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A Piece-by-Piece Approach to Solving the Autism Puzzle

- Dr. Diane Twachtman-Cullen

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The Ups & Downs of Helping Youth & Families in Foster Care Settings

- Dr. Daniel Jacobs

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**The Impact of Ethnic & Cultural Background
on Mental Health & Psychopharmacology**

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Dangerous Sex Offenders: Strategies for Mental Health Professionals

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Treating Complex Trauma in Children & Families

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Grief and Loss: A Family Affair

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- Dr. Philip A. Dingmann

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**Treating Adult Depression:
Practical Strategies for Lasting Emotional Relief**

- Dr. Peter Moran

Thursday, March 3, 2011

**Hurry Up & Relax:
Mind/Body Medicine For Today's Stressed World**

- Dr. Ann Webster

Friday, April 29, 2011

**Taming the Emotional Dragon:
Reaching Youth with Reactive Attachment Disorder**

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

Thursday, June 2, 2011

**Understanding & Confronting Ethical Challenges:
Improving Practice & Care**

- Dr. Daniel Jacobs

Thursday, August 4, 2011

**No Such Thing As a Bad Kid:
Reshaping the Lives of At-Risk Youth - Part II**

- Charlie Appelstein, M.S.W.

Friday, November 19, 2010

**Navigating the Storms & the System:
Coaching Transition Age Youth & Their Families**

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

Thursday, December 16, 2010

**Creating Safer Spaces for Lesbian, Gay, Bisexual
& Transgender Youth & Families**

- Colby Berger, Ed.M., M.S.W., LCSW

Wednesday, February 2, 2011

Life Coaching Interventions for Youth: Evidence-Based Strategies

- Dr. Anita Remig

Thursday, March 31, 2011

**Anxiety in America: Practical Strategies
for Treating Anxiety & Fear in Adults**

- Dr. Peter Moran

Friday, May 13, 2011

**Who Really Wants to Change?
Stage-Wise Treatment for Co-Occurring Disorders**

- Melinda Fox, M.A., LADC

Thursday, July 28, 2011

**Tackling Bullying in Schools and Beyond:
Working to Make a Real Difference**

- Dr. Daniel Jacobs

A Piece-by-Piece Approach to Solving the Autism Puzzle

Friday, December 10, 2010

The puzzle piece is the universal symbol used to signify the enigmatic nature of Autism Spectrum Disorders (ASD). While the rapidly-rising incidence level has increased public awareness of the superficial characteristics and symptoms of autism spectrum conditions, this workshop goes well beyond those to delve more deeply into the unusual pattern of strengths and weaknesses that gives rise to the puzzling social-emotional and behavioral challenges and unique learning needs of children and youth with ASD. Examples from the presenter's clinical practice will be used both to illustrate important aspects of functioning and to document deficit areas requiring intervention. In keeping with the need for practical information, a treasure trove of evidence-based, best-practice intervention ideas and easy-to-apply hands-on strategies will be given to address deficits in social cognition, language development, and executive function, and to improve challenging behavior. This workshop will address the needs of moderately-functioning and more-able students from early childhood through the high school years. Participants will be able to:

- Describe the major strengths and weaknesses of individuals with ASD
- Identify the unique learning profile of individuals with ASD
- Identify a minimum of five areas of functioning that require intervention in ASD
- Demonstrate five to seven intervention practices and strategies for individuals with ASD

This workshop is appropriate for professionals and paraprofessionals in mental health or school settings, including educators, psychologists, counselors, social workers, and speech-language, occupational, and physical therapists. Workshop format includes lecture, videotaped case illustrations, and discussion.



INSTRUCTOR

Diane Twachtman-Cullen, Ph.D., is a licensed speech-language pathologist specializing in Autism Spectrum Disorders (ASD). The editor-in-chief of *Autism Spectrum Quarterly*, Dr. Twachtman-Cullen is the author of numerous chapters and articles, and four books. She serves on several professional boards, including the panel of professional advisors of the Autism Society of America and consults internationally on ASD. Dr. Twachtman-Cullen is a popular speaker who has given presentations on ASD worldwide, including Canada, the Netherlands, England, Ireland, Japan, and Qatar.

The Ups and Downs of Helping Youth & Families in Foster Care Settings

Friday, December 17, 2010

Caring for a child or adolescent enrolled in foster care services is a complex task given issues of physical abuse, neglect, sexual abuse, and substance abuse which often have played a part in their past. Caregivers are faced with the task of providing safety to those who feel unsafe, offering security to those who have felt abandoned, and trying to establish an environment that will help these children learn to develop a sense of trust.

Foster parents working with these children, and the case managers who support them, are challenged with creating the support system necessary to manage the wide variety of developmental, emotional, psychological and behavioral problems exhibited by many of these children. It is crucial for caregivers to have useful and practical tools and strategies that will best help them manage the ups and downs of caregiving. In this workshop, we will explore techniques to help enhance communication between supports (e.g., case manager, foster parent, clinician, educator), increase consistency in behavioral interventions across settings, decrease volatile and problematic behavior, and make the foster care experience even more positive and helpful to those most in need of support. Participants will be able to:

- Analyze common symptoms and behaviors associated with children suffering from emotional and psychological concerns (e.g., trauma, depression, anxiety)
- Identify problem-solving options to reduce conflict and misunderstanding and strategies that can be used to foster active listening, mutual goal setting, clear communication and enhance positive relationships in a foster care setting
- Implement effective crisis prevention and crisis management techniques
- Adopt and teach self-care strategies to help case managers and foster parents "keep their cool" and be better prepared to cope with stressful or emotionally upsetting circumstances and situations

This training is designed to address the needs of case managers, educators, foster parents, and others working with youth in the foster care system. Workshop format will include lecture, multi-media presentation, 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.

The Impact of Ethnic & Cultural Background on Mental Health & Psychopharmacology

Thursday, January 13, 2011

Important inter- and intra-group differences exist in how clients from diverse racial and ethnic backgrounds experience health and illness. Most psychiatric disorders occur across all populations, although symptom clusters may vary greatly. Understanding a patient's culture will improve the delivery of quality care. Participants will learn to probe for cultural clues while remaining flexible enough to recognize that the client's patterns and behaviors do not necessarily match the norms. Issues around presentation of illness, expression of distress, utilization of family, community and social supports, as well as the impact of stigma and shame will be discussed. Practical strategies for working with diverse populations will be provided.

Pharmacologic interventions are critical in the treatment of some of these psychiatric disorders. This workshop will provide an expanded understanding of the interactions between psychopharmacological treatment and gender, ethnic and cultural diversity. Recommendations will be provided to improve adherence, reduce adverse events and medication interactions, and to improve clinical outcomes. This workshop will also review principles of ethnopsychopharmacology and highlight issues influenced by race, gender, and culture in the pharmacologic treatment of psychiatric disorders. Workshop participants will be able to:

- Describe the impact of race/ethnicity, gender and culture on how psychiatric disorders present and on making the correct diagnosis
- Identify key factors in developing a cultural formulation and diagnostic assessment
- Apply techniques to reduce cultural clashes and improve quality of care
- Improve effectiveness working with interpreters
- Review how response to commonly prescribed medications may differ across populations
- Understand the principles of ethnopsychopharmacology and the impact of race, gender, and culture on medication metabolism, response, adverse events, medication interactions and adherence

This workshop will benefit any mental health and healthcare professionals and educators who work with individuals from diverse ethnic and cultural backgrounds. The workshop format will consist of lectures and case presentations with active audience participation.



INSTRUCTOR

David C. Henderson, M.D., 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 Clozapine Program, the Director of the MGH Schizophrenia, Diabetes and Weight Reduction Research 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.

Dangerous Sex Offenders: Strategies for Mental Health Professionals

Friday, January 21, 2011

Mental health professionals working with sex offenders frequently encounter clinical situations that have legal and ethical implications. Despite the debate concerning the inclusion of paraphilias (deviant sexual disorders) as a psychiatric entity, there is a strong demand from the public for the treatment of sex offenders. As such, practitioners must balance their duties to the client with their responsibilities to the general welfare of the public.

The workshop will review the diagnostic features of the paraphilias including the comorbidity between paraphilias and major mental illnesses. The diagnostic criteria of sexual disorders as proposed by DSM-V, including the new diagnosis of Hypersexual Disorder (Sexual Addiction) will be presented.

Next, the workshop will focus on the evidence-based treatment of sex offenders, such as cognitive behavioral therapy, relapse prevention, behavioral therapy and pharmacologic treatment. Legal issues including community notification, sex offender registry, and civil commitment of sexually dangerous persons will be covered. The ethical issues that arise in the treatment of sex offenders including patient privilege and clinician confidentiality, informed consent and the potential to use controlled trials will be presented. The audience will be invited to participate in a discussion of cases which illustrate the challenging issues that arise in the ethical treatment of sex offenders. Participants will be able to:

- Understand psychiatric diagnoses in sex offenders
- Apply the components of a sex offender evaluation
- Utilize a model of effective community sex offender treatment
- Comply with the legal issues involved in the management of sex offenders
- Evaluate complex ethical dilemmas that arise with this population
- Manage safety issues when working with sex offenders

This workshop is intended for mental health professionals and educators who work with individuals who have problematic sexual behaviors/sex offenses and carries 6 credits in ethics for mental health professionals in NH and RI. The workshop format includes lecture, review of videotaped vignettes, and discussion of vignettes.



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 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.

Treating Complex Trauma in Children & Families

Thursday, February 3, 2011

Children with complex trauma are usually our most anxious, terrified, defiant, complicated--and mystifying—clients. The cumulative effect of violence, insecure and unstable attachments, multiple placements, and untold attendant losses, takes a toll on all aspects of development: neurologically, cognitively, physically, emotionally, behaviorally, socially, and spiritually. Family members (and other caregivers) often struggle as well with vicarious traumatization or retraumatization while trying to contain and support them, adding another challenging layer of impact.

In this highly practical and evidence-based workshop, Dr. Straus will describe the legacy of complex trauma for children and families and examine the cumulative and synergistic effects of fostering resilience in the face of great vulnerability. We'll explore the benefits of adoring eyes, multiple attachment relationships, improving executive functioning, reducing anxiety, unmasking agendas, devising joyful consequences (and using "time-in"), regulating affect, decreasing dissociative coping, fostering competencies and social skills, and developing coherent narratives. This workshop will focus primarily on intervention with school-aged children and younger adolescents. Participants will be able to:

- Discuss the impact and legacy of developmental trauma on attachment, biology, executive functioning, self-regulation, self concept, social skills, and family life
- Demonstrate the cumulative and synergistic effects of both risk and resilience on development
- Describe evidence-based relational, self- and co-soothing, attachment-narrative, and multi-systemic intervention strategies
- Apply techniques that build competence, creativity, commitment and connection

This workshop will benefit providers working with children and families in- and out-patient, in home-based and community-based programs, mental health counselors, social workers, family therapists, educators including special educators, school guidance counselors, early childhood specialists, psychologists, nurses, and other mental health professionals. Workshop format includes lecture, discussion, demonstrations, experiential exercises, 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.

Nothing Ventured, Nothing Gained: Managing Therapeutic Risk-Taking

Friday, March 4, 2011

Persons with high-risk behaviors towards themselves or others commonly pose significant clinical, administrative and risk-management challenges. If approached with insufficient attention to risk and safety, they may seriously harm themselves or victimize others. If approached with insufficient therapeutic urgency and strategies for therapeutic risk-taking, they may remain "stuck" at needlessly restrictive levels of care/supervision and assigned to treatment protocols and intervention approaches with little apparent prospect for success.

This workshop provides skills for pragmatic critical case analysis and strategies for capitalizing upon opportunities for effective therapeutic risk-taking. Models of clinical, ethical and legal risk management are reviewed so practitioners can identify practical and prudent risk-management approaches based in adequate assessment, identification of risk and protective factors, matching of interventions to key factors, responding to failures and building upon successes. Case material will focus primarily upon adolescents and adults with psychiatric, cognitive and/or developmental disabilities although the principles and skills presented are also applicable to younger children and to elders. Workshop participants will be able to:

- Use critical case analysis skills to identify opportunities for therapeutic risk-taking
- Distinguish between "opportunistic" failures and "catastrophic" failures
- Describe why ongoing informed consent is a critical strategy for therapeutic success
- Analyze case-specific risk and protective factors and apply in risk management planning

Clinical professionals; staff or administrators (mental health, developmental disability, child welfare, juvenile or criminal justice facilities/systems); school-based professionals; guardians; residential staff and paraprofessionals will benefit from this workshop. Workshop format includes lecture, discussion, and case vignettes and carries 6 credits in ethics for mental health professionals in NH and RI.



INSTRUCTOR

Robert Kinscherff, Ph.D., J.D., a forensic psychologist and attorney, is Director of Forensic Studies at Massachusetts School of Professional Psychology. He was formerly Assistant Commissioner (Forensic Mental Health), Massachusetts Department of Mental Health. Dr. Kinscherff is on the faculty at Harvard Medical School and Boston University School of Law. 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.

Mental Health Treatment of the Developmentally Delayed Child: Best Practices

Friday, March 11, 2011

Some of the most complex children to work with are those with developmental disabilities and mental illness. How do we treat them? What are the most important aspects of treatment to help these children be successful? Does your work make a difference?

These are questions all mental health practitioners should ask while assessing and treating children with developmental disabilities. Even in an ever-changing educational, social and technological world, children with developmental disabilities can be successful. Often their success is dependent upon the professional's ability to understand the core characteristics of the disability, to provide the necessary treatment, and to developmentally guide the child into adulthood.

This workshop provides a deep understanding of the complexities that children with developmental disabilities and mental illness present. Through case examples, participants will learn practical strategies and treatment approaches to implement in their daily practice. The workshop will cover children ages 8 to 16. Workshop participants will be able to:

- Identify the overlapping characteristics of children with developmental disabilities and mental illness
- Identify the impact that developmental disabilities have on the social, emotional, and educational functioning of the child
- Analyze the child's functioning and effectively plan for the child's future
- Create effective treatment plans for the dual diagnosed child

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



INSTRUCTOR

Ryan Plosker, M.S., Ed.D., is the Executive Director and Founder of New England Academy and has worked in both clinical and school settings throughout his career. Dr. Plosker has a passion for bridging the gap between psychology and education to meet the needs of children with social, emotional and learning disabilities. He teaches at both the undergraduate and graduate levels and consults with public schools, private schools and universities throughout the country. Dr. Plosker is a passionate speaker who uses case examples and the success of his students to inspire creativity and hope.

Grief & Loss: A Family Affair

Thursday, March 24, 2011

"There is no love without loss. And there is no moving beyond loss without some experience of mourning. To be unable to mourn is to be unable to enter into the great human life cycle of death and rebirth – to be unable, that is, to live again." R. Lifton

Our encounters with impending loss and death raise profound questions regarding life's meaning and significance. Managing the shifting series of losses and living with anticipatory grief and mourning are some of the core emotional issues that families face when preparing for the death of a loved one. Following a death, families must not only grieve for and commemorate their loved one, but also learn to redefine their continued bond with the deceased as they recreate their lives. Our role as practitioners in supporting bereaved families is to facilitate their discovery of meaning as they mourn their losses and reconstruct their lives.

This workshop will explore the essential psychological, familial, and spiritual dimensions of working therapeutically with families confronting the death of a parent, child, or adolescent. We will discuss treatment approaches to support individual and family grief from developmental, family life cycle, and narrative frameworks. A structured, resiliency-based treatment intervention to support families will be described using case vignettes. Participants will be able to:

- Recognize how the grieving process differs for expected and unexpected loss
- Define key features of the anticipatory grief of families when coping with imminent death
- Identify developmental and family life cycle characteristics of the grief process
- Use a resiliency-based intervention with families following a child's, adolescent's, or parent's death

This workshop is appropriate for residential, day and other mental health professionals, clinicians, educators (e.g., teachers, special education teachers, school counselors, school psychologists, paraprofessionals) and health care professionals. Workshop format includes lecture, discussion, case examples, artwork and writings.



INSTRUCTOR

Laura Basili, Ph.D., is a clinical psychologist whose therapeutic work focuses on how children, families, and helping professionals make meaning of illness, loss, and adversity. She has a private practice and teaches at Middlebury College in Vermont. For 10 years she worked with children and 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. She is an inspirational and dynamic speaker whose workshops are infused with her joie de vivre and heartfelt storytelling.

Best Practices in Adoption: Guiding Youth & Families towards Permanency

Thursday, April 7, 2011

How do we best work with adopted children, from infancy through teenage years, and their adoptive families throughout the course of their adoption experience? From preparing a child for adoption recruitment to supporting his/her success within a family long beyond adoption legalization, we as professionals play a key role in achieving positive outcomes.

For youth lingering in the child welfare system, adoption may be their last opportunity to belong to a permanent, supportive family. Many of these children have special needs resulting from their histories of abuse, neglect, and multiple transitions and they often bring with them significant challenges around attachment and trust. Until issues of loss and abandonment are addressed, many youth remain limited in their ability to progress towards success in family, educational and social settings. This workshop will explore the use of lifebooks, identifying kin or other important connections through "family find" searches, realistic preparation of pre-adoptive families, and developing natural support networks through connection to community resources. By enhancing adoption competency, you will expand the range of interventions available to assist children and families who are "stuck" around issues of adoption and permanency. Workshop participants will be able to:

- Describe ways in which youth, families and professionals interact throughout the adoption process
- Understand existing biases and myths regarding adoption and how they impact service delivery
- Identify the issues and long term benefits of permanency for youth living in out-of-home care, including adoption by kin or existing foster parents
- Apply practical interventions to support adoptive families in handling the challenges of parenting traumatized youth
- Use best practices in supporting adopted youths' connections to birth family, birth culture and other connections to their past

This workshop will be of interest to those working with individuals and families impacted by adoption including child welfare and mental health professionals, educators and foster/adoptive parents. Workshop format includes lecture, discussion, case examples, video, and experiential exercises.



INSTRUCTORS

Bridget Chiaruttini, M.S.W., LICSW is the Director of Child and Family Services for the Massachusetts Adoption Resource Exchange. She was formerly the Director of Adoption and Foster Care at The Home for Little Wanderers.

Colby Berger, Ed.M., M.S.W., LCSW is the Executive Director of Adoption & Foster Care Mentoring. Previously, Ms. Berger served as Director of LGBT Services at The Home for Little Wanderers where she opened and oversaw the nation's first group home for LGBTQ teenagers and provided therapeutic support group services for foster and adoptive families.

Attention Deficit/Hyperactivity Disorder (ADHD) Across the Lifespan

Thursday, April 14, 2011

This workshop will provide a complete update on ADHD in children, adolescents and adults. We will briefly review recent data about the epidemiology of ADHD in the United States (and other countries) and discuss usual symptoms of ADHD in children, adolescents and adults, typical clinical presentations in these age groups and the diagnostic process. Differential diagnosis of ADHD and common comorbid disorders will be reviewed, including OCD, Depression, Bipolar Disorder, Asperger's, and Substance Use Disorder (marijuana misuse in particular). Dr. Prince will cover the latest data from genetics, molecular genetics and neuro-imaging (structural and functional) supporting the leading theories of the etiology of ADHD and how they relate to brain structure and function.

This foundation will support our discussion of the pharmacotherapy of ADHD including common comorbid disorders (e.g., Anxiety, Mood, Developmental and Substance Use Disorders). The workshop will also delve into the use and role of non-pharmacologic approaches to clients with ADHD, including the use of Cognitive Behavioral Therapy, use of manuals, support groups and recent data regarding the use of mindfulness as a tool to train attention. Numerous case examples drawn from clients aged 3 to 65 will be used to illustrate each learning objective. Participants will be able to:

- Describe the signs and symptoms of ADHD across the lifespan
- Identify and diagnose ADHD in clients of all ages
- Analyze recent advances in the Neurobiology of ADHD
- Identify common comorbid conditions
- Describe the pharmacotherapy of ADHD across the lifespan
- Utilize effective interventions with clients with ADHD

This workshop is directed to social workers, psychologists and other medical and mental health professionals who work with children, adolescents and/or adults. In addition, the workshop will provide useful information for classroom teachers, special education professionals, school counselors and paraprofessionals. The format of the workshop includes lecture, case examples and discussion.



INSTRUCTOR

Jefferson B. Prince, M.D., is an Instructor in Psychiatry at Harvard Medical School, Director of Child Psychiatry for North Shore Medical Center, and on the staff at Massachusetts General Hospital in the Child Psychiatry and Pediatric Psychopharmacology Clinics. He has received numerous awards and honors including the distinction of Laughlin Fellow for the American College of Psychiatrists. Since 2005, Dr. Prince has been selected as one of the "Best Doctors in America." He has authored more than 60 publications and has delivered more than 150 presentations world-wide.

Groups to the Rescue: Maximizing Impact with Challenging Youth

Thursday, May 12, 2011

Children and adolescents with mental health and emotional concerns (e.g., depression, trauma, anger management) often exhibit behavioral problems, episodes of acting out, and communication problems that make it difficult to learn in a classroom, get along with peers, and be in a living situation free from conflict. Practitioners and educators working with these youth can be challenged to reach them in one-on-one interventions. Programs that have the highest rates of episodes of behavioral acting out are often stuck in a pattern of reactivity and the effective use of groups can help “rescue” clients and their caregivers from this unproductive cycle.

Effective and creative use of psychotherapy groups and psychoeducation groups (e.g., talk therapy groups, skills training sessions, anger management groups) can facilitate therapeutic progress, enhance academic learning, and decrease episodes of acting out and violence. In this workshop, we will look at a variety of group interventions and concepts useful in efficiently creating more proactive and creative cultures or systems. We will focus on analysis of needs, identification of individual and system challenges, and creative interventions to identify the best group options. Participants will be able to:

- Analyze individual and systemic needs to identify most useful group programming options
- Apply a variety of creative and alternative intervention techniques for use in short-term and longer-term therapeutic and educational groups, with a focus on collaborative and positive modeling options
- Create or enhance their tool kits with useful group strategies to help “hard to reach” or defended youth

This workshop is designed for mental health practitioners, psychologists, educators, special educators, guidance counselors, school psychologists, residential counselors and staff, and other service providers working with small and larger groupings of youth and adolescents. Workshop format will include lecture, multi-media presentation, interactive case examples, modeling of technique, 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.

Compassion Fatigue & Resiliency: Replenishing Your Spirit

Thursday, May 26, 2011

You are driving to work and stop at a traffic light, musing about your difficult cases. Suddenly, you notice that there are decapitated heads rolling across the hood of your car! You gasp, you blink, and the heads are gone! Cars are honking, the light has turned, so you head for work—and it is only Tuesday! What does this mean? What should you do?

Working with troubled people and difficult situations can be depleting for caregivers - physically, mentally, emotionally, and spiritually—affecting our work and our private lives. Understanding the causes of compassion fatigue and exploring strategies for creating resiliency can prevent burnout and enable us to renew our commitment to healing work.

Burnout, counter-transference and vicarious traumatization all have different dynamics and can jeopardize our abilities to enjoy our work and life. Come and use guided imagery, breathing techniques, hand games, healing environments, poetry, drawing, music, and movement therapies that will replenish our spirits and provide practical techniques for use in the workplace. Workshop participants will be able to:

- Identify the causes and dynamics of compassion fatigue-burnout, counter-transference, and vicarious traumatization
- Explore the role of sensory deprivation and stimulation in coping with stress
- Use a wide variety of creative coping responses to client and workplace stress
- Create self-care strategies to address and prevent compassion fatigue and increase personal and professional resiliency

This workshop will be highly beneficial to mental health professionals, clinicians, health care workers, educators including teachers, school counselors, school psychologists, and paraprofessionals—anyone who works with people! Workshop format includes case studies, creative activities, discussion and multi-cultural approaches.

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 is Bereavement Coordinator for Central Vermont Home Health and Hospice and consults for the Vermont Department of Human Services. Ms. Fry also consults to schools and hospices throughout the United States and Germany. She trains nationally and in Germany, and is the author of the award-winning book, *Part of Me Died Too*, and the DVD *A Video Essay on Teenage Grief*. Ms. Fry is a humorous and dynamic presenter with a wealth of practical knowledge and personal experience.

Treating PTSD in Adults Impacted by Sexual Trauma

Thursday, June 9, 2011

The suffering continues for victims of sexual trauma. As our culture has become more cognizant of the occurrence of domestic abuse as well as more aware of the possibility of past trauma, victims are presenting for treatment in much larger numbers.

The most common presentation of PTSD is due to sexual trauma, either occurring in the present or previously. In fact, PTSD is now ranked as the third most prevalent anxiety disorder behind phobias and social anxiety. Spousal as well as parental substance abuse, domestic violence, and dysfunctional family systems all contribute to the presentation of PTSD by sexual trauma. Trauma victims may have repressed past abuse or even chosen in the past to consciously suppress such trauma. Now they need your help.

The treatment of PTSD due to sexual trauma must be strategic and organized with tolerant and progressive emotional expression. Convictions of self blame and victim assumptions of ever-needed vigilance must be identified and challenged. Such cognitions need to be replaced with accurate attribution and masterful behavioral changes. Key interventions that will be covered in this workshop include: controlled catharsis, accurate cognitive re-attribution as well as essential exposure practice. Workshop participants will be able to:

- Accurately diagnose PTSD
- Identify key cognitive, affective, and behavioral symptoms of PTSD
- Develop treatment intervention to address problematic symptomology
- Understand the role of concurrent psychopharmacological treatment

This workshop will benefit social workers, mental health counselors, psychologists, clinicians and college counselors. Workshop format will include lecture, case examples and discussion. Participants are encouraged to bring their most challenging cases for discussion.



INSTRUCTOR

Peter Moran, Ph.D., is in private practice in central Massachusetts. 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.

Impulsive & Self-Harming Adolescents: A Dialectical Behavior Approach

Thursday, July 21, 2011

Dialectical Behavior Therapy (DBT), developed by Dr. Marsha Linehan, is a cognitive-behavioral treatment program for clients with symptoms of borderline personality disorder. It is a structured program with specific targets and strategies, which aid practitioners and clients to focus upon building skills to manage intense emotions, interpersonal relationships, and impulsivity. This treatment program has been adapted to work with other populations/settings including adolescents and families, inpatient treatment, as well as individuals with eating disorders. This workshop will briefly review the DBT treatment structure and foundation, and focus on DBT's application with adolescents who engage in impulsive and self-harming behavior (DBT-A).

DBT-A is the application of DBT to adolescents and families. Significant emphasis in this workshop will be placed upon teaching skills to the adolescent population. The management of difficult therapy interfering behavior as well as skills groups' challenges will be integrated into the discussion. The presenter will model ways to say "difficult things" in a DBT frame. Participants will be able to:

- Understand the basic theoretical underpinnings of DBT
- Understand the basic structure of a DBT program and its application to an adolescent population
- Gain facility with the skills taught in DBT – A
- Examine the specific dialectical dilemmas which impact the treatment of adolescents
- Improve effectiveness in addressing difficult therapy interfering behavior

This workshop is geared toward mental health professionals of any setting, including educators who wish to learn the skill sets that DBT teaches. Workshop format includes lecture, discussion, and case examples.



INSTRUCTOR

Laurie Brodeur, Psy.D., is currently working as a psychologist for a public school in New Hampshire and has a private practice. She has extensive experience working with individuals and families who have anxiety disorders as well as more complicated personality disorders. Trained by Dr. Marsha Linehan more than a decade ago, Dr. Brodeur, as part of a statewide team, initiated DBT treatment programs throughout New Hampshire, and provided training and consultation. She is an engaging presenter who has a knack for transforming complex information into practical, hands-on material.

Treating Children & Families: Avoiding Ethical Pitfalls

Thursday, August 11, 2011

Evaluating and treating children, couples, and families raises many ethical issues that would never come up when working with individual adult clients. This workshop will address ethics and risk management by focusing on recognizing, preventing, and resolving the most common ethical conundrums faced in child and family work. Topics will include understanding client status, confidentiality, multiple role conflicts, and legal vs. ethical requirements. Special circumstances for discussion will include mandated reporting requirements, children in the context of divorce, and working with clients across multiple levels of jurisdiction including schools and government agencies. This workshop will cover children of all ages, adolescents, and their adult care givers. Participants will be able to:

- Identify situations in which they can take preventive steps to reduce the risk of committing an ethical infraction in their work with children and families
- Analyze ethically problematic situations and formulate appropriate resolution strategies in their work with children and families
- Develop intervention strategies to address the problems associated with obligations to multiple family members and conflicting interests
- Apply their professional ethical codes to situations involving practice with children and families

This workshop will be of strong interest to mental health and counseling professionals and educators who work with children and families or in agencies that serve children and adolescents (e.g., schools, child protection services, juvenile justice, pediatric care, adolescent medicine). The workshop format includes lecture, discussion, case examples, questions and answers.

This workshop carries 6 credits in ethics for mental health professionals in NH and RI.



INSTRUCTOR

Gerald P. Koocher, Ph.D., is Professor of Psychology and Associate Provost at Simmons College. Previously, he was Chief of Psychology at Boston's Children's Hospital and Judge Baker Children's Center. He remains a Senior Associate in Psychology at Children's Hospital and Lecturer at Harvard Medical School. He has authored more than 230 publications including 14 books. He holds five specialty diplomas from the American Boards of Professional Psychology (Clinical, Clinical Child /Adolescent, Family, Forensic, and Health Psychology). An engaging speaker and expert in the area of mental health ethics, Dr. Koocher trains nationally.

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 licensure, 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

Serving Those Who Served: Best Practices for Supporting Veterans & Their Families

Friday, December 3, 2010

The stressors of everyday life are present for us all, although veterans and their families experience these in a different light, given the angst of deployment to a combat zone. Upon deployment, military families face disruption and challenges in many areas including finances, marriage, family health and happiness, pre-existing mental illness, and the effects of previous deployment. Upon return, they become immersed in the reintegration process which may be impacted by such things as: marital discord, alcohol and drugs, utilization of services, legal problems, additional deployments, and mental illness affecting the service member.

In this workshop, practitioners will gain important insights into the complex issues that veterans face through exposure to the “look and feel” of deployment to an austere environment, and resulting family-based struggles illustrated by video and numerous case examples. Topics which will be covered include: the effects of active duty vs reserve, Military One-Source, Battlemind training, the role of Veterans Affairs, military services, treatment options, service member benefits, medication use, diagnostics, compatible psychiatric illness and the military, medical vs. mental health “parity” in the military, Traumatic Brain Injury, and PTSD. Workshop participants will be able to:

- Identify the diverse needs of veterans and their family members
- Have a working knowledge of the various services available to veterans and their families for active duty and reserve
- Recognize a veteran in need, how to effectively and empathically interact with the service member and most importantly, how to guide them to the services available
- Work with families impacted by the deployment or return of a service member

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



INSTRUCTOR

Philip 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. Dr. Dingmann consults with schools, social service agencies, local pediatricians, and trains nationally. He is a Lieutenant Colonel in the Massachusetts Army National Guard with 22 years served. He is a veteran of two deployments to Iraq, where he has served in a psychiatric capacity to service members, Iraqi civilians and detainees. He uses a highly interactive, engaging style.

Treating Adult Depression: Practical Strategies for Lasting Emotional Relief

Thursday, January 20, 2011

Depression is the most common of all mood disorders, affecting over 10% of the U.S. population in their lifetime. Situational as well as biochemical factors can both play a role in its presentation. Cognitive Behavioral treatment has been established as the treatment of choice for mild and moderate levels of depression. The consideration of concurrent medication treatment is indicated in moderate to severe depressive episodes.

This workshop will cover current Cognitive Behavioral strategies including: behavioral activation, social integration, identification of core depressive cognitions, challenging inaccurate cognitive attributions, and establishing rationale cognitive exercises for relief maintenance.

In addition, effective anti-depressant medications as well as symptom indicators for referral to prescriber colleagues will be reviewed to ensure effective client symptom relief across symptom severities. Workshop participants will be able to:

- Differentiate the key types of depressive disorders
- Identify specific cognitive, affective, and behavioral symptoms of depression
- Identify co-morbid diagnostic presentations
- Utilize measuring tools to assess treatment efficacy
- Develop treatment interventions to address cognitive and behavioral symptomology to alleviate depressive features

This workshop is geared to mental health professionals including social workers, mental health counselors, psychologists, and certified nurse specialists. Workshop format includes lecture, case examples and discussion. Participants are encouraged to bring their most challenging cases for discussion.



INSTRUCTOR

Peter Moran, Ph.D., has a private practice in central Massachusetts. 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.

Hurry Up & Relax: Mind/Body Medicine for Today's Stressed World

Thursday, March 3, 2011

Are you feeling stressed, overwhelmed or out of control? Are you experiencing insomnia, headaches, GI distress or debilitating fatigue? Stress in today's world can have an impact on your health, your relationships, your professional life, and your outlook about your future.

Join Dr. Ann Webster for an informative and inspiring workshop that will provide a "tool kit" of techniques participants can use for themselves and with their clients. This workshop will present current Mind/Body Medicine research and define the biopsychosocial model of health. It will describe stress physiology and physical, emotional, cognitive and behavioral stress warning signs. Participants will learn the language of Mind/Body Medicine and have opportunities to experience evidence-based self-care techniques, including the Relaxation Response, "minis," stress management strategies, cognitive restructuring, mindfulness, yoga stretching, "news and goods" and humor. These techniques will enable participants to reduce their stress, discover their resiliency, improve their health and become happier.

Dr. Webster will use storytelling to illuminate applications of mind/body techniques to various health problems, such as cancer, HIV/AIDS, chronic pain, hypertension, insomnia, infertility, panic attacks, depression, in preparation for medical procedures, and at end of life. Participants will be able to:

- Describe stress physiology and list 5 stress warning signs
- Practice simple relaxation response techniques and list 5 techniques that elicit the relaxation response
- Describe the 6 steps of Cognitive Behavioral therapy

This workshop will benefit mental health professionals, clinicians, and educators. Workshop format will include lecture, experiential exercises, case examples, and stories.



INSTRUCTOR

Ann Webster, Ph.D., is a scientist and health psychologist at the Benson-Henry Institute for Mind/Body Medicine, an associate in Psychiatry at Massachusetts General Hospital, and an Instructor at Harvard Medical School. She is Director of the Mind/Body Programs for Cancer, HIV/AIDS, Healthy Lifestyles and Successful Aging. For 25 years she has lectured on mind/body health and conducted workshops for corporations, hospitals and universities world-wide. She was a contributor to *The Wellness Book* and director of *21st Century Medicine* on Brookline Access Television. Storytelling and a strong connection with her audience mark her presentations.

Taming the Emotional Dragon: Reaching Youth with Reactive Attachment Disorder

Friday, April 29, 2011

Ever work with a youth who lives crisis to crisis? Do you find yourself doubting your usually effective techniques or struggling to hold together a family with a child who seems indifferent to care? This workshop offers participants a relational, resiliency-based, and change-oriented approach to working with youth (infancy to young adulthood) and their families challenged by attachment issues. Since youth with Reactive Attachment Disorder (RAD) have significant difficulty with healthy trust, traditional interventions and strategies don't work. Instead, working with a client with RAD challenges us to manage the client's and family's emotional responses and reactivity (as well as our own!) and create a therapeutic relationship that works.

We will first look at how the process of attachment can become derailed and how to differentially diagnose RAD. Next, we will consider how biological and neurological adaptations to trauma must change the way we tailor our interventions. Finally, we will determine what interventions are most effective by exploring both current evidence-based practices: Cognitive Behavioral (CBT), Dialectical Behavioral (DBT), and family systems therapies and innovative approaches to helping such as relational interventions, holding/containing therapies, and Eastern philosophy/meditation. Workshop participants will be able to:

- Identify the signs, symptoms, and "feel" of children/adolescents with challenges to attachment, especially those with RAD
- Establish and maintain a good therapeutic alliance with a client with RAD and his/her family system by recognizing and integrating client strengths, resiliency, and relationships as assets in healing
- Promote healthy attachment and empathy development by using intervention strategies that integrate new approaches with the evidence-based conventional techniques
- Find new ways to care for yourself while doing this personally challenging work

The workshop will be particularly helpful for mental health, education and case management providers who are working with youth/families experiencing trauma, adoption, or other attachment challenges. Workshop format includes lecture, lively discussion, case examples, and experiential exercises.



INSTRUCTOR

Mary Bettley, M.S.W., LICSW, currently the Treatment Manager at the Justice Resource Institute/Juvenile Resource Center in New Bedford, MA, has over 20 years of experience working with youth, adults, families and service systems in outpatient, home-based programs, residential care, state hospitals, and schools. An adjunct professor at Lesley University and presenter at Harvard's International Symposium on Attachment, Ms. Bettley trains nationally on issues of attachment, trauma, and interpersonal violence and is known for both her humor and practical examples of applying evidence-based theory to everyday encounters.

Understanding & Confronting Ethical Challenges: Improving Practice & Care

Thursday, June 2, 2011

Learning to truly understand and be able to prevent or, when necessary, directly confront ethical challenges in practice is one of the most important challenges we face as we try to care for those most in need. Practitioners who help clients facing mental health and addiction concerns are already confronted with a variety of challenges on a daily basis; limited resources, regulatory or systemic factors, reduced access to care, and motivation and ambivalence of others can all play a confounding role in the process of trying to foster health and manage ethical challenges and dilemmas in a timely and effective manner.

While some ethical issues are readily recognized by most providers, there are many examples that fall in the “shades of grey” area and lack of honest examination of these ethical challenges can lead to mistakes, trouble and possible harm to others. In this workshop, we will examine the primary factors that can turn misunderstanding, miscommunication, and even ambivalence into complex ethical challenges that impede effective care delivery. Key concepts relevant to understanding and confronting ethical challenges will be examined, including: Boundary Violations, Confidentiality, Dual Relationships, Client Welfare, Non-Discrimination, Preventing Harm, Standards of Care, Responsibility to Clients, Internet Sharing Practices, as well as others. Participants will be able to:

- Identify key ethical areas and patterns relevant to daily practice
- Understand the obstacles most commonly involved in preventing practitioners from addressing ethical problems in a timely fashion
- Apply strategies to handle ethical challenges in the most direct and effective manner while enhancing clinical practice and client care
- Implement methods to help individuals and systems decrease risk of harm due to ethical challenges by addressing preventable escalation or development of “flash points”

This workshop will benefit psychologists, social workers, counselors, case managers, educators, addiction counselors, and other service providers. Workshop format will include lecture, multi-media presentation and discussion. This workshop carries 6 credits in ethics for mental health professionals in NH and RI.



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.

No Such Thing As a Bad Kid: Reshaping the Lives of At-Risk Youth - Part II

Thursday, August 4, 2011

Strength-based practice is an emerging approach to guiding at-risk children and youth that is exceptionally positive and transforming. It begins with the belief that all children and youth have or can develop strengths to lead productive lives. The focus is on what kids do right. This session will briefly review some of the important principles and techniques of this transforming modality presented during last year's workshop.

New topics include: Respecting strengths from a developmental perspective (i.e., why kids do what they do and how best to create developmentally sensitive protocols); engaging and forging connections with hard-to-reach families; using “our” strengths more effectively to avoid staff “splitting” and dissent in the work/treatment environment; the importance of checking one's “baggage” at the door; the do's and don'ts of personal self-disclosure; why at-risk children and youth rarely maintain meaningful peer relations and what parents and professionals can do to help; key strength-based verbal interventions; the art of preventing misbehavior and a closer look at respectful limit-setting. The workshop is geared for professionals working with children ages 4-18. Attendance at the first training is not a requirement for attending this session. Participants will be able to:

- Describe the principles of a strength-based and prevention-oriented approach to working with troubled children and youth
- Incorporate self-awareness and self-management in working with at-risk children and youth
- Utilize a host of strength-based verbal interventions to engage and inspire children and youth presenting with serious emotional and behavioral issues
- Apply a variety of strategies to better engage and guide challenging families

This workshop will be of immediate significance to childcare workers, counselors, therapists, educators, and foster parents working with children and youth with serious behavior problems. Workshop format includes lecture, discussion, case studies, experiential exercises, music, and movie clips.



INSTRUCTOR

Charlie Appelstein, M.S.W., is a prominent youth care specialist who 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 including *No Such Thing as a Bad Kid: Understanding and Responding to the Challenging Behavior of Troubled Children and Youth* and *The Gus Chronicles: Reflections from an Abused Kid*. His latest creation, *Parent Rapsody*, won a 2010 National Mom's Choice Award. Mr. Appelstein is known for his passionate, humorous and lively style.

Navigating the Storms & the System: Coaching Transitional Age Youth & Their Families

Friday, November 19, 2010

How can we best help the 16-25 year old “transitional age youth” with emotional, behavioral, and/or cognitive challenges as they move into adulthood and the adult provider system? How can we assist their families through the maze? What do they tell us is needed? Where can we find the resources? What information do youth and family members need as they approach decisions regarding guardianships, Individual Education Plans, living situations and educational/vocational planning?

In this workshop, we will apply evidence-based practices to guide youth and young adults to ensure effective adult services that promote resiliency and are developmentally and culturally appropriate. We will place special emphasis on engaging and empowering the young adult and his/her family members while balancing the relationship alliances. We will explore techniques from family psychoeducation models, resiliency and narrative therapy approaches, visual mapping, and motivational interviewing. In addition, we will discuss methods of program development and systems integration to most effectively build family-consumer-provider partnerships for recovery including time for the participant to develop a model for family engagement in his/her setting using a five step model. Workshop participants will be able to:

- Identify the impact of psychiatric and cognitive disabilities on future life planning for transitional age youth and their families
- Apply techniques from motivational interviewing, narrative therapy and resiliency supports to coach a transitional age youth and his/her family to move into action
- Implement effective techniques for supporting the youth’s changing relationship to his/her family to build resiliency and success
- Stimulate family engagement and empowerment by using the family psychoeducational model

The training will be particularly helpful for mental health, education and/or case management providers who are working with youth in the shift between a youth-oriented teaching model and an adult-oriented, care-management/recovery model. Workshop format includes lecture, lively discussion, case examples, and experiential exercises.



INSTRUCTOR

Mary Bettley, M.S.W., LICSW, currently the Treatment Manager at the Justice Resource Institute/Juvenile Resource Center in New Bedford, MA, has over 20 years of experience working with youth, adults, families and service systems in outpatient, home-based programs, residential care, state hospitals, and schools. An adjunct professor at Lesley University and presenter at Harvard’s International Symposium on Attachment, Ms. Bettley trains nationally on issues of attachment, trauma, and interpersonal violence and is known for both her humor and practical examples of applying evidence-based theory to everyday encounters.

Creating Safer Spaces for Lesbian, Gay, Bisexual & Transgender Youth & Families

Thursday, December 16, 2010

Even the most well-intentioned mental health professionals and educators often feel ill prepared to address the issues associated with sexual orientation and gender identity. Whether working with a youth who exhibits gender non-conforming behavior, a teenager who is “out” as gay, or a family who is struggling to understand a child or spouse who has come out as LGBT, participants will explore how to create safer spaces for LGBT adults and youth of all ages. Participants will learn to challenge biases and assumptions, use culturally responsive language and identify appropriate resources to support LGBT youth and families.

Lesbian, gay, bisexual, and transgender (LGBT) youth and adults, and those who are questioning (Q) their sexuality or gender identity face disproportionate rates of mental and physical health risks and mistreatment in their communities. LGBTQ youth are coming out earlier and in greater numbers. The single most significant factor in predicting outcomes for LGBTQ youth is the response of their families. This workshop will explore best practices in evaluating the risks LGBTQ youth and families face and will provide practical interventions as well as strategies through which professionals may foster resilience and improve service delivery for this underserved population. Workshop participants will be able to:

- Assess the risks and strengths in the current climates in schools, communities and social service settings for LGBTQ youth & families
- Explore how personal beliefs and attitudes may impact service delivery
- Build skills in use of inclusive language, creation of welcoming environments and provision of culturally responsive resources
- Apply best practices in fostering resilience through strength-based approaches in working with LGBTQ youth and families in multiple settings

This workshop will provide tools relevant to all professionals in child welfare, mental health, education and psychology. Interactive workshop format includes discussion, case studies, film clips, lecture, and experiential exercises.



INSTRUCTOR

Colby Berger, Ed.M., M.S.W., LCSW is the Executive Director of Adoption & Foster Care Mentoring. Previously, Ms. Berger served as Director of LGBT Services at The Home for Little Wanderers where she helped to open and oversee the nation’s first group home for LGBTQ teenagers and provided therapeutic support group services for LGBT foster and adoptive families. She has lectured at Harvard, Stanford, Northeastern, Lesley, and Tufts Universities and MIT. A highly engaging and interactive speaker, she provides training and consultation nationwide on sexual orientation and gender identity issues.

Life Coaching Interventions for Youth: Evidence-Based Strategies

Wednesday, February 2, 2011

Life Coaching is an interpersonal catalyst for understanding, change and growth aimed at helping youth, ages 5 to 18, to work out problems in family life and with peers in an optimal and pro-social manner. Professionals from education and counseling backgrounds can facilitate transformation and development in children and youth who have become mired in the tricky business of growing up.

In this highly practical workshop, Life Coaching interventions are drawn from an impressive array of evidence-based models, including: *Cooperative Problem-Solving Models* by Dr. Ross Greene, which demonstrates how to get children to talk, listen and consult with adults; *Social Skills Training* by Dr. Craig Winston LeCroy; *Teen Anger Management* by Dr. Eva L. Feindler; *The Coping Cat Program* by Dr. Philip C. Kendall; and *Conflict Resolution* strategies by Drs. Russell Barkley and Arthur Robin. Techniques and interventions will be explained and there will be ample opportunity to practice these varied skills. At the end of the day, professionals who work with youth will be equipped to take these coaching tools straight to work. Workshop participants will be able to:

- Describe the Collaborative Problem-solving method used for coaching children
- Apply three problem-solving strategies
- Identify three Social Skills-based coaching techniques
- Generate three Anger Management interventions
- Use three Coping Cat strategies
- Demonstrate communication techniques from Drs. Barkley and Robins

This workshop is intended for all adults who work with children and adolescents in a capacity that promotes positive change, problem-solving and maturation. Workshop format includes lecture, discussion groups, coaching practice, and DVD vignettes.



INSTRUCTOR

Anita Remig, Ed. D., F.P.P.R., F.S.M.I., is a counseling psychologist and consultant specializing in developmental disorders, learning problem interventions and Biofeedback Therapy. She is a member of the faculty at the University of New Hampshire and trains extensively nationwide. Her articles have appeared in numerous publications including *Child Study Journal*, *Language and Speech*, and *Journal of Child Psychology*. Dr. Remig combines a practical, results-oriented approach with a highly interactive presentation style.

Anxiety in America: Practical Strategies for Treating Anxiety & Fear in Adults

Thursday, March 31, 2011

Anxiety disorders are the most prevalent and costly of all mental health disorders in the United States today. Financial stressors like job loss, mounting credit card debt and portfolio reductions induce severe generalized anxiety prompted by persistent worry and loss of control. Marital discord, acting out teens or elderly parent concerns cause anxious suffering.

This workshop will review all Diagnostic and Statistical Manual-IV (DSM-IV) Anxiety Disorders including different etiologies, symptomologies, and concurrent presentations. In addition, the fight or flight psychology of anxiety disorders will be described specific to thoughts, feelings, and behaviors related to each DSM-IV Anxiety Disorder.

Emphasis will be placed on treatment strategy options including: Cognitive Behavioral techniques (reframing, desensitization, reciprocal inhibition, and exposure and response prevention), self-help (practice, imagery and rehearsal, cognitive and emotional monitoring), and psychopharmacological support. Psychopharmacological interventions used in conjunction with Cognitive Behavioral interventions will be reviewed. Workshop participants will be able to:

- Recognize the nature of anxiety and how it is manifested in each DSM-IV Anxiety Disorder
- Identify Anxiety Disorder demographics, incidence, prevalence, personality traits
- Recognize co-morbid Axis I presentations
- Differentiate Anxiety Disorders diagnostically
- Reduce symptom severity using cognitive behavioral interventions
- Recognize indications for concurrent psychopharmacological interventions

This workshop is designed for mental health practitioners including social workers, mental health counselors and psychologists. Workshop format will include lecture, numerous case examples and discussion. Participants are encouraged to bring their own challenging cases for discussion.



INSTRUCTOR

Peter Moran, Ph.D., has a private practice in central Massachusetts. 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.

Who Really Wants to Change? Stage-Wise Treatment for Co-Occurring Disorders

Friday, May 13, 2011

Have you ever recommended AA to a client and they come back and tell you those meetings aren't for them because they don't have a drinking problem? Or maybe you made an appointment for a depressed client to see a prescriber for medication after the client came to you saying they had tried everything for their depression but medication. When the client doesn't keep the appointment and you ask why, they say they are not sure they want to take medication.

People with co-occurring disorders often are not ready to make changes in their substance use and may deny that they have any mental health problems, so providing treatment is a challenge. Using the Stages of Change, practitioners use interventions based on where clients are motivationally. Using motivational techniques, practitioners work with clients to develop their goals, and then help them implement steps toward their goals while working on developing a discrepancy around their substance use.

As practitioners most of us were trained to do action stage interventions, but as our clients move back and forth through the various stages, we must become experts at matching a variety of interventions to the Stages of Change. In this workshop, you will learn appropriate evidence-based interventions linked to the client's motivation to change. The techniques in this workshop target the adult population, although many of the strategies have been found to be effective with adolescent substance abusers and transition age youth. Participants will be able to:

- Identify how the Stages of Change Model is used In COD treatment
- Identify the difference between the Stages of Change and the Stages of Treatment
- Utilize interventions that are appropriate for each of the Stages of Change
- Describe how the Stages of Change Model is applied in motivational interviewing techniques

This workshop will benefit mental health and substance abuse practitioners, clinicians, social workers, psychologists, nurses, doctors, licensed substance abuse counselors, case managers, residential counselors, vocational specialists, day program counselors and rehabilitation counselors.



INSTRUCTOR

Melinda B. Fox, M.A., LADC, is a member of the faculty at Dartmouth Medical School, Dartmouth College. She specializes in treatment of clients with co-occurring serious mental illness and substance use disorders. She co-authored *Integrated Treatment for Dual Disorders: A Guide to Comprehensive Practice* and *IDDT Integrated Treatment for Dual Disorders: Best Practices, Skills, and Resources for Successful Client Care*, newly released in fall, 2010. Ms. Fox consults nationally and internationally and as a result of her unique personal and professional perspective, brings sensitivity, humor, and insight to her workshops.

Tackling Bullying in Schools and Beyond: Working to Make a Real Difference

Thursday, July 28, 2011

Children and adolescents face many challenges as they try to develop and make sense of their world. School is supposed to be a safe and supportive environment for students to learn and to grow, yet for many students school is an uncomfortable or even dangerous environment due to the presence of bullies and exposure to bullying. Clinicians and educators in schools need to be prepared to initiate anti-bullying prevention efforts as well as be familiar with effective intervention strategies to help those impacted by bullying.

In this workshop, we will evaluate how we can best fight bullying in our schools and communities, what lessons and challenges have been learned from implementation of new anti-bullying legislation, and talk about techniques to address cyberbullying, which exploits newer technologies to produce an old negative behavior. We will examine a range of issues, prevention and intervention options and techniques including: team initiatives, culture of support, confronting myths about bullying, and, on the technological side, no bystander Internet campaigns, social networking slander attacks, and community building efforts to address "cyberbullying." Finally, we will explore challenges that clinicians and educators face on a day-to-day basis that can either foster or combat bullying. Participants will be able to:

- Identify key causes that lead to bullying and explore prevention efforts to create a school environment much less conducive to bullying
- Adopt behavioral intervention initiatives to promptly address acts of bullying in schools that takes individual, group, school-culture and systemic factors into account
- Identify similarities and differences between cyberbullying and bullying, and develop effective strategies to combat cyberbullying
- Understand new anti-bullying legislation and explore its practical application to students' interactions in their schools, their community, and in cyberspace

This workshop is designed for practitioners and educators who are working to address bullying issues in their schools. The workshop format will include lecture, case examples, multi-media presentation, legislative review and critique, 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.

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20 slots (\$2060.00)

40 or more slots (\$90.00/slot)

Please remit full payment to:
Community Program Innovations, Inc., 471 Broadway, Lynnfield, MA 01940
339-883-2195

For all workshop descriptions, visit our website.
www.communityprograminnovations.com

*Slots can only be used during Community Program Innovations' November 2010 – August 2011 training season.

*The agency discount applies only to those who have not already registered.

In-House Training

Community Program Innovations has over 60 speakers who are available to provide in-house training and keynote speakers for groups ranging in size from 10 – 300+. All in-house workshops are customized to your audience and learning objectives by professional speakers who have the latest information in their field, case examples from extensive experience, are dynamic, engaging, and focus on practical strategies and interventions. Planning a professional development day, coordinating a conference, or need continuing education credits for staff?

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



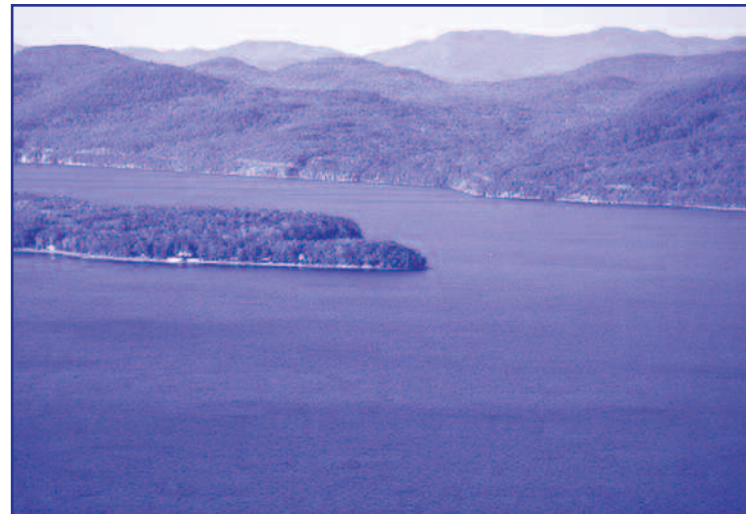
FURTHER INFORMATION:

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

Starting in February, 2011!

CPI will be holding workshops at the
Doubletree Hotel in Burlington, VT.

Check our website for more information.



If you would like to receive the VT brochure, or send it to a colleague from Vermont, please call 339-883-2195 or email cstevens@communityprograminnovations.com

COMING SOON

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:

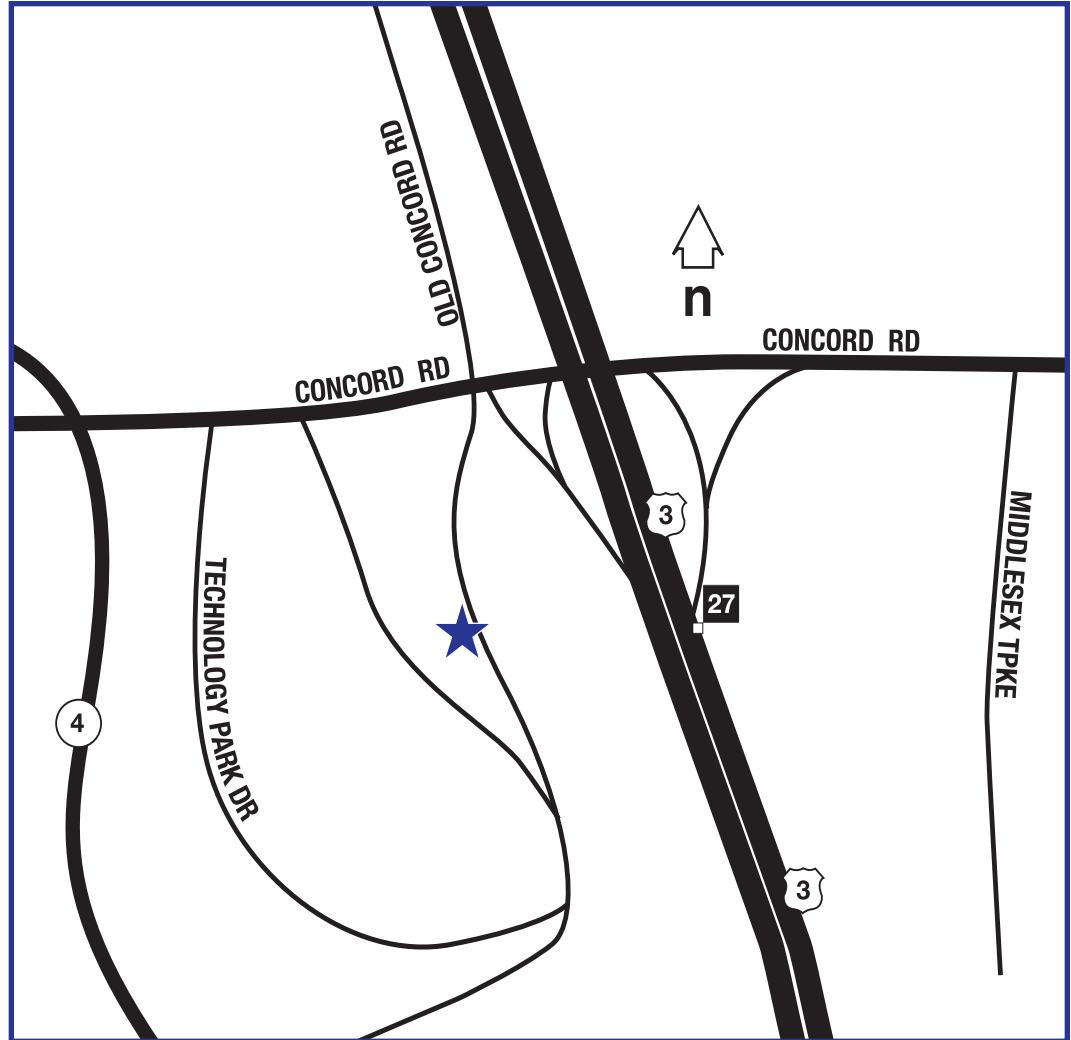
Rte. 3 South. Follow "B" below.

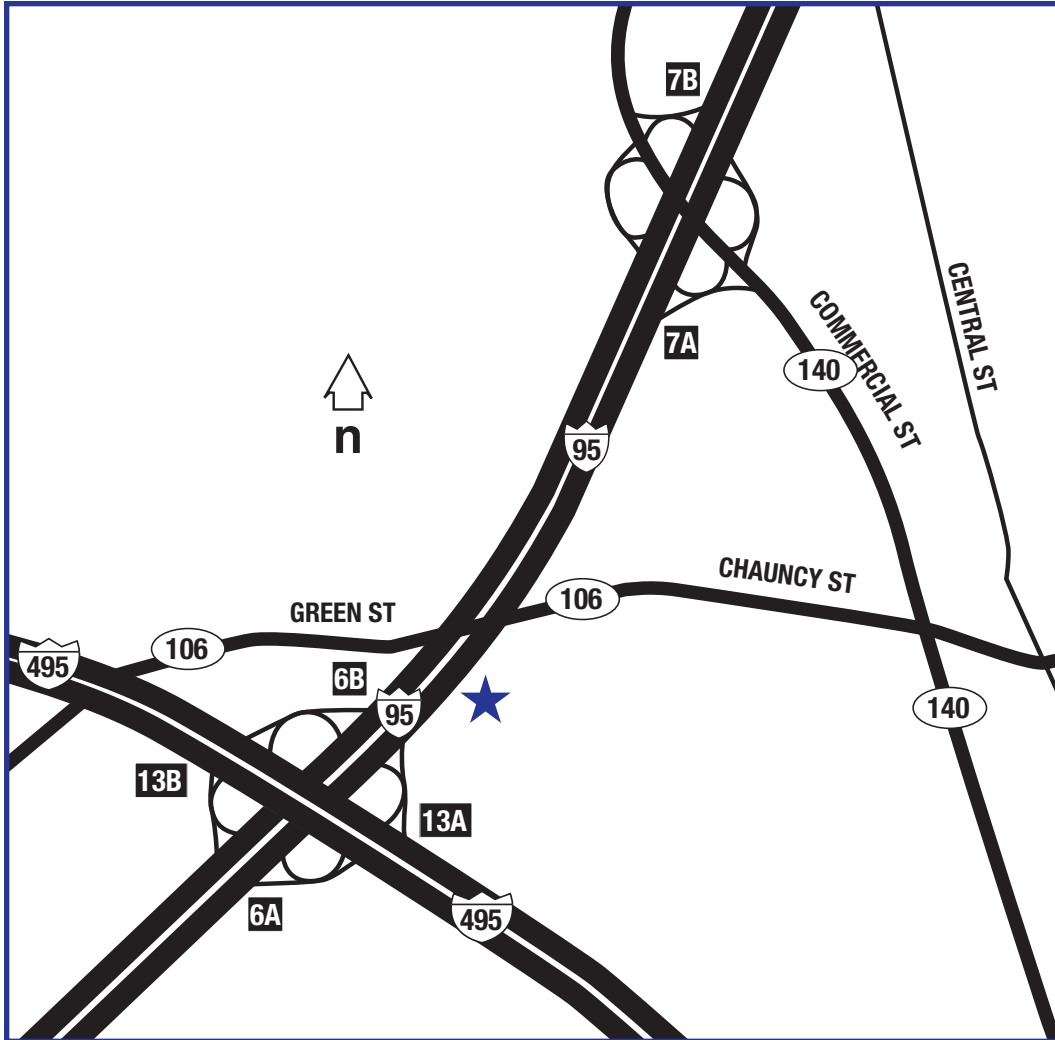
From Other New Hampshire Points:

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:

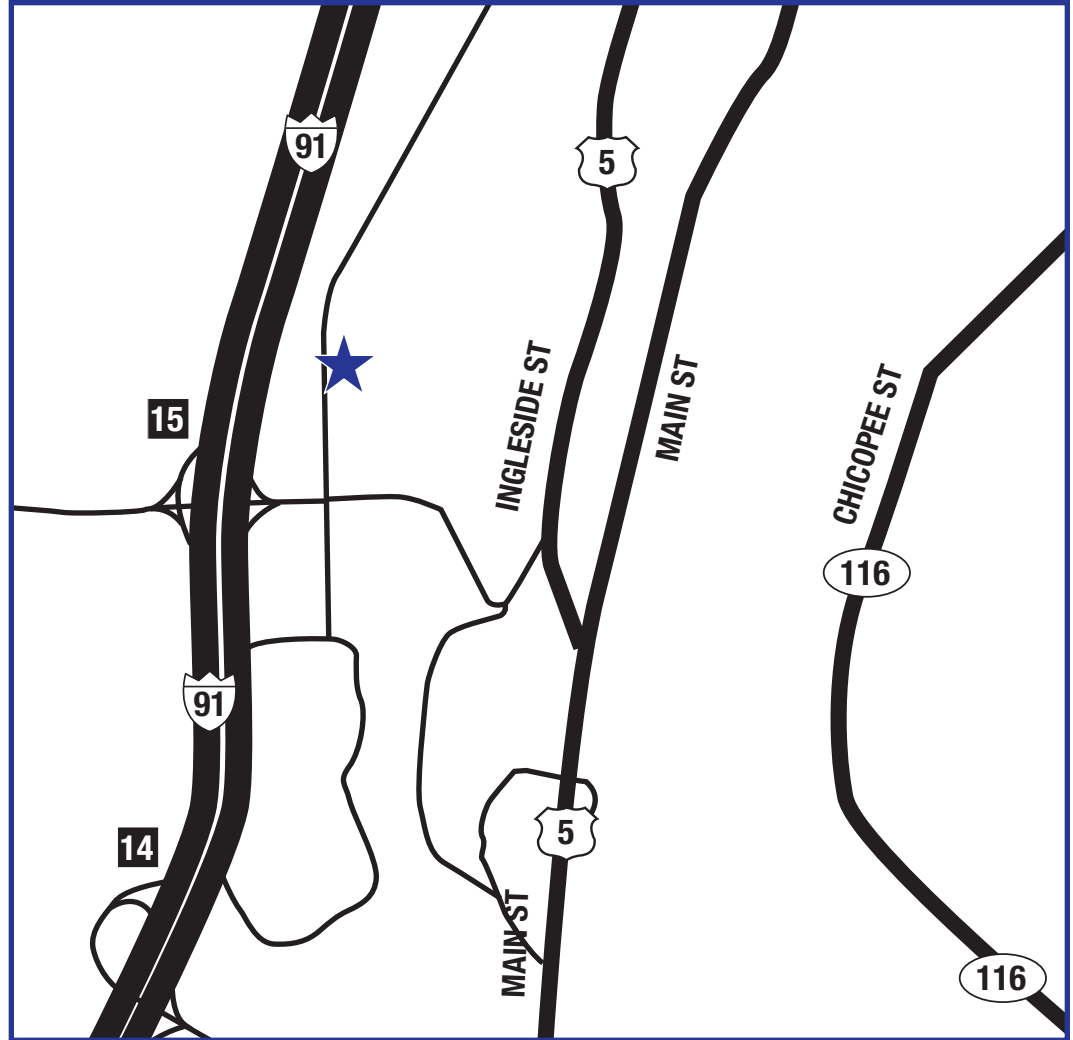
Take the MA Turnpike (I-90) to Exit 4 EAST.

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.



REGISTRATION SPECIAL DISCOUNTS if you register for MORE THAN 1 WORKSHOP

ENROLL ME	1 workshop	2 workshops	3/4 workshops	5+ workshops	Psychologist CE Fee	Number of workshops:
Fee per Workshop:	\$119	\$114	\$108	\$103	Add \$10 per workshop	Fee per workshop: \$

*Fees must be PRE-PAID & workshop attended by the SAME PERSON to receive the discount.

Total workshop fee	\$
Psychologist CE fee	\$
Add \$10 per workshop	\$
TOTAL DUE	\$

SELECT WORKSHOPS:

BILLERICA, MA

- 12/10/10 A Piece-by-Piece Approach to Solving the Autism Puzzle
- 12/17/10 Ups & Downs of Helping Youth & Families in Foster Care Settings
- 1/13/11 The Impact of Ethnic & Cultural Background on Mental Health & Psychopharmacology
- 1/21/11 Dangerous Sex Offenders: Strategies for Mental Health Professionals
- 2/3/11 Treating Complex Trauma in Children & Families
- 3/4/11 Nothing Ventured, Nothing Gained: Managing Therapeutic Risk-Taking
- 3/11/11 Mental Health Treatment of the Developmentally Delayed Child: Best Practices
- 3/24/11 Grief and Loss: A Family Affair
- 4/7/11 Best Practices in Adoption: Guiding Youth & Families towards Permanency
- 4/14/11 Attention Deficit/Hyperactivity Disorder (ADHD) Across the Lifespan
- 5/12/11 Groups to the Rescue: Maximizing Impact with Challenging Youth
- 5/26/11 Compassion Fatigue & Resiliency: Replenishing Your Spirit
- 6/9/11 Treating PTSD in Adults Impacted by Sexual Trauma
- 7/21/11 Impulsive & Self-Harming Adolescents: A Dialectical Behavior Approach
- 8/11/11 Treating Children & Families: Avoiding Ethical Pitfalls

FOXBOROUGH, MA

- 12/3/10 Best Practices for Supporting Veterans & Their Families
- 1/20/11 Treating Adult Depression: Practical Strategies for Lasting Emotional Change
- 3/3/11 Hurry Up & Relax: Mind/Body Medicine For Today's Stressed World
- 4/29/11 Taming the Emotional Dragon: Reaching Youth with Reactive Attachment Disorder
- 6/2/11 Understanding & Confronting Ethical Challenges: Improving Practice & Care
- 8/4/11 No Such Thing As a Bad Kid: Reshaping the Lives of At-Risk Youth - Part II

SPRINGFIELD, MA

- 11/19/10 Navigating the Storms & the System: Coaching Transition Age Youth & Their Families
- 12/16/10 Creating Safer Spaces for Lesbian, Gay, Bisexual & Transgender Youth & Families
- 2/2/11 Life Coaching Interventions for Youth: Evidence-Based Strategies
- 3/31/11 Anxiety in America: Practical Strategies for Treating Anxiety & Fear in Adults
- 5/13/11 Who Really Wants to Change? Stage-Wise Treatment for Co-Occurring Disorders
- 7/28/11 Tackling Bullying in Schools and Beyond: Working to Make a Real Difference

ONE (1) REGISTRANT PER FORM

NAME _____

POSITION _____

ORGANIZATION _____

Indicate which mailing address you prefer: Home address Work address

STREET _____ CITY _____

STATE _____ ZIP _____ E-MAIL ADDRESS _____

WORK PHONE _____ CELL OR HOME PHONE: in the event of snow _____

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

METHOD OF PAYMENT

- Full payment of \$ _____ enclosed Check Enclosed

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.

- Mastercard VISA American Express Discover

CREDIT CARD NUMBER _____ EXP DATE _____ SECURITY CARD CODE _____ (MC/VISA/Discover: last 3-digit # on signature panel) on back of card. American Express 4-digit # above account # on face of card.)

CARDHOLDER'S NAME AS IT APPEARS ON CARD _____

CREDIT CARD BILLING ADDRESS _____ STREET _____ CITY _____

STATE _____ ZIP _____ CARDHOLDER'S SIGNATURE _____

REGISTRATION

COMMUNITY PROGRAM INNOVATIONS

471 Broadway, Lynnfield, MA 01940

Return Service Requested

Continuing Education

- MH Counselors
- Social Workers
- Psychologists
- Educators
- Nurses
- LADCs
- Substance Abuse Counselors
- Occupational Therapists
- National Certified Counselors
- Marriage & Family Therapists

2010/2011 WORKSHOPS

3 Locations
Billerica, MA
Foxborough, MA
Springfield, MA

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