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EARLY BIRD DISCOUNT
See deadlines on each workshop page.



GROUP DISCOUNT

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GROUP: 15+

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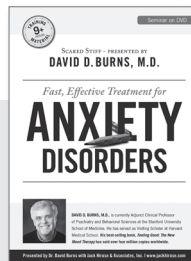
Fall 2016 | Alberta

MENTAL HEALTH & EDUCATION WORKSHOPS

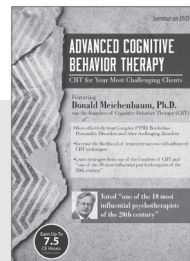


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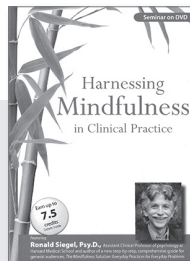
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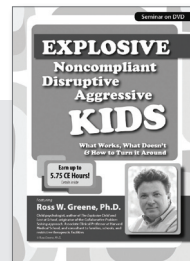
David Burns, M.D.
5 DVDs | 9 hrs
\$186.99 + TAX



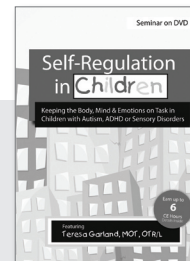
Don Meichenbaum, PH.D.
3 DVDs | 6 hrs
\$205.99 + TAX



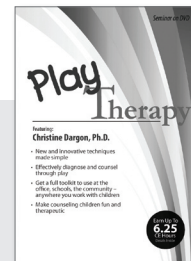
Ronald Siegel, PSY.D.
4 DVDs | 6 hrs
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Ross Greene, PH.D.
4 DVDs | 5.75 hrs
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Teresa Garland, MOT, OTRL
4 DVDs | 6 hrs
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Christine Dargon, PH.D.
4 DVDs | 5.75 hrs
\$205.99 + TAX

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1 Day Child & Youth Focused Workshop

SMART BUT SCATTERED

Strengthening Executive Skills in Children & Adolescents

CALGARY, AB
OCTOBER 21, 2016

LETHBRIDGE, AB
OCTOBER 24, 2016



PEG DAWSON
ED.D., NCSP



2 Day Clinical Focused Workshop

HEALING BROKEN BONDS

Traumatic Attachment & Affect Regulation

CALGARY, AB
DECEMBER 5 & 6, 2015



JANINA FISHER
PH.D.

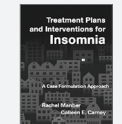


1 Day Clinical Focused Workshop

ADVANCED CBT FOR INSOMNIA & WITH COMORBID CONDITIONS

A Client-Centered, Evidence-Based Approach

CALGARY, AB
NOVEMBER 17, 2016



COLLEEN CARNEY
PH.D., CPSYCH.



WHO SHOULD ATTEND

K-12 Classroom Teachers, School Counsellors & Psychologists, Learning Assistance/Resource Teachers, School Administrators, School Paraprofessionals including Special Education Assistants, Classroom Assistants and Childcare Workers

All other professionals who support children and adolescents with behavioural challenges and complex learning needs including but not limited to: Nurses, Social Workers, Psychologists, Clinical Counsellors, Family Therapists, Occupational Therapists, Speech Language Pathologists, Addiction Counsellors, Youth Workers, Mental Health Workers, Probation Officers and Community Police Officers.

EARLY BIRD DISCOUNT - SAVE \$20!

See Registration Page for Deadlines

SMART BUT SCATTERED

Strengthening Executive Skills
in Children & Adolescents

CALGARY, AB FRI, OCTOBER 21, 2016 9:00 AM – 4:00 PM	LETHBRIDGE, AB MON, OCTOBER 24, 2016 9:00 AM – 4:00 PM
Ramada Airport Hotel 3515-26 th Street NE	Lethbridge Lodge Hotel 320 Scenic Drive S

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 ground-work 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 behaviour 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 behaviour 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. ☎

“*Fabulous as always. Wish I could provide feedback that was helpful, but I’m always very happy with all aspects of Dr. Dawson’s presentations – this is the third I’ve attended.*” – Natasha, School Psychologist



PEG DAWSON, ED.D., NCSP

Peg Dawson, Ed.D., NCSP, received her doctorate in school/child clinical psychology from the University of Virginia. She worked as a school psychologist for 16 years in Maine and New Hampshire, and since 1992 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. She is the author of numerous articles and book chapters on a variety of topics, including retention, ability grouping, reading disorders, attention disorders, the sleep problems of adolescents, the use of interviews in the assessment process, and homework. Along with her colleague, Dr. Richard Guare, she has written several books for parents and professionals on the topic of executive skills. Peg is the 2006 recipient of the National Association of School Psychologists’ Lifetime Achievement Award.

REGISTRATION FEES

INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
\$249	\$239	\$229	\$199

Fees do not include applicable taxes (5% GST).

EARLY BIRD - SAVE \$20!

Deadlines:
Calgary - Oct 7 | Lethbridge - Oct 10

LEARNING OBJECTIVES

- » Define executive skills and 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

ADVANCED CBT FOR INSOMNIA & WITH COMORBID CONDITIONS

A Client-Centered, Evidence-Based Approach

CALGARY, AB THURSDAY, NOVEMBER 17, 2016 9:00 AM – 4:00 PM
Coast Plaza Hotel & Conference Centre 1316-33 rd Street NE

MANY CLINICIANS ARE FAMILIAR WITH THE BASIC STRATEGIES OF COGNITIVE BEHAVIOURAL THERAPY FOR INSOMNIA, BUT when it comes to implementation in their practice, they can become stuck when encountering difficult cases. The solution to this problem is to provide advanced training that emphasizes the fundamentals of sleep regulation and how to deliver this information in a client-centered way. Additionally, a workshop that emphasizes case formulation teaches clinicians how to adapt CBT as they treat other disorders, such as pain, anxiety, trauma and depression. This workshop also provides training on CBT for insomnia with a focus on counter-arousal strategies to address the arousal complaints in insomnia, including worry and rumination. Knowing how to deliver CBT for insomnia in those with complex problems, including high cognitive arousal, is a must for clinicians who want to integrate CBT for insomnia into their practice. The format for the Institute will be a mix of didactic instruction and experiential exercises, from a leading clinician in the area of comorbid insomnias and cognitive arousal. The experiential exercises will include devising behavioral experiments, fatigue attributions and management, and calculating sleep schedule recommendations from actual Sleep Diaries. The presenter is the author of the only Cognitive Behaviour Therapy self-help workbook written expressly for comorbid insomnias, and a self-help book on cognitive arousal strategies in insomnia. ☎

WORKSHOP AGENDA – KEY TOPICS COVERED

9:00-10:15 » Welcome » Assessment (brief overview) » Explaining Sleep Regulation Interactively	12:00-1:00 » Lunch 1:00-2:30 » Cognitive Therapy » Counter Arousal Methods
10:15-10:30 » Break	2:30-2:45 » Break
10:30-12:00 » Step-by-Step Core Competencies of CBT-I: Stimulus Control and Time-in-Bed Restriction » How to teach clients to devise their own schedule and assess if it’s working	2:45-4:00 » Step-by-Step CBT-I: Tailoring and Troubleshooting Implementation » Addressing fatigue effectively » Remaining Issues and Questions



COLLEEN CARNEY, PH.D., CPSYC

Dr. Colleen E. Carney is an Associate Professor and Director of the Sleep and Depression Laboratory at Ryerson University, Toronto, Canada. She is the current President of the Association for Behavioural and Cognitive Therapies (ABCT), Insomnia and Other Sleep Disorders Special Interest Group. Her research has received support from the National Institutes of Health, the Canadian Institute of Health Research, and Ministry of Research and Innovation. She trains students and mental health providers in Cognitive Behaviour Therapy for Insomnia at invited workshops, and international conferences each year. She has numerous publications on the topic of insomnia, including the first self-help CBT for insomnia book written for those with comorbid issues, and she a passionate advocate for improving treatment options for those with insomnia and other health problems.

REGISTRATION FEES

INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
\$249	\$239	\$229	\$199

Fees do not include applicable taxes (5% GST).

EARLY BIRD - SAVE \$20!

Deadline: November 3, 2016

LEARNING OBJECTIVES

- » Present client-centred sleep regulation information interactively
- » Teach clients to develop their own optimal sleep schedules and how to use stimulus control effectively
- » Increase adherence to CBT through adaptation of CBT, in cases with pain, trauma, anxiety and/or depression
- » Manage cognitive arousal
- » Target fatigue cognitively and behaviourally

HEALING BROKEN BONDS

Traumatic Attachment & Affect Regulation

CALGARY, AB MONDAY, DECEMBER 5, & TUESDAY, DECEMBER 6, 2016 9:00 AM – 4:00 PM
Executive Royal Hotel Calgary 2828-23 rd Street NE

IN THE CONTEXT OF TRAUMA, ATTACHMENT FAILURE IS INEVITABLE, LEAVING BEHIND A LASTING IMPRINT ON ALL future relationships, including the therapeutic one. Instead of experiencing therapy and the therapist as a haven of safety, the traumatized client will be driven by powerful wishes and fears of relationship. Because the capacity to tolerate affect without becoming overwhelmed develops in the context of secure attachment, therapeutic work will be challenged by the client’s vulnerability to affect dysregulation and recurrent crises.

In order to address the trauma, therapists increasingly find that they must first address its effects on the client’s attachment patterns. Until the client’s disorganized attachment, traumatic transference, and disturbances in the capacity to self-regulate and self-soothe are addressed, the therapy either becomes stagnant or unstable. In this workshop, we will address the impact of traumatic and sub-optimal attachment experiences on affect regulation, exploring how to understand the effects of traumatic attachment from a psychobiological perspective and how to work with both the somatic and relational legacy of attachment.

Using interventions drawn from the neuroscience and attachment research and from Sensorimotor Psychotherapy, a body-centered talking therapy tailored to the treatment of trauma and affect dysregulation, this workshop will utilize a combination of lecture, video, and experiential exercises to explore a neurobiologically-informed understanding of the impact of trauma on attachment behaviour, somatic interventions for challenging trauma-related relational patterns, and opportunities to use ourselves as “neurobiological regulators” of the client’s dysregulated emotional and autonomic states.☎

WORKSHOP AGENDA – KEY TOPICS COVERED

» The Neurobiology of Attachment Formation	» Effects of Disorganized-Unresolved Attachment on Transference
» Attachment Styles from a Neurobiological Perspective	» Stabilizing Traumatic Attachment Responses
» Disorganized Attachment and Trauma	» Neuralplasticity and Affect Regulation
» Introduction to Sensorimotor Psychotherapy	» The Therapist as Neurobiological Regulator
» Facilitating Mindfulness	



JANINA FISHER, PH.D.

Janina Fisher, Ph.D. is a Licensed Clinical Psychologist who specializes in the treatment of Complex Trauma and Dissociative Identity Disorder. In addition to her own private practice, she is a Consultant Psychologist at the Trauma Centre, an outpatient clinic and research center founded by Bessel van der Kolk. Known for her expertise as both a clinician and consultant, she is also past president of the New England Society for the Treatment of Trauma and Dissociation, an Approved EMDR Consultant with EMDR International (EMDRIA), a faculty member of the Sensorimotor Psychotherapy Institute and a former Instructor at Harvard Medical School. She is the author of numerous articles on the Treatment of Trauma and lectures nationally and internationally on topics related to the integration of Neurobiological Research and newer Trauma Treatment Paradigms into traditional therapeutic modalities.

REGISTRATION FEES

INDIVIDUAL	GROUP: 3-7	GROUP: 8+	GROUP: 15+
\$419	\$404	\$389	\$344

Fees do not include applicable taxes (5% GST).

EARLY BIRD - SAVE \$20!

Deadline: November 21, 2016

LEARNING OBJECTIVES

- » Identify trauma-related attachment patterns
- » Describe disorganized attachment behaviour and its effects on affect regulation
- » Describe the theory and practice of Sensorimotor Psychotherapy
- » Utilize Sensorimotor Psychotherapy techniques to address attachment and trauma-related issues in psychotherapy