

REGISTRATION FORM

Webinars | Fall 2017

► STEP 1 – CONTACT INFO

Name

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► STEP 2 – SELECT WEBINAR & APPLICABLE FEE

Fees do not include tax (5% GST).

Individual Enrollment	EARLY BIRD	REGULAR
Failure to Launch - Randy Paterson Early Bird Deadline: October 3, 2017	<input type="checkbox"/> \$199	<input type="checkbox"/> \$219
Private Practice Made Simple - Randy Paterson Early Bird Deadline: October 4, 2017	<input type="checkbox"/> \$399	<input type="checkbox"/> \$419
Building Resilience & Enhancing Treatment Outcomes - John Preston Early Bird Deadline: February 6, 2018	<input type="checkbox"/> \$199	<input type="checkbox"/> \$219
Managing Anxiety at School and Home - Lynn Lyons (6 CEU COURSE) Early Bird Deadline: December 15, 2017	<input type="checkbox"/> \$199	<input type="checkbox"/> \$219
Managing Anxiety at School and Home - Lynn Lyons (12 CEU COURSE) Early Bird Deadline: December 15, 2017	<input type="checkbox"/> \$399	<input type="checkbox"/> \$419
The Opiate Crisis - Cardwell Nuckols Early Bird Deadline: October 4, 2017	<input type="checkbox"/> \$199	<input type="checkbox"/> \$219
Dealing With Anxiety Disorders In School Age Children - Lynn Miller Early Bird Deadline: September 28, 2017	<input type="checkbox"/> \$399	<input type="checkbox"/> \$419
Treating Self-Destructive Behaviours in Trauma Survivors - Lisa Ferentz Early Bird Deadline: September 29, 2017	<input type="checkbox"/> \$399	<input type="checkbox"/> \$419
The Neuropsychology of Learning Disabilities - Steven Feifer Early Bird Deadline: October 24, 2017	<input type="checkbox"/> \$399	<input type="checkbox"/> \$419
GROUP RATES AVAILABLE - Contact registration@jackhirose.com		

Early Bird Deadline: Registration and payment must be received by this date.

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Upon receipt of registration and payment, an emailed confirmation notice will be sent.

► STEP 3 – PAYMENT

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CONTINUING EDUCATION CREDITS

Canadian Psychological Association (recognized by the Alberta College of Social Workers), Canadian Counselling & Psychotherapy Association, Canadian Addiction Counsellors Certification Federation, Canadian Vocational Rehabilitation Association, Canadian Professional Counselling Association, Employee Assistance Certification Commission (EAPA), Indigenous Certification Board of Canada (ICBOC). **The number of course credits will vary for each event. See the event listing for specific workshop accreditation.**

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FALL 2017

WEBINARS



3 Sessions, 6 CEUs

FAILURE TO LAUNCH
Counselling Strategies to Support, Motivate and Transition Adolescents and Young Adults

OCT 3, 2017 – OCT 17, 2017

RANDY PATERSON
PH.D.

P. 2

6 Sessions, 12 CEUs

PRIVATE PRACTICE MADE SIMPLE
Creating and Sustaining a Successful Business

OCT 4, 2017 – NOV 8, 2017



P. 3

Available On Demand, 6 CEUs

BUILDING RESILIENCE & ENHANCING TREATMENT OUTCOMES
Keys to Well-Being Even During Very Difficult Times

FEB 6, 2017 – FEB 6, 2018

JOHN PRESTON
PSY.D.

P. 3

Available On Demand, 6 or 12 CEUs

MANAGING ANXIETY AT SCHOOL & HOME
An Active Approach to Interrupt the Worry Cycle

NOW AVAILABLE ON DEMAND

LYNN LYONS
MSW

P. 3

3 Sessions, 6 CEUs

THE OPIATE CRISIS: HEROIN AND FENTANYL AND ITS ANALOGUES
Understanding & Treating the Emerging Epidemic

OCT 4, 2017 – OCT 18, 2017

CARDWELL NUCKOLS
PH.D.

P. 4

6 Sessions, 12 CEUs

DEALING WITH ANXIETY DISORDERS IN SCHOOL AGE CHILDREN
Worries & Woes

OCT 12, 2017 – NOV 16, 2017

LYNN MILLER
PH.D.

P. 5

6 Sessions, 12 CEUs

TREATING SELF-DESTRUCTIVE BEHAVIOURS IN TRAUMA SURVIVORS
Strategies & Intervention Techniques for Clinicians

OCT 13, 2017 – NOV 17, 2017

LISA FERENTZ, LCSW

P. 6

6 Sessions, 12 CEUs

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES
Developing Evidenced-Based Reading, Writing & Math Interventions

OCT 19, 2017 – NOV 24, 2017

STEVEN G. FEIFER, D.ED.

P. 7

FAILURE TO LAUNCH

Counselling Strategies to Support, Motivate and Transition
Adolescents and Young Adults

TUESDAY, OCTOBER 3, 2017 - TUESDAY, OCTOBER 17, 2017 | 11:00 AM–1:00 PM PST

Parents who formerly worried about “empty nest syndrome” might today worry more that their children will never leave home. In countries around the world, increasing numbers of young people – particularly males – are having difficulty navigating the transition from adolescence to adult self-sufficiency. They remain isolated, avoidant, jobless or underemployed, and a-motivational – often staying in their childhood home into their 30s. The causes are numerous: economics, internet connectivity, changes in parenting, features of the educational system, and more. Yet the issue is infrequently studied, perhaps because it does not fit neatly into a diagnostic category. Despite this, clinicians are increasingly seeing these individuals – or their parents – in therapy. At Changeways Clinic in Vancouver, Dr Randy Paterson has been working with failure-to-launch cases for over 20 years. In this three-session webinar, he reviews the nature of the problem,

the factors that seem to contribute, and a wide variety of interventions drawn from cognitive therapy, behavioural activation approaches, and attachment theory. Whether you work with these young people directly, or see the parents struggling with a too-long-occupied nest, this program will provide you with perspectives and techniques to help.🌱

LEARNING OBJECTIVES

1. Learn to identify this non-diagnostic clinic population, and to distinguish normal dependency from an interruption in development
2. Develop an awareness of the multiple factors likely to be operating in any given case
3. Know strategies for siding with the client/student and increasing motivation
4. Understand when to hold back and when to push progress

PRIVATE PRACTICE MADE SIMPLE

Creating and Sustaining a Successful Business

WEDNESDAY, OCTOBER 4, 2017 - WEDNESDAY, NOVEMBER 8, 2017 | 11:00 AM–1:00 PM PST

Quick: During your professional training, how many hours were dedicated to establishing a private practice and running a business? If you’re like most people, the answer is either “none” or “almost none.” No surprises, then, that we have a lot of frustration when we set out on our own. In this webinar designed specifically for Canadian mental health professionals, Dr Randy Paterson (author of Private Practice Made Simple) emphasizes the specifics of defining, establishing, enhancing, and maintaining an effective, remunerative, and enjoyable private practice. The goal is not simply to be inspirational. If you’re contemplating this course, you already have the inspiration. You need the specifics. How can you best define the scope of your service? What are the tax implications? Is payroll difficult to set up? What about GST/HST? What are some things you can do to avoid isolation and burnout? The goal is to provide you with the detail you need to make your work life simpler and more sustaining.🌱

LEARNING OBJECTIVES

1. Decide whether private practice is really for you
2. Create a business plan
3. Know how and where to establish a new office
4. Set up simple and effective financial record keeping
5. Manage finances on an ongoing basis

KEY TOPICS

- Week 1: Designing Your Business
- Week 2: The Money Side
- Week 3: Creating Your Space
- Week 4: Service Promotion
- Week 5: Colleagues, Assistants, and Income
- Week 6: Sustainability for the Long Haul



RANDY PATERSON, PH.D.

Randy Paterson, Ph.D., is a psychologist, Director of Changeways Clinic, and author (How to be Miserable: 40 Strategies You Already Use, Your Depression Map, The Assertiveness Workbook). He is the senior author of Canada’s most widely-used group treatment protocol for depression, and coauthor (with Dr Dan Bilsker) of the Antidepressant Skills Workbook. He has presented over 300 training workshops across Canada and internationally on topics including psychotherapy process, private practice management, sexual diversity in counseling settings, mindfulness, and cognitive behavioural approaches to depression, anxiety disorders, and the failure-to-launch phenomenon. In 2008 he was the recipient of the Canadian Psychological Association’s Distinguished Practitioner Award.

WHO SHOULD ATTEND

- Clinical Professionals: All mental health professionals including, but not limited to:**
- » Clinical Counsellors, Psychologists, Psychotherapists, Social Workers
 - » Nurses, Occupational Therapists, Hospice and Palliative Care Workers
 - » Youth Workers, Mental Health Workers, Addiction Specialists
 - » Probation Officers, Police Officers
 - » Speech Language Pathologists, Vocational Rehabilitation Consultants
 - » All professionals looking to enhance their therapeutic skills

FAILURE TO LAUNCH

3 WEEKS | CHILD & YOUTH FOCUSED | 6 CEUs

Early Bird Deadline: October 3, 2017

PRIVATE PRACTICE MAD SIMPLE

6 WEEKS | CLINICAL FOCUSED | 12 CEUs

Early Bird Deadline: October 4, 2017

THE NEUROPSYCHOLOGY OF LEARNING DISABILITIES

Developing Evidenced-Based Reading, Writing, and Math Interventions

THURSDAY, OCTOBER 19 - FRIDAY, NOVEMBER 24, 2017 | 11:00 AM PST

The fundamental aim of this course is to utilize cognitive neuroscience to better understand learning disorders in children. Each lecture has been designed to examine reading, writing, and math disorders from a brain-based educational perspective. The primary learning objectives will be to classify learning disabilities into distinct subtypes based upon neural pathways in the brain. There will be a detailed discussion linking each learning disability subtype with scores of evidenced based interventions.

READING: The Neuropsychology of Reading lectures will examine reading from a brain-based educational perspective, and classify developmental reading disorders into four distinct subtypes. There will be a focus on multiple cognitive constructs involved with reading including phonological processing, working memory, executive functioning, and orthographical processing skills. A brief review of the Feifer Assessment of Reading (FAR) battery will be shared, as well as other key instruments used to screen and diagnose children with reading disorders and dyslexia.

WRITING: The Neuropsychology of Written Language lectures will examine the cognitive underpinnings inherent within the writing process.

There will be a discussion on national trends in written language, as well as gender differences in achieving proficient writing skills. In addition, three specific subtypes of writing disorders, with particular emphasis on how “frontal lobe” processes such as working memory and executive functioning impact each subtype, will be discussed as well. Lastly, five essential steps for effective written language instruction will be shared, as well as key assessment tools to evaluate written language disorders.

MATHEMATICS: The Neuropsychology of Mathematics lecture will explore how young children learn and acquire basic mathematical skills from a brain-based educational perspective. Specific pedagogical styles, the role of anxiety, and cultural differences in mathematics will be shared. There will be a discussion on three primary ways in which numbers are formatted in the brain, as well as the central role of language to expand upon conceptually ordered number sets. In addition, the role of working memory, visual-spatial reasoning, and executive functioning will be featured as core cognitive attributes to develop number sense in young children. Lastly, a brief review of the Feifer Assessment of Mathematics (FAM) battery will be discussed as well.🌱

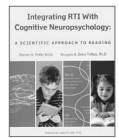
WEBINAR AGENDA – KEY TOPICS COVERED

- WEEK 1: The Neuropsychology of Reading Disorders**
 - » Defining developmental dyslexia
 - » Four universal truths of reading
 - » Establishing the main neurodevelopmental pathways for reading
 - » How to double your reading speed?
- WEEK 2: Diagnosing and Remediating Reading Disorders**
 - » Interventions for dyslexia subtypes
 - » Interventions for reading comprehension difficulties
 - » Introduction to the Feifer Assessment of Reading
- WEEK 3: The Neuropsychology of Written Language Disorders**
 - » Prevalence of written language disabilities
 - » Why do boys struggle more than girls in written language?
 - » Three subtypes of written language disorders

- WEEK 4: Diagnosing and Remediating Written Language Disorders**
 - » Is handwriting a lost art?
 - » Five essential components to develop written language proficiency
 - » Research based strategies to improve written language production
 - » 90-minute dysgraphia evaluation
- WEEK 5: The Neuropsychology of Mathematics**
 - » Where does Canada and the U.S. rank among mathematical performance compared to 72 industrialized nations?
 - » What is developmental dyscalculia?
 - » Four steps toward developing a math brain.
- WEEK 6: Diagnosing and Remediating Math Disorders**
 - » Subtypes of mathematical learning disabilities
 - » Interventions for math disorders
 - » Websites and Apps to develop mathematical problem solving skills



STEVEN G. FEIFER, D.ED., ABSNP



AUTHOR
Integrating RTI with Cognitive Neuropsychology

Steven G. Feifer, D.Ed., ABSNP, is an internationally renowned speaker and author in the field of learning disabilities, and has authored seven books on learning and emotional disorders in children. He was voted the Maryland School Psychologist of the Year in 2008, and awarded the 2009 National School Psychologist of the Year. Dr. Feifer is a licensed psychologist currently employed at the Monocacy Neurodevelopmental Center in Frederick, MD, and also teaches in the ABSNP neuropsychology training program, as well as consults with numerous school districts. Dr. Feifer has authored two tests on diagnosing learning disabilities in children.

6 WEEKS | CHILD & YOUTH FOCUSED | 12 CEUs

Early Bird Deadline: October 24, 2017

LEARNING OBJECTIVES

1. Differentiate “developmental dyslexia, dysgraphia, and dyscalculia” from other learning disorders, and discuss how schools can best screen for early learning pitfalls in children
2. Introduce a brain-based educational model of reading, math, and written language disorders by classifying each disability into basic subtypes, with specific remediation strategies linked to each subtype
3. Discuss the weaknesses in using an “aptitude-achievement” discrepancy model to identify learning disorders in children. Instead, a processing strengths and weaknesses model featuring eight core constructs associated with learning disorders in children will be featured
4. Present case studies to help differentiate weaker learners from students with actual learning disabilities, and discuss targeted interventions for all students with academic learning issues

TREATING SELF-DESTRUCTIVE BEHAVIOURS IN TRAUMA SURVIVORS

Strategies & Intervention Techniques for Clinicians

FRIDAY, OCTOBER 13 - FRIDAY, NOVEMBER 17, 2017 | 11:00 AM PST

Many adolescent and adult clients with histories of trauma, abuse, neglect and other pain narratives have an increased vulnerability towards using self-mutilation, addictions, and eating disordered behaviors to cope and self-soothe, numb and dissociate from unresolved pain. In this training, clinicians will learn about the dynamics of early childhood trauma and the impact that dysfunctional attachment has on clients’ abilities to effectively manage their emotional states. We will process traumatic experiences and the impact that personal meaning has on clients’ emotional and psychological wellbeing. We will explore the connection between different attachment styles and affect regulation and dysregulation. We will then connect those early childhood experiences along with developmental stressors and challenges to a cycle of self-destructive behavior. As we de-pathologize these behaviors and view them through a strengths-based lens, participants will learn about a specific “cycle of self-harm” which emphasizes the impact of triggering events, negative cognitions

and affect, dissociation, and anxiety on self-harming behaviors. It will also provide helping professionals with a concrete and creative model for intervention.

A variety of right-brain and left-brain based treatment strategies will be offered to help reduce and eventually extinguish these behaviors. An emphasis will be placed on interventions that are designed to increase insight, strengthen internal safety, promote grounding and containment, reduce dissociation and help clients self-soothe in healthier ways. We will explore the idea of “working with” self-destructive behaviors by de-coding their meta-communication while learning how to avoid the power struggles and increased self-harm that often accompanies ineffective “safety contracts.” A more effective, alternative contract, called CARESS, will be presented. We will also process the more common clinical pitfalls that can occur when working with these challenging and sometimes triggering issues and emphasize the need for therapists to engage in their own self-care.🙏

WEBINAR AGENDA – KEY TOPICS COVERED

WEEK 1

- » Defining traumatic experiences, their meaning and connection to loss
- » Exploring attachment styles and their impact on emotional regulation and dysregulation
- » The challenge of attaching to abusive caretakers.
- » The optimum window of arousal

WEEK 2

- » Developmental and adolescent stressors and the vulnerability to engage in self-destructive behaviours
- » Understanding why clients self-harm
- » Exploring self-soothing and the meta-communication of eating disordered behaviours, addictions, and self-mutilation

WEEK 3

- » Incorporating a strengths-based, de-pathologized approach to working with self-destructive behaviours
- » Processing the cycle of self-destructive acts and the ways in which triggering, dissociation, and anxiety influence the process
- » Connecting the cycle to a case study

WEEK 4

- » Creatively treating self-destructive behaviors through “intervention sites” designed to reduce and eventually extinguish the behaviors
- » Addressing triggers, cognitive distortions, and negative affect using journaling, somatic resourcing, cognitive re-framing, art, visualization and guided imagery techniques to enhance safety, containment and grounding for traumatized clients

WEEK 5

- » Addressing tension and anxiety, and dissociation using breath work, pacing, flashback halting protocols
- » Working with CARESS as an alternative to standard safety contracts
- » Addressing positive and negative outcomes and emotional vulnerability

WEEK 6

- » Processing clinical pitfalls and counter-transferential responses that emerge in the work.
- » Exploring the need for self-care to maintain creativity and efficacy and avoid burn-out
- » Addressing vicarious traumatization

Lisa Ferentz, LCSW, DAPA, is a recognized expert in the strengths based, de-pathologized treatment of trauma and self-harm and has been in private practice since 1984. She presents workshops and keynote addresses nationally and internationally, and is a clinical consultant to practitioners and mental health agencies in the United States, Canada, England and Ireland. She has been an adjunct faculty member at several universities, and in 2007 founded “The Ferentz Institute,” which provides continuing education and state of the art training in trauma treatment to mental health professionals. In 2009 she was voted the “Social Worker of Year” by the Maryland Society for Clinical Social Work. Lisa is the author of “Treating Self-Destructive Behaviors in Traumatized Clients: A Clinician’s Guide” (Routledge), now in its second edition, “Letting Go of Self-Destructive Behaviors” (Routledge). Lisa hosted a weekly radio talk show, writes blogs and articles for websites on trauma, self-harm, and self-care, teaches on many webinars, and is a weekly contributor to Psychologytoday.com.

6

WEEKS

FOR ALL

AUDIENCES

12

CEUs

Early Bird Deadline: September 29, 2017

LEARNING OBJECTIVES

1. Explain the relationship between, trauma, attachment, developmental stressors, affect dysregulation, and self-destructive acts
2. Describe a chronic cycle of self-harm and the ways in which dissociation and anxiety influence the process
3. Describe and utilize CARESS, an alternative to standard safety contracts, and identify at least two reasons why standard safety contracts can be ineffective
4. Implement at least 6 creative strategies that help re-ground and re-establish a sense of safety in triggered trauma survivors
5. Identify at least three manifestations of counter-transference when working with self-destructive behaviours

BUILDING RESILIENCE & ENHANCING TREATMENT OUTCOMES

Keys to Well-Being Even During Very Difficult Times

MONDAY, FEBRUARY 6, 2017 - TUESDAY, FEBRUARY 6, 2018 | ON DEMAND

Life has much to offer; however, life often is hard and we all will experience difficult and sometimes tragic times. As people navigate through challenging times, some people fare better than others. Recent research has shed light on why this is the case. This body of research has explored the building blocks of emotional resilience and has identified a number of strategies that can help people not only cope more effectively during difficult times, but also maintain an on-going sense of meaningfulness and well-being (even when the going gets tough).This workshop considers a number of strategies drawn from research on resiliency, adaptive emotional habits, neuroscience of positive emotions, cultural and spiritual traditions for confronting painful emotional times, and strategies drawn from positive psychology.

Included are: ways to overcome maladaptive emotional habits, healthy mood regulation techniques, improving the quality of sleep, increasing self-awareness, making life decisions that increase a sense of vitality and meaningfulness, dealing with times of very serious illness or one’s mortality, and approaches that foster optimal brain regulation of mood and cognitive functioning. The talk presents science-based research, but is largely practical and applied...with many action strategies for improving the quality of life.🙏

“Dr Preston’s knowledge, supported by scientific findings, was phenomenal. He has a wonderful and effective ability to convey information.”

MANAGING ANXIETY AT SCHOOL & HOME

An Active Approach to Interrupt the Worry Cycle

NOW AVAILABLE ON DEMAND – CHILD & YOUTH FOCUSED

When children and teens are in the grips of worry and anxiety, adults often feel stuck as well. Educators, therapists, and parents routinely tell me how overwhelmed they feel by the frequency and intensity of anxiety in the children they care about. And they want to know what to do.

This six part series will answer the questions I hear most often, including:

- » How do we get anxious students into school?
- » What do we do when an anxious child is falling apart in school?
- » What can adults do to both prevent anxiety from becoming so powerful, and help children manage it when it does show up?
- » Why are the strategies frequently taught to kids—like breathing, relaxation, and other

common CBT techniques—not working?

- » How does “frontloading” with anxious kids make interventions more effective?
- » How can we get parents, schools, and outside providers to work together more effectively?
- » How can we create more effective accommodations, 504’s, and behavioral plans for anxious children and teens?
- » What is the connection between anxiety and depression?

Participants will learn to interrupt the most common anxiety and depression enhancing patterns—including reassurance, accommodation, avoidance, and three cognitive habits—and adopt instead a process-based “umbrella approach” that changes both the child and adults’ engrained patterns of thinking and behaving.🙏

John Preston, Psy.D. is Professor emeritus with Alliant International University: California School of Professional Psychology, Sacramento and formerly on the faculty of UC Davis School of Medicine. He is a fellow of the American Psychological Association, a board certified neuropsychologist (ABPN) and diplomate in counseling psychology (ABPP). Dr. Preston is the author of 22 books addressing psychotherapy, mood disorders, PTSD, neurobiology, post-traumatic stress disorder, psychopharmacology and spiritual aspects of psychotherapy.

ON DEMAND

TRAINING

CLINICAL

FOCUSED

6

CEUs

Early Bird Deadline: February 6, 2018



LYNN LYONS, LICSW

Lynn Lyons, LICSW, has been a psychotherapist for over 26 years and specializes in the treatment of anxious children and their parents, with a special interest in interrupting the generational patterns of anxiety in families. She is the coauthor with Reid Wilson, Ph.D, of *Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous and Independent Children* and *Playing with Anxiety: Casey’s Guide for Teens and Kids*. In addition to her private practice, Lynn presents internationally to professional organizations and school districts.

ON DEMAND

TRAINING

CLINICAL

FOCUSED

6 OR 12

CEUs

Early Bird Deadline: December 15, 2017

THE OPIATE CRISIS:

HEROIN AND FENTANYL AND ITS ANALOGUES

Understanding and Treating the Emerging Epidemic

WEDNESDAY, OCTOBER 4 - WEDNESDAY, OCTOBER 18, 2017 | 11:00 AM PST

No longer is the opioid crisis being driven by pharmaceutical pain medications. Heroin and fentanyl and its many analogues (example- carfentanil is 10,000 times stronger than morphine and has 100 times the potency of fentanyl) have taken over as the leading force behind opiate addiction, overdose, death and criminality. Treatment professionals, criminal justice, first responders and the community at large are deeply and negatively impacted by these powerful and deadly drugs.

The widespread use of prescription opioids is behind the rise of a new class of drug addicts, many of whom are turning to the black market to feed their habit. In British Columbia and Alberta, the two hardest-hit provinces, fatal overdoses linked to fentanyl soared from 42 in 2012 to 418 in 2015. According to the B.C. Coroners Service, illicit drug overdoses claimed the lives of 914 people in B.C.

WHO SHOULD ATTEND

Clinical Professionals: All mental health professionals including, but not limited to:

- » Clinical Counsellors, Psychologists, Psychotherapists, Social Workers
- » Nurses, Occupational Therapists, Hospice and Palliative Care Workers
- » Youth Workers, Mental Health Workers, Addiction Specialists
- » Probation Officers, Police Officers
- » Speech Language Pathologists, Vocational Rehabilitation Consultants
- » All professionals looking to enhance their therapeutic skills

“Dr. Cardwell C. Nuckols is described as **“one of the most influential clinical trainers in North America.”** Dr. Nuckols’ passion and mission is to assist in the integration of emerging scientific research with traditional spiritual and self-help knowledge. From this integration comes knowledge and techniques helpful to those whose practice assists substance abuse and mental health patients find healing and their personal road to recovery. An internationally recognized expert in such areas as behavioural medicine and addictions treatment, Dr. Nuckols has been a clinical and developmental consultant for over thirty years.”

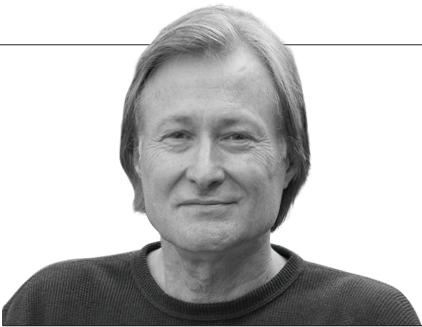
in 2016, making it the deadliest overdose year on record and representing an increase of nearly 80 per cent from the year before.

This skills training event will introduce those in attendance to ways of understanding the opioid addicts experience as engagement and all attempts at intervention must start here. Both psychotherapeutic and pharmacological management will be discussed. The importance of discharge planning, “wrap arounds” and extended care (due to immaturity of the prefrontal cortex) is critical for many of the younger addicts as they may not be candidates for rehabilitation but for habilitation. More than fifty percent will have a history of early life developmental trauma.

This training will take an honest look at a difficult to manage population and offer approaches designed to increase retention and enhance the possibility of long term recovery.🌱

WEBINAR COURSE FORMAT

- » **2 Hours Per Session**
- » **Non-interactive:** registrants will have access to lectures, PowerPoint, demonstrations, video clips, and exercises.
- » **Recordings Available:** Sessions will be pre-recorded and available for participants to access at the live date.
- » Each session will be made available at 11:00am on the scheduled dates:
 - Wednesday, October 4, 2017
 - Wednesday, October 11, 2017
 - Wednesday, October 18, 2017
- » Recordings are available after each session's air date and times. Participants can watch, pause and re-watch the sessions at their convenience.
- » Sessions are available until November 1, 2017.



CARDWELL C. NUCKOLS , PH.D.

Dr. Cardwell C. Nuckols, Ph.D. is described as “one of the most influential clinical and spiritual teachers in North America.” Dr. Nuckols’ passion and mission is to assist in the integration of emerging scientific research with traditional spiritual and self-help knowledge. Dr. Nuckols’ formal educational background is diverse. He has undertaken formal studies in the areas of chemistry, pharmacology, neurobiology, education and psychology, as well as, a personal interest in the area of nonlinear physics. His personal spiritual path has involved studies into various spiritual traditions including Buddhism, Hinduism and early Christian contemplative practice. Dr. Nuckols is widely published, having authored more than 50 journal articles, 30 books and workbooks, 38 DVDs, CDs and videos, and 17 audiotope series. *The Ego-Less SELF: Achieving Peace and Tranquility Beyond All Understanding* was published in late 2010.

3 WEEKS | CLINICAL FOCUSED | 6 CEUs

Early Bird Deadline: October 4, 2017

LEARNING OBJECTIVES

1. Discuss the heroin and fentanyl crisis from multiple viewpoints including pharmacological, psychotherapeutic and criminal justice perspectives
2. Discuss the subjective experience of the opiate addict and understand what “normal” means to them
3. Describe the relationship between early life developmental trauma and opiate addiction including the inability to successfully manage negative feeling states
4. Describe several psychotherapeutic techniques useful with opiate addicts
5. Describe the use of pharmacological agents (examples-buprenorphine/naloxone for detoxification/maintenance and naloxone for overdose management) with the opiate addicted population

DEALING WITH ANXIETY DISORDERS

IN SCHOOL AGE CHILDREN

Worries & Woes

THURSDAY, OCTOBER 12 - THURSDAY, NOVEMBER 16, 2017 | 11:00 AM PST

Anxiety disorders are the most common form of psychological distress reported by children and adolescents, and can interfere significantly in the lives of children. An anxiety disorder is a level of anxiety or worry that interferes with daily functioning, either with peer relationships, academic performance, or in family routines. Interference can range from reluctance to go to school, to withdrawing from sports and extra curricular activities, to being completely home bound. Youth with anxiety disorders are shy, inhibited, and avoidant; helping personnel are typically very good at identifying anxiety in children but may not use the most effective interventions to support children and youth. Anxiety disorders are highly responsive to psychological intervention, allowing children and youth to learn skills to manage their lives. Unfortunately, the most effective therapeutic intervention skills are not used or taught, leading to more distress. **The stresses in children’s lives continue to mount, including bullying, excessive homework, violent gaming, premature sexuality, family financial stress, and competition of all sorts, leading to more anxiety.**

This webinar provides the most current, evidence informed model for how anxiety develops in children and adolescents, and how therapists, health care providers and education professionals can engage kids and families in learning to manage anxiety. Practical diagnostic and treatment strategies can be applied immediately, using DSM-5 classification of anxiety. Emphasis will be placed on diagnosis and effective interventions for each anxiety disorder subtype. The following anxiety disorders will be addressed from a developmental approach: separation anxiety disorder (with school refusal), panic disorder with agoraphobia, generalized anxiety disorder (with perfectionism), obsessive-compulsive disorders including trichotillomania (hair pulling) and excoriation (skin picking), social anxiety disorder (including selective mutism), specific phobias, and post-traumatic stress disorders. Participants will have opportunities to present their own cases for feedback and treatment suggestions.

Participants will learn the fundamentals of CBT in fun and effective ways, leaving with practical skills to use with children, teens and families. Learn how to discriminate anxiety disorders from other mental health problems, and apply useful tools and techniques in a variety of settings.🌱

WEBINAR AGENDA – KEY TOPICS COVERED

WEEK 1: Nature and Causes of Anxiety

- » The silent epidemic: Anxiety Disorders (Subtypes)
- » How anxiety develops in children and teens: Aetiology
- » Treatment: Cognitive-Behavioral Therapy (CBT) and its application to anxiety
- » Initial interview: Tips for success
- » Sleep issues

WEEK 2: Anxiety Disorder (AD) Subtypes and Skill Building

- » AD: Specific Phobia
- » AD: Separation / School Refusal
- » Skill development: Developing Fear Hierarchies

WEEK 3: Anxiety Disorder (AD) Subtypes and Skill Building

- » AD: Obsessive Compulsive Disorder
- » Skill Development: Exposure and Response Prevention (ERP)

WEEK 4: Anxiety Disorder (AD) Subtypes and Skill Building

- » AD: Social Phobia
- » Skill: Social phobia interventions and Treatment Planning
- » AD: Panic Disorder and Interoceptive exposure

WEEK 5: Anxiety Disorder (AD) Subtypes, Assessment and Medication

- » AD: Post-Traumatic Stress Disorder
- » Skill: PTSD Tx Strategies: In-vivo, Virtual and Prolonged exposure
- » AD: Generalized Anxiety Disorder
- » Skill: PD/GAD: Tx Planning

WEEK 6: Comorbidity and Assessment

- » Assessment
- » Differential Diagnosis
- » Medications and Research
- » Engaging Parents
- » Summary



LYNN MILLER, PH.D.

Lynn D. Miller, Ph.D., Lic..Psych started her career as a classroom teacher, and then worked as a school counselor K-12 in the US and Canada. As the Myrne Nevison Prevention Research Professor at the University of British Columbia, she investigated anxiety at the entry to school in grades kindergarten and one. A noted leader in mental health issues of school aged children, she recently completed her term as President of the Anxiety Disorders Assoc. of Canada, 2010-2014, and served as the President of the International Association of Marriage and Family Counselors (2004-2006). Dr. Miller is known for her knowledge and clarity, sense of humor, compassion, and engaging speaking style. She has trained hundreds of community mental health clinicians on anxiety identification and evidence-based interventions. She has given more than 400 presentations in North America, Scotland and Thailand, presenting research findings.

6 WEEKS | CHILD & YOUTH FOCUSED | 12 CEUs

Early Bird Deadline: September 28, 2017

WEBINAR COURSE FORMAT

- » **2 Hours Per Session**
- » **Non-interactive:** registrants will have access to lectures, PowerPoint, demonstrations, video clips, and exercises.
- » **Recordings Available:** Sessions will be pre-recorded and available for participants to access at the live date.

LEARNING OBJECTIVES

1. Learn components of cognitive behavioural interventions (CBT) and how to use immediately with children and youth
2. Understand how to support children and youth with various anxiety concerns in several environments including home, school and community
3. Practice techniques that are useful to implement immediately with an individual, small group, or large groups of children/youth
4. Become aware of resources in the community