

COMMUNITY PROGRAM INNOVATIONS

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3 Locations

24 Workshops



New Presenters

2009/2010 WORKSHOPS

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BILLERICA, MA • Courtyard by Marriott, Billerica

Friday, November 6, 2009

The Tigers Are Getting Closer: Confronting Trauma, Grief, Loss & Stress with Creativity

-Virginia Fry, M.A.

Thursday, November 19, 2009

No Such Thing As A Bad Kid: Transforming Troubled Youth Using Strength-Based Practices

-Charlie Appelstein, M.S.W.

Friday, December 4, 2009

The Positive Psychology Toolbox: Practical Interventions for Challenging Youth & Adults

-Dr. David Nowell

Thursday, January 28, 2010

Is It in You? Using Playfulness to Heal Children Impacted by Trauma

-Steven Gross, M.S.W.

Friday, February 5, 2010

The Anxiety Epidemic: Practical Strategies for Treating Anxiety Disorders in Youth & Adults

-Dr. Paul Foxman

Friday, March 5, 2010

Getting Dads Involved: Building the Connection Between Fathers & Their Sons/Daughters

-John Badalament, Ed.M.

Wednesday, March 10, 2010

Providing Beyond the Fence: Challenges in Home-Based & Wrap-Around Care

-Mary Bettley, M.S.W., LICSW

Friday, March 19, 2010

Psychotropic Medication for Childhood & Adolescent Disorders

-Dr. Phillip A. Dingmann

Friday, April 9, 2010

All the Rage: Best Practices for Helping Adolescent Girls in Crisis

-Dr. Martha Straus

Friday, May 14, 2010

Navigating the Minefield: Working with Couples

-Dr. Jill Harkaway

Friday, June 4, 2010

Managing the Complexities of Schizophrenia & Other Serious Mental Illness

-Dr. David Henderson

Friday, June 18, 2010

The Resilient Healer: Taking Care of Yourself While Caring for Others

-Dr. Laura Basili

Thursday, July 22, 2010

Can We Teach These Kids to Dance? Trauma & Attachment-Informed Treatment

-Kevin Creeden, M.A., LMHC

Thursday, August 5, 2010

Youth with Emotional & Behavioral Problems: Intervening at School

-Dr. Dan Jacobs

FOXBOROUGH, MA • Holiday Inn, Mansfield-Foxborough

Friday, October 30, 2009

Lying, Stealing, Temper Tantrums & School Refusal: Intervention Strategies

-Dr. Steve Berk

Thursday, December 10, 2009

Finding Help for Struggling Teens: Best Practices & Ethical Challenges

-Dr. Frederic Reamer

Thursday, February 11, 2010

Violence, Psychiatric Disorders & Substance Abuse in Youth & Adults

-Dr. Robert Kinscherff

Friday, May 7, 2010

Anger, Rage & Trauma: Talking to Kids About Difficult Things

- Dr. Dan Jacobs

Thursday, May 27, 2010

Holding the Hope: Working with Clients with Borderline Personality Disorder

- Mary Bettley, M.S.W., LICSW

SPRINGFIELD, MA • Holiday Inn, Springfield - Holyoke

Thursday, November 12, 2009

When the Mad Are Bad: Mental Illness & Violence

-Dr. Renee Sorrentino

Wednesday, January 20, 2010

Limit Setting & Anger Management with Children & Adolescents

- Kevin Creeden, M.A., LMHC

Friday, March 12, 2010

Asperger's Syndrome & Nonverbal Learning Disability: Differential Diagnosis & Treatment

-Dr. Steve Berk

Thursday, April 29, 2010

Teaching Attachment-Focused Parenting: Building Connections That Heal

- Mary Bettley, M.S.W., LICSW

Friday, June 11, 2010

Psychopharmacology for Adults: A Practical Guide for Non-Medical Mental Health Professionals

-Dr. Peter Moran

The Tigers are Getting Closer – Confronting Trauma, Grief, Loss & Stress with Creativity

Friday, November 6, 2009

A woman in India is being chased by tigers, hidden in the jungle. She can hear them getting closer as she plunges through the brush. Exhausted, she emerges from the jungle and finds herself on the edge of a cliff, where a thick vine leads over the edge. What should she do?

This ancient Indian story illustrates the predicament many of our clients find themselves in when dealing with fear, trauma, or the quiet desperation of living with loss and its aftermath. This story serves as a framework for helping clients identify their own tigers, their escape route vines, and other threats to their well-being – to discover the power and self-confidence of transforming fear into creative solutions.

This workshop will explore healing strategies that can be adapted to various types of losses such as divorce, adoption, out-of-home separation, imprisonment, suicide, homicide, terrorism, chronic or terminal illness, death of a parent, child, or sibling, etc. Workshop participants will:

- Analyze the human dilemmas of life, death, suffering, and survival from childhood through adulthood
- Identify the dynamics that block their clients' abilities to handle life's challenges
- Apply techniques and activities that assist in healthy adaptations to life and loss
- Develop a range of creative survival strategies to use in their work

Practical strategies in this workshop can be used in clinical, educational, health care and home settings. Workshop format includes lecture, discussion, cases, artwork, poetry, stories, music, and movement.



INSTRUCTOR

Virginia Fry, M.A., is the Director of the Hospice and Palliative Care Council of Vermont, adjunct faculty at four Vermont colleges, and consultant to three New Hampshire hospitals. She also consults to schools and hospices throughout the United States and in Germany. With 30 years of experience working with hospice patients and families, Ms. Fry trains and consults nationally and internationally and is the author of the award-winning book, *Part of Me Died Too*. She is an original and dynamic presenter with a wealth of practical knowledge and personal experience.

No Such Thing As a Bad Kid: Transforming Troubled Youth Using Strength-Based Practices

Thursday, November 19, 2009

Need help managing out of control kids? Want to learn how to keep your cool? Angry and resistant behaviors pose significant challenges for parents and professionals. How do we best respond to youth with emotional and behavioral problems?

Strength-based practice is an exceptionally positive and hope-inspiring approach to helping troubled children, adolescents and their families that focuses on strength building rather than flaw-fixing. This workshop will highlight the key principles and a wide variety of practical techniques of this life-changing approach to guiding high-risk youth, ages 5-18.

You will learn the power of a positive attitude from both a neurological and psychological perspective; strength-based communication principles and techniques -- including reframing, solution-focused questions, and motivational metaphors; de-escalation strategies, self-esteem building activities; how to help inflexible and explosive young people; why, how, and when to use incentives; respectful limit setting; and a host of creative cognitive-behavioral strategies including rhythmic self-talk and externalizing and naming negative behaviors. Workshop participants will:

- Obtain an array of verbal interventions to inspire youth to maximize inherent strengths
- Examine creative, practical, evidence-based cognitive-behavioral strategies
- Develop techniques to prevent problem behavior
- Identify two major pitfalls to appropriately managing your personal feelings and actions and how to avoid them

The interventions utilized in this model can be applied in residential, foster care, and adoption programs; in homes; and in schools to decrease anger and defiance while reinforcing self-control and cooperation. Workshop format includes lecture, video clips, case examples and group exercises.



INSTRUCTOR

Charlie Appelstein, M.S.W., an inspirational and motivational presenter, trains and consults nationally and internationally for treatment facilities, public, private, and special education schools, foster care programs, parent groups, and mentoring programs. He is the author of three books: *No Such Thing as a Bad Kid: Understanding and Responding to the Challenging Behavior of Troubled Children and Youth*, *The Gus Chronicles: Reflections from an Abused Kid*, and *The Gus Chronicles II*. Mr. Appelstein is known for his passionate, humorous and lively style.

The Positive Psychology Toolbox: Practical Interventions for Youth and Adults

Friday, December 4, 2009

After we've identified the learning challenges of our student, or named the disorders troubling our client, how do we bring her best qualities and coping skills and personal resources to bear on educational and treatment planning? With the client who is anxious, or the child who is inattentive or unfocused, how do we make use of his "grit" and "resilience?" And how can we as practitioners use positive psychology techniques to stay fresh and open with our clients, and to prevent burnout?

This high-energy, interactive workshop will highlight what we've learned from a decade of positive psychology as it applies to mental illness and substance abuse, trauma-related disorders, and challenging classroom behaviors in children ages 6 and up. We'll move quickly to positive psychology techniques you can integrate into your current skill set and style. As we challenge ourselves to see not just pathology but strengths and coping history, we will also identify techniques to promote hope in children; nurture the development of emotional regulation in adolescents; and identify adult clients' capacity for creativity, optimism and connection.

You will gain a wide range of concrete skills including how to elicit clients' highest visions of themselves and best hopes for treatment outcome. You'll apply best practices regarding the use of journaling, gratitude, and "savoring" as strategies your clients can use during – and after – their clinical work with you. We'll emphasize a cultural competency approach which affirms open-ended inquiry into our clients' experiences and values. Workshop participants will:

- Differentiate positive psychology from traditional approaches to mental health
- Describe positive psychology interventions for classroom, clinical, and residential applications
- Develop a plan to apply two specific techniques to your current caseload or classroom
- Adopt personal well-being "quality improvement" techniques – care for the caregiver

This workshop is geared towards mental health professionals, teachers, and experienced direct care staff. It will also benefit case managers, counselors, and special educators. The workshop format includes discussion, case examples, lecture, and experiential exercises.



INSTRUCTOR

Dr. David Nowell is a clinical neuropsychologist in private practice. He consults with acute rehabilitation and inpatient psychiatric settings. He has served as clinical director of the Learning Disability Assessment program at UMass Medical School Disability Evaluation Service. Dr. Nowell speaks nationally, training professionals in human services organizations, hospital staff, and state agencies. He is an engaging speaker who presents concepts with humor and practicality.

Is It In You? Using Playfulness to Heal & Strengthen Children Impacted by Trauma

Thursday, January 28, 2010

If you could nurture just one trait in a child that would best enable him/her to be resilient in the face of tremendous adversity, what would that trait be? Is it possible that trait could be "playfulness?"

This high energy workshop will explore playfulness as a basic, adaptive human trait and how it can be utilized to foster healthy social and emotional development of children whose lives have been deeply impacted by acute and/or chronic trauma and other types of overwhelming life challenges. While the philosophy of playfulness can be applied to all youth, special focus will be given to pre-schoolers and school age children between the ages of 3 and 12. More specifically, the workshop will look at practical strategies to help survivors of early childhood trauma (as well as all children) engage in developmentally appropriate play activities that enhance feelings of joy, social connection, active engagement and safety. Additionally, we will discuss how to use activities and games to repair dysfunctional family relationships.

The workshop will also invite participants to take a thoughtful look at their own play histories and current play experiences to determine how these factors impact their work with children and develop strategies to enhance the playfulness and effectiveness of their interventions. Workshop participants will:

- Explore the prevalence of early childhood trauma and its physical, social, emotional and psychological impact
- Define and explore the trait of playfulness from a psychosocial perspective
- Analyze how intentional, evidence-based play programming can be used as an "antidote" to experiences of psychological trauma in children
- Develop tools (i.e., activities and games) that can be used to promote healthy social and emotional development
- Participate in reflective experiential activities designed to nurture playfulness and inspire participants to "be the change" that they aspire to create in their clients

This workshop will be of interest to people working with children and families in an educational or counseling capacity. Workshop format includes lecture, discussion, case studies as well as a wide variety of experiential activities.



INSTRUCTOR

Steven Gross, M.S.W., is the Founder and Executive Director of Project Joy, an organization that uses play to strengthen and heal children whose lives have been deeply impacted by trauma. He is a pioneer in utilizing exuberant, joyful play to promote resiliency in children and a leader in the field of psychological trauma response. He has consulted and trained nationally and internationally at schools, human service agencies, and universities. He is a dynamic, passionate and motivational speaker.

The Anxiety Epidemic: Strategies for Treating Anxiety Disorders in Youth & Adults

Friday, February 5, 2010

Anxiety is now considered the most common, costly and chronic emotional condition in the U.S. Eighty percent of all medical visits are emotionally based, with anxiety as the source of many somatic symptoms and complaints. Why is anxiety on the rise and how can we provide effective interventions?

This workshop provides a blueprint for understanding how, why and when anxiety arises in many youth and adults. We will examine skills and strategies for helping clients manage anxiety. Seven key DSM anxiety disorders will be addressed with emphasis on the effective interventions and recommendations for each type of anxiety. The disorders include: separation anxiety disorder, generalized anxiety disorder, panic disorder, obsessive-compulsive disorder, social anxiety, specific phobias and post-traumatic stress disorder. Child, adolescent and adult case examples will be used to illustrate the interventions.

This practical workshop will draw from numerous therapy paradigms such as psychodynamic, family systems, narrative, mind-body, cognitive-behavioral, solution focused and positive psychology. Interventions will include insight-oriented interpretations, relaxation exercises and mindfulness practices, homework assignments, behavioral health recommendations, structured therapy protocols and self-help programs. Workshop participants will:

- Use the “3 ingredients blueprint” as a guide in anxiety treatment
- Name and diagnose seven anxiety disorders
- Apply effective therapy strategies for each anxiety disorder
- Describe positive goals and outcomes of anxiety treatment

This workshop will benefit social workers, mental health counselors, marriage & family therapists, educators including special educators, school guidance counselors, college counselors, early childhood specialists, psychologists, psychiatrists, nurses, and other mental health professionals. Workshop format includes lecture, demonstrations, experiential exercises, case examples and video illustrations.



INSTRUCTOR

Dr. Paul Foxman is Founder and Director of the Center for Anxiety Disorders in Vermont. His teaching draws from over 30 years of experience in hospitals, community mental health centers, graduate schools in psychology, and private practice. Dr. Foxman is the author of *Dancing With Fear* and *The Worried Child* as well as other publications on the topic of anxiety including a co-authored casebook, *Conquering Panic and Anxiety Disorders*. He trains nationally and internationally and has been featured on radio and television. He is known for his depth of knowledge and clarity, sense of humor, and engaging speaking style.

Getting Dads Involved: Building the Connection Between Fathers & Their Sons/Daughters

Friday, March 5, 2010

Despite the enormous benefits of responsible father/father-figure involvement, far too many youth lack a caring dad/adult male to exert a positive influence in their lives. As professionals working with children and families in a variety of settings, we play a key role in engaging the biological father, step-father, grandparent or other significant male in children's and adolescents' emotional, social and educational development.

But, there are many challenges to achieving this goal. What happens when there is no father or father-figure in a child's life? How do we handle “difficult” fathers? What about fathers who present a highly negative role model? How do we address the cultural differences that impact male involvement with their children? And, shouldn't we be focused on all parents, not just dads?

This workshop will present a strength-based framework for understanding modern fatherhood and its implications for children and families. We will explore why so many fathers are uninvolved, as well as why some fatherhood/parent-involvement programs fail while others succeed. You will learn practical strategies to engage, equip and support fathers in connecting with their children from birth to age 18. Participants will also explore how their own experiences of being fathered impacts their work engaging dads/adult males. Workshop participants will:

- Understand fathers' impact on cognitive growth, social-emotional development and academic achievement
- Discuss practical strategies, interventions and exercises to better engage dads with their families
- Assess how race, culture and ethnicity play a significant role in effectively involving males in children's lives
- Determine best practice approaches to hot-button issues in father-involvement such as dealing with difficult dads and absence of a father-figure
- Obtain tools to start or enhance a father-involvement program

This workshop will be a powerful learning experience for social workers, clinicians, educators, guidance counselors, parent involvement coordinators, and anyone working with fathers and families. Workshop format includes lecture, documentary film, case examples, and group discussion.

INSTRUCTOR



John Badalament, Ed.M., is the author of the newly released *Modern Dads Handbook* and Director of the PBS documentary, *All Men Are Sons: Exploring the Legacy of Fatherhood*. He lectures nationally and internationally and is a leader in the fatherhood field. In 2009, he was named as one of the Family Violence Prevention Fund's Heroes. Over the last 16 years, Mr. Badalament has worked in clinical settings as a counselor for adolescents and adults, in schools as dean, teacher, and coach, and in private practice with couples. He is completing his documentary film entitled *Gender Traps: How Marriage Problems Start in Kindergarten*. He is a dynamic, practical and enthusiastic speaker.

Providing Beyond the Fence: Challenges in Home-Based and Wrap-Around Care

Wednesday, March 10, 2010

As mental health and child welfare practitioners, we often reach out to underserved youth and families by providing more home-based care and flexible, wrap-around services. With the advent of the Children's Behavioral Health Initiative in Massachusetts, mental health and child welfare practitioners need even more skills in engagement, retention and empowerment for these youth and families. Building resiliency by using strength-based, narrative interventions is one of those skills.

At the same time that we need to get better at maintaining connections, we also need to get better at monitoring safety for providers and families. Being in families' homes demands new skill sets in monitoring boundaries as a practice of emotional safety and monitoring safe environments as a practice of physical safety.

This workshop integrates evidence-based and promising strategies for engagement, retention and empowerment of families with concrete tools for assessing and managing safety in the home-based, community environment. Participants will leave the day with practical skills and a plan for how to start using them immediately! Workshop participants will:

- Examine an integrated model of engagement and retention strategies that empower youth from birth through age 22 and their families through strength-based work
- Develop new skills in monitoring and providing for emotional and physical safety in the home-based environment
- Enhance skills in creating resiliency with youth, families, and staff by using narratives including metaphor, humor, connection, and competence

This workshop will be of interest to mental health and child welfare practitioners who work in a home-based or community environment. Workshop format includes lecture, case examples and discussion. Please bring your most challenging cases!



INSTRUCTOR

Mary Bettley, M.S.W., LICSW, Clinical Director at the Cardinal Cushing Schools, has over 25 years of experience working with youth, adults, and families in outpatient, home-based programs, residential care, state hospitals, and schools. She is an adjunct professor at Lesley University, has been on the faculty at Harvard Medical School's Attachment Conference, and trains nationally on issues of attachment, trauma, and strength-based mental health care. Ms. Bettley is known for her humor and practical examples.

Psychotropic Medication for Childhood & Adolescent Disorders

Friday, March 19, 2010

The topic of psychotropic medications for youth poses a challenge even among medical professionals. Keeping abreast of the many new products specifically formulated for a given symptom sub-set is an immense task, not to mention the many other medications that are utilized in an "off-label" fashion, as is often the case in treating youth. Adding to the complexity is the fact that medications which are prescribed in psychiatry may be utilized for their FDA approved purpose, their side effects, their synergistic benefit or their anecdotal effect.

In this workshop, we will build medication awareness in the treatment of children and adolescents, ages 2 – 18, so that participants are able to converse with clients, parents and professionals in an educated manner, empowering them to guide treatment and know when & how to refer a client to higher level of care.

Topics which will be covered include: psychiatry as a specialty and the sub-specialty of child & adolescent psychiatry as related to pharmacology; brief diagnostic overview; how medications work, choosing the correct medication for youth: neurotransmitters; antidepressants; anxiolytics; stimulants; hypnotics; mood stabilizers; and antipsychotics. Workshop participants will:

- Create an awareness of the scope of psychiatric practice as it applies to pharmacology
- Understand psychotropic medication categories
- Review the individual medications within each category and the considerations in usage for youth
- Understand and be able to participate in the individualized decision process of prescribing for children and adolescents

This workshop will benefit social workers, case managers, supervisors, clinicians, family therapists, educators and emergency service personnel who work with youth and their families. Workshop format will include lecture, case examples and discussion. Participants are encouraged to bring case examples.



INSTRUCTOR

Phillip Anthony Dingmann, M.D., is the Department of Mental Health Site Director for Cape Cod and the Islands. A psychiatrist who has worked with children, adolescents and adults, he currently has a private practice for children and is the psychiatric consultant to Kids and Teens Assessment Center in Hyannis, MA. He previously worked with Child & Family Services in New Bedford. Dr. Dingmann consults with schools, social service agencies, local pediatricians, area emergency service programs and local emergency rooms and trains nationally. He uses a highly interactive, engaging style to build the knowledge base of his audiences.

All the Rage: Best Practices for Helping Adolescent Girls in Crisis

Friday April 9, 2010

Many adolescent girls today are in a crisis of rage and despair. Some try to disappear through starvation, others carve indecipherable symbols onto their arms or run away from home, still others bully and get bullied, hide weeping in their rooms, or attempt suicide. How can practitioners become more effective with this volatile population?

This highly practical workshop will explore 15 vital principles underlying effective practice with adolescent girls ages 11-22. It will offer concrete strategies and methods for helping girls in crisis and examine the limitations of old standards of care, such as self-harm contracts and confidentiality rules. You'll learn what questions to ask and how to rally support for the girls from their extended family and relationship networks. You'll also find out about a variety of practical strategies that help, including persona work, harm reduction, inviting resistance, and developing a protective circle of adults.

You'll hear about interventions specifically addressing two of the most vexing problems encountered by all practitioners working with adolescent girls: self-harm and social aggression and learn how to include girls' voices in discussions of sex and sexuality. You'll learn what it takes to stay connected to these struggling adolescents as you help them become competent, inter-dependent young women. Workshop participants will:

- Read the subtext of provocative, self-destructive, and confusing behaviors
- Identify a protective circle of adults around troubled girls
- Describe 15 principles of effective practice with adolescent girls
- Interview and intervene in the most stressful cases including self-injury and social aggression

This workshop will have relevance for community mental health and social service agencies, educators and school counselors, therapists (social workers, counselors, psychologists, psychiatrists) working in and out patient in private practice, clergy, child protection workers, juvenile justice, residential treatment and home-based providers. Workshop format includes lecture, discussion, and case examples.



INSTRUCTOR

Martha Straus, Ph.D., is a professor in the Department of Clinical Psychology at Antioch University New England Graduate School and adjunct instructor in psychiatry at Dartmouth Medical School. She maintains a private practice and consults to schools, social service agencies and courts. Dr. Straus is the author of numerous articles and four books including *No-Talk Therapy for Children and Adolescents*, *Violence in the Lives of Adolescents*, and most recently, *Adolescent Girls in Crisis: Intervention and Hope*. Blending evidence-based practices, case examples, and a wry humor, Dr. Straus trains and conducts workshops internationally.

Navigating the Minefield: Working with Couples

Friday, May 14, 2010

You've been working with a couple for a long time, and nothing seems to improve. You return over and over to the same struggles. One member of a couple tells you, in confidence, that he is having an affair, and tells you not to mention it in therapy. A couple drops out of therapy suddenly, with no explanation, leaving you baffled. Or maybe there is simply a couple you dread seeing.

For the most part, it does not matter how experienced or skilled we are, which model of therapy we practice, or how difficult the couple is. There are inherent traps in working with couples. When we stumble into these traps, and we will, we are at risk of making mistakes that can sabotage therapy.

In this workshop, we will examine eight "landmines" that typically challenge the couples therapist and are most likely to lead to mistakes that undermine therapy. These are: alliances, control, unarticulated expectations, the larger system of the couple, the impact of therapist values, gender, and dealing with taboos.

We will discuss particular types of challenges each of these landmines presents, and the types of mistakes they are likely to cause. This framework is designed to help trouble-shoot when therapy is not going well. It also serves as a therapy "companion" to help therapists think about their work in ways that sidestep the most common mistakes.

We will demonstrate the use of this framework for on-going self-supervision in order to prevent, recover from, and use our mistakes. Workshop participants will:

- Identify the most significant challenges in working with couples
- Identify common mistakes
- Use a self-assessment framework
- Develop practical strategies for preventing and recovering from mistakes

The workshop format includes lecture, discussion, case examples and video illustrations.



INSTRUCTOR

Jill Elka Harkaway, Ed.D. is a licensed psychologist and marriage and family therapist in private practice. She is on the faculty of The Cambridge Health Alliance and the Harvard University School of Medicine, Department of Psychiatry. Dr. Harkaway is Co-Director of the Couples Therapy Project and Co-Director of the Harvard Medical School Conference on Treating Couples. She has taught in a wide variety of settings, teaching and training psychiatrists, social workers, counselors, milieu therapists, substance abuse counselors, trauma specialists, and psychologists. An engaging story-teller, she is known for her sense of humor and lively style.

Managing the Complexities of Schizophrenia & Other Serious Mental Illness

Friday, June 4, 2010

Schizophrenia and other serious mental illness (SMI) are complex clinical syndromes that are frightening to those afflicted, their families, and often, to many mental health practitioners who find these clients frustrating and difficult. High prevalence rates and social impairment make SMI the leading cause of medical disability throughout the world. Treatment results are not always positive, and because adverse effects can contribute to non-adherence, treatment in many cases may be discontinued. Strategies to improve adherence, such as support groups and peer counseling, will be discussed.

Family involvement may be the greatest resource for SMI patients, and early involvement that includes education about the illness is critical. Families need support around issues such as how to prevent violence and isolation, and how to reduce their own guilt, stress and burnout. This workshop will present tools to coach client families on how to avoid, minimize, and manage crises and prevent relapses.

This workshop will also cover best practices in psychiatric rehabilitation tools such as social skills training, supported vocational or employment training, housing, family and peer support, and case management. Workshop participants will:

- Understand the medical workup for first episode psychosis
- Describe the importance of an accurate diagnosis and how this guides treatment
- Gain practical strategies and interventions for working with clients with schizophrenia and SMI and their families
- Be knowledgeable about psychiatric rehabilitation approaches that help patients achieve recovery
- Learn newer evidence-based guidelines for more effective pharmacotherapy treatments

Workshop format will consist of lecture, case examples and discussion.



INSTRUCTOR

David C. Henderson, MD, is Associate Professor of Psychiatry at Harvard Medical School and Massachusetts General Hospital. He serves as the Director of The Chester M. Pierce, M.D. Global Psychiatry Division, the Director of the MGH Schizophrenia, Diabetes and Weight Reduction Research Program, Director of the Clozapine Program, and Associate Director of the MGH Schizophrenia Program. He has lectured extensively nationally and internationally and has been the recipient of numerous teaching awards.

The Resilient Healer: Taking Care of Yourself While Caring for Others

Friday, June 18, 2010

"Compassion fatigue ... vicarious traumatization ... burnout ..." We've learned about them, explored their role in our work and our lives, and changed our self-care strategies. But what comes next?

As compassionate and empathic helping professionals, we can become so consumed by the day-to-day demands of our work—physically, emotionally, and spiritually—that maintaining a balance of compassion for the people we work with and caring for ourselves can be difficult. Not losing sight of the larger vision, meaning, and significance of our work is crucial.

This workshop will help you recognize problematic symptoms and create solution-focused tasks to alleviate and prevent stress. We will explore ways to nurture our own sense of purpose, potential, and vision, creating opportunities for reflection and renewal. Various personal, professional, and workplace coping strategies will be explored, such as creative self-expression, relaxation activities, mindfulness, guided imagery, use of humor, as well as use of rituals and decompression routines. Workshop participants will:

- Self-assess for compassion fatigue, burnout, and vicarious traumatization
- Learn strategies to mitigate compassion fatigue or burnout
- Reconnect with their own sense of deeper meaning and purpose that led them to this work in the first place
- Examine ways to maintain a sense of possibility, vision, and significance in their professional and personal lives

This workshop will be of interest to those working in clinical and residential settings as well as educational and health care settings. Workshop format includes lecture, video, interactive small group discussion, and activities.



INSTRUCTOR

Laura Basili, Ph.D., has a private practice and teaches at Middlebury College in Vermont. For 10 years she worked with children, families, and trained staff at Boston Children's Hospital and Harvard Medical School. Dr. Basili trains and consults nationally with schools, hospices, hospitals, mental health centers, and community-based agencies on illness, loss, bereavement, and self-care for caregivers. She also facilitates Schwartz Center Rounds on Compassionate Care at Fletcher Allen Healthcare in Burlington, VT. Dr. Basili is an inspirational and dynamic speaker. Her workshops are infused with her joie de vivre and heartfelt storytelling.

Can We Teach These Kids To Dance? Trauma & Attachment-Informed Treatment

Thursday, July 22, 2010

Children and adolescents with trauma histories and attachment difficulties often present as the most difficult cases within the social service, mental health, and educational systems. Frequently service providers and educators approach these youth without a context for understanding the behaviors and symptoms associated with trauma and attachment difficulties, or a consistent approach for developing clear, effective treatment interventions for these youth and their families. Recent advances concerning the neuro-developmental impact of trauma, a greater appreciation of the importance of stable attachment relationships on child development, and a focus on evidenced-based practice make it imperative that professionals re-assess their thinking and treatment approaches in light of this new information.

This workshop will examine ways in which the new research and creative thinking in the field of trauma-focused treatment can be integrated into everyday clinical practice, case management, and school-based interventions with youth, ages 6 -17, and their families. Particular attention will be paid to understanding and treating trauma and attachment problems within a strengths-based framework that seeks to enhance the youth's capacity to progress on a positive developmental track. Workshop participants will:

- Obtain a new paradigm for working with youth affected by trauma and attachment difficulties based on evidence-based practice
- Access an individualized, strengths-oriented, skills-based developmental treatment approach, decreasing the traditional emphasis on problems and pathology
- Learn how to translate advances in the field into practical intervention strategies

This workshop will be of interest to school staff (e.g., teachers, special education teachers, guidance counselors, paraprofessionals, school psychologists), residential, day, and vocational staff, as well as mental health professionals. Workshop format includes lecture, discussion, and numerous case examples.



INSTRUCTOR

Kevin Creeden, M.A., LMHC is Director of Assessment and Research at the Whitney Academy. He has over 25 years of clinical experience treating children, adolescents, and their families, working extensively with sexually and physically aggressive youth. Mr. Creeden has published articles and book chapters on the neuro-developmental impact of trauma on sexual behavior problems. He is guest faculty in the Boston University School of Social Work advanced training program in trauma-focused treatment. An engaging and dynamic presenter, Mr. Creeden trains and consults nationally and internationally.

Children & Adolescents with Emotional & Behavioral Problems: Intervening at School

Thursday, August 5, 2010

Do you keep finding yourself feeling frustrated in your classroom and saying things like; *"I will absolutely not tolerate this behavior one more time!"*, *"Why did you just do that right after I asked you not to do that?"* or, to your colleagues, *"Remind me again, why did I go into teaching?"* If so, keep reading, and have hope.

Many children who arrive in classrooms today have been significantly impacted by trauma, family disruption, economic challenges and by serious mental health issues. These children often exhibit a range of significant impairments and behavioral challenges that impact and disrupt their learning and also the learning of their classmates. Until they are able to effectively address these issues, their ability to focus on academic endeavors will be limited.

In this workshop we will focus on building a deeper understanding of mental health concerns, and on practical behavior management and change strategies that will help your most challenging and at-risk students change their classroom behavior. Discipline problems will be reduced and student engagement in learning will increase. Through this workshop participants will be able to:

- Describe significant mental health challenges that impact learning
- Develop interventions to enhance curriculum planning to address students' mental health and behavioral issues
- Create a repertoire of strategies for setting effective limits and making positive behavioral interventions that promote order and learning in the classroom
- Adopt self-care techniques that enhance educators' effectiveness, re-energize, and restore their sense of balance

This workshop will be of interest to school staff (e.g., teachers, paraprofessionals, school psychologists and vocational staff). Special educators, adjustment counselors, guidance team and resource room staff would also benefit. Workshop format will include lively lecture, interactive case examples, and discussion.



INSTRUCTOR

Daniel Jacobs, Ed.M., Psy.D., M.B.A., is a licensed psychologist in private practice at Andover Mental Health Associates. He was formerly the Director of the Adolescent Partial Hospital Program at Salem Hospital. Dr. Jacobs trains nationally and internationally with mental health agencies, substance abuse providers, residential programs and schools with a focus on helping improve communication, effectiveness, and ways to imitate lasting behavioral change in difficult circumstances. Dr. Jacobs believes hope is always an option and to achieve success we have to be willing to take risks.

Lying, Stealing, Temper Tantrums, & School Refusal: Intervention Strategies

Friday, October 30, 2009

Lying, stealing, temper tantrums, and school refusal are mentioned repeatedly by parents, caregivers, and teachers as being particularly difficult to manage. Such behaviors may evoke intense emotional reactions and excessive discipline, preventing adults from seeing beyond the behaviors to the conditions that fostered them. Failure to recognize the complexity of variables underlying these behaviors diminishes the possibility of eliminating or preventing them.

While interventions for children and adolescents, ages 4 – 18, should be tailored to address the youngster's age, developmental level, family dynamics, and the possibility of psychological disorders, professionals can benefit from a repertoire of strategies. This workshop will provide behavioral, cognitive, and parent guidance techniques that can be applied in therapy, foster care, residential programs, schools, and homes. Workshop participants will:

- Increase their understanding of these common problems
- Apply specific intervention strategies for each problem
- Help parents, caretakers, and educators manage these behaviors

This workshop will benefit educators, mental health professionals and child welfare practitioners. Workshop format includes lecture, discussion, and numerous case examples.



INSTRUCTOR

Steve Berk, Ph.D., is Director of Bond and Berk Associates, a private practice group. He has specialized in assessment and treatment of cognitive disorders in children, adolescents, and adults since 1972. He has worked in clinics, psychiatric hospitals, residential treatment, and schools. An enthusiastic presenter with a quick wit, Dr. Berk trains and consults nationally.

Finding Help for Struggling Teens: Best Practices and Ethical Challenges

Thursday, December 10, 2009

Child welfare professionals and educators frequently encounter adolescents who struggle with significant challenges, such as school failure and truancy, defiance towards parents, running away from home, choosing the “wrong” friends, impulsive behavior, getting in trouble with the law, depression, substance abuse, social isolation, eating disorders, and self-injury.

In recent years, many interventions, including specialty programs and schools, have emerged to meet the needs of struggling teens and their families. Many of these interventions, programs, and schools are reputable and ethical, but not all of them follow current “best practice” guidelines, employ skilled professionals or follow evidence-based intervention protocols. Many programs and schools are licensed and accredited, but some are not, and some use techniques that are highly controversial, even abusive.

This workshop will provide a comprehensive overview of current “best practice” guidelines for intervening with struggling teens, including an overview of current program and school options. Dr. Reamer will discuss the remarkable growth of the contemporary “struggling teens industry”; programmatic options and controversies; evidence concerning the effectiveness of diverse interventions; and key ethical issues, challenges, and risks. Workshop participants will:

- Describe interventions and programmatic options for struggling teens and their families
- Apply knowledge of evidence-based “best practices” to identify appropriate interventions and programmatic options
- Analyze the effectiveness of diverse intervention and programmatic options for struggling teens and their families
- Distinguish between ethical and unethical interventions and programs
- Comply with prevailing ethical standards in the delivery of services to struggling teens and their families

This workshop will benefit social service/child welfare professionals, educators, guidance counselors, therapists and anyone working with teens who struggle with significant behavioral, mental health and substance abuse issues. Workshop format includes lecture, case examples, discussion and audio clips and carries 6 credits in ethics for mental health professionals in RI and NH.



INSTRUCTOR

Frederic Reamer, Ph.D., is a professor in the School of Social Work, Rhode Island College. He co-authored two recent books on struggling teens: *Finding Help for Struggling Teens: A Guide for Parents and the Professionals Who Work with Them* and *Teens in Crisis: How the Industry Serving Struggling Teens Helps and Hurts our Kids*. Dr. Reamer is the author of many publications on professional ethics and chaired the national task force that wrote the *Code of Ethics* adopted by the National Association of Social Workers and presents nationally and internationally with an engaging style that includes extensive dialogue with participants.

Violence, Psychiatric Disorders, & Substance Abuse in Youth & Adults

Thursday, February 11, 2010

Most persons with psychiatric disorders are no more or less violent than persons without psychiatric illness. However, when histories of violence, substance abuse, and psychiatric disorders are combined these factors yield some of society's most potentially dangerous individuals. Risk of physical aggression, sexual aggression and/or other criminal misconduct raises questions regarding personal and community safety as well as responsible treatment planning and liability management.

This workshop describes different developmental pathways of antisocial behavior and their overlap with substance abuse and psychiatric disorders. While most youth with significant histories of misconduct will "desist" as they move towards adulthood, some will not and will comprise a challenging population with persisting misconduct in adulthood that is further aggravated by substance abuse and/or psychiatric disorder.

We will discuss the complex relationship between violence and co-occurring psychiatric disorders, such as psychotic disorders, mood disorders, impulse control disorders, and personality disorders. Particular attention will be paid to the relationships among violence and substance abuse, mental illness, and environmental influences (e.g., living situations, friends, and situational stressors) related to violence risk. Workshop participants will:

- Discuss historical, situational, environmental, and clinical factors associated with violence risk
- Tailor "best practices" treatments and other interventions to specific client symptoms
- Recognize the features of common co-occurring psychiatric disorders and their relationship with violence risk
- Select intervention strategies that play a role within a broader violence risk management strategy, and coordinate with other professionals for pragmatic treatment and violence interventions

This workshop is relevant for mental health practitioners and hospital, school, court, and corrections personnel. Workshop format includes lecture, discussion, and case examples.

INSTRUCTOR

Robert Kinscherff, Ph.D., J.D., a forensic psychologist and attorney, is Director of Clinical Services for Easter Seals of New Hampshire. He was formerly Assistant Commissioner (Forensic Mental Health), Massachusetts Department of Mental Health. Dr. Kinscherff is on the faculty at Harvard Medical School, Boston University School of Law, and the Massachusetts School of Professional Psychology. Dr. Kinscherff's practice includes clinical and forensic evaluation of youth and adults in state and private hospitals, residential and outpatient facilities, and Courts. He has assisted state agencies in New England to develop risk management programs for persons with major mental illnesses and histories of significant physical or sexual violence. Dr. Kinscherff presents nationally and internationally with enthusiasm, humor, energy, and practical realism.



Anger, Rage & Trauma: Talking to Kids About Difficult Things

Friday, May 7, 2010

Youth who grow up in chaotic, abusive, disrespectful, and threatening environments often witness and experience communication styles from adults that teach them that acting out in an angry way is acceptable or even necessary to survive. Children exposed to significant trauma and those dealing with major mental health issues often develop communication and behavioral styles based on anger and rage. They commonly express themselves in negative and self-destructive ways, have trouble communicating, and often exhibit their pain via erratic, aggressive, and dangerous behavioral patterns. Working with these youth can be a great challenge, made even harder by their attempts to push us away.

To help these youth, ages 9 – 18, learn more adaptive coping strategies, we have to be able to talk with them about their difficult issues in the right way. We have to set firm but fair structures and consequences for problematic behaviors while at the same time being able to offer them realistic alternatives to their negative behavioral patterns. These youth need to learn ways to take control and responsibility for their actions and we need to avoid being caught up in unnecessary power struggles and ineffective reactive loops as we help them achieve this goal.

It is crucial to have effective strategies and ways to talk with children and adolescents about difficult issues in a proactive manner. This workshop will focus on practical strategies useful in handling the challenging behaviors most often exhibited by youth dealing with anger issues. Workshop participants will:

- Apply verbal interventions to further positive conversations with troubled youth about painful topics
- Adopt techniques to spot aggressive cues and behavioral patterns in the formation stage to stop further escalation before violence occurs
- Create a toolkit of verbal and behavioral de-escalation strategies designed to address agitated youth at great risk of committing self-destructive acts or violence towards others

This workshop is designed for mental health professionals, educators, special educators, and guidance counselors who want to be successful in helping these youth. Workshop format will include lecture, interactive case examples, and discussion.

INSTRUCTOR

Daniel Jacobs, Ed.M., Psy.D., M.B.A., is a licensed psychologist in private practice at Andover Mental Health Associates. He was formerly the Director of the Adolescent Partial Hospital Program at Salem Hospital. Dr. Jacobs trains nationally and internationally with mental health agencies, substance abuse providers, residential programs and schools with a focus on helping improve communication, effectiveness, and ways to initiate lasting behavioral change in difficult circumstances. Dr. Jacobs believes hope is always an option and to achieve success we have to be willing to take risks.



Holding the Hope: Working with Clients with Borderline Personality Disorder

Thursday, May 27, 2010

Want the good news? There are many best practices and promising interventions that give practitioners skills for more effective ways to help clients diagnosed with a Borderline Personality Disorder manage their lives. Once we look through the lens of attachment, the client's behaviors make sense and there is HOPE!

The bad news is that recovery can be challenging since most consumers will demonstrate serious impairment in several areas such as work/school, family relations, judgment, thinking, mood, and daily living. Working with these individuals can leave treatment providers feeling stressed and carrying the client's unexpressed rage and hopelessness.

This workshop emphasizes practical strategies that you can immediately use in helping clients age 18 and up with physical and emotional self-regulation, distress tolerance, and creating healthy relationships. Using an attachment paradigm for assessment and treatment, we will examine both the evidence-based practices such as Dialectical Behavioral Therapy (DBT) and lesser known promising practices incorporating narrative, strength-based and resiliency approaches and mind-body-spirit connections. Destructive behaviors such as substance abuse, violence, suicide attempts, and self-injury will be addressed within the context of relational interventions. Workshop participants will:

- Develop practical strategies for care within an integrated treatment model that combines harm reduction, neurobiological, psychodynamic, cognitive-behavioral, developmental, narrative, and relational perspectives
- Create new skills to design interventions that meet each client at his/her level of change using motivational interviewing and stages of change assessments
- Use metaphor, humor, stories, connection and competence to foster resilience while decreasing the traditional emphasis on problems and pathology in working with this population

Workshop format will include lecture, case examples, and discussion. There will be opportunity for sharing your difficult cases.



INSTRUCTOR

Mary Bettley, M.S.W., LICSW, Clinical Director at the Cardinal Cushing Schools, has over 25 years of experience working with adults, youth, and families in outpatient, home-based program, residential care, state hospitals, and schools. She is an adjunct professor at Lesley University, has been on the faculty at Harvard Medical School's Attachment Conference, and trains nationally on issues of attachment, trauma, and strength-based mental health care across the lifespan. Mary is known for her humor and practical examples.

Subscription Series

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We invite you to contact Community Program Innovations regarding your training needs.

FURTHER INFORMATION:

Call 339-883-2195 or visit our web page:
www.communityprograminnovations.com

When the Mad Are Bad: Mental Illness and Violence

Thursday, November 12, 2009

On the big screen, murderers are often portrayed as psychotic maniacs who cannot be deterred from harming their targets. The reality is somewhat less dramatic but more reassuring: some people who kill or commit violent acts exhibit symptoms of mental illness that can be mitigated with medication and psychotherapy.

Mental health professionals must often give an opinion about an individual's risk of danger to others or to commit homicide. A competent opinion in this area requires an understanding of the research in this field, including the identification of acute and dynamic risk factors for violence, and a clinical interpretation of how these factors relate to an individual patient.

This workshop will teach mental health professionals to conduct evidence-based, clinically informed risk assessments for violence. Participants will make judgments about dangerousness after watching videotape vignettes of actual cases. In addition to the development of a risk assessment, participants will be trained in risk management of the potentially violent client, medical documentation of risk and expert testimony in dangerousness hearings. Workshop participants will:

- Identify acute and dynamic risk factors for violence, recognizing the relationship between violence and psychiatric difficulty
- Develop a violence risk assessment, including the risks associated with violence towards service providers
- Describe treatment and risk management strategies
- Develop empirically based violence risk reduction plans
- Outline the legal issues in treating perpetrators of violence

This workshop is relevant to clinicians, caseworkers, educators, program staff and administrators, and others involved in the provision of human services. The workshop format includes lecture, videotaped vignettes, discussion, mock testimony and cross examination.



INSTRUCTOR

Renee Sorrentino, M.D., Director of Clinical Services and Clinical Instructor at Harvard Medical School, is a Board Certified Forensic Psychiatrist. She has trained and consulted with state agencies including the MA Department of Mental Health and Department of Mental Retardation, law enforcement and attorney groups. Dr. Sorrentino's practice is devoted to the treatment and evaluation of paraphilias and sexual offenders. She trains nationally and combines cutting edge knowledge with a clear and engaging presentation style.

Limit Setting & Anger Management with Children & Adolescents

Wednesday, January 20, 2010

Often parents and caretakers come to view "limit setting" and "anger management" as a series of techniques to be used or a strategy of rewards and punishments to be implemented. This workshop will discuss interventions with children and adolescents, ages 6-17, who exhibit behavior problems, from the perspective that the goal of any intervention is not to *control the child* but to teach the child *self-control*. Facilitating a consistent, supportive attachment between the caretaker and child is fundamental to developing effective behavior management interventions. Workshop participants will:

- Identify and understand processing difficulties that create obstacles for youngsters in regulating their affect and behavior
- Examine how to use the relationship between the parents/caretaker and the child as the primary source of rewards and consequences in managing behavior
- Obtain techniques for helping children and adolescents understand their own behavior and implement proactive behavior management strategies

This workshop is geared for professionals in outpatient and residential settings. It is also appropriate for educators, case managers, and those working in foster care and adoption. Workshop format includes lecture, discussion, and case examples.



INSTRUCTOR

Kevin Creeden, M.A., LMHC, is Director of Assessment and Research at the Whitney Academy. He has over 25 years of clinical experience treating children, adolescents, and their families, working extensively with physically and sexually aggressive youth. Mr. Creeden has published articles and book chapters on the neuro-developmental impact of trauma on sexual behavior problems. He is guest faculty in the Boston University School of Social Work advanced training program in trauma-focused treatment. An engaging and dynamic presenter, Mr. Creeden trains and consults nationally and internationally.

Asperger's Syndrome & Nonverbal Learning Disability: Differential Diagnosis & Treatment

Friday, March 12, 2010

Greater numbers of youngsters with Asperger's Syndrome and Nonverbal Learning Disability are being identified in mental health and educational settings. There is a great deal of similarity between these conditions and youngsters may also be misdiagnosed with ADHD. The behavioral and learning profile presents considerable challenges to clinicians, educators, and parents. Due to their difficulties with social perception and interpretation of nonverbal cues, these youngsters are often subjected to ostracism and bullying behavior in the classroom and community.

This workshop will explore the social, emotional, cognitive, and behavioral characteristics of Asperger's Syndrome and Nonverbal Learning Disability in youth, ages 6 - 20. Intervention strategies designed to address deficits in social perception will be discussed, including novel approaches (e.g., Comic Strip Conversations, Social Stories, Social Picture Books, and Cognitive Picture Rehearsal) as well as modifications of conventional techniques.

Parenting and family issues will also be addressed as well as the adjunctive role of psychotropic medications in managing the attentional difficulties, anxiety, depression, and compulsive behaviors frequently observed with these youngsters. Workshop participants will:

- Identify the essential characteristics of Asperger's Syndrome and Nonverbal Learning Disability
- Differentiate Asperger's Syndrome from Nonverbal Learning Disability and ADHD
- Discuss treatment approaches
- Increase their ability to work with families

This workshop will be of interest to mental health professionals, residential staff, educators, and nurses. Workshop format includes lecture, discussion, and case examples.



INSTRUCTOR

Steve Berk, Ph.D., is Director of Bond and Berk Associates, a private practice group. He has specialized in assessment and treatment of cognitive disorders in children, adolescents, and adults since 1972. He has worked in clinics, psychiatric hospitals, residential treatment, and schools. An enthusiastic presenter with a quick wit, Dr. Berk trains and consults nationally.

Teaching Attachment-Focused Parenting: Building Connections that Heal

Thursday, April 29, 2010

Have you ever been asked for help by a parent who says "Everything I have done with my other children doesn't work with her" or "I do love him, but he sure is hard to like?" Have you provided information and support to a parent who tells you that all the traditional methods don't work with this child and can even make him worse? The explanation may be that the parent is dealing with a child with various challenges to healthy attachment.

How can practitioners in mental health, education and child welfare best support parents in building connections that help heal children whose abuse/neglect/relationship histories have shown them that connecting with others is dangerous? Because youth with attachment challenges (Reactive Attachment Disorder) have difficulty trusting, traditional parenting interventions often don't work and we instead need to teach new models and skills in attachment-focused parenting.

Based on how children learn to attach/bond, this workshop presents innovative parenting approaches and practical parenting skills that are effective when the attachment cycle has been interrupted. Finally, we will consider best practice models for how to create systems of care that best support parents to provide healthy, attachment-focused parenting for hurting and often behaviorally challenged youth. Workshop participants will:

- Learn attachment and bonding principles
- Identify the signs, symptoms, and "feel" of children with challenges to attachment and the implications for parenting and family dynamics
- Create a practical "tool box" of attachment-focused parenting techniques
- Describe best practices methods that will educate and motivate parents to apply these techniques
- Develop effective support/empowerment systems for parents using attachment-focused parenting that is appropriate to the participant's setting.

This workshop will benefit practitioners who work with youth ages toddler to 18 and their parents (birth, foster or adoptive) in a variety of settings such as school, mental health organizations and the community. Workshop format will include lecture, case examples, and discussion. Bring your dilemmas!



INSTRUCTOR

Mary Bettley, M.S.W., LICSW, Clinical Director at the Cardinal Cushing Schools, has over 25 years of experience working with youth, adults, and families in outpatient, home-based programs, residential care, state hospitals, and schools. She is an adjunct professor at Lesley University, has been on the faculty at Harvard Medical School's Attachment Conference, and trains nationally on issues of attachment, trauma, and strength-based mental health care. Ms. Bettley is known for her humor and practical examples. She is the adoptive parent of two girls.

Psychopharmacology for Adults: A Guide for Non-Medical Mental Health Professionals

Friday, June 11, 2010

Be informed and vigilant about the medications your patients are being prescribed. Become an empowered ally to your psychiatric and nurse practitioner colleagues regarding your patients' functioning between medication-management visits.

This workshop will provide mental health practitioners with a practical overview of the use of commonly prescribed medications. Psychotropic medications are important treatments for many psychological disorders. Even though medication decisions are made by medical professionals, it is critical for other mental health professionals to have a thorough knowledge of how psychotropic medications are used and how they work in the human body.

Learn significant clinical aspects of the latest and most commonly used drugs, including indications based on diagnosis, physiological functions, and frequent side effects. We will discuss criteria for evaluating symptom presentation suggesting initial trial as well as client response to current medication trials. This will aid the practitioner in their clinical understanding of their patients' functioning and enhance their ability to communicate their concerns regarding patient response to medication to their prescribing colleagues. Workshop participants will:

- Understand basic biochemical principles regarding mood stabilizing anti-anxiety, anti-depressant and anti-psychotic medications
- Identify symptoms/indications suggesting the need for medication in all of the above noted medication categories
- Obtain updates on the latest psychopharmacological agents
- Identify potential side effects to medications suggesting possible dosage or medication change

All information presented will be useful to non-medical professionals in their role as adjunct providers monitoring their patients on medication. Workshop format includes lecture, clinical vignettes, discussion, and case examples. Participants are encouraged to present case examples for discussion.



INSTRUCTOR

Peter Moran, Ph.D., is Clinical Managing Partner of Prescott Healthcare, a private practice group. He is also staff psychologist at the Department of Psychology at Worcester Medical Center, an Assistant Professor of Psychiatry at the University of Massachusetts Medical School, and an instructor at Assumption College. Dr. Moran has a Master of Science in Clinical Psychopharmacology and specializes in treating mood disorders. He has published on mood disorders and psychological treatment strategies in the managed care era. Dr. Moran trains nationally and is known for his practical, engaging style.

WHEN:

Registration: 8:30 - 9:00 a.m. • Workshop: 9:00 a.m. - 4:00 p.m.

- Lunch is on your own. • Service dogs only
- In consideration of others, please do not bring children.

SNOW CANCELLATION:

In the event of a major snowstorm, check our website or call us at 339-883-2195 after 5:30 a.m. the day of the workshop to find out if the workshop has been rescheduled.

PAYMENT INFORMATION:

- Register online at www.communityprograminnovations.com using a credit card.
- Mail in a registration form with a check or credit card information. Your nonrefundable cancelled check or credit card statement is your receipt. You will not receive confirmation in the mail.
- If you are unable to attend, you are welcome to send a substitute. No refunds will be given. Credits toward workshops within the same training season will be given only if written cancellation is received 5 business days prior to the workshop.

CE CREDITS:

All workshops are approved for 6 hours for MA licensed social workers (pending), licensed mental health counselors, licensed marriage and family therapists, occupational therapists, substance abuse counselors and LADCs. Credits are accepted by the NH Board of Mental Health Practice for all licensed NH mental health professionals. Workshops have been submitted to the Collaborative of NASW and the Boston College and Simmons College Schools of Social Work for Continuing Education hours for relicensure, in accordance with 258 CMR. Credits for licensed social workers are accepted by the CT, RI, NH and VT Boards. Community Program Innovations is recognized by the NBCC to offer continuing education for national certified counselors. We adhere to NBCC Continuing Education Guidelines. Each workshop meets the criteria for 6 contact hours for nurses as specified by the MA, NH, RI and CT Boards of Nursing. MA, NH, ME, RI, CT and VT Educators will receive a certificate of attendance for 6 hours. Workshops are co-sponsored with Community Healthlink, which is approved by the American Psychological Association to sponsor continuing education for psychologists and each workshop offers 6 CE Credits. Community Healthlink maintains responsibility for this program and its content. Enclose \$10.00 per workshop for CE Credits for psychologists.

FURTHER INFORMATION: Call 339-883-2195 or visit our web page:

www.communityprograminnovations.com

WHERE:

Courtyard by Marriott Billerica

270 Concord Road, Billerica, MA 01821, Phone: 978-670-7500

Free Parking • Wheelchair accessible. Advise in advance of special needs.

DIRECTIONS:

From Logan Airport or Downtown Boston:

Rte. 93 North to Rte. 95/128 South to Rte. 3 North. Follow “A” below.

From I-90 Massachusetts Turnpike:

Rte. 95/128 North to Rte. 3 North. Follow “A” below.

From the North: Maine/Portsmouth, NH/ Gloucester, MA:

Rte. 95/128 South to Rte. 3 North. Follow “A” below.

From Providence, RI Airport:

Rte. 95 North to Rte. 95/128 North (around Boston). Take Rte. 3 North. Follow “A” below.

“A” – From Rte. 3 NORTH to the Courtyard by Marriott Billerica:

Take Rte. 3 North to Exit 27, Concord Road. At the end of the ramp, turn left and cross over Rte. 3. At the 2nd set of lights, make a left (the first set is for the on-ramp to Rte. 3 South). Turn left into the office park (Marriott sign is on the left corner). Follow road to the left of the Courtyard by Marriott Billerica and park in back of the hotel. Ballroom entrance is on the left side of the hotel.

From Manchester, NH Airport:

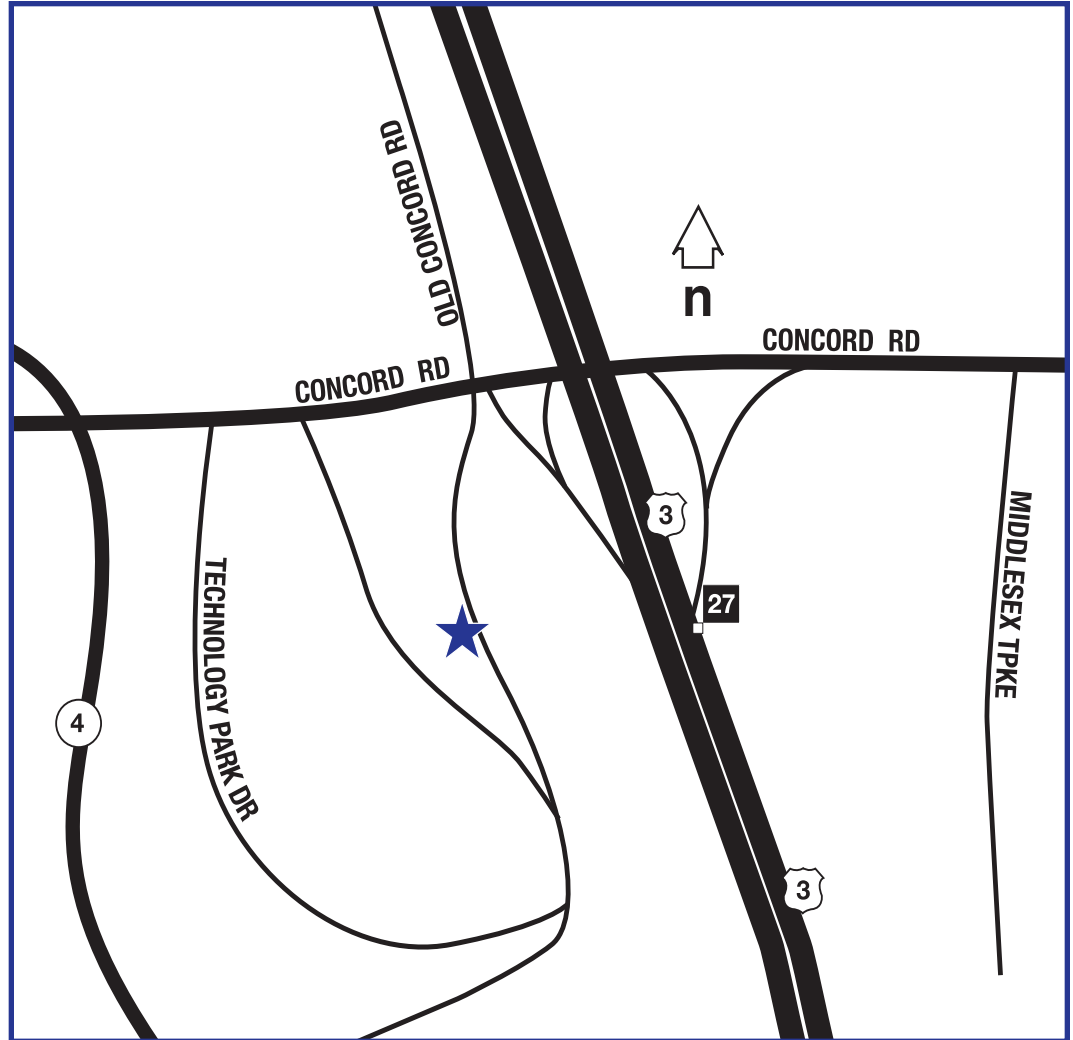
Rte. 3 South. Follow “B” below.

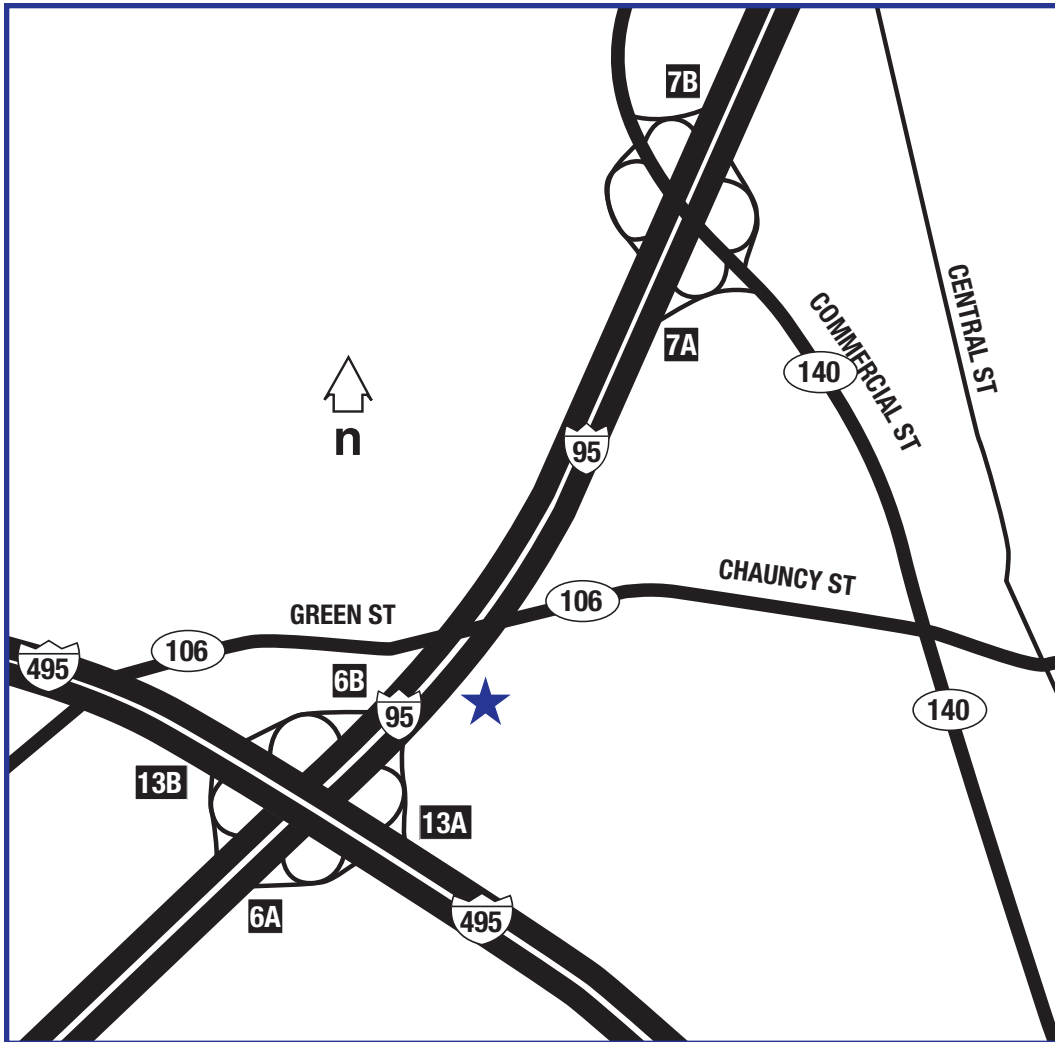
From Other New Hampshire Points:

Rte. 93 South to Rte. 495 South to Rte. 3 South. Follow “B” below.

“B” – From Rte. 3 SOUTH to the Courtyard by Marriott Billerica:

Take Rte. 3 South to Exit 27, Concord Road. At the light at the end of the ramp, turn left. At the next set of lights, make a left. Turn left into the office park (Marriott sign is on the left corner). Follow road to the left of the Courtyard by Marriott Billerica and park in back of the hotel. Ballroom entrance is on the left side of the hotel.





WHERE:

Holiday Inn Mansfield-Foxborough, MA

31 Hampshire Street, Mansfield, MA 02048

Phone: 508-339-2200

- Free Parking
- Wheelchair accessible. Advise in advance of special needs

DIRECTIONS:

From I-95 North or South:

Take Exit 7A, Route 140 South.

At the second set of lights, turn right into the Cabot Business Park.

Stay in the right lane to the end.

The hotel will be on your right.

From I-495 North or South:

Take Exit 12, Route 140 North.

At the fifth set of lights, turn left onto Forbes Boulevard.

Stay to the right and continue straight.

The road becomes Cabot Boulevard.

The hotel is at the end of Cabot Boulevard, on the right.

WHERE:

Holiday Inn Springfield-Holyoke, MA

245 Whiting Farms Rd., Holyoke, MA 01040

Phone: 413-534-3311

- Free Parking
- Wheelchair accessible. Advise in advance of special needs.

DIRECTIONS:

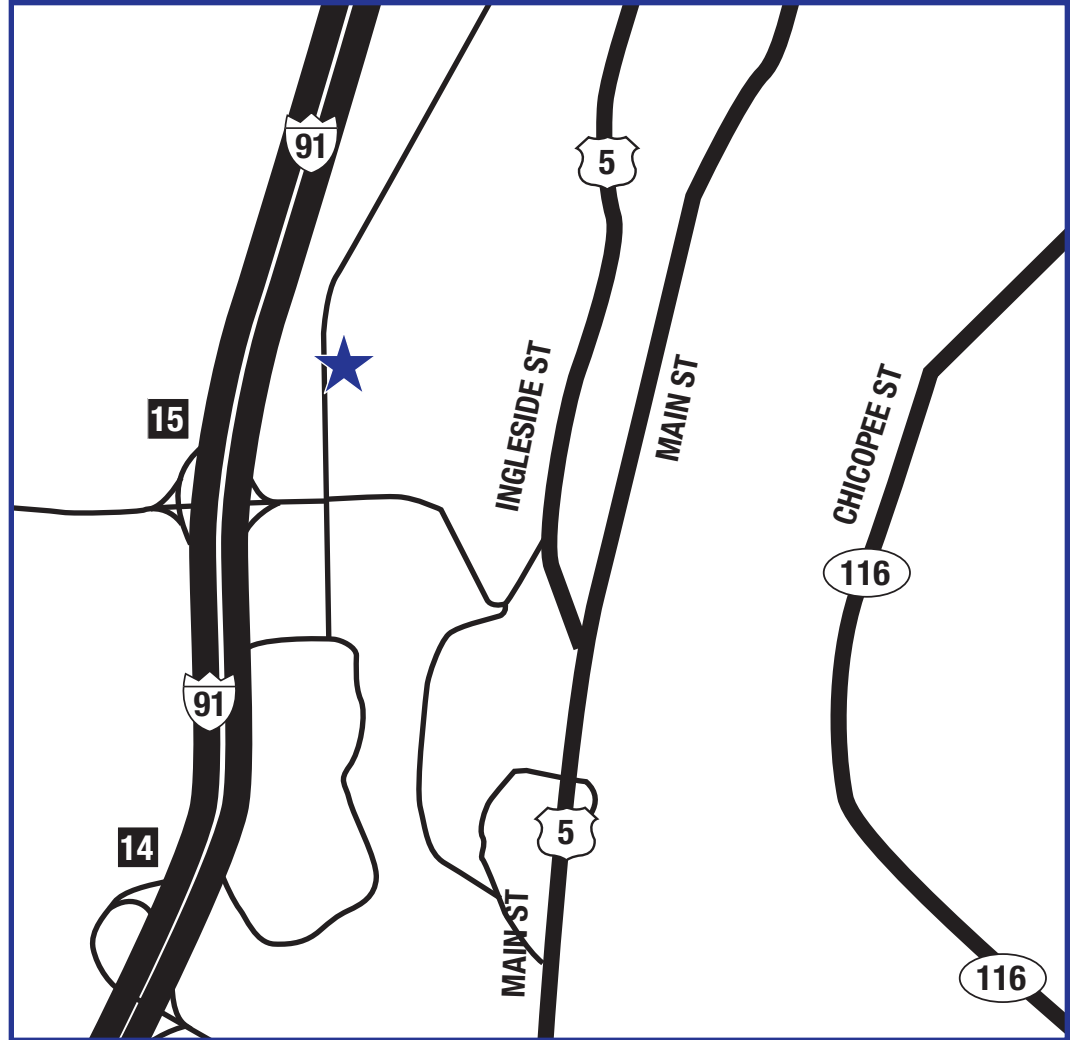
Take the MA Turnpike (I-90) to Exit 4 EAST.

Continue TO EXIT 4 (I-91N).

Take EXIT 15 (HOLYOKE/INGLESIDE) off Rte. 91.

Bear right at the end of ramp.

Hotel is on the left.



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ENROLL ME	1 workshop	2 workshops	3/4 workshops	5+ workshops	Psychologist CE Fee	Number of workshops:
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- 1/28/10 Using Playfulness to Heal Children Impacted by Trauma
- 2/5/10 Practical Strategies for Treating Anxiety Disorders in Youth & Adults
- 3/5/10 Getting Dads Involved: Building the Connection with their Sons/Daughters
- 3/10/10 Challenges in Home-Based & Wrap-Around Care
- 3/19/10 Psychotropic Medication for Childhood & Adolescent Disorders
- 4/9/10 Best Practices for Helping Adolescent Girls in Crisis
- 5/14/10 Navigating the Minefield: Working with Couples
- 6/4/10 Managing the Complexities of Schizophrenia/SMI
- 6/18/10 The Resilient Healer: Taking Care of Yourself
- 7/22/10 Trauma & Attachment-Informed Treatment for Youth
- 8/5/10 Youth with Emotional & Behavioral Problems: Intervening at School

FOXBOROUGH, MA

- 10/30/09 Lying, Stealing, Temper Tantrums, & School Refusal
- 12/10/09 Finding Help for Struggling Teens
- 2/11/10 Violence, Psychiatric Disorders & Substance Abuse in Youth & Adults
- 5/7/10 Anger, Rage & Trauma: Talking to Kids about Difficult Things
- 5/27/10 Working with Clients with Borderline Personality Disorder

SPRINGFIELD, MA

- 11/12/09 When the Mad Are Bad: Mental Illness & Violence
- 1/20/10 Limit Setting & Anger Management with Children & Adolescents
- 3/12/10 Asperger's Syndrome & Nonverbal Learning Disability
- 4/29/10 Teaching Attachment-Focused Parenting
- 6/11/10 Psychopharmacology for Adults

Total workshop fee	\$
Psychologist CE fee	\$
TOTAL DUE	\$

Add \$10 per workshop

ONE (1) REGISTRANT PER FORM

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POSITION _____

ORGANIZATION _____

Indicate which mailing address you prefer: Home address Work address

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CITY _____

STATE _____

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- MH Counselor CE: License # _____
- Natl Cert Counselor CE Nurse Contact Hours
- Substance Abuse or LADC CE Psychologist CE
- OT Contact Hours
- Marriage & Family CE
- Educator Certificate

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- Full payment of \$ _____ enclosed Check Enclosed
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Mail registration form with your check to Community Program Innovations, Inc., 471 Broadway, Lynnfield, MA 01940 or fax to 978-535-1557. Payment must accompany registration form.

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2009/2010 WORKSHOPS

3 Locations
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