



DR. ROBERT MULLER



ENGAGING TRAUMATIZED CLIENTS WHO AVOID ATTACHMENT, CLOSENESS, & PAINFUL FEELINGS

with **ROBERT T. MULLER, PH.D., C. PSYCH.**,
author of *Trauma and the Avoidant Client*

EDMONTON, AB | April 23 & 24, 2012 (Monday & Tuesday)



SEE PAGE 2

DR. PEG DAWSON



SMART BUT SCATTERED: Strengthening Executive Skills in Children & Adolescents

with **PEG DAWSON, ED.D., NCSF,**
author of *Smart but Scattered* and *Executive Skills in Children and Adolescents*

☀ child & youth focus

EDMONTON, AB | May 28, 2012 (Monday)



SEE PAGE 3

DR. ROSS GREENE



LEVEL 1 ADVANCED TRAINING: The Collaborative Problem Solving Approach

with **ROSS GREENE, PH.D.,**
author of *Lost at School* and *The Explosive Child*

☀ child & youth focus

CALGARY, AB | May 9, 10 & 11, 2012 (Wednesday – Friday)



SEE PAGE 4

DR. GORDON NEUFELD



WORKING WITH AGGRESSIVE AND VIOLENT CHILDREN AND YOUTH

with **GORDON NEUFELD, PH.D.,**
best-selling author of *Hold On To Your Kids*

☀ child & youth focus

RED DEER, AB | June 4, 5 & 6, 2012 (Monday – Wednesday)



SEE PAGE 5

DR. DAVID BURNS



FOUR DAY INTENSIVE: Advanced Cognitive Behavioural Therapy & TEAM Techniques

with **DAVID BURNS, M.D.,**
best-selling author of *Feeling Good* and *When Panic Attacks*

CALGARY, AB | July 9, 10, 11 & 12, 2012 (Monday – Thursday)

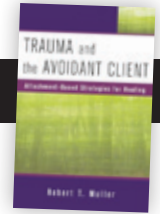


SEE PAGE 6



ENGAGING TRAUMATIZED CLIENTS WHO AVOID ATTACHMENT, CLOSENESS & PAINFUL FEELINGS

with **ROBERT T. MULLER, Ph.D., C. Psych.**, author of *Trauma and the Avoidant Client*



EDMONTON | April 23 & 24, 2012 (Monday & Tuesday)

Coast Edmonton Plaza Hotel 10155 – 105th Street
9:00am – 4:00pm

Recent years have seen advances in the treatment of intra-familial trauma. Yet surprisingly little has focused on specific intervention strategies to help the traumatized individual who is avoidant of attachment.

Many of our clients cope with traumatic attachment experiences by minimizing painful feelings, by becoming emotionally distant, and by devaluing interpersonal closeness, intimacy, and feelings of vulnerability. With individuals who adopt a self-protective, help-rejecting stance, psychotherapy can prove very challenging for client and therapist alike.

Dr. Muller will focus on therapeutic techniques he has developed specifically for this population, many of which he has included in his new book, *Trauma and the Avoidant Client: Attachment-Based Strategies for Healing*. Drawing on attachment theory and research, and upon a wealth of clinical experience, Dr. Muller will show how to work with such hard-to-treat clients, how to find points of entry, and ways to make contact. Using a relational, psychodynamic approach, he will consider strategies to develop the therapeutic

relationship in order to help the client regain a sense of trust in others. The individual is encouraged to take interpersonal risks, to mourn losses and to face vulnerabilities. The challenges that arise to the therapeutic relationship are used as a productive force in the treatment.

This workshop will focus on practical clinical technique. Case examples and segments from treatment sessions complement theory.

Attend this presentation, and you will learn how to:

- **RECOGNIZE** characteristics of avoidant attachment
- **PRODUCTIVELY** use trauma-related symptoms
- **MAXIMIZE** client engagement throughout the process
- **WORK** with affect
- **RECOGNIZE** and use client transference
- **EFFECTIVELY MANAGE** and use therapist counter-transference
- **PLAN** for the termination phase

ABOUT YOUR PRESENTER

ROBERT T. MULLER, PH.D., C. PSYCH. trained at Harvard, after which he joined University of Massachusetts, and started a trauma assessment service in Brookline. He is currently Associate Professor of clinical psychology at York U., and a supervising psychologist at the Hincks Treatment Center. Dr. Muller specializes in the areas of trauma, attachment, and psychotherapy. The author of numerous scholarly articles, he is lead investigator in a multi-site program to treat intra-familial trauma. Dr. Muller was honoured at the 2011 meeting of the International Society for the Study of Trauma and Dissociation with the Written Media Award for his book, *Trauma and the Avoidant Client*.

more information: yorku.ca/muller

WHO SHOULD ATTEND: All mental health professionals, including psychologists, psychiatrists, family physicians, social workers, psychiatric nurses, therapists, alcohol & drug counselors, employee assistance counselors, school counselors, youth workers, sexual abuse counselors, vocational rehabilitation consultants, social service coordinators, street workers, and crisis counselors who work directly with clients and are seeking practical, proven methods to enhance their therapeutic skills.

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY ONE: MONDAY, APRIL 23, 2012

8:00am REGISTRATION (continental breakfast)

9:00am – 10:15am

Characteristics of avoidant attachment • Minimization of traumatic experiences • Excessive independence and self-reliance • Treatment Context • Importance of the therapeutic alliance • Overarching Treatment Principle

10:15am – 10:30am BREAK

10:30am – 12:00 noon

Strategies for engagement • Using trauma-related symptoms as motivators • Helping the client clarify motivation for therapy • Asking motivating questions Using client ambivalence as a motivator • "Hearing" trauma-related material

12:00 noon – 1:00pm LUNCH (on your own)

1:00pm – 2:15 pm

Therapeutic relationship • Making contact • Dealing

with client distancing maneuvers. • Addressing therapy relationship issues in the moment • Roleplay exercise & debrief

2:15pm – 2:30pm BREAK

2:30pm – 4:00pm

Therapist feelings in the treatment • Clinician emotions when working with avoidant clients • When the therapist tries too hard • When the therapist colludes with the client • When it's hard to like the client

DAY TWO: TUESDAY, APRIL 24, 2012

9:00am – 10:15am

Working with affect • Using autobiographical memory Pursuing "hot" emotional themes. • Staying with the affect • Roleplay exercise & debrief

10:15am – 10:30am BREAK

10:30am – 12:00 noon

Example of a complete case • Video case presentation Group discussion

12:00 noon – 1:00pm LUNCH (on your own)

1:00pm – 2:15pm

Working with loss and mourning • When the client stops idealizing her caregivers • Losing the image of the "perfect" family vs. losing hope • Private written exercise & debrief

2:15pm – 2:30pm BREAK

2:30pm – 4:00pm

Ending therapy with this population • Making it collaborative • The "good" good-bye • Minimizing early dropout • Using the therapeutic relationship • Client fear of ending & loss • Therapist fear of ending & loss

4:00pm ADJOURN (pick up certificates)

Visit www.jackhirose.com for full details, including complete agenda, for these and other workshops around Canada



SMART BUT SCATTERED: Strengthening Executive Skills in Children & Adolescents

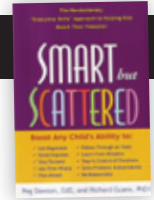
with **PEG DAWSON, Ed.D., NCSP**

author of *Smart but Scattered* and *Executive Skills in Children and Adolescents*

EDMONTON | May 28, 2012 (Monday)

Coast Edmonton Plaza Hotel 10155 – 105th Street

9:00am – 4:00pm



Executive function is a neuropsychological concept referring to the cognitive processes required to plan and direct activities.

Skills include task initiation and follow through, working memory, sustained attention, performance monitoring, inhibition of impulses, and goal-directed persistence. While the groundwork for development of these skills occurs before birth, they develop gradually through the first two decades of life. But from the moment that children begin to interact with their environment, adults have expectations for how they will use executive skills to negotiate many of the demands of childhood – from the self-regulation of behavior required to act responsibly, to the planning and initiation skills required to complete chores and homework. Parents and teachers expect children to use executive skills even though they may little understand what these skills are and how they impact behavior and school performance.

The importance of executive skills to overall cognitive functioning first became apparent in work with children and teenagers who had sustained traumatic brain injuries. Problems involving planning and organization, time

management, and memory, as well as weaknesses with inhibition and regulation of emotions, have long described a significant component of traumatic brain injury. Executive skills have also assumed an important role in the explanation of Attention Deficit/Hyperactivity Disorder.

This workshop will begin by providing an overview of executive skills, including definitions and a description of the developmental progression of these skills in the first two decades of life. The approach to understanding executive skills presented in this workshop is structured around two key concepts: 1) that most individuals have an executive skills profile that includes both strengths and weaknesses; and 2) by defining executive skills discretely rather than grouping them in broader categories, it is possible to design interventions to address specific deficits that lend themselves to data-based decision making. Workshop participants will gain a deeper understanding both of the model being presented and of their own executive skills profile.

The heart of the workshop will address how to assess executive skills and develop interventions designed to address specific executive skill weaknesses.

ABOUT YOUR PRESENTER

PEG DAWSON, ED.D., NCSP received her doctorate in school/child clinical psychology from the University of Virginia. She was a school psychologist for 16 years in Maine and New Hampshire, and, for the past 18 years has worked at the Center for Learning and Attention Disorders in Portsmouth, New Hampshire, where she specializes in the assessment of children and adults with learning and attention disorders.

Along with her colleague, Dr. Richard Guare, she has authored several books, including *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* (recently revised) as well as *Smart But Scattered*, a book for parents.

Attend this presentation, and you will learn how to:

- **DEFINE** executive skills
- **IDENTIFY** how executive skills impact school performance and daily living
- **USE ASSESSMENT TOOLS** to identify executive dysfunction
- **ACCESS A REPERTOIRE OF STRATEGIES** to improve executive skills in students
- **DESIGN YOUR OWN INTERVENTION STRATEGIES** tailored to the needs of individual students
- **UTILIZE CLASSROOM-WIDE INTERVENTIONS** to improve executive skills

WORKSHOP AGENDA – KEY TOPICS COVERED

MONDAY, MAY 28, 2012

8:00am REGISTRATION (*continental breakfast*)

9:00am – 10:15am

PART I: Overview of Executive Skills

Definitions • Underlying theory • Executive skills in the context of brain function and child development

10:15am – 10:30am BREAK

10:30am – 12:00 noon

PART II: Assessment of Executive Skills

Parent/teacher/student interviews • Behavior rating scales • Observations • Informal assessment • Formal assessment

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 2:15 pm

PART III: Three intervention strategies

Environmental modifications to reduce the impact of weak executive skills • Teaching strategies/routines to help youngsters develop/improve executive functioning Using incentives to help youngsters practice or use skills that are difficult

2:15pm – 2:30pm BREAK

2:30pm – 4:00pm

PART IV: Coaching as an effective strategy for building executive skills

Overview of coaching • Description of 2-stage process Coaching with younger children • Clinical case examples Description of research studies supporting the efficacy of coaching

4:00pm ADJOURN (*pick up certificates*)

WHO SHOULD ATTEND: School teachers, school counselors, school administrators and all mental health professionals including clinical counselors, social workers, psychiatric and community health nurses, family therapists, psychologists, psychiatrists, classroom teachers, school counselors and administrators, alcohol & drug counselors, school based prevention coordinators, group home workers, youth workers, sexual abuse counselors, probation officers, street workers, social service coordinators, and crisis counselors who work directly with children and youth and are seeking practical, proven methods to enhance their therapeutic skills.



LEVEL 1 ADVANCED TRAINING: THE COLLABORATIVE PROBLEM SOLVING APPROACH

with **ROSS GREENE, Ph.D.**

author of *The Explosive Child* and *Lost at School*

CALGARY | May 9, 10 & 11, 2012 (Wednesday – Friday)

Executive Royal Inn Hotel 2828 – 23rd Street, N.E.

9:00am – 4:00pm

The Level 1 Advanced training provides participants with the opportunity to study key facets of the CPS model, including coverage of and practice in specific areas of implementation in school and clinical settings.

Because exposure to the CPS model may vary among participants, some time will be devoted to reviewing and ensuring familiarity with the basic elements of the model, but the training is conducted in a manner that provides maximum opportunities for questions, interactions, practice and discussion. Training is facilitated by roleplay and extensive use of videotaped clinical case.

WHO SHOULD ATTEND: School teachers, school counselors, school administrators and all mental health professionals including clinical counselors, social workers, psychiatric and community health nurses, family therapists, psychologists, psychiatrists, classroom teachers, school counselors and administrators, alcohol & drug counselors, school based prevention coordinators, group home workers, youth workers, sexual abuse counselors, probation officers, street workers, social service coordinators, and crisis counselors who work directly with children and youth and are seeking practical, proven methods to enhance their therapeutic skills.

ABOUT YOUR PRESENTER

ROSS W. GREENE, PH.D. is associate clinical professor in the Department of Psychiatry at Harvard Medical School and the author of both *Lost at School* and *The Explosive Child*. He is also the founder of a non-profit organization called Lives in the Balance (www.livesinthebalance.org) through which he disseminates the model of care described in his books, Collaborative Problem Solving. Dr. Greene consults extensively to general and special education schools, inpatient psychiatry units, and residential and juvenile detention facilities, and lectures extensively throughout the world. His research has been funded by the U.S. Department of Education, the National Institute on Drug Abuse, the Stanley Medical Research Institute, and the Maine Juvenile Justice Advisory Group.



more information: livesinthebalance.org

“Very relevant and real methods to help young people both in school settings and everyday life – very powerful stuff. Thank you Dr. Greene!”

– Marge Rutherford, Educator

PRAISE FOR LOST AT SCHOOL:

“No one in America has thought more deeply about the problems of disruptive children in school than Ross Greene. In his brilliant new book, he goes inside the minds of children and school personnel to explain why old-fashioned school discipline and Zero Tolerance policies have failed. Then he offers original and tested new strategies for working with the most behaviorally challenging children. Every teacher and administrator who has ever felt that traditional discipline isn't working should read *Lost at School*.”

– Dr. Michael Thompson
Co-author, *Raising Cain: Protecting the Emotional Lives of Boys* and *Best Friends, Worst Enemies: Understanding the Social Lives of Children*

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY ONE: WEDNESDAY, MAY 9, 2012

8:00am REGISTRATION (*continental breakfast*)

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

COVERED ON DAY ONE:

Key Questions/Key Themes • Why and When Challenging Kids are Challenging • Can't Versus Won't: Settling the Debate • Overview of Key Ingredients of Collaborative Problem Solving • Intensive: Assessment of Lagging Skills and Unsolved Problems • Concepts from Developmental Psychopathology • Case Formulation

DAY TWO: THURSDAY, MAY 10, 2012

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

COVERED ON DAY TWO:

Review of The Plans • Intensive: Plan B, with Video Examples and Practice

DAY THREE: FRIDAY, MAY 11, 2012

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

4:00pm ADJOURN (*pick up certificates*)

COVERED ON DAY THREE:

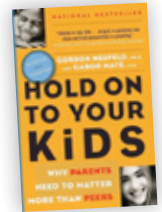
Intensive: Plan B (continued) • Plan B in Family Therapy Plan B in Facilities • Plan B with Kids with Limited Communication Skills • Medication • Dealing with Resistance

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WORKING WITH AGGRESSIVE AND VIOLENT CHILDREN AND YOUTH

with **GORDON NEUFELD, Ph.D.**,
best-selling author of *Hold On To Your Kids*



RED DEER | June 4, 5 & 6, 2012 (Monday – Wednesday)

Red Deer College (Margaret Parsons Theatre) 100 College Boulevard
9:00am – 4:00pm

Aggression is one of the oldest and most challenging of human problems. There are many indications that this problem is escalating among our children.

What tends to grab our attention is the more violating acts of aggression but what is truly alarming is the ground swell of attacking energy within and between our kids that erupts in their interaction, music, language, play, games and fantasies. In this seminar, aggression's deep developmental roots will be exposed and the reasons why conventional approaches to the problem are so ineffective will be revealed. Dr. Neufeld will provide guidelines and strategies for addressing the roots of the aggression problem that will be applicable across ages and venues. This workshop has a broad application and is appropriate for teachers, psychologists, counselors, psychiatrists, social workers, family physicians, school principals, probation officers, foster parents, community nurses, therapists and family workers.

Attend this presentation, and you will learn how to:

- **UNCOVER** the psychological roots of the aggression problem
- **RECOGNIZE** aggression in its many forms
- **PROVIDE A WORKING MODEL** of aggression for purposes of assessment and intervention
- **LEARN** to 'read' aggression effectively
- **REVEAL THE ROLE** of the limbic system and the prefrontal cortex in aggression
- **DIFFERENTIATE** between incident management and developmental progress
- **OUTLINE** three basic steps towards addressing any aggression problem
- **OUTLINE** six pivotal points of intervention in the aggression problem
- **PROVIDE** an appreciation of why the conventional methods of behavior management don't work with aggression
- **HANDLE** personal attacks
- **HELP** the immature grow out of their aggression problem

ABOUT YOUR PRESENTER

GORDON NEUFELD, PH.D. is a Vancouver-based developmental psychologist who consults with parents and professionals regarding children and their problems. He brings to us his unique synthesis of the developmental literature and his exceptional ability to make children understandable. He has a widespread reputation for being able to make sense of difficult and complex problems and for opening doors for change.

more information: gordonneufeld.com

WHO SHOULD ATTEND: School teachers, school counselors, school administrators and all mental health professionals including clinical counselors, social workers, psychiatric and community health nurses, family therapists, psychologists, psychiatrists, classroom teachers, school counselors and administrators, alcohol & drug counselors, school based prevention coordinators, group home workers, youth workers, sexual abuse counselors, probation officers, street workers, social service coordinators, and crisis counselors who work directly with children and youth and are seeking practical, proven methods to enhance their therapeutic skills.

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY ONE: MONDAY, JUNE 4, 2012

8:00am REGISTRATION (*continental breakfast*)

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

COVERED ON DAY ONE:

A working definition of aggression • Recognizing the nonviolent forms of aggression • The relationship of aggression to suicide • A five-factor integrated model of aggression • Aggression and the adaptive process Aggression and the flight from vulnerability • Aggression and the integrative process • Why aggression is normal in toddlers and preschoolers • Why some children fail to grow out of aggression • Distilling attachment to the essence • How attachments develop and what can go wrong • Attachment frustration as the primary fuel of aggression • Attachment and the displacement effect

DAY TWO: TUESDAY, JUNE 5, 2012

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

COVERED ON DAY TWO:

Aggression as the outcome of a flight from vulnerability Mechanisms of defense against vulnerability • Why some children are more vulnerable than others "Spoiling" and aggression • Dominance inversion and aggression • Defensive detachment and aggression Developmental arrest and aggression • The flight from vulnerability and the temper problem • Peer orientation and the flight from vulnerability • Autism and aggression The relationship between bullying and aggression • The gender differences in aggression • The comorbidity of disorder and aggression • The personality traits highly correlated with aggression • Why conventional approaches backfires with aggression

DAY THREE: WEDNESDAY, JUNE 6, 2012

9:00am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:00 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

4:00pm ADJOURN (*pick up certificates*)

COVERED ON DAY THREE:

The primary pitfall and precaution in the treatment of aggression • Three steps to effective intervention that is long-lasting • Using aggression as a shortcut for assessment • Differentiating between incident management and addressing the aggression problem Guidelines for incident management • Uncovering frustration from the camouflage of behavior and emotion • When and how to facilitate nonviolent forms of aggression • The role of intention in dealing with aggression • Softening defenses against vulnerability Helping children grow out of the aggression problem



FOUR DAY INTENSIVE: Advanced Cognitive Behavioural Therapy & TEAM Techniques

with **DAVID BURNS, M.D.**,
best-selling author of *Feeling Good* and *When Panic Attacks*



CALGARY | July 9 – 12, 2012 (Monday – Thursday)

Executive Royal Inn Hotel 2828 – 23rd St. NE July 9 – 11: 8:30am – 4:30pm
July 12: 8:30am – 3:00pm | Additional Evening Sessions: July 9 & 11: 6:30pm – 8:30pm

I was thrilled when Jack Hirose offered me the opportunity to do four-day intensives in Toronto and Calgary in the summer of 2012. This intensive will differ from my two-day workshops in several ways:

First, the number of participants will be much smaller, leading to a more intimate learning environment and more opportunities for informal dialogue and feedback as you learn.

Second, after I describe and illustrate a technique, such as the Interpersonal Downward Arrow, Relationship Journal, or Externalization of Voices and Acceptance Paradox, you'll have the opportunity to break into dyads and triads to practice and master that technique.

Third, you'll have the chance to work on some of your own issues as part of the learning process if you choose to do so. Although this will not be a therapy group, but a training workshop, the "patient" experience can make these techniques

far more meaningful, and will make you a more sensitive and effective clinician.

Fourth, we'll cover a broad range of topics, including how to deal with:

- Depression and low self-esteem
- Anxiety Disorders
- Relationship Problems
- Addictions

This is important because patients rarely come to us with one specific problem, but nearly always suffer in many different ways, so we need a broad range of tools if we are to treat the whole person, and not just an isolated symptom.

Finally, we'll work hard and laugh and cry together. Intensives have consistently been the most vibrant and inspirational teaching experiences I've ever had. I warmly invite you to join us. I'll do everything I can to make this one of the best learning opportunities of your career. I look forward to meeting you in July!"

– David Burns, M.D.

ABOUT YOUR PRESENTER

DAVID BURNS, M.D. is a Clinical Associate Professor of Psychiatry and Behavioral Sciences at the Stanford University School of Medicine and has served as Visiting Scholar at Harvard Medical School. His best-selling book *Feeling Good: The New Mood Therapy* has sold over 4 million copies worldwide and is the book most often recommended by American and Canadian mental health professionals to clients suffering from depression.

more information: feelinggood.com

WHO SHOULD ATTEND: All mental health professionals, including psychologists, psychiatrists, family physicians, social workers, psychiatric nurses, therapists, alcohol & drug counsellors, employee assistance counsellors, school counsellors, youth workers, sexual abuse counsellors, vocational rehabilitation consultants, social service co-ordinators, street workers, and crisis counsellors who work directly with clients and are seeking practical, proven methods to enhance their therapeutic skills.

WORKSHOP AGENDA – KEY TOPICS COVERED

DAY ONE: MONDAY, JULY 9, 2012

7:30am REGISTRATION (*continental breakfast*)

8:30am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*provided*)

1:00pm – 4:30 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

6:30pm – 8:30pm ADDITIONAL EVENING SESSION

COVERED ON DAY ONE:

Introduction to the TEAM Treatment Model • Advanced Empathy Training • Healing Yourself • The Daily Mood Log • Externalization of Voices Exercise • Self Defense Vs. the Acceptance Paradox • Evening Session: Live Demonstration of TEAM

DAY TWO: TUESDAY, JULY 10, 2012

8:30am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 4:30 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

COVERED ON DAY TWO:

Review of Day 1 • Empathy Exercise • Introduction to Paradoxical Agenda Setting (PAS) • PAS Exercise Recovery Circle Exercise • Double Standard Exercise Feared Fantasy Exercise • Relapse Prevention Training

DAY THREE: WEDNESDAY, JULY 11, 2012

8:30am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*provided*)

1:00pm – 4:30 pm AFTERNOON SESSION
(2:15pm – 2:30pm BREAK)

6:30pm – 8:30pm ADDITIONAL EVENING SESSION

COVERED ON DAY THREE:

Review of Day 2 • PAS Exercise • Empathy Exercise Introduction to Recovery Maps • Recovery Circle Exercise • Getting Down to Root Causes: Uncovering

Techniques • Downward Arrow Exercise • Cost Benefit Exercise • Positive Distortions • Working with Habits and Addictions • Devil's Advocate Technique • Evening Session: Solo Flight with the TEAM Model

DAY FOUR: THURSDAY, JULY 12, 2012

8:30am – 12:00 noon MORNING SESSION
(10:15am – 10:30am BREAK)

12:00 noon – 1:00pm LUNCH (*on your own*)

1:00pm – 3:30 pm AFTERNOON SESSION
(2:00pm – 2:15pm BREAK)

3:30pm ADJOURN (*pick up certificates*)

COVERED ON DAY FOUR:

Review of Day 3 • Why Can't We All Just Get Along? Theories of Human Conflict • Basic Principles of CIT Why We Love to Hate: The Dark Side of Human Nature Interpersonal TEAM Treatment • The Price of Intimacy Relationship Journal • EAR Checklist • Resistance Revisited • Intimacy Exercise • 12 Reasons NOT to Listen... • Review of Day 4 • Wrap up and Goodbye

LIMITED ENROLLMENT: Only 135 seats per session for the Four Day Intensive Training

WEBCAST SEMINARS



Jack Hirose & Associates is pleased to announce our partnership with **CMI Education Institute**, a U.S. non-profit company providing continuing education to mental health professionals, to bring you new seminars via webcast.

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HARNESSING MINDFULNESS IN CLINICAL PRACTICE with **Ronald Siegel**, Psy.D.
February 09, 2012 | 8:00am – 4:00pm EST **\$169.99** discount code: **10396PLW**

ADHD FROM A TO Z with **Russell Barkley**, Ph.D.
March 02, 2012 | 9:00am – 4:00pm PST **\$169.99** discount code: **11078PLW**

BIPOLAR SPECTRUM: BRINGING EVIDENCE INTO PRACTICE with **Jim Phelps**, M.D.
March 07, 2012 | 8:00am – 4:00pm PST **\$169.99** discount code: **11024WCA**

SUICIDE: TREATING THE SELF-DESTRUCTIVE CLIENT with **Lisa Firestone**, Ph.D.
March 14, 2012 | 8:00am – 4:00pm EST **\$169.99** discount code: **11003WCA**

1-2-3 MAGIC: EFFECTIVE DISCIPLINE FOR CHILDREN with **Thomas Phelan**, Ph.D.
March 30, 2012 | 8:00am – 4:00pm CST **\$99.99** discount code: **11024WCA**

BUDDHA'S BRAIN with **Rick Hanson**, Ph.D.
April 18, 2012 | 8:00am – 4:00pm EST **\$169.99** discount code: **11507PLW**

MOTIVATIONAL INTERVIEWING FOR MENTAL HEALTH DISORDERS
with **Stephen Rollnick**, Ph.D.
April 23, 2012 | 8:00am – 3:30pm EST **\$169.99** discount code: **11455PLW**

HEALING BROKEN BONDS: TRAUMA, ATTACHMENT & AFFECT DYSREGULATION
with **Janina Fisher**, Ph.D.
May 03, 2012 | 8:30am – 4:00pm EST **\$169.99**

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Note: Prices listed are in USD\$

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1. Register online... and instantly save \$10 on workshop fees!

Registering online is easy and fast. Visit **registration.jackhirose.com**, select your workshop, provide your contact information, and check out through our secure and SSL-certified payment pages. Please keep in mind we only accept Visa or Mastercard.

2. Register by email

Completed registration forms can be emailed to **registration@jackhirose.com**.

3. Register by fax

Please print clearly to ensure accuracy of credit card number, name on certificate and name tag. Fax your completed registration form to **604.924.0239**.

4. Register by mail

Please mail your completed registration form to **Jack Hirose & Associates Inc. 1770 Orkney Place, North Vancouver, BC, V7H 2Z1**. Payments by cheque must be mailed along with completed registration form.

5. Register by phone

Please keep in mind registrations over the phone are available on a limited basis. We typically reply to voice messages within 1 to 3 business days. Call us at **604.924.0296** or toll-free: **1.800.456.5424**.

Note: Additional registration forms can be found at the back of our brochures or downloaded from our website. We typically process registrations within 1 to 5 business days of receipt. Upon successful processing of payment, you will be emailed a confirmation notice with receipt.

Important: Registration forms submitted without payment information *will not be processed*. Submission of registration forms without payment will not guarantee the earlybird rate – to qualify for the earlybird rate, full payment *must* be received by the cutoff date. Payment is required to attend our events. If payment is not received prior to the event, individuals must pay at the door. Certificates will be provided at the end of the workshop for pre-registered attendees only. Certificates or receipts can be downloaded from our website, free of charge, at **certificates.jackhirose.com**. A \$25 administration fee will apply for hard copies sent by post.

GROUP REBATES*

Group rebates available for **groups of 6 or more:**

One day workshop	\$20 per person
Two day workshop	\$30 per person
Three day workshop	\$30 per person

STUDENT REBATES*

One day workshop	\$30 per person
Two day workshop	\$40 per person
Three day workshop	\$40 per person

No group or student rebates available for the 4-Day TEAM Intensive with Dr. David Burns

WORKSHOP AIDE DISCOUNTS

Save **\$115** on a one day workshop, **\$190** on a two day workshop, **\$290** on a three day workshop, and **\$400** on the 4-Day TEAM Intensive with Dr. David Burns

Please refer to registration form (back page) for more information and how to apply for rebates.

*\$10 online discount already included in rebates

REGISTRATION – please print clearly

ABOUT YOU

Please keep me informed by: Email newsletter Brochure in mail Both

Name Mrs Ms Mr Dr

Position

School / Organization

Address

City Province Postal

Work Phone [] Work Fax []

Home Phone [] Email

SMART BUT SCATTERED – Peg Dawson, Ed.D., NCSP

EDMONTON, AB | May 28, 2012 [Earlybird cutoff: May 14, 2012]

Rate	Price	If paid online
Single enrollment – earlybird	\$220	\$210
Single enrollment – regular	\$240	\$230

ENGAGING TRAUMATIZED CLIENTS – Robert Muller, Ph.D., C. Psych.

EDMONTON, AB | April 23 & 24, 2012 [Earlybird cutoff: April 9, 2012]

Rate	Price	If paid online
Single enrollment – earlybird	\$355	\$345
Single enrollment – regular	\$375	\$365

WORKING WITH AGGRESSIVE & VIOLENT CHILDREN & YOUTH – Gordon Neufeld, Ph.D.

RED DEER, AB | June 4, 5 & 6, 2012 [Earlybird cutoff: May 21, 2012]

Rate	Price	If paid online
Single enrollment – earlybird	\$525	\$515
Single enrollment – regular	\$545	\$535

LEVEL 1 ADVANCED TRAINING IN CPS – Ross Greene, Ph.D.

CALGARY, AB | May 9, 10 & 11, 2012 [Earlybird cutoff: April 25, 2012]

Rate	Price	If paid online
Single enrollment – earlybird	\$595	\$585
Single enrollment – regular	\$615	\$605

FOUR DAY INTENSIVE TRAINING: TEAM – David Burns, M.D.

CALGARY, AB | July 9, 10, 11 & 12, 2012 [Earlybird cutoff: June 25, 2012]

Rate	Price	If paid online
Single enrollment – earlybird	\$795	\$785
Single enrollment – regular	\$830	\$820

\$100 Non-refundable deposit (reserves a seat, remaining balance can be paid at a later date)

Prices include GST / HST | **Earlybird cutoff:** Registration and payment must be received by this date.

PAYMENT

Cheque Visa MasterCard

Card Number Name on Card

Expiry Signature Cheque #



Quality workshops in mental health, education and workplace wellness

Please complete and return with your payment to:

Jack Hirose & Associates Inc.
1770 Orkney Place, North Vancouver, BC, Canada V7H 2Z1
Phone 604.924.0296 Toll-free 1.800.456.5424 Fax 604.924.0239
Email registration@jackhirose.com | www.jackhirose.com

TO CLAIM YOUR GROUP REBATE:

All group members must register and pay online in full before the earlybird deadline. *Note: the \$10 online discount is included in the group rebate.*

To receive the group rebate, the group contact person must email the final list of names to **registration@jackhirose.com** before the earlybird cutoff date. *No add-ons to the group list will be accepted thereafter.* Rebates will be processed within 1 to 5 business days and new receipts will be emailed to all group members.

TO CLAIM YOUR STUDENT REBATE:

All students must register and pay online in full before the earlybird cutoff date. *Note: the \$10 online discount is included in the student rebate.*

To qualify, a letter from an accredited educational institution, verifying full time enrollment, must be emailed to **registration@jackhirose.com** before the earlybird cutoff date. Rebates will be processed within 1 to 5 business days and new receipts will be emailed to qualified students.

TO APPLY AS A WORKSHOP AIDE:

In order to receive the discount, workshop aides must arrive by 7:00 am on all days of the event and be willing to assist at all breaks, throughout the lunch break, and stay 30 minutes after the end of the workshop.

Typical workshop tasks include assisting at our registration table (handing out name tags and handout packages); assisting with book selling (processing payment, writing receipts); assisting with meeting room layout; assisting with catering; clean up duties as needed; and collecting evaluation forms. *Please keep in mind that we can accommodate a maximum of 3 workshop aides per workshop.*

To inquire about the workshop aide program, please email Jack Hirose directly at **jackhirose@shaw.ca**

PLEASE SEE PREVIOUS PAGE FOR REBATE AMOUNTS.

Continuing Education Credits: Canadian Psychological Association, Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Association of Social Work Boards, Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA)

HOTELS

Note: Hotel rates fluctuate. Ask for the Jack Hirose & Associates corporate rate. To receive our corporate rate, rooms must be booked one month prior to the workshop date.

Edmonton: The Coast Edmonton Plaza Hotel, 10155 - 105th St., Edmonton, 780.423.4811, Comfort room 2 double beds **\$109** plus taxes per night, Superior 1 queen bed **\$114** plus taxes per night, Superior room 2 double beds **\$114** plus taxes per night. Additional adult occupying same room **\$10** per night.

Calgary: Executive Royal Inn Hotel, 2828 - 23rd St., Calgary, 403.291.2003 or by email: northcalgary@royalinn.com, **\$119.00** plus taxes per night.

Red Deer: Holiday Inn Express, 2803 50 Ave., Red Deer, 403.343.2112, Standard Room with two queen beds – **\$119.00** plus tax per night

TERMS & CONDITIONS

If you are unable to attend, you are invited to send an alternate in your place at no extra cost. Please notify us of the name of the alternate 14 days prior to the event, so that we may correct our records and minimize confusion at check in.

All cancellations must be provided by email at **registration@jackhirose.com**. Refunds will be available minus a \$40 admin fee for cancellations made 14 days or more prior to the event. For cancellations less than 14 days prior to the event, credit minus a \$40 admin fee will be available. **No refund or credit under any circumstances will be available for cancellations less than one full business day prior to the event.** Our liability is limited to refunds for workshop fees only. Jack Hirose & Associates Inc. reserves the right to cancel a workshop; please make hotel and travel arrangements with this in mind. In the unlikely event that we have to cancel a workshop, we will issue a full refund.

Note: Jack Hirose & Associates is not responsible for any presenter's or participant's statements, acts, materials, or omissions. The use of audio and video taping devices, beepers, and cell phones is not permitted in any workshop. Children and unregistered guests are not permitted in the meeting rooms. Seats cannot be shared between individuals.

AB MH SPRING 2012