which has trained over 2,500 therapists in over 61 countries. They are also co-creators, SAFE CONVERSATIONS®, a global social movement to facilitate the creation of a relational civilization through the distribution of new insights from the relational sciences 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 couple's therapist with more than 40 years' experience as an educator, clinical trainer and 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 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 40 years, have six children, seven grandchildren and reside in Dallas, Texas and New York City.

[www.harvilleandhelen.com](http://www.harvilleandhelen.com);  
[www.imagorelationships.org](http://www.imagorelationships.org);  
[www.safeconversation.com](http://www.safeconversation.com).

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 all professionals who want to use the Imago process in a variety of contexts. Imago therapists may want a review. Certified therapists may want to count it 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.

**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](http://www.safeconnections.com)

**Joanne Audyatis, LMHC**, has been helping couples find deep connection for over 20 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. Joanne is also an Advanced Imago Clinician and a Faculty Associate of Imago Relationships International. [www.JoanneAudyatis.com](http://www.JoanneAudyatis.com)

## Harville Hendrix, PhD, Helen LaKelly Hunt, PhD, & Carol Kramer, LICSW Doing IMAGO Relationship Therapy In The Space Between | August 7th - August 11th, 2023

### Course Agenda

#### Monday:

- Overview: Imago Relationship Therapy
- Imago in Historical Context
- Video: The Three Stages of Relationship
- The Space-Between and the Space Within
- Our relational brain
- Imago Dialogue Theory
- The value of structure and the use of sentence stems
- Practice: Mirroring an Appreciation

#### Tuesday:

- Three Stages of Intimate Relationships
- The Impact of the Past on the Present
- Complementarity in couple's relationships
- Anxiety and the Zero Negativity process
- The Power and Function of Memory
- The Observer Effect
- Imago Dialogue Theory
- Practice: Full Dialogue Process: Childhood Challenge and Need

#### Wednesday:

- Conscious Partnership defined
- The Features of Conscious Partnership
- Steps towards Conscious Partnership
- The Initial Interview.
- Practice: The Initial Interview

#### Thursday:

- Symbiosis and differentiation
- Seven stages of differentiation
- Replacing judgment with acceptance, curiosity and empathy
- Practice: The Frustration Dialogue

#### Friday:

- From Judgment to Curiosity and Wonder
- Full Aliveness and Joy
- Integration of Imago into everyday life
- Developing the Relationship Vision
- Relationship Vision Dialogue

### 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 and Feedback Process
3. Identify how to use Imago Couples Therapy in your own practice and everyday life
4. Describe the Zero Negativity process
5. Discuss the three stages of intimate relationships
6. Describe the seven stages of differentiation
7. Restate the steps to conscious partnership
8. Discuss how to promote the shift from judgment to acceptance and empathy
9. Discuss the value of structure in Imago therapy and use of sentence stems
10. Practice the Imago Dialogue Process in all phase 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.*

**Doing Imago Relationship Therapy in the Space Between,** Course #4109, 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.

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

### 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.

#### **Carol Kramer:**

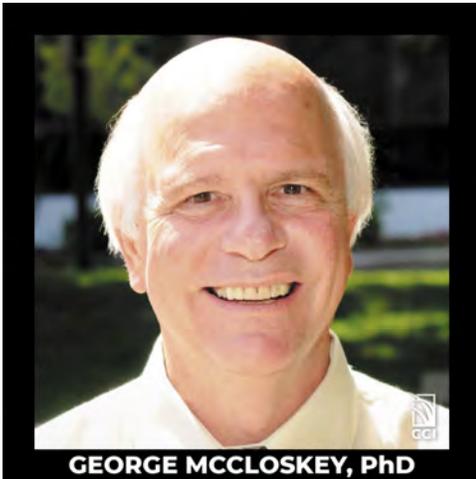
**Financial:** Carol Kramer has no relevant financial relationships with ineligible organizations.

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

#### **Joanne Audyatis**

**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 7th - AUGUST 11th, 2023**

**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 25 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 difficulties 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)* from Schoolhouse Press. See [www.georgemccloskeyphd.com](http://www.georgemccloskeyphd.com)

## **George McCloskey, PhD**

### ***Intervention for Child and Adolescent Executive Control Difficulties***

**15 Hour In-Person & Live-Online Course**

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

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 control and of the ways executive control 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 control 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 Control
- Executive Control vs Automaticity

#### **Tuesday:**

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

#### **Wednesday:**

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

#### **Thursday:**

- Bridging Strategies

#### **Friday:**

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

## George McCloskey, PhD | Intervention For Child And Adolescent Executive Control Difficulties | August 7th - August 11th, 2023

### 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 control
3. Discuss development of executive control 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 arena of involvement
6. Discuss the roles of executive control in classroom learning and production and everyday behavior
7. Discuss the relationship of executive control to childhood psychopathology
8. Plan intervention strategies that 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.*

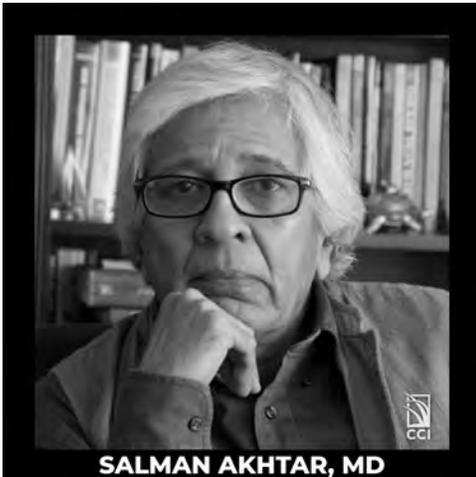
**Intervention for Child and Adolescent Executive Control Difficulties**, Course #4113, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual courses, 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.

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

#### 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.

IN-PERSON  LIVE-ONLINE**AUGUST 14th - AUGUST 18th, 2023****SALMAN AKHTAR, MD****Salman Akhtar, MD*****In Leaps & Bounds: Psychic Development And Its Facilitation In Treatment*****15 Hour In-Person Course****Monday - Friday: 9:00a.m.-12:30p.m. EDT/30-Min Break Daily at 10:30a.m.**

This set of presentations is about the up-to-date psychoanalytic understanding of psychic development and its application to treating patients in psychotherapy or psychoanalysis. It will cover the entire human life span beginning from the 'pre-self' (the prenatal determinants of personality) to the 'post-self' (the posthumous persistence of self as an internal object of others). Interspersed between these two poles shall be the psychosocial tasks of infancy, toddlerhood, oedipal phase, latency, and adolescence. However, unlike the customary ending at this point, the course will go on to a piecemeal deconstruction of adult

development, focusing upon the major milestones of marriage, parenthood, midlife, changing relationships with parents and children, aging, infirmity, and death. The clinical utility of these ideas shall be established by the presentation of ten specific therapeutic measures that un-block thwarted development or create it in the first place. Ample illustrations from daily life, poetry, movies, and clinical practice will be provided.

**Course Agenda****Monday:****The 'Pre-Self', Infancy, and Toddlerhood**

The opening session of this series will focus upon the presenter's novel concept of the 'pre-self'. This notion refers to the vague outlines of the psychic self sketched out by pre-natal variables such as race, socioeconomic status, family myths, parental fantasies, birth order, and so on. The shadows and echoes of such factors will be shown to contribute to the post-natal self as it enters into interactional cycles with its caregivers. Early infantile development will be traced from the achievement of self-nonsel self discrimination and reality constancy to the establishment of dual unity and symbiotic experience. Subsequent phases of separation-individuation and move towards self and object constancy will also be highlighted. Clinical applications of these concepts will be emphasized and illustrated.

**Tuesday:****Oedipus, Latency, and Adolescence**

This session will seek to explain the elusive or caricatured concept of the oedipus complex in its phenomenological and psychodynamic details. Mistakes made in the early conceptualization of this developmental challenge and the misogyny of some of those errors shall be highlighted and corrected by presenting alternate and newer models of understanding the issues involved here. Results of a successful shift from a dyadic to a triadic sense of family structure as well the consequences of the failure (or distortions) of this task will be noted. Subsequent phases of latency (with its emphasis upon engagement with external reality, conventionality, and school life) and adolescence (with its focus upon a second individuation, life-dream evolution, and merging affection and lust to arrive at the capacity for romantic love) will also be discussed.

**Salman Akhtar, MD** is Professor of Psychiatry at Jefferson Medical College and a Training and Supervising Analyst at the Psychoanalytic Center of Philadelphia. He has served on the editorial boards of the International Journal of Psychoanalysis, the Journal of the American Psychoanalytic Association, and the Psychoanalytic Quarterly. His more than 400 publications include 109 books, of which the following 23 are solo-authored: *Broken Structures* (1992), *Quest for Answers* (1995), *Inner Torment* (1999), *Immigration and Identity* (1999), *New Clinical Realms* (2003), *Objects of Our Desire* (2005), *Regarding Others* (2007), *Turning Points in Dynamic Psychotherapy* (2009), *The Damaged Core* (2009), *Comprehensive Dictionary of Psychoanalysis* (2009), *Immigration and Acculturation* (2011), *Matters of Life and Death* (2011), *The Book of Emotions* (2012), *Psychoanalytic Listening* (2013), *Good Stuff* (2013), *Sources of Suffering* (2014), *No Holds Barred* (2016), and *A Web of Sorrow*

(2017), *Mind, Culture and Global Unrest* (2018), *Silent Virtues* (2019), *Tales of Transformation* (2022), *In Leaps and Bounds* (2022), and *In Short* (2023). Dr. Akhtar has delivered many prestigious invited lectures throughout the world. He is the recipient of numerous awards including the American Psychoanalytic Association's Edith Sabshin Award (2000), Columbia University's Robert Liebert Award for Distinguished Contributions to Applied Psychoanalysis (2004), the American Psychiatric Association's Kun Po Soo Award (2004), and the Irma Bland Award for being the Outstanding Teacher of Psychiatric Residents in the country (2005). He received the highly prestigious Sigourney Award (2012) for distinguished contributions to psychoanalysis. Dr. Akhtar has served as the Film Review Editor for the International Journal of Psychoanalysis and is currently serving as the Book Review Editor for the International Journal of Applied Psychoanalytic Studies. He has also published 16 collections of Poetry.

**Salman Akhtar, MD | In Leaps & Bounds: Psychic Development And Its Facilitation In Treatment  
August 14th - August 18th, 2023****Wednesday:****Young Adulthood, Midlife, and Aging**

This session will tackle the sub-optimally discussed realm of adult psychic development. Dividing adulthood into young adulthood, midlife, and old age shall set the ground to highlighting the specific psychosocial tasks of each subphase. Young adulthood subsumes the assumption of a wage-earner and householder status, marriage, and the pleasures and pains of becoming a parent. Midlife involves changing relationship to one's body, one's parents, and the re-working of oedipal anxieties now appearing in their inverted form and involving one's offspring. This period of life also stirs up a greed-asceticism dilemma which needs to be resolved. And, then there is old age with illnesses, infirmities, losses but also freedom from life's demands, joys of grandparenthood, and accrued wisdom.

**Thursday:****Development-Facilitation Interventions**

This session will offer the details of ten therapeutic interventions that are intended to facilitate the resumption of thwarted development or to set it into motion for the first time. These interventions include 1) providing nonverbal ego-strengthening measures, (2) creating psychic space for thinking, (3) helping the patient find words for inner experiences, (4) continuing to work despite what might seem reprehensible in the patient's material, (5) recognizing that an occasional regression is integral to development, (6) validating the patient's reality, (7) restraining the greed for interpretation, (8) seeing goodness in the patient, (9) enhancing the sense of personal agency in the patient, and (10) facilitating conversation about mortality, death, and dying.

**Friday:****Dying, Death, and the 'Post-Self'**

This session will focus upon end-of-life issues. Six misunderstandings in psychoanalysis regarding death will be elucidated and discussed. The importance of graves, epitaphs, alternate forms of disposal of dead bodies, living wills, inheritance etc. will be discussed. All this would lead to the concept of 'post-self,' which refers to the posthumous persistence of one's self as an internal object of others. The responsibility of creating a "good" post-self would be brought up, and the variations of psychic immortality will be discussed. Clinical relevance of such proposals will be highlighted.

**Course Objectives**

Upon completion of this course participants will be able to:

1. Apply a psychoanalytic understanding of personality development to the treatment of patients
2. Describe the concept of "pre-self" and how pre-natal variables such as race, socioeconomic status, family myths, parental fantasies, and birth order, can impact "post-self" or post-natal interactional patterns
3. Discuss the phases of separation-individuation and the move towards self and object constancy in toddlerhood
4. Discuss the oedipal complex in phenomenological and psychodynamic details
5. Summarize the psychosocial tasks of latency and adolescence
6. Describe the psychosocial tasks of each subphase of Adulthood (young adulthood, midlife, and old age)
7. Identify ten therapeutic interventions that are intended to un-block thwarted development or create it in the first place
8. Name six common misunderstandings in psychoanalysis regarding death
9. Discuss how the use of "development work" can help patients talk about death and mortality in clinical sessions

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

**Non-Financial:** Salman Akhtar has no relevant non-financial relationships with ineligible organizations.

☑ IN-PERSON ☑ LIVE-ONLINE

**AUGUST 14th - AUGUST 18th, 2023**

## Mary-Frances O'Connor, PhD

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

**15 Hour In-Person & Live-Online Course**

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

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.

**Mary-Frances O'Connor, PhD** 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 2010. 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 2020. 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*.

**Mary-Frances O'Connor, PhD | The Grieving Brain: The Surprising Science Of How We Learn From Love And Loss | August 14th - August 18th, 2023**

## Course Agenda

### Monday:

#### To understand grief, understand bonding and attachment

- Differentiating attachment processes from attachment styles
- Neurobiology of attachment in prairie voles
- Neurobiology of attachment in humans, including reward learning
- Developmental aspects of attachment theory

### Tuesday:

#### Neurobiology of grief and grieving

- Difference between grief and grieving
- Cognitive neuroscience of grief
- Gone But Also Everlasting theory
- Structural brain constraints on learning during grieving
- 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
- Older age cognitive decline and grief: chicken or egg?
- 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

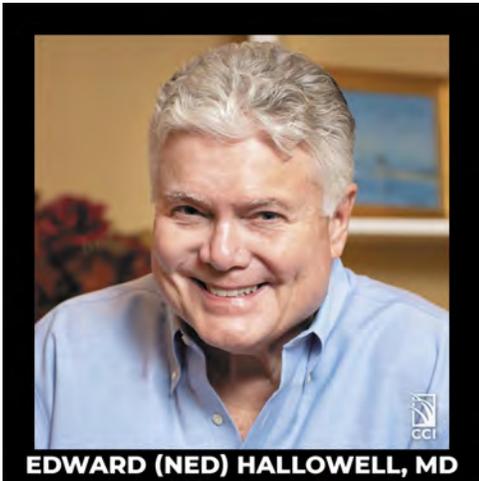
*Course Content Level: beginner, intermediate, and advanced. This course is open, and content is, suitable for all clinicians and learning levels, beginning, intermediate and advanced.*

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### Speaker Disclosures:

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IN-PERSON  LIVE-ONLINE**AUGUST 14th - AUGUST 18th, 2023**

**Edward (Ned) Hallowell, MD**, is a board-certified child and adult psychiatrist and world authority on ADHD. He is a graduate of Harvard College and Tulane Medical School, and was a Harvard Medical School faculty member for 21 years. He is the Founder of The Hallowell ADHD Centers in Massachusetts, New York, California and Washington State.

He has spent the past four decades helping thousands of adults and children live happy and productive lives through his strength-based approach to neurodiversity, and has ADHD and dyslexia himself. Dr Hallowell is a New York Times bestselling author and has written 20 books on multiple psychological topics. The groundbreaking *Distraction* series, which began with *Driven to Distraction*, co-authored with Dr John Ratey in 1994, sparked a revolution in understanding of ADHD.

## Edward Hallowell, MD

### ***Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span***

**15 Hour In-Person & Live-Online Course**

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

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. This mobilizes hope, excitement, and a stream of positive energy, 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.

## 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 • Life stories of successful ADHD-ers • Problems to overcome in life with ADHD • Epidemiology in US and across cultures • ADD vs. ADHD • A new term for ADHD: VAST

### **Tuesday:**

#### *Biology of ADHD*

Brain scan data • Genetics of ADHD • 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

### **Wednesday:**

#### *Sue Hallowell, LICSW, joins us to discuss couples*

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 • Addictions and ADHD • A new use of the 12-step program in treating ADHD • The basics of treating ADHD • The start of treatment: A pivotal moment

## Edward Hallowell, MD | Unwrapping The Gifts: A Strength-Based Approach To ADHD Across The Life Span | August 14th - August 18th, 2023

### Thursday:

*How To Find the Buried Treasures in ADHD*

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) • Managing “The Big Struggle” in families • Sexuality and ADHD

### 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 • Promoting organizational skills in life with ADHD • Finding the right career in life with ADHD • Choosing the right mate in life with ADHD • Finding joy in life with ADHD

## Course Objectives

Upon completion of this course participants will be able to:

1. Describe ADHD across the lifespan
2. List the seven habits of highly effective ADHD-ers
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 co-exist 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.*

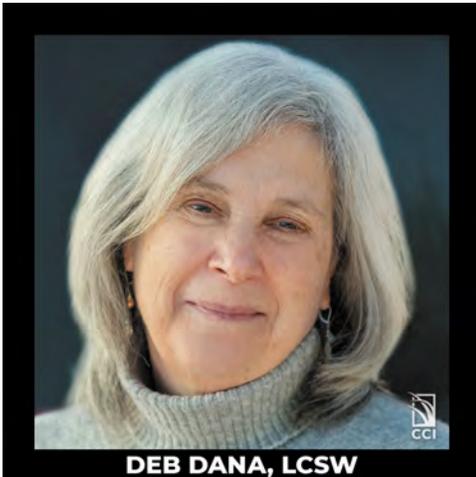
**Unwrapping the Gifts: A Strength-Based Approach to ADHD Across the Life Span**, Course #4118, is approved by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program to be offered by MAK Continuing Education, LLC, Cape Cod Institute as an individual course. Individual 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.

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

### Speaker Disclosures:

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IN-PERSON  LIVE-ONLINE**AUGUST 14th - AUGUST 18th, 2023**

**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).

## **Deb Dana, LCSW**

### ***Polyvagal Theory in Therapy: Practical Applications for Treating Trauma***

**15 Hour In-Person & Live-Online Course**

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

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  
August 14th - August 18th, 2023****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
- **Clinical Demo 12:30-2:15pm: Demo session and 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.*

**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 New York, Pennsylvania, and California. Please see the CE section [on the course page](#) for further details.

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**Non-Financial:** nsert Speaker Full Name has no relevant non-financial relationships with ineligible organizations.

IN-PERSON     LIVE-ONLINE
**AUGUST 21st - AUGUST 25th, 2023****\*Earn Up to 15 CE Credits / Hours**

DIANA FOSHA, PhD, KARI GLEISER, PhD, & BEN MEDLEY, LCSW

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

### **“HOT” Topics In AEDP™**

**15 Hour In-Person & Live-Online Course**

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

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.

**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).

**Kari Gleiser, PhD** (she/her/hers) 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.

**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.

**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.

**Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LCSW  
“HOT” Topics In AEDP™ | August 21st - August 25th, 2023**

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.

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 Change 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.

**Diana Fosha, PhD, Kari Gleiser, PhD, & Ben Medley, LCSW, with Molly Eldridge, LICSW  
"HOT" Topics In AEDP™ | August 21st - August 25th, 2023****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 session is only eligible for continuing education credits in New York, Pennsylvania, and California. Please see the CE section for further details

**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.*

**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.

**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.

**PA:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. Provider # PSY000226. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program. This live program qualifies for 15 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.

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

**Speaker Disclosures:****Diana Fosha**

**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**

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

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

**Ben Medley**

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

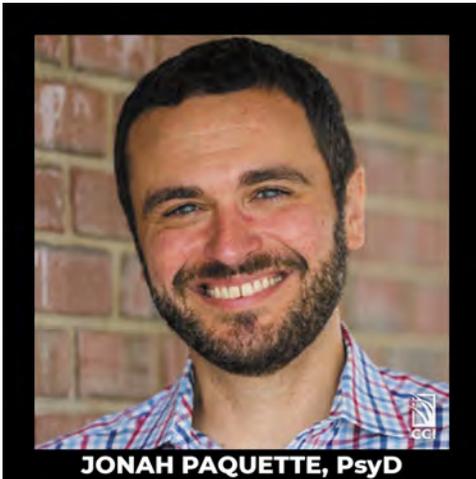
**Non-Financial:** Ben Medley has no relevant non-financial relationships with ineligible organizations.

**Molly Eldridge**

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

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

☑ IN-PERSON ☑ LIVE-ONLINE

**AUGUST 21st - AUGUST 25th, 2023**

**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 professional workshops around the country and internationally. He is a frequent media contributor, having been featured regularly in print, online, and radio outlets. 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 has a passion for imparting the key findings related to happiness and wellbeing 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](http://www.jonahpaquette.com).

## **Jonah Paquette, PsyD**

### ***Awe, Wonder, And The Science Of A Meaningful Life***

**15 Hour In-Person & Live-Online Course**

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

What do you feel when you gaze up at the Milky Way, see a beautiful rainbow, or stand before a mountain that seems impossibly high? This feeling – often complete with goosebumps and a shiver down our spine – is known as awe. And as it turns out, this underappreciated and often misunderstood emotion holds an important key to a happy, meaningful, and healthy life.

Although we think of awe as a rare emotion, reserved only for the most exhilarating of life's marvels, studies have shown that awe-inspiring experiences are all around us. And when we get more in touch with these experiences, we can improve our physical health, strengthen our social bonds, and become lastingly happier. Experiences of awe strengthen our immune system, improve our psychological well-being, and even change our brain in unique ways. As it turns out, the moments that make us go "Wow!" can be the very moments that lastingly change our life forever.

In addition to awe, attendees will learn about how similar states have been more broadly linked to greater overall well-being, meaning, and life satisfaction. In particular, recent research on the psychotherapeutic effects of psychedelic-assisted therapy have shown fascinating parallels between experiences of awe and common experiences evoked by many psychedelics. Attendees will learn about this exciting emerging part of the field, and the role of mental health clinicians in this rapidly-developing space.

Lastly, participants will also explore the importance of other positive psychological principles – including gratitude, flow, self-compassion, and more, with a particular focus on how to apply these concepts during times of hardship and challenges. Best of all, we'll be reviewing dozens of evidence-based practices that can easily be integrated into your clinical work. Through discussion, lecture, clinical vignettes, and small group work, you will learn to harness these breakthrough findings and transform your clinical practice.

### **Course Agenda**

#### **Monday: Understanding Awe**

- A brief history of Awe
- Who experiences Awe: Personality, character traits, and cross-cultural research
- Why we experience Awe: How Awe increases connection, compassion, and curiosity
- The Benefits of Awe: How Awe improves our psychological and physical health

#### **Tuesday: Becoming More Awestruck**

- Your Brain and Body on Awe: How moments of Awe activate distinct neural pathways in our brain along with changes to our nervous system
- Becoming Awestruck: A review of 10 distinct strategies for becoming more awestruck, including nature, social connection, inspiration, the arts, and more

## Jonah Paquette, PsyD | Awe, Wonder, And The Science Of A Meaningful Life | August 21st - August 25th, 2023

### Wednesday:

#### Related States: Flow, Psychedelics, and Peak Experiences

- An Overview of Flow and the importance of fostering Flow States
- Peak Experiences and Psychological Richness: A New Paradigm?
- An Overview of Psychedelics: A Focus on Psilocybin, MDMA, and Ketamine
- Risks and Misconceptions about psychedelic-assisted psychotherapy
- The Impact of Psychedelic-Assisted Therapy on Mental Health Disorders
- Harm Reduction and Integration Therapy

### Thursday:

#### The Science of Well-Being

- How positive mental health is different from the absence of pain
- Roadblocks to wellbeing: Why happiness can feel so elusive
- The benefits of happiness to our health, relationships, and lives at large
- Strengths and limitations of applied positive psychology

### Friday:

#### Happily Even After: Applying Positive Psychology Principles After Hardship

- The Core Habits of Well-Being: Gratitude, compassion, mindful awareness, savoring the good, self-compassion, psychological richness, post-traumatic growth, social connection, and flow
- Fostering Resilience through the principles of applied positive psychology

## Course Objectives

Upon completion of this course participants will be able to:

1. Explain the importance of Awe as a fundamental human emotion
2. Explain the benefits of Awe for psychological well-being
3. Describe the impact of Awe on physical health, including its effect on inflammation and the immune system
4. Describe the ways that experiences of Awe change the body and brain
5. Describe the key potential benefits and risks associated with psychedelic-assisted psychotherapy
6. Integrate strategies for increasing Awe in daily life to enhance wellbeing
7. Explain the impact of happiness on health, relationships, creativity, and job performance for purposes of client psychoeducation
8. Apply simple, effective strategies that help clients increase gratitude, mindfulness, self-compassion, savoring, and other positive psychological skills

## 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:** 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.

☑ IN-PERSON ☑ LIVE-ONLINE

**AUGUST 21st - AUGUST 25th, 2023**

**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](http://melissainstitute.org)

CLICK on Resilience Resources and visit [roadmaptoresilience.wordpress.com](http://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.

**Donald Meichenbaum, PhD | Creating Safety: Addressing The Growing Mental Health And Academic Challenges Faced By Youth, Parents, And Their Communities | August 21st - 25th, 2023**

## 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](http://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](mailto: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 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. 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 as well as below. 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 (203) 781-6492 or [certificate@cape.org](mailto:certificate@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.



### Coaches:

Applications will be submitted to the ICF Continuing Coach Education for Core Competency and Resource Development hours for the following courses:



**Anatasia Kim, PhD**

**July 3-7, 2023**

*Building Actionable Skills To Advance Diversity Equity And Inclusion (DEI) Conversations In Clinical, Community, And Organizational Practice*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Bob Anderson**

**August 7- 11, 2023**

*Conscious Leadership: A Unified Model Of Leadership Development*

**Edward Hallowell, MD**

**August 14-18, 2023**

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

## Continuing Education Information (Continued):

### 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 we are not authorized to provide Licensed Creative Arts Therapists continuing education for the following courses:

**Licia Sky & Bessel van der Kolk, MD**

**July 10-14, 2023**

*Come to Your Senses: Embodied Self Awareness*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Amy Weintraub, MFA & Angela Huebner, PhD**

**July 31- August 4, 2023**

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

**Bob Anderson**

**August 7- 11, 2023**

*Conscious Leadership: A Unified Model Of Leadership Development*

**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.

### 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: 2019U0001) with the Massachusetts Department of Elementary and Secondary Education (DESE).

### EMDR International Association

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

The following courses have been approved for 15 EMDRIA credits:

**Lana Epstein, MA, LICSW**

**July 10-14, 2023**

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

**EC Program Approval Number: #22011-03**

**Deborah Korn, LICSW**

**August 7-11, 2023**

*EMDR Therapy And The Treatment Of Complex PTSD:*

*Transforming The Lives Of Adult Survivors Of Childhood Abuse And Neglect*

**EC Program Approval Number: #22011-04**

### 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](http://www.shrmcertification.org).

**Anatasia Kim, PhD**

**July 3-7, 2023**

*Building Actionable Skills To Advance Diversity Equity And Inclusion (DEI) Conversations In Clinical, Community, And Organizational Practice*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Bob Anderson**

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## Continuing Education Information (continued)

### 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 we are not authorized to provide New York State Marriage and Family Therapists continuing education for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

**July 10-14, 2023**

*Come to Your Senses: Embodied Self Awareness*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Amy Weintraub, MFA & Angela Huebner, PhD**

**July 31- August 4, 2023**

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**Massachusetts Marriage and Family Therapists:** Applications will be submitted to NEAFast for professional continuing education of Marriage & Family Therapists licensed in Massachusetts for 15 contact hours. Please check back regarding course approval statuses.

**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.

### 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 we are not authorized to provide contact hours for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

**July 10-14, 2023**

*Come to Your Senses: Embodied Self Awareness*

**Gabriella Rosen- Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, MBA**

**July 31-August 4, 2023**

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**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

This activity meets the criteria for 15 American Nurses Credentialing Center (ANCC) category one continuing education hours. 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.

These programs meet the requirements for 15 contact hours for nurses, as specified by the Massachusetts Board of Registration in Nursing-244 CMR 5.04.

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. Every state board accepts ANCC-approved programs except for California and Iowa.

## Continuing Education Information (continued)

### 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.

### 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 we are not authorized to provide contact hours for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

**July 10-14, 2023**

*Come to Your Senses: Embodied Self Awareness*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Amy Weintraub, MFA & Angela Huebner, PhD**

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

### 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 we are not authorized to provide Psychoanalysts continuing education for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

**July 10-14, 2023**

*Come to Your Senses: Embodied Self Awareness*

**Gabriella Rosen Kellerman, MD**

**July 24-28, 2023**

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

**LaTonya Wilkins, PCC, MBA**

**July 31-August 4, 2023**

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

**Amy Weintraub, MFA & Angela Huebner, PhD**

**July 31- August 4, 2023**

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**Bob Anderson**

**August 7- 11, 2023**

*Conscious Leadership: A Unified Model Of Leadership Development*

**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

### 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 availability or the list below.

Please contact your licensing board to determine your continuing education requirements and check for reciprocal approvals. Many state psychology boards may recognize courses planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME).

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. MAK Continuing Education, LLC, Cape Cod Institute is accredited by various state boards. Please see below for further information.



**The following courses are not being offered for continuing education credits for psychologists outside of CA, NY, and PA:**

<b>Linda Graham, MFT</b> <i>The Resilience Mindset: The Neuroscience Of Coping With Disappointment, Difficulty, Even Disaster</i>	<b>July 3 – 7, 2023</b>
<b>Lana Epstein, MA, LICSW</b> <i>Putting It All Together: Combining Somatic And Ego-State Therapies With EMDR To Change The Valence Of Emotional Memories</i>	<b>July 10-14, 2023</b>
<b>Licia Sky &amp; Bessel van der Kolk, MD</b> <i>Come to Your Senses: Embodied Self Awareness</i>	<b>July 10-14, 2023</b>
<b>Janina Fisher, PhD</b> <i>Healing The Fragmented Selves Of Trauma Survivors: Overcoming Self-Alienation</i>	<b>July 17- 21, 2023</b>
<b>Paul Foxman, PhD</b> <i>The Anxiety Epidemic In Kids and Teens: A Workshop For Clinicians</i>	<b>July 17-21, 2023</b>
<b>Flint Sparks, PhD</b> <i>Growing Up And Waking Up: Applied Mindfulness In Psychotherapy And Buddhist Practice</i>	<b>July 17-21, 2023</b>
<b>Rubin Naiman, PhD, FAASM</b> <i>Healing Our Sleep, Dreams, And Consciousness: An Integrative Approach</i>	<b>July 24-28, 2023</b>
<b>Amy Weintraub, MFA &amp; Angela Huebner, PhD</b> <i>Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week Of Healing And Learning</i>	<b>July 31- August 4, 2023</b>
<b>Deb Dana, LCSW</b> <i>Polyvagal Theory In Therapy: Practical Applications For Treating Trauma</i>	<b>August 14-18, 2023</b>

**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 we are not authorized to provide New York State Psychologists continuing education for the following courses:**

<b>Licia Sky &amp; Bessel van der Kolk, MD</b> <i>Come to Your Senses: Embodied Self Awareness</i>	<b>July 10-14, 2023</b>
<b>Gabriella Rosen Kellerman, MD</b> <i>Building A Tomorrowmind: Thriving At Work, Now And In An Uncertain Future</i>	<b>July 24-28, 2023</b>
<b>LaTonya Wilkins, PCC, MBA</b> <i>Belonging: Fostering Psychological Safety And Below The Surface Leadership In Organizations, Clients, And Yourself</i>	<b>July 31-August 4, 2023</b>
<b>Amy Weintraub, MFA &amp; Angela Huebner, PhD</b> <i>Internal Family Systems Therapy™ Meets LifeForce Yoga - A Week Of Healing And Learning</i>	<b>July 31- August 4, 2023</b>
<b>Bob Anderson</b> <i>Conscious Leadership: A Unified Model Of Leadership Development</i>	<b>August 7– 11, 2023</b>

## Continuing Education Information (Continued):

**Pennsylvania Psychologists:** MAK Continuing Education, LLC, Cape Cod Institute is approved by the Pennsylvania State Board of Psychology to offer continuing education for psychologists. Provider # PSY000226. MAK Continuing Education, LLC, Cape Cod Institute maintains responsibility for the program.

**Please note we are not authorized to provide Pennsylvania Psychologists continuing education for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

*Come to Your Senses: Embodied Self Awareness*

**July 10-14, 2023**

**Gabriella Rosen Kellerman, MD**

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

**July 24-28, 2023**

**LaTonya Wilkins, PCC, MBA**

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

**July 31-August 4, 2023**

**Amy Weintraub, MFA & Angela Huebner, PhD**

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

**July 31- August 4, 2023**

**Bob Anderson**

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**August 7- 11, 2023**

**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.

## 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 we are not authorized to provide New York State Social Works continuing education for the following courses:**

**Licia Sky & Bessel van der Kolk, MD**

*Come to Your Senses: Embodied Self Awareness*

**July 10-14, 2023**

**Gabriella Rosen Kellerman, MD**

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

**July 24-28, 2023**

**LaTonya Wilkins, PCC, MBA**

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

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**Bob Anderson**

*Conscious Leadership: A Unified Model Of Leadership Development*

**August 7- 11, 2023**

## 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](mailto:info@cape.org)

**Please contact us by email or phone with any questions regarding accessibility accommodations, questions, or concerns.**