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Presents



*brief*therapy

Treating Anxiety, Depression and Trauma

DECEMBER 6-9, 2018

HYATT REGENCY SAN FRANCISCO AIRPORT

- BURLINGAME, CA -

FACULTY

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JUDITH BECK

BOB BERTOLINO

CLAUDIA BLACK

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DAVID BURNS

ELLIOTT CONNIE

ROBERT DILTS

JANINA FISHER

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KEYNOTE

Patricia Arredondo, EdD, is faculty fellow, Fielding Graduate University. She holds a doctoral degree in Counseling Psychology from Boston University and is a licensed psychologist. She is the founding president of the National Latina/o Psychological Association, past president of APA, Division 45, and American Counseling Association. Her latest book is *Latinx Families in the U.S.: Transcending Acculturation, Xenophobia and Migration through Self-determination* (2018).

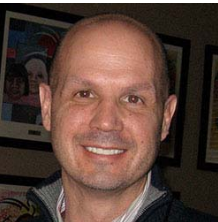


Dr. Norma Barretta, PhD, studied with Milton Erickson and has been teaching the use of hypnosis, neuro-linguistics, communication skills, personal growth, self-differentiation and the power of language since 1975. She is a partner in the Madrid-Los Angeles Erickson Institute and is frequently a faculty member for the Erickson Foundation Congresses. She currently teaches in Spain, Poland, Italy, Canada and for the American Society of Clinical Hypnosis in the United States. She is the recipient of a Lifetime Achievement Award from the American Society of Clinical Hypnosis.

Jolie A.C. Barretta Keyser grew up in the Barretta household where she was the subject of early experimentation in different methods of trance induction by her parents Philip and Norma Barretta. She became involved in USA Gymnastics after studying premed Philosophy and Psychology at Cal State University Long Beach and the University of Florence in Italy. She then coached the United States National Gymnastics team working with 8 Olympians. She wrote "Body Alignment" in 1985 (Burgess Publishing) and taught seminars at the U.S. Olympic Training Center for Olympic athletes in various sports. Nine years ago she began research and development in the field of Sound Healing and began practicing Cymatic Design in 2012. She has presented seminars on Cymatics in Europe and at the Globe Sound Conference in the United States. Jolie is fluent in English, Italian, French and Spanish.



Judith S. Beck, PhD, is the President of the Beck Institute for Cognitive Behavior Therapy, a non-profit organization in suburban Philadelphia, which she co-founded with Aaron T. Beck, M.D., in 1994. Through the Institute, she has trained thousands of health and mental health professionals, nationally and internationally. Her online courses have been taken by mental health students and professionals in over 100 countries. Dr. Beck is also Clinical Professor of Psychology in Psychiatry at the University of Pennsylvania. Currently, she divides her time among teaching and supervision, administration, clinical work, program development, research, and writing.



Bob Bertolino, PhD is Professor of Rehabilitation Counseling at Maryville University, Sr. Clinical Advisor at Youth In Need, Inc. and a Sr. Associate for the International Center for Clinical Excellence. He has taught over 500 workshops throughout the United States and 11 countries and authored or co-authored 14 books, the most recent of which is, "Effective Counseling and Psychotherapy: An Evidence-Based Approach." Bob is a licensed marital and family therapist and professional counselor in the state of Missouri, a National Certified Counselor, a Certified Rehabilitation Counselor, a National Board Certified Fellow in Hypnotherapy, and a clinical member of the American Association for Marriage and Family Therapy.



KEYNOTE

Claudia Black, PhD is a renowned author, speaker and trainer internationally recognized for her pioneering and contemporary work with family systems and addictive disorders. Claudia is the Clinical Architect of The Claudia Black Young Adult Center and Senior Fellow at The Meadows in Arizona. She is the author of over fifteen books, her latest title being *Unspoken Legacy*.



Laura S Brown holds a PhD and Diplomate in Clinical Psychology. She has been in independent practice as a clinical and forensic psychology since 1979, and is Clinical Professor of Psychiatry and Behavioral Sciences at the University of Washington. Her work has focused on trauma, feminist practice, and cultural competence. Her most recent books include *Not the price of admission: Healthy relationships after childhood trauma*, and *The feminist model of psychotherapy supervision*, which has a companion DVD. Dr. Brown's many awards include the lifetime achievement award of the APA Division of Trauma Psychology. She holds the rank of Shodan in Aikido, earned at age 64.



David Burns, MD is an Adjunct Clinical Professor Emeritus at the Stanford University Department of Psychiatry and Behavioral Sciences. Although he is best known for his pioneering work in the development of cognitive behavioral therapy (CBT), he has recently developed a more powerful approach called TEAM-CBT. His best-selling book, *Feeling Good: The New Mood Therapy*, has sold more than five million copies worldwide and is the book most frequently recommended for depressed individuals by American and Canadian health professionals. His website, www.feelinggood.com, contains free resources for therapists and patients alike, including his popular weekly *Feeling Good Podcasts*, with more than 50,000 downloads monthly.

KEYNOTE



Elliott Connie, MA, LPC is a psychotherapist who practices in Keller, Texas. He has worked with thousands of individuals, couples, and families applying the solution focused approach to help them move their lives from the current problems towards their desired futures. He is the founder and Director of The Solution Focused University, an online learning community that also conducts trainings to help professionals master the Solution Focused Approach in their work. He is recognized around the world, speaking at national and international conferences and events. He has authored or co-authored 4 books including "The Art of Solution Focused Therapy", "Solution Building in Couples Therapy", "The Solution Focused Marriage", and "Solution-Focused Brief Therapy with Clients Managing Trauma".



Robert Dilts has a global reputation as a leading developer, author, coach, trainer and consultant in the field of Neuro-Linguistic Programing (NLP). He is also co-developer (with Dr. Stephen Gilligan) of the process of Generative Coaching and co-founder with Gilligan of the International Association for Generative Change (IAGC). Robert worked closely with NLP co-founders John Grinder and Richard Bandler at the time of its creation and also studied personally with Milton H. Erickson, M.D., and Gregory Bateson. Robert pioneered the applications of NLP to education, creativity, health, leadership, belief systems and the development of what has become known as "Third Generation NLP".

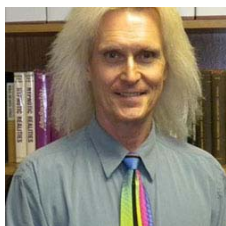


Janina Fisher, PhD, is a licensed psychologist and international expert on the treatment of trauma and dissociation. Author of "Healing the Fragmented Selves of Trauma Survivors" and co-author of "Sensorimotor Psychotherapy: Interventions for Trauma and Attachment," she is also Clinical Director, Khiron Clinics UK, Assistant Director of the Sensorimotor Psychotherapy Institute, and former Instructor, Harvard Medical School.



Steve Frankel, PhD, JD is an ABPP Certified Clinical and Forensic Psychologist, as well as an attorney at law. He received his PhD in Clinical Psychology from Indiana University and completed an Internship at Columbia University's Psychiatric Institute. Dr. Frankel has been on the faculty of the University of Southern California for more than 35 years and is currently a Clinical Professor of Psychology. He served as an Adjunct Professor of Law at Loyola Law School (Los Angeles) and is now an Adjunct Professor at Golden Gate University School of Law. He has taught courses on healthcare policy, regulation of healthcare practice and mental disorder and the law.

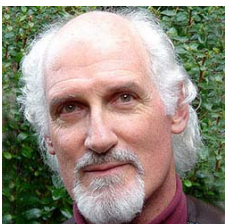
The author of more than 50 articles and book chapters, Frankel won the USC Award for Teaching Excellence early in his academic career.



Brent B. Geary, PhD is a psychologist in private practice in Phoenix, Arizona. Since 1988, he has also been the Director of Training for the Milton H. Erickson Foundation. Dr. Geary has presented internationally on Ericksonian topics since 1991 and throughout most of the United States. He is coeditor of two books with Jeffrey K. Zeig, Ph.D., *The Handbook of Ericksonian Psychotherapy* and *The Letters of Milton H. Erickson*.



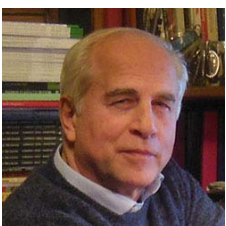
Stephen Gilligan, PhD, is a psychologist who received his doctorate from Stanford University. He was a major student of Milton Erickson and has been elaborating this work for the past 35 years, while also developing Self-Relations Psychotherapy, and Generative Psychotherapy. In 2004, he received the rarely given Lifetime Achievement Award from the Erickson Foundation in honor of his many contributions. He is well-known throughout the world for his inspirational teaching. He has published extensively, and his books include *The Therapeutic Trances: The cooperation principle in Ericksonian hypnotherapy*, *The courage to love: Principles and practices of Self-relations psychotherapy*, *The Legacy of Erickson*, *Walking in two worlds*, and *The Hero's Journey (w/ R. Dilts)*. His most recent book, *Generative Trance: The experience of creative flow*, proposes and explores a third generation approach to hypnotic work. His website is www.StephenGilligan.com.



Michael Hoyt, PhD, is an independent psychologist in Mill Valley, CA. He is the author/editor of numerous books on brief therapy, including "Brief Therapy and Beyond", "Capturing the Moment", and "Single-Session Therapy By Walk-In or Appointment". He has been honored as a Contributor of Note by the Milton H. Erickson Foundation and named a Distinguished Continuing Education Presenter by both the American Psychological Association and the International Association of Marriage and Family Counselors.



Dr. Jill Levitt, PhD, is a Licensed Clinical Psychologist and the Director of Training at the Feeling Good Institute in Mountain View, CA. Dr. Levitt has 20 years of experience conducting CBT. She has co-written several scholarly articles in the areas of OCD, PTSD and Panic Disorder. Most recently she has been co-teaching CBT with Dr. David Burns at the Stanford University School of Medicine in her role on the Adjunct Clinical Faculty in the Department of Psychiatry and Behavioral Sciences. Dr. Levitt teaches both in person and online workshops for Feeling Good Institute on CBT methods, reducing resistance in psychotherapy, and improving the effectiveness of psychotherapy.



Camillo Loriedo, MD, PhD – Professor of Psychiatry and of Psychotherapy, University of Rome. President of the Italian Society of Hypnosis and of the Italian Milton Erickson Society. Past-President of the International Society of Hypnosis, and Past-President of the European Society of Hypnosis. Director of the Italian School of Ericksonian Hypnosis and Psychotherapy, and Member of the Board of Directors of the Milton Erickson Foundation. Editor of the Italian hypnosis journal "Ipnosi". Editorial Consultant, *International Journal of Clinical and Experimental Hypnosis*, since 1997. Member of the Editorial Board of the *American Journal of Clinical Hypnosis* since 2005. In Phoenix, Arizona (2001) has been awarded by the Milton H. Erickson Lifetime Achievement Award for outstanding contribution to the field of Psychotherapy. In Bremen (2012) has been awarded with the Benjamin Franklin Award (Gold Medal) the highest honor of ISH.



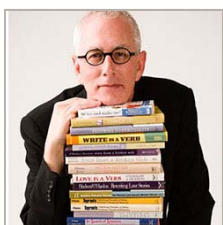
Lynn Lyons, LICSW, is psychotherapist, author, and speaker with a special interest in interrupting the generational patterns of anxiety in families. She is the co-author with Reid Wilson of *Anxious Kids, Anxious Parents* and the companion book for kids *Playing with Anxiety: Casey's Guide for Teens and Kids*. She is the author of *Using Hypnosis with Children: Creating and Delivering Effective Interventions*. She maintains a private practice in Concord, New Hampshire where she sees families whenever she's not on the road teaching.



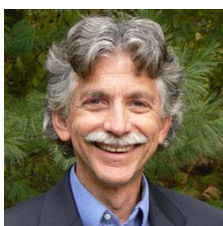
Rick Miller, MSW, psychotherapist and author (www.rickmiller.biz) has served on the faculty for The International Society of Hypnosis, The Milton Erickson Foundation, The Brief Therapy Conference, The Society for Clinical and Experimental Hypnosis, The American Society of Clinical Hypnosis, The American Group Psychotherapy Association, The Couples Conference and Harvard Medical School. He is the author of *Unwrapped: Integrative Therapy With Gay Men... the Gift of Presence* (Zeig, Tucker & Theisen, 2014) and *Mindfulness Tools for Gay Men In Therapy*. (PESI, 2016). His Psychology Today blog is *Unwrapped: Mind Body Wisdom and the Modern Gay Man*, and his docuseries is *GaySonsandMothers.Com*



Scott D. Miller, PhD is the founder of the International Center for Clinical Excellence an international consortium of clinicians, researchers, and educators dedicated to promoting excellence in behavioral health services. He is the author of numerous articles and books, including: *The Heart and Soul of Change: Delivering What Works in Therapy*, *The Cycle of Excellence: Using Deliberate Practice to Improve Supervision and Training*, and *Feedback-Informed Treatment in Clinical Practice: Reaching for Excellence*.



Bill O'Hanlon, MS, LMFT, has authored or co-authored 36 books, the latest being *Out of the Blue: Six Non-Medication Ways to Relieve Depression* (W.W. Norton, April 2014). He has written several books on trauma, *A Quick Guide to Resolving Trauma and Even From a Broken Web*, also from W.W. Norton and *Thriving Through Crisis: Turning Tragedy and Trauma Into Growth and Change*, published by Penguin. He has published over 60 articles or book chapters. His books have been translated into 16 languages. He has appeared on Oprah (with his book *Do One Thing Different*), The Today Show, and a variety of other television and radio programs. Since 1977, Bill has given over 3500 talks around the world. Bill is a Licensed Mental Health Professional, Certified Professional Counselor, and a Licensed Marriage and Family Therapist.



Ronald D. Siegel, PsyD is Assistant Professor of Psychology, part time, Harvard Medical School; serves on the Board of Directors and faculty, Institute for Meditation and Psychotherapy; is author of *The Mindfulness Solution: Everyday Practices for Everyday Problems*, coauthor of *Sitting Together: Essential Skills for Mindfulness-Based Psychotherapy*; and coeditor of *Mindfulness and Psychotherapy, 2nd Edition and Wisdom and Compassion in Psychotherapy*.



Terry Soo-Hoo, PhD, ABPP, is the Clinical Director of MRI in Palo Alto, and professor at the California State University East Bay in the Marriage and Family Therapy Program. His publications include topics on multi-cultural issues in psychotherapy and consultation, brief therapy and couples therapy. He has special interests in the area of innovative culturally relevant approaches to psychotherapy. He has also provided extensive presentations, training, supervision and consultation on these topics to agencies and other professionals in many countries around the world. Dr. Soo-Hoo is Board Certified in Family and Couples Psychology (ABPP).



Frank J. Sulloway, PhD is an Adjunct Professor in the Department of Psychology, and is also a member of the Institute of Personality and Social Research, at the University of California, Berkeley. He has a Ph.D. in the history of science from Harvard University (1978) and is a recipient of a MacArthur Award (1984-1989). His book *Freud, Biologist of the Mind: Beyond the Psychoanalytic Legend* (1979) provides a radical reanalysis of the origins and validity of psychoanalysis and received the Pfizer Award of the History of Science Society. In addition, Dr. Sulloway has written about the nature of scientific creativity, and, on this general topic, he has published extensively on the life and theories of Charles Darwin.

KEYNOTE



Stan Tatkin, Psy.D., MFT, holds a degree in clinical psychology. He is a clinician, researcher, teacher, and developer of A Psychobiological Approach To Couples Therapy® (PACT) which has training programs both nationally and internationally. In addition to his private practice, he teaches and supervises first through third-year family medicine residents at Kaiser Permanente, Woodland Hills, through which he is an assistant clinical professor at the UCLA David Geffen School of Medicine, Department of Family Medicine. He is co-author with Marion Solomon of *Love and War in Intimate Relationships: Connection, Disconnection, and Mutual Regulation in Couple Therapy* from Norton's Interpersonal Neurobiology Series and author of *Wired for Love: How Understanding Your Partner's Brain Can Help You Defuse Conflicts And Spark Intimacy* from New Harbinger and most recently of *Your Brain on Love*, through Sounds True.



Bessel A. van der Kolk M.D. is a clinician, researcher and teacher in the area of posttraumatic stress. His work integrates developmental, neurobiological, psychodynamic and interpersonal aspects of the impact of trauma and its treatment. He is founder and Medical Director of the Trauma Center; past President of the International Society for Traumatic Stress Studies, and Professor of Psychiatry at Boston University Medical School. His New York Times Best Seller, *The Body Keeps the Score: Brain, Mind, and Body in the Treatment of Trauma* was published in 2014.

KEYNOTE



Michele Weiner-Davis, LCSW is the Founder of The Divorce Busting Center in Boulder, Colorado. She is a popular TEDx speaker and the author of eight books including, *Healing From Infidelity*, and the bestselling *Divorce Busting* and *The Sex-Starved Marriage*. She is the recipient of several prestigious awards including the Outstanding Contribution to Marriage and Family Therapy Award from AAMFT. More information about Michele can be found on divorcebusting.com



Reid Wilson, PhD, a licensed psychologist, is author of *Stopping the Noise in Your Head* and *Don't Panic*; co-author of *Stop Obsessing!*, and *Anxious Kids, Anxious Parents*, as well as *Playing with Anxiety*. He is a Founding Clinical Fellow of the Anxiety and Depression Association of America (ADAA) and Fellow of the Association for Behavioral and Cognitive Therapies (ABCT). He was honored by ADAA with the highest national award given in his field.



Michael D. Yapko, PhD, is a clinical psychologist who is internationally recognized for his work in clinical hypnosis, brief psychotherapy, and the strategic treatment of depression, routinely teaching to professional audiences all over the world. He is the author of 15 books, including *The Discriminating Therapist* and his most recent book, the new 5th edition of his classic text, *Trancework*. He is the recipient of numerous major awards for his innovative contributions to advancing the fields of hypnosis and brief therapy, including The Milton H. Erickson Foundation Lifetime Achievement Award. His website is www.yapko.com.



Jeffrey K. Zeig, PhD, is the Founder and Director of the Milton H. Erickson Foundation. He has edited, co-edited, authored or coauthored more than 20 books on psychotherapy that appear in fourteen foreign languages. Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, the Brief Therapy Conferences, the Couples Conferences, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. A psychologist and marriage and family therapist in private practice in Phoenix, Arizona, Dr. Zeig conducts workshops internationally (40 countries). He is president of Zeig, Tucker & Theisen, Inc., publishers in the behavioral sciences.



Ronald Alexander, PhD, SEP, is a licensed psychotherapist, Ericksonian and SEP (Somatic Experiencing (R)Practitioner) Leadership Coach, and clinical trainer in the fields of Somatic Trauma Healing Therapies, Ericksonian Hypnosis, Mindfulness Meditation, Transformational Leadership and Core Creativity.



Julia Alperovich, MS, MFT, has worked in the mental health field for over 10 years and has primarily focused on treating addictions for the majority of her career. She is currently a primary therapist at a residential drug and alcohol treatment facility in Malibu, California.



Paulina Barahona, MS is a visiting faculty member at the University of San Francisco Clinical Psychology PsyD Program and specifically provides training and service delivery through Parentline USF. Paulina has a private practice in Mexico City where she provides brief psychotherapy for individuals and families with children birth to five.



Dale E. Bertram, PhD, is the Department Chair of the Department of Marriage and Family Studies at Abilene Christian University. In March of this year, he will co-present on Ericksonian supervision at the Texas Association of Marriage and Family Therapy Conference, and has spoken on Erickson related topics at the AAMFT National Conferences on three occasions.



Flavio Cannistra, MS, PsyD is an Italian licensed psychologist (MS) and a licensed psychotherapist. He is the founder of the Italian Center for Single Session Therapy. In May 2018 "The Italian Handbook of Single Session Therapy" (co-edited with F. Piccirilli; Giunti publisher) will appear, with a foreword by Michael Hoyt and Moshe Talmon.



George Ferrick, MA, MFT, retired in June 2012 after 10 years of service as supervisor of the Family Dispute Resolution (FDR) Unit of the California Judicial Council's Center for Families, Children & the Courts, where he coordinated training and technical support for over 400 court-connected mediators throughout California.



Bruce Fordham's, MA/CMHC, therapeutic approach is intuitive in nature and spiritually-based. Bruce believes the best therapy happens between sessions, so homework is essential for obtaining results. Bruce's experience is broad-based over 30 years; he specializes in pornography addiction, anxiety and depression.



Bette Freedson, MSW, is a Clinical Social Worker, Certified Group Psychotherapist, speaker and author. Bette's specialties include stress management, parenting issues, recovery from trauma and the development of intuitive insight. Bette is trained in clinical hypnosis. She shares practical strategies for parenting and managing stress in Soul Mothers' Wisdom/Seven Insights for the Single Mother.



Joanne Ginter, MA, is a Registered Psychologist in Alberta Canada with over 35 years of direct clinical experience working with adults, children and families in a variety of counselling and school settings. She holds two graduate degrees, Psychology and Religious Studies. Joanne is now a part-time faculty at CityUSSeattle, Calgary campus, teaching on culture and diversity, brief therapy methods and case conceptualization and ethics for practicum placements.



Tobi Goldfus, LCSW-C, BCD, is a therapist, author, and national and international teacher and speaker. Her book "From Real Life to Cyberspace and Back Again: Helping Our Young Clients Develop a Strong Inner Selfie" (2017) is a subject she is passionate about. She also focuses on the online traumatic experiences young people can have, providing assessment tools, hypnotherapy and somatic experiencing techniques to heal and create a positive balance between online and real life. She is a contributor to the recently published "Ericksonian Therapy Now: The Master Class with Jeffrey K. Zeig, Ph.d (2017).



Margot Götte-El Fartoukh, Dr. phil., psychologist, pedagogue and linguist, is fascinated by the possibility of using Milton Erickson's hypnotherapy to influence processes that are instinctively controlled. Originally a teacher in the vocational field, she has been working in a private office in Bielefeld / Germany since 2008 as a psychotherapist with hypnotherapeutical, behavioral and psychodynamics procedures.



Tim Hallbom, MSW, is an internationally known trainer, developer and author in the fields of NLP, Hypnotherapy and Coaching – who has been invited to teach in more than 20 countries on five continents. He is the co-author of the books, *Beliefs: Pathways to Health and Well-being*; *NLP: The New Technology of Achievement, Coaching in the Workplace*, and *Innovations in NLP*.

Kris Hallbom has a degree in Psychology. She is an internationally recognized NLP trainer, author and coach. She is also the co-creator of the *WealthyMind™* Program, which has been taught to live audiences in over 20 countries and has helped thousands of people create more of what they want in their lives.



Richard Hill, Master of Brain and Mind Sciences, has been awarded three masters degrees that focus on the nature of human experience and the mechanisms that support this. Social Ecology, Education and Neuroscience provided the academic foundation for Richard's personal thesis on Curiosity as a both a brain state and a state of being. Recently, Richard has expanded his service by being appointed the Managing Editor of the international publication, *The Neuropsychotherapist*, and also becoming Patron of the Australian Society of Clinical Hypnotherapists.



Wei Kai Hung, MED, has a master degree majored in Counseling Psychology and graduated from Teachers College, Columbia University. He is a licensed mental health counselor in New York, and a licensed psychologist in Taiwan. He currently offer numerous trainings in Asia and in the US that integrate an Eastern approach with Ericksonian Hypnosis.



Pamela Kaiser, PhD, is co-founder and co-director of the U.S National Pediatric Hypnosis Training Institute (NPHTI) and is recognized internationally for her expertise in teaching about pediatric anxiety, stress, mind-body issues, self-regulation, resilience, and hypnosis. She was a co-recipient of a National Teaching Award for developing an innovative behavioral-developmental and mental health training program.



James Keyes, PhD is a speaker for a national CME group on issues of chronic pain. Beside work with individual patients, he has worked in CARF accredited chronic pain multi-disciplinary treatment programs, and taken that work into integrated care settings. He continues this work in his practice with patients who have injuries acquired on the job or not. He also works as a child-family psychologist utilizing Ericksonian techniques with this set of population as well.



Roy Kiessling, MSW, was trained in EMDR in 1994, and became an EMDR Institute facilitator in 1997. He was trained by Francine Shapiro to be a trainer for the EMDR Humanitarian Projects (EMDRHAP) in 2001 and in 2005 became a Senior Trainer for Shapiro's EMDR Institute. In 2013 he formed EMDR Consulting, LLC, which has grown to be one of the largest EMDR training providers in the USA.



Paul Koeck, MD is director of the Milton H. Erickson Institute of Antwerp, Belgium. He created the Solution Focused Ericksonian Self-Help Program www.15Minutes4Me.com and authored several books, including therapeutic fairy tales, in Dutch language. He taught and trained people all over the globe in over 20 countries on 4 continents in 5 languages: English, Dutch, French, Spanish, German.



Jeffrey Lazarus, MD, FAAP, is a California pediatrician trained at Stanford University Medical Center. Dr. Lazarus is an expert in the practical use of medical hypnosis for the treatment of headaches, nocturnal enuresis (bedwetting), gastrointestinal conditions, and tics (with and without Tourette syndrome). He is an Approved Consultant with the American Society for Clinical Hypnosis and a faculty member of the U.S. National Pediatric Hypnosis Training Institute. He is also a Level 3 TEAM-CBT certified therapist, trained by David Burns, MD, a pioneer in the field of cognitive behavioral therapy (CBT).



John Lentz, DMin, is the director of the Ericksonian Institute of Jeffersonville, IN, where he practices Marriage and Family Therapy, as well as teaches Hypnosis. For over 20 years he worked in a Women's prison and taught the clinical aspects of therapy at Louisville Presbyterian Seminary for 18 years. He is the author of 11 books, and numerous CD's. He is a frequent presenter internationally as well as in the US.



Paul Leslie, EdD, is a psychotherapist in private practice and an instructor in psychology and human services at Aiken Technical College in South Carolina. His doctorate is in Counseling Psychology. He is the author of "Potential Not Pathology: Helping Your Clients Transform Using Ericksonian Psychotherapy". He has been featured as an expert on creative and resource-directed therapy approaches.



Melanie McGhee, LCSW is an award-winning author and the founder of Acceptance and Integration Therapy. Drawing on more than thirty years of experiences as a psychotherapist and studying under the tutelage of master therapists, Ms. McGhee developed Acceptance and Integration Training (AAIT). This promising approach synthesizes her years of training in Ericksonian Hypnosis, Transactional Analysis, Redecision Therapy, Self Acceptance Training and Spiritual Technology.



Dhara Meghani, PhD is a licensed clinical psychologist and assistant professor at the University of San Francisco Clinical Psychology PsyD Program. Her teaching, clinical experiences, and research focus on infancy, parenting, and family relationships within diverse populations. Dhara founded Parentline in 2016, which is a free telehealth counseling service for expecting and new parents of children birth to three.



Clifton Mitchell, PhD, is an international clinical trainer and keynote speaker who has a love for teaching and over 23 years of training experience. In his book, *Effective Techniques for Dealing with Highly Resistant Clients*, he presents cutting-edge approaches for managing psychological resistance. He is a contributing author in therapy books, and published in numerous professional journals.



Michael Munion, MA, LPC, is a psychotherapist in Arizona since 1979 and activist in integrated primary & behavioral health care, has been affiliated with the Milton Erickson Foundation since 1980. He has provided extensive workshops on Ericksonian & Brief Therapy in the U.S., Europe, and Mexico. He is co-author of Sage's book on Milton H. Erickson, and co-editor of *What is Psychotherapy?: Contemporary Perspectives*.



Susan Pinco, PhD, LCSW is in private in NYC and teaches internationally, offering courses in powerful, somatically-informed, treatment modalities that bridge the gap between mind and body. Susan is an ASCH certified Hypnotherapist, an EMDR certified consultant, and a certified BrainSpotting (BSP) consultant and presenter. She also offers training in Crisis Communication and Crisis Response.



Mike Rankin, LMFT, is a Licensed Marriage and Family Therapist and a Licensed Clinical Alcohol and Drug Counselor. Mike received a Masters Degree in Marriage and Family Therapy from Louisville Presbyterian Theological Seminary; Masters of Divinity Degree from St. Meinrad Seminary. Mike has been in practice for over twenty years. He is the former Executive Director of the Kentucky Association of Marriage and Family Therapy.



Mitra Rashidian, PhD, LMFT, ACS, is an internationally recognized speaker in the area of sexual health care and cross-cultural sexuality. The results of her research have been published in notable scientific journals. She is a Licensed Marriage and Family Therapist in private practice, located in Encino California. She is a Certified Sexologist through The American College of Sexologists International, and is an Honorary Adjunct Faculty member at the School of Health, UNE since 2014; Plus, she is a research member of the Collaborative Research Network (CRN) in Australia.



Mercedes Samudio, LCSW is a parent coach, speaker, and bestselling author who helps parents and children communicate with each other, manage emotional trauma, navigate social media and technology together, and develop healthy parent-child relationships. Mercedes started the #EndParentShaming movement as well as coined the term Shame-Proof Parenting—using both to bring awareness to ending parent shame.



Robert Schwarz, PsyD, is a Licensed Clinical Psychologist who has been practicing psychotherapy and coaching for over 25 years. He is also a marriage counselor and clinical member of the American Association of Marital & Family Therapy, and a diplomate in comprehensive energy psychology. He is also an approved consultant for the American Society of Clinical Hypnosis. He was involved in the development of Attractor Field Therapy.



Steven M. Sultanoff, PhD is a psychologist, professor (Pepperdine University), professional speaker, past president of the Association for Applied and Therapeutic Humor (AATH), and internationally recognized expert on therapeutic humor. He has authored many innovative articles and written a pioneering chapter on Integrating Humor in Psychotherapy. Dr. Sultanoff provides live and online therapeutic humor continuing education, and his website (humormatters.com) offers a wealth of information on therapeutic humor.



Bart Walsh, MSW is a Licensed Clinical Social Worker and Diplomate in Clinical Social Work. He has practiced in the Portland area since 1987, initially honing professional skills within the context of community mental health (Catholic Family Services) for seven years. He currently directs Affinity Counseling and Hypnosis as well as The Milton H. Erickson Institute of Portland. Bart has also been involved in the delivery of clinical services to the Kartini Clinic for Disordered Eating since 2003.



Claudia Weinspach, Dipl.-Psych., is a clinical psychologist (Approbierte Psychologische Psychotherapeutin) and hypnotherapist in private practice in Muenster, Germany, author and hypnosis teacher as well as supervisor (PTK, DGH). She also worked for 17 years in a counseling institution (Zartbitter e.V.) that provides help for sexual abuse survivors and their families. In addition, she teaches hypnosis in a 2 year curricula format for medical doctors, dentists and therapists. Her institute ("Fort- und Weiterbildungszentrum Rhein-Ruhr") is affiliated with the German Society of Hypnosis (DGH).



Foojan Zeine, PsyD, is a Radio host, International Speaker, Psychotherapist, Life Coach, and the Author of Life Reset – The Awareness Path to Create the Life You Want. She has a Doctorate in Clinical Psychology. She has a large private practice in Brentwood, Irvine & Woodland Hills, California. Her expertise is in Intimate Relations and Addictive Behaviors. She has extensive experience treating Depression, Anxiety, Traumas, and Domestic Violence.

Volunteer!

Volunteers will be assigned on a random basis to monitor meeting rooms and assist faculty and staff. You will be scheduled to work approximately four to five hours per day, during mornings, afternoons or possibly evenings. The cost of attending Brief Therapy 2018 as a volunteer is \$35.00 from a deposit of \$120 (you will be refunded \$85 of the original deposit after you have successfully completed your volunteer duties as assigned. Refunds will be mailed to you 4-6 weeks after completion of the Conference).



Get the whole story or apply online at
brieftherapyconference.com/volunteers/

BriefTherapyConference.com

8:30 AM – 12:30 PM: Pre Conference Workshops

PC 01

PATRICIA ARREDONDO, EDD

EMBEDDING MULTICULTURALISM, DIVERSITY, AND SOCIAL JUSTICE PRINCIPLES
INTO PSYCHOTHERAPY PRACTICE*All Levels*

Culturally responsive and ethical practice in psychotherapy has been advanced for nearly 50 years, evolving from the Civil Rights movement for inclusion and eq. Both the APA and ACA have promulgated standards to inform education and training, research, clinical practice, and organizational behavior, however, there continue to be gaps in the application of said standards. This program will address macro and micro levels of multiculturalism and diversity in psychotherapy training and practice, intersecting Dimensions of Personal Identity, holistic health, including spirituality, and terminology relevant to inclusive practices. Issues of structural barriers to equitable treatment based on classism, racism, sexism, ableism, ageism, and homophobia will also be discussed as these impact psychological well-being.

Educational Objectives:

1. Identify 3-4 cultural competency statements about one's professional development.
2. Cite 3-4 cultural competency statements to inform one's clinical practice.
3. Identify 3-4 organizational behaviors that are barriers to inclusion in an educational/class setting and/or work setting.
4. Define social justice principles to guide clinical practice.
5. Explain three reasons why the Dimensions of Personal Identity need to be applied to counseling situations.
6. Cite three attributes of well-being, bolstered by spirituality and multiculturalism.

Presenters: Patricia Arredondo, EdD, NCC, Licensed Psychologist • José Cervantes, PhD, ABPP, Licensed Psychologist
Colleen Logan, PhD, LPC-S, LMFT, NCC • Karen Westbrooks, PhD, LMFT, LPC

PC 02

BRENT GEARY, PHD

FUNDAMENTALS OF ERICKSONIAN APPROACHES IN CLINICAL HYPNOSIS

All Levels

This workshop will provide participants with an introduction to the key concepts and techniques of practice in Ericksonian hypnosis. A brief biography of Erickson's professional life will provide perspective on the extensive contributions he made to the fields of hypnosis and psychotherapy. Terminology of hypnosis will be explained and various approaches to induction will be described and demonstrated. The process of a typical hypnotic session will be outlined. Considerable attention will be afforded the hypnotic phenomena, the essential mechanisms in hypnotic therapy. Erickson's landmark concepts of utilization and indirection will be explored with particular focus on the use of therapeutic anecdotes and metaphors.

Educational Objectives:

1. Explain the role of truisms in hypnotic induction.
2. List four hypnotic phenomena.
3. Describe the difference between direct and indirect suggestion.
4. Cite potential considerations in the use of age regression in hypnotic therapy.
5. Differentiate therapeutic anecdotes from metaphors

LE 01

STEVEN FRANKEL, PHD, JD

SAFE PRACTICE: LIABILITY PROTECTION AND RISK MANAGEMENT

All levels

The presentation outlines key legal and ethical information pertaining to maintaining clinical records, privacy regulations and confidentiality, and is designed for early career through senior professionals. The program begins with a review of recently enacted or modified laws in the State of California, which have implications for all jurisdictions in the United States. The program then turns to issues concerning record retention from a legal liability viewpoint rather than the simple statements of how long records must be kept, and websites that provide helpful information about liability and risk management for any/all mental health clinicians, and then turns to an analysis of record-keeping requirements. The presentation then reviews situations in which clinicians are involved in the legal system and especially in courts of law, including witness categories. What follows is a review of practice formations, and ways to create and manage mental health practices, including how to cope with reputational problems. The program ends with information about developments for involuntary commitment, internet practice and a review of the best online training for child abuse reporting.

Educational Objectives:

1. List two legal developments in California law that impact Child abuse reporting;
2. Identify two major factors governing record retention.
3. State the three types of witness categories that clinicians may be assigned by the legal system
4. Name at least two categories of practice formation List at least two legal underpinnings of involuntary hospital commitment.

Lunch Break 12:30 – 2:00 PM

2:00 – 4:00 PM: Pre Conference Workshops *cont'd.*

6:30 – 7:00 PM:

CONVOCATION
for all attendees – *not for credit*

7:00 – 8:00 PM:

Keynote Address 1 (*open to all attendees*):

PATRICIA ARREDONDO, EDD
LATINX IMMIGRANT RESILIENCE IN THE MIDST
OF CHANGE AND CHALLENGES
All Levels

Latinx Immigrants in psychotherapy need to be seen from a strength versus deficit perspective. Across generational differences, there are cultural anchors from the family, spirituality and religion, interdependence, and self-determination that lead to achievements in the midst of adversity. The sociopolitical context and structural barriers to documented and undocumented immigrants need to be recognized as factors of oppression, trauma, and discrimination, yet, Latinx persons persevere for their families, and those they left behind. Because of the Latinx relational orientation, therapists can engage through respectful culture-centered, interpersonal approaches.

Educational Objectives:

1. Discuss Latinx immigrants' cultural anchors.
2. Cite the stages of the migration process
3. Identify three culture-centered techniques to apply in therapy with Latinx immigrants.



ELIGIBILITY:

The Brief Therapy Conference is open to professionals in health or mental health-related fields, including physicians, doctoral-level psychologists and dentists who are qualified for membership in, or are members of, their respective professional organizations (eg. AMA, APA, ADA), and to professionals with health-related graduate degrees (eg. MSW, MSN, MA or MS) from accredited institutions. Full-time graduate students in accredited programs leading to such degrees will be accepted if they supply a letter from their department on letterhead stationery, certifying their full-time status as of December 2018.

8:30 – 10:00 AM: Short Courses 1 - 8 (*open to all levels*)

SC 1

RONALD ALEXANDER, PHD

BRIEF APPROACHES FOR TRAUMA HEALING:
NAVIGATING CHAOS, COMPLEXITY AND RESILIENCY

This short course will address the rapid treatment of trauma by utilizing Somatic Experiencing, Ericksonian Hypnosis and Mindfulness practices for accessing the unconscious and activating inner resources with SE, mindfulness, and trance.

Educational Objectives:

1. Apply rapid and brief resource state skills in the treatment of trauma, pain, and somatic disorders.
2. Utilize Ericksonian trance work and mindfulness meditation to promote utilization to shift trauma and promote mind-body healing.
3. Observe demonstrations in rapid trance inductions highlighting Erickson's use of metaphor to promote immediate shifts in trauma healing.
4. Practice Somatic Experiencing exercises to access one's core resources, teach grounding and orientation skills for containment and promoting coherency in the mind-body state.
5. Demonstrate Ericksonian, mindfulness and somatic experiencing methods for tracking the sympathetic and parasympathetic nervous systems for containment, pendulation, release of trauma and the promotion of coherency.

SC 2

JULIA ALPEROVICH, MS, MFT

LONG-TERM INTERVENTIONS IN A BRIEF THERAPY MODEL FOR RESIDENTIAL AND INTENSIVE OUTPATIENT
DRUG AND ALCOHOL ADDICTION TREATMENT

This presentation will introduce a short-term model of treatment incorporating solution-focused, rational emotive behavioral, and systems theory interventions for residential or intensive outpatient drug and alcohol treatment.

Educational Objectives:

1. Definition of client population and presenting problems which are often not addressed in brief inpatient treatment for drug and alcohol addiction.
 2. Demonstration of appropriate use of interventions and treatment model.
- Increased understanding of the benefits and drawbacks of some of the more commonly used treatment models.

SC 3

JEFFREY LAZARUS, MD

MORE IMPORTANT THAN HYPNOSIS: APPLYING DAVID BURNS, MD'S, TEAM-CBT APPROACH
TO CHILDREN AND ADOLESCENTS

David Burns, MD, has developed TEAM therapy (Testing, Empathy, Agenda Setting, and Methods), using new tools, including new forms of communication skills that can be applied to any type of therapy (CBT, psychodynamic, hypnosis, etc.), enhancing results and speeding up the process. This is the first time the same model that Dr. Burns has been using and teaching for adults will be shown in working with children and adolescents.

Educational Objectives:

1. Describe each of the steps of TEAM-CBT therapy: a. Testing, b. Empathy, c. Agenda setting, d. Methods
2. Discuss an approach for patients with outcome resistance and process resistance
3. Discuss "The Magic Dial" for patients with anxiety

SC 4

FLAVIO CANNISTRA', MS, PSYD

THE 9 LOGICS BENEATH THE BRIEF THERAPY INTERVENTIONS

Hundreds of brief therapy techniques exist. In this presentation, I will identify the 9 underlying logics, together with methodology and examples.

Educational Objectives:

1. Identify 9 logics underlying different brief therapy interventions.
2. Demonstrate 2 or more interventions that can be subsumed under each logic.
3. Demonstrate how to integrate the "9 logics" process into participants' own clinical practice.

SC 5

PAUL LESLIE, EDD

THE ART OF CREATING A MAGICAL SESSION

By understanding how circular interaction, expectancy, humor, and imaginative performance can assist clients in obtaining treatment goals, one can learn to create effective and "magical" experiences in therapy.

Educational Objectives:

1. Describe three processes in opening up interaction in counseling sessions
2. Discuss the use of creative therapeutic applications in diverse settings
3. Describe how to create attuned, synergistic relationships that are unique to each client.

SC 6

JAMES KEYES, PHD

THE COMPLEX ISSUE OF TREATING CHRONIC PAIN

This seminar provides an overview of a conceptual framework for the treatment of chronic pain and includes how therapists can listen for where the patient needs (or wants) to start.

Educational Objectives:

1. Describe a framework with which to evaluate a patient's functioning who complains of chronic pain.
2. Create a brief treatment plan with the patient using evidence based approaches.
3. Review and practice specific approaches used to assist in brief interventions for chronic pain management.

SC 7

BETTE FREEDSON, MSW

INTUITION: THE INNER GAME OF BRIEF THERAPY

The ACE schema is a three-step model for Accepting, Cultivating and Exploring intuition, described as wise guidance of the inner mind. We will discuss how development of these three features of the ACE schema can enrich and enliven the artistry of the therapist's strategic repertoire and lead to effective clinical results.

Educational Objectives:

1. Identify at least two features of ACE, a three-step schema for developing Intuition.
2. Describe one way in which the phenomenology of an intuitive approach is akin to the phenomenology of hypnotic trance.
3. Given an individual patient, intuitively utilize a mini-idea in conjunction with material from the client's narrative to create a dynamic experiential moment.

SC 8

JOANNE GINTER, MA

BUILDING BRIDGES OF UNDERSTANDING WITH RELIGION AND CULTURE
THROUGH INTERCULTURAL RESILIENCY

This workshop briefly outlines the historically sticky relationship between psychology and religion then emphasizes ways culture and religion can be integrated into the therapeutic discourse through the promotion of intercultural resiliency.

Educational Objectives:

1. Define the underlying ideals of intercultural resiliency and the components of culturally infused counseling
2. Identify ways the building blocks of resiliency and the resiliency process can be fostered across diverse religions and cultures
3. Demonstrate ways to self-reflect on one's worldview and how to become more diversified and pluralist in practice

10:15 – 11:45 AM: Short Courses 9-16

SC 9

TOBI GOLDFUS, MSW

TRAUMA, YOUNG PEOPLE AND THE POWER THEY GIVE THE INTERNET. USING HYPNOTHERAPY AND SOMATIC EXPERIENCING TO HEAL, ACCESS RESOURCE STATES AND CHARGE UP A STRONG INNER SELFIE.

This workshop will examine the perimeters of cyber trust and cyber sincerity and offer assessment tools such as the Social Media Assessment Form and the Self-Report of Social Media Traumatic Experience Form to move into more informed, attuned and effective positions of intervention.

Educational Objectives:

1. Describe how to use two assessment tools presented.
2. Demonstrate two ways to lower the impact of the online trauma.
3. Demonstrate the Inner Selfie Technique and integrate an online resource to build and access resource states.

SC 10

MARGOT GÖTTE-EL FARTOUKH, DR. PHIL.

DEPRESSION AND OBESITY: HOW CAN HYPNOTHERAPEUTIC SHORT-TERM INTERVENTIONS HELP?

The control of body weight is largely remote instinctively. When conscious efforts go nowhere, hypnotherapeutic strategies can open new possibilities. Presented is a model of hypnotherapeutic strategies of weight regulation introduced on the M.E.G. Congress 2018 in Bad Kissingen (Germany).

Educational Objectives:

1. Discuss meaningful weight goals with their clients and explore which other goals need to be realized so that the inner desired value of the weight can change,
2. List the critical points that currently prevent better set point setting,
3. Describe appropriate short-term interventions (for example, assessment of disease gain, target progression, age regression, negotiation with inner saboteurs, use of direct and indirect post-hypnotic suggestions), and tailor them to the goal of weight reduction.

QUESTIONS ABOUT THE CONFERENCE?

THE MILTON H. ERICKSON FOUNDATION
2632 East Thomas Rd., Suite 200 • Phoenix, Arizona 85016
Toll Free: 877-212-6678 • Phone: 602-956-6196
support@erickson-foundation.org

The Hyatt is ADA compliant. Please inform the hotel about any special needs. Special concerns must be brought to the attention of the Milton H. Erickson Foundation prior to November 9, 2018. You can email or telephone us at 602-956-6196.

SC 11

TIM HALLBOM, MSW AND KRIS HALLBOM

NEW BRIEF THERAPY PROCESS ~ HOW TO QUICKLY RELEASE YOUR NEGATIVE THOUGHT PATTERNS AND LIMITING BELIEFS WITH DYNAMIC SPIN RELEASE™

Dynamic Spin Release™ is a powerful set of processes that allows users to quickly release their negative thought patterns and emotions, limiting beliefs and physical pain – in just one brief session.

Educational Objectives:

1. Describe how to easily shift negative thought patterns and limiting beliefs in yourself and others in a matter of minutes.
2. Demonstrate how to quickly relieve the pain and discomfort of physical ailments such as headaches, colds or chronic injuries.
3. Define and demonstrate the role that metaphors, memes and archetypes play in transforming your thoughts, feelings and beliefs.

SC 12

RICHARD HILL, MA, MED, MBMSc

(ALMOST) EVERYTHING I KNOW IN PSYCHOTHERAPY I LEARNED IN ACTING SCHOOL

This experiential, creative and self-exploratory mini-workshop expands the central features of therapy laid out in *The Practitioner's Guide to Mirroring Hands – Client-Responsiveness and Sensitive Observation*.

Educational Objectives:

- Define and demonstrate Client-Responsiveness
- Define and demonstrate Sensitive Observation
- List the ways to engage in Deliberate Practice

SC 13

MELANIE MCGHEE, MSW

UNTETHERING FROM COGNITIVE DISTORTIONS WITH ACCEPTANCE AND INTEGRATION TRAINING

After a brief exploration of the six principles of Acceptance and Integration Training, participants will learn a simple method for helping clients recognize distorted thoughts AS distorted.

Educational Objectives:

1. Identify 3 principles of Acceptance and Integration Training.
2. Demonstrate a technique for breaking free from cognitive distortions.

SC 14

PAMELA KAISER, PHD

ANXIOUS CHILDREN AND TEENS: SOLUTION-BASED STRATEGIES TO PROMOTE SELF-REGULATION, A GROWTH MINDSET, AND PSYCHOLOGICAL RESILIENCE

Drawing from a combination of empirically-based, brief, solution-oriented interventions, this session emphasizes the use of practical strategies that actively involve motivated students to learn and apply skills which create new possibilities in their confidence and competence to change the pattern of anxiety, worry and fears.

Educational Objectives:

1. Identify the primary underlying patterns of anxious youth's difficulties in discrimination (appraisal), self-regulation, and fixed mindset.
2. List two possible specific, therapeutic goals for interventions with anxious youth
3. Explain the value of four integrative, interactive, and experiential strategies to consider when designing an intervention plan for anxious youth

SC 15

BRUCE FORDHAM, MA, CMHC

UTILIZING DREAMWORK IN PSYCHOTHERAPY

This workshop will provide a basic understanding of how to utilize dreamwork in psychotherapy, thereby providing an excellent alternative for patient care - especially when a patient's defenses are strong.

Educational Objectives:

1. List the 6 basic elements of effective dreamwork
2. Define the differences between the language of the conscious and subconscious minds
3. Demonstrate how to help a patient "unpack" his or her dream.

SC 16

ROY KIESSLING, MSW

BEING BRIEF WITH EMDR

EMDR may be structured to work within a brief treatment environment. This is accomplished by organizing a treatment plan around the client's core beliefs and applying variable speed processing, i.e. EMDR, EMDr, EMD. This workshop will introduce participants to a belief focused approach to treatment planning and the techniques used in EMD, EMDr, and EMDR

Educational Objectives:

- Demonstrate a belief focused approach to treatment planning
- Discuss the different techniques used by the three processing modalities, EMDR, EMDr, and EMDR

Lunch Break 11:45 AM – 1:15 PM

1:15 – 2:45 PM: Short Courses 17 – 24

SC 17

PAUL KOECK, MD

HYPNOTIC SCALING, A BRIEF SELF-HELP AUTOHYPNOTIC TECHNIQUE TO CURE ANXIETY, DEPRESSION, BURN-OUT, STRESS, PSYCHOSOMATIC DISEASES AND LOW SELF-ESTEEM

This is a workshop with live Hypnotic Scaling clinical demonstration and practical exercises. Hypnotic Scaling is a simple Ericksonian & Solution Focused self-hypnotic technique to help your client self-control and resolve any Stress, Anxiety, Depression or other negative emotions.

Educational Objectives:

1. Describe how hypnotic scaling can help your clients discover multiple unconscious resources
2. Discuss how to do the hypnotic scaling and teach the client self-hypnotic scaling
3. Given a patient, demonstrate how easily they can move themselves on their scales rapidly

SC 18

DALE BERTRAM, PHD AND MIKE RANKIN, LMFT

UTILIZING ERICKSON CORE COMPETENCIES FOR EFFECTIVE CLINICAL SUPERVISION

This workshop will first introduce the competencies which were published in 2017 and then discuss the assessment of these competencies within therapists-in-training. This will be followed by the main portion of the presentation which relates to instilling these competencies within trainees, with an emphasis upon utilizing the areas of strength as a way of building those competencies which are lacking.

Educational Objectives:

1. Discuss the structure for assessing Ericksonian Core Competencies in therapist-in-training.
2. Identify the structure for helping to instill and strengthen the core competencies within Ericksonian therapists-in-training.
3. Discuss how to utilize what supervisees bring to sessions in helping them create positive changes.

SC 19

GEORGE FERRICK, MA, STL

BRIEF THERAPY AND MEDIATION

This workshop will describe strategies and approaches adapted from brief and solution focused therapy. These enhanced mediation with creative ways to set a tone and reduce anxiety and resistance; to give voice to participants while getting to the heart of the matter; to unlock narrow positions, break through impasses, move to broader viewpoints, and co-create solutions.

Educational Objectives:

1. Demonstrate how to set a tone at the beginning of mediation/brief psychotherapy.
2. Illustrate approaches for eliciting movement and flexibility in situations of impasse.
3. Present approaches for fostering empowerment and mutual recognition in conflicted situations.

SC 20

WEI KAI HUNG, MED

TREATING ANXIETY IN A CUP OF TEA

Alchemy is about transformation process (Linear). Taoism is about going with flow (Circular). Ericksonian is about utilization and experiential therapy (Infinite Possibilities). This experiential workshop will utilize the best of eastern and western philosophical concepts to treat anxiety effectively and efficiently. *Educational Objectives:*

1. Demonstrate and create a Tao state that can be creative and beneficial to therapy sessions.
2. Integrate and utilize concepts of Alchemy, Taoism, and Ericksonian to treat anxiety.
3. Describe 2 therapeutic techniques that are developed through Taoism and Ericksonian.

SC 21

DHARA MEGHANI, PHD AND PAULINA BARAHONA, MS

USING TELEHEALTH TO DELIVER BRIEF THERAPY INTERVENTIONS IN INFANT MENTAL HEALTH

Parentline is a telehealth service developed by psychologists at University of San Francisco for families with children birth to three. Presenters will detail this protocol and its integration with the delivery of focused, skill-based interventions, which research indicates is especially supportive for new parents. Pilot study results of the protocol, which is hypothesized to increase parenting confidence, decrease anxiety and depressive symptoms, and improve perceptions of support in the first six months postpartum, will be shared.

Educational Objectives:

1. Identify and critique how theoretical and practical foundations of Brief Therapy have informed the Parentline intervention protocol;
2. Demonstrate how specific Brief Therapy techniques can be applied to target symptoms of postpartum depression, anxiety, and stress;
3. Identify how Brief Therapy techniques can be successfully delivered via telehealth and examine whether this is a modality they can adapt for their own use.

SC 22

CLIFTON MITCHELL, PHD

PRIMING: THE HIDDEN KEY TO SUCCESSFUL THERAPEUTIC OUTCOMES

This presentation will introduce participants to the concept of priming, review selected research, and demonstrate its implications in resolving therapeutic roadblocks and creating therapeutic movement. Implications relative to the management of resistance will be a predominant theme.

Educational Objectives:

1. Define what priming is and describe how and why it has such a significant impact on mental processing.
2. Describe and incorporate priming principles into the therapeutic dialogue in order to circumvent resistance and increase the impact of the therapeutic dialogue.

SC 23

SUE PINCO, PHD

AN INTRODUCTION TO BRAINSPOTTING:

A REVOLUTIONARY THERAPY FOR RAPID AND EFFECTIVE CHANGE

Brainspotting is a powerful tool that allows you to circumvent many of the frustrating and challenging issues that frequently impede efforts to help children, teens and adults. By engaging your clients in this active and creative process, Brainspotting allows the counselor and client to work together to amplify the client's innate ability to heal, grow and change, often with astounding speed.

Educational Objectives:

1. Articulate the basic Brainspotting set up
2. Differentiate between inside and outside window and gazespotting
3. Articulate how to introduce Brainspotting to children, teens and adults and engage them in the process.

SC 24

Mitra Rashidian, PhD, LMFT, ACS

BRIDGING THE GAP BETWEEN CLINICIANS' BARRIERS AND EFFECTIVE COMMUNICATION IN CROSS-CULTURAL SEXUAL HEALTH-CARE: SEXUALITY TABOOS, EXPRESSION, AND IDENTITY

In this workshop, clinicians' level of comfort, barriers, and attitudes when talking about sexuality will be highlighted, along with useful strategies to provide better engagement with their clients. Additional strategies used to build upon a person's individual strengths to assist them in overcoming cultural and personal sexual imprints are offered.

Educational Objectives:

1. Describe the various barriers to sexual health care among both the main stream and sub-population clinicians.
2. Identify three communication strategies among clinicians to facilitate effective cross-cultural sexual health care.
3. Apply two brief therapy interventions suitable for treating sexuality related stress among diverse clients.

3:00 – 4:30 PM: Short Courses 25 – 32

SC 25

MERCEDES SAMUDIO, MSW

ENGAGING PARENTS: A CLINICIAN'S ROADMAP TO EMPOWERING PARENTS AND CREATING CHANGE IN FAMILIES

In this training, the presenter will focus on what it means to work effectively with resistant parents and keep them engaged during the therapeutic process. We'll explore the role a parent plays in a family's ability to change, successfully maintain those changes, and what strategies clinicians can use to bypass parental resistance to develop a therapeutic alliance that empowers parents and heals families.

Educational Objectives:

1. Define the process of parental identity development, parental defense mechanisms, and parent shame
2. Demonstrate strategies for developing a therapeutic relationship with parents
3. Identify countertransference when working with parents

SC 26

STEVEN SULTANOFF, PHD

CLINICAL APPLICATIONS OF HUMOR IN PSYCHOTHERAPY: A SERIOUSLY CREDIBLE APPROACH

Integrating therapeutic humor into psychotherapy is more than simply using humor with clients. This presentation will explore how and why integrating humor into clinical practice can be effective as well as assist clinicians to use humor with clinical awareness. Participants will learn a model of clinical humor that provides a foundation for the use of humor in psychotherapy and discover how humor (when purposely chosen as a clinical intervention) can be used as a relationship enhancing intervention, as well as a diagnostic and treatment tool.

Educational Objectives:

1. Describe the link between humor and feelings, behaviors, thoughts, and biochemistry.
2. Express how to consciously and purposefully use humor to build the therapeutic relationship, treat, and diagnose.
3. Identify the clinical benefit of humor with clients.

SC 27

CLAUDIA WEINSPACH, DIPLOM-PSYCHOLOGIN

HEALING TRAUMA WITH RITUAL AND CEREMONY:

CONNECTING ERICKSONIAN HYPNOSIS AND NATIVE AMERICAN SPIRITUALITY IN BRIEF THERAPY

In this workshop we will apply new research findings (like the brain's plasticity) with ancient wisdom to expand our healing power. In the language of ceremony we will explore the factors that promote the healing process. Learning more about ancient wisdom that can be applied in modern therapy not only enriches the therapeutic repertoire of each therapist or doctor but also helps creating a new balance in society.

Educational Objectives:

1. Identify three elements of healing ceremonies
2. Name the connections between the ordinary world and a ritual.
3. List 5 components of the indigenous health concept.

SC 28

FOOJAN ZEINE, PSYD

AWARENESS INTEGRATION MODEL - DEEP INTEGRATIVE PSYCHOTHERAPY

The clinical method of the Awareness Integration model has evolved from Cognitive, emotional, Behavioral, body-oriented, and trauma releasing theories and has been researched with a diverse population with significant results toward minimizing Depression and Anxiety.

Educational Objectives:

1. List 9 principles of the Awareness Integration Model
2. Demonstrate 6 phases on how to apply the AI Model
3. Describe the Integrative approach of the AI Model

SC 29

JOHN LENTZ, D. MIN.

IMPLICATIONS THAT CHANGE PEOPLE

While this workshop teaches useful tools for brief therapy, it also will give participants positive experiences for themselves. This workshop evokes experiences that lead clients to discover solutions that work. Whether the client experiences their solution, or has a dramatic shift in understanding their options it often leads to motivation and success.

Educational Objectives:

1. List 3 ways that implications can be utilized in therapy.
2. Define implications with examples.
3. List at least 2 ways they can or already do use implications in their practice.

SC 30

MICHAEL MUNION, MA

BRIEF TREATMENT WITH THE BORDERLINE PERSONALITY

Brief Treatment with the Borderline Personality Disorder (BPD) patient makes no pretense at wholesale personality reconstruction, but rather considers the impact of the disorder on the therapy process in order to enhance the probability of success in successive brief episodes of care. This workshop reviews the etiology of BPD from both the Object Relations and the Psycho-social viewpoints. Specific protocols for dealing with issues such as Self-injurious behavior and Suicidal Ideation are reviewed.

Educational Objectives:

1. Describe BPD specific treatment issues.
2. Describe protocols to guide in the process of managing specific treatment issues.
3. Utilize a model to transition long term BPD patients to brief solution focused episodes of care.

SC 31

ROBERT SCHWARZ, PSYD

ENERGY PSYCHOLOGY: A BRIEF THERAPY TO TREAT TRAUMA

Energy Psychology (EP) is a family of focused and brief approaches to releasing stuck energy in the mind-body system that usually is the result of unresolved small "t" or big "T" trauma. This workshop presents an elegant integration of Interpersonal neurobiology, polyvagal theory and memory reconsolidation that underlies energy psychology approaches to trauma treatment. Participants will learn how to incorporate this "power therapy" with their current methods to regulate emotional over-arousal and escalating patterns of reactivity while creating greater personal empowerment. Discover how to actually remove the traumatic energy/emotions from traumatic events that facilitates insight, mindfulness and post traumatic growth. Both the current research and the basic clinical protocols will be presented.

Educational Objectives:

1. List 3 neuroscience based reasons for Energy Psychology effectiveness as a brief therapy
2. Describe the 4 steps of emotional freedom techniques' basic recipe

SC 32

BART WALSH, MSW

UTILIZATION SOBRIETY: INCORPORATING THE ESSENCE OF BODY-MIND COMMUNICATION
FOR BRIEF INDIVIDUALIZED SUBSTANCE ABUSE TREATMENT

This presentation poses a substance abuse treatment which acknowledges and accommodates the personal needs being addressed by substance use, bypasses perceived resistance and employs idiosyncratic psycho-biological learning to achieve a body-mind gestalt complementary to the client's sobriety. Because this is a relatively new strategy, fundamental information applicable to all levels of professional experience will be provided.

Educational Objectives:

1. Define the utilization principle as applied to psycho-biological learning.
2. Illustrate one brief approach to substance abuse treatment.
3. Describe one application of ideomotor questioning.

5:00 – 7:00 PM: Keynote Address 2



BESSEL VAN DER KOLK, MD
IF TRAUMA CHANGES THE BRAIN
WHAT IS NECESSARY FOR EFFECTIVE TREATMENT
All Levels

This workshop will show how trauma affects the developing mind and brain, and teach how trauma affects self-awareness and self-regulation. We will focus on the fundamental difference between trauma desensitization vs. integration and growth, and look at the difference between disrupted attachment and traumatic stress. We will examine the role of interpersonal rhythms and attunement in establishing a sense of self and community. This workshop will discuss and demonstrate affect regulation techniques, examine ways to deal with fragmented self-experience, and teach the benefits of yoga, EMDR, meditation, neuro-feedback, music and theater.

Educational Objectives:

1. Describe the fundamental difference between trauma-desensitization vs. integration and growth
2. Describe the difference between disrupted attachment and traumatic stress.

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8:30 – 10:30 AM: Workshops 1 – 7

WS 1

JUDITH BECK, PHD
CBT FOR PERSONALITY DISORDERS

Intermediate

This intermediate workshop deals with the challenges of treating clients with personality disorders, clients who, for example, fail to engage in treatment, miss sessions, feel hopeless and stuck, become angry in session, engage in self-harm, use substances, blame others, avoid homework, experience continual crises, and so on. The workshop will focus on conceptualization, the therapeutic alliance, treatment planning, and the use of a variety of strategies from many different psychotherapeutic modalities within the context of the cognitive model to help clients change their thinking at both an intellectual and an emotional level to bring about enduring changes in cognition, mood, behavior, and general functioning.

Educational Objectives:

1. Use a cognitive conceptualization to guide treatment for personality disorder patients.
2. Conceptualize therapeutic relationship problems.
3. Apply specialized strategies to overcome challenges in treatment.

WS 2

ELLIOTT CONNIE, MA
LOVE THE QUESTIONS: 5 CATEGORIES OF SOLUTION FOCUSED QUESTIONS
THAT WILL TRANSFORM YOUR PRACTICE

All Levels

Since the Solution Focused Approach is a questions based process, it is essential that clinicians learn the art of asking the kinds of questions that lead towards sustainable questions in their clients' lives. This means your learning has to go beyond theory and technique, instead being about language. This workshop will be about this question process. The facilitator will demonstrate 5 different categories of SFBT questions showing how to ask such questions in a way that leads towards the kind of client responses that are likely to lead towards change.

Educational Objectives:

1. Describe the Solution Focused Approach in their work.
2. Identify the core components that make Solution Focused questions more effective.
3. Identify the difference between problem focused and Solution Focused questions.

WS 3

JEFFREY ZEIG, PHD
EVOCATIVE APPROACHES TO CHANGE

Advanced

Three evocative orientations to psychotherapy, utilization, using metaphor, and strategic development, will be explained, demonstrated and practiced. There are components to each of these methods that will be addressed.

Educational Objectives:

1. Define the utilization approach
2. Describe the difference between metaphors and similes in both empathizing with problems and the in eliciting solutions
3. List three techniques of strategic development

WS 4

REID WILSON, PHD
THE ANXIOUS MOMENT AND HOW TO HANDLE IT

Intermediate

A client's willingness to embrace doubt and discomfort while feeling afraid requires them to elevate above their immediate fear and apply a new response based on a new and provocative therapeutic frame of reference. This workshop will present how to persuade clients to engage in such a therapeutic protocol to respond to an anxious moment in a manner that promotes healing. Participants will learn how to present four concepts to justify this approach. You can learn to approach instead of withdraw during a threatening moment by activating a competing emotion that expresses a competing point of view.

Educational Objectives:

1. Defend logically the therapeutic benefits of embracing doubt and discomfort.
2. Explain how to engage the working memory in service of therapeutically managing the anxious moment.
3. Persuade an anxious client of the benefits of seeking out distressing moments while simultaneously holding an incompatible point of view.

WS 5

CAMILLO LORIEDO, MD, PHD

THE SYSTEMIC VIEW OF TRANCE: THE USE OF HYPNOSIS WITH COUPLES AND FAMILIES

All Levels

Hypnosis will be presented within a system perspective, as a circular and evolving process, while couples and families will be considered as a source of natural healing resources that the therapist should discover and activate. Specific direct and indirect techniques required to induce a deep and meaningful change of the most rigid family patterns will be introduced. The demonstration of a family hypnotic session will give a clear idea of the powerful and subtle resistances families can develop in the course of the hypnotic treatment as well as of how naturalistic systemic hypnosis can transform these resistances in the required solutions.

Educational Objectives:

1. Describe six different forms of systemic therapy according with the type of family resistance
2. List five different specific hypnotic inductions with families

WS 6

SCOTT MILLER, PHD

BETTER RESULTS: USING DELIBERATE PRACTICE TO IMPROVE THERAPEUTIC EFFECTIVENESS

All Levels

What can mental health professionals do to enhance their performance? Available evidence makes clear that clear that attending a typical continuing education workshop, specializing in the treatment of a particular problem, or learning a new treatment model does little to improve effectiveness. In fact, studies to date indicate clinical effectiveness actually declines with time and experience in the field. The key to improved performance is engaging in deliberate practice. At this workshop, the latest research on deliberate practice will be translated into concrete steps all clinicians can immediately apply in their efforts to achieve better results.

Educational Objectives:

1. Demonstrate learning of the evidence-base supporting the use of deliberate practice to improve therapeutic effectiveness.
2. Discuss a valid and reliable method for assessing their baseline level of effectiveness.
3. Discuss a valid and reliable method for identifying performance improvement opportunities unique to their own clinical practice.

WS 7

BOB BERTOLINO, PHD

TIME PASSAGES: HONORING THE PAST TO BE EFFECTIVE IN THE PRESENT AND FUTURE

All Levels

Effective clinicians draw on various sources of external knowledge to inform practice. One source can be found in the models of today which are popularized in numerous books and training opportunities. A second source is comprised of discoveries in fields such as medicine, education, philosophy, art, spirituality, and the sciences. Although these two sources provide a wealth of knowledge, effective practitioners also rely on a third source that not only serves as a foundation for practice but also informs treatment strategies. The third source is rooted in traditional psychotherapy theories and the contributions of early pioneers. The purpose of this workshop is to explore how psychotherapy's historical roots and current movements, both in and around psychotherapy, intersect to form a comprehensive foundation of practice that serves as the basis for improving the overall benefit of therapy to clients.

Educational Objectives:

1. List three sources of external knowledge that form the basis of effective practice.
2. Describe two strategies to improve the benefit of therapy to clients.

10:45 AM – 12:45 PM: Workshops 8 – 14

WS 8

LAURA BROWN, PHD, ABPP

CULTURALLY COMPETENT TRAUMA PRACTICE

All Levels

Just as human beings are not generic, so, too, trauma is an event that is affected by and interacts with people's intersectional identities. This workshop will introduce participants to a mindful model for understanding how to move towards cultural competence in practice with trauma survivors. We will pay particular attention to therapist countertransference/fragility, and to the effects of shame, guilt, privilege, and dominant culture narratives on trauma treatment. Some experience working with trauma survivors is assumed.

Educational Objectives:

1. Describe how trauma interacts with and infuses intersectional identities
2. Utilize strategies for mindful relationship with one's guilt, shame, and fragility
3. Describe how culturally competent practice enhances the effects of treatment

WS 9

DAVID BURNS, MD AND JILL LEVITT, PHD
HEALING YOURSELF: LIVE THERAPY WITH DAVID AND JILL

Advanced

Dr. David Burns and his colleague, Dr. Jill Levitt, will do live therapy with an audience volunteer who's been struggling with depression and anxiety. They will give you the unique opportunity to go behind closed doors to see how TEAM-CBT actually works in real time. When you witness the rapid transformation of intense self-doubt into joy, relief, and enlightenment, you will feel much better about yourself, while at the same time learning some awesome new tools that you can use right away to improve your clinical outcomes. This promises to be an exciting, educational and inspirational experience!

Educational Objectives:

1. Describe the four (T, E, A, M) components of TEAM-CBT
2. Explain how to track therapeutic progress in a single therapy session
3. Describe the importance of reducing therapeutic resistance before implement "methods"

WS 10

MICHAEL YAPKO, PHD
ASKING "HOW" QUESTIONS, MAKING DISTINCTIONS, AND DEFINING TARGETS
IN BRIEF THERAPY: THE DISCRIMINATING THERAPIST

All Levels

Cognitive psychology has given rise to new understandings about how people gather and use information. This includes how people decide, usually at a level outside of awareness, what to pay attention to in a given environment and, likewise, what can be deemed irrelevant. One good "how" question can bring into sharp focus what the client doesn't know—or knows that isn't so—that's working against him or her in some debilitating way. This highly practical workshop will focus on the "how" question as a vehicle for identifying the specific discriminations—key elements that distinguish good options from poor ones—that a client can learn to make that will lead to better decisions and a better quality of life.

Educational Objectives:

1. Assess the role of cognitive style in decision-making
2. Describe the role of global cognitions in client problems
3. Identify key discriminations that underlie specific clinical presentations

WS 11

NORMA BARRETTA, PHD AND JOLIE BARRETTA KEYSER
BLENDING HYPNOSIS WITH SOUND TO SPEED UP THE THERAPEUTIC PROCESS

All Levels

We have much evidence that certain sounds reduce stress and pain and aid sleep. Now we are finding that certain sounds speed up the healing process...physiologically as well as mentally and emotionally. When added to hypnosis, the effects are exponential. We will demonstrate various sounds and frequencies and discuss their applications to various health conditions. We will show some graphic visuals of sounds and differences between harmonic sound and distorted sound and how those differences affect us. We presuppose therefore, that the tonal quality and the vibrations in the words produced by the VOICE of the therapist are a factor in the therapeutic process. Adding specific sounds as background enhances and speeds up the healing we seek in therapy sessions. Sound, music and frequencies may indeed be part of the medicine of the future.

Educational Objectives:

1. Describe how you hear and see these therapeutic sounds.
2. List the differences between the hypnotic states with and without sound enhancement
3. Distinguish the subtle transformations resulting from exposure to harmonic sound as opposed to discordant sound.

WS 12

LYNN LYONS, MSW
TARGETED TREATMENT FOR ANXIOUS FAMILIES: IMMEDIATE AND ACTIVE

All Levels

The most frequent complaint I hear from parents about the treatment they receive for their child's anxiety? "No one told us what to DO!" Anxiety is often generational, and by the time a family arrives at your office, they have been in the grips of the cult leader called anxiety for years. Worse yet, many of the things they have been doing, although loving and supportive, are actually making the anxiety stronger. This workshop will describe how to give families immediate and active solutions from the first session, including the use of front loading to provide critical information and understanding, changing the family's relationship with anxiety, and creating active interventions that are often the opposite of what they've typically been doing.

Educational Objectives:

- Develop active assignments that correct the common cognitive traps that bolster both anxiety and depression.
- Explain the use of front loading in a first session with a family.
- Identify avoidant and safety behaviors that strengthen anxiety in families.

WS 13

STAN TATKIN, PSYD, MFT
DEALING WITH PROJECTIVE IDENTIFICATION IN COUPLE THERAPY:
THE PACT APPROACH

All Levels

This two-hour workshop deals solely with the matter of projective identification (PI) as experienced in couple therapy. PI is perhaps one of the least talked about and most problematic issue in all modalities of psychotherapy. PI is also one of the most effective tools therapists can use to discover implicit information about the couple and accelerate the therapy forward. Attendees will learn how to become aware of this non-conscious process of communication and defense employed by all couples at some point. Through demonstration and video presentation, attendees will also learn what to do about PI – which strategic interventions will work and how to evaluate their effectiveness.

Educational Objectives:

Describe why you've chosen which partner to be more likely to be using projective identification at any given time
Differentiate and describe the difference between projective identification and other forms of countertransference
Describe raw thought, fantasies, urges, and feelings as a means for constructing an effective intervention
Demonstrate understanding of crossing techniques for rooting out implicitly communicated material

WS 14

ROBERT DILTS
APPLYING PRINCIPLES OF GENERATIVE COACHING TO BRIEF THERAPY

All Levels

The core focus in Generative Coaching is creativity: How do you create a successful and meaningful work life? How do you create great personal relationships? How do you develop a great relationship with yourself—your body, your past, your future, your wounds, and your gifts? Generative change means creating something beyond what currently exists, whether in personal or professional life. It is not merely a cosmetic change, but a contextual shift that allows new levels of performance. Generative Coaching focuses on how to build the generative states needed to produce change and on how to maintain these states in order transform the obstacles and barriers that will inevitably arise.

Educational Objectives:

Describe the basic principles of generative change.
Present the six steps of generative coaching and their relevance to brief therapy.
Demonstrate how establish a generative state and apply it to reach goals and transform obstacles.

Lunch Break 12:45 – 2:00 PM

2:00 – 4:00 PM: Workshops 15 – 21

WS 15

MICHAEL HOYT, PHD
SINGLE SESSION THERAPY: WHEN THE FIRST SESSION MAY BE THE LAST

All Levels

Many therapies involve very brief lengths of treatment, including one session. A structure will be presented for organizing the tasks and skills involved in different phases (pre-, early, middle, late, follow-through). of therapy. Numerous case examples, including some on video, will illustrate brief therapy techniques applicable in both initial sessions and in the course of longer treatments.

Educational Objectives:

1. Describe the tasks and skills of a single-session-at-a-time therapy associated with different phases of treatment;
2. Describe brief, single-session therapy techniques that may be useful in different clinical situations;
3. Discuss application of one-session principles to participants' own clinical cases.

WS 16

JANINA FISHER, PHD
HEALING TRAUMATIC WOUNDS USING A BRIEF THERAPY MODEL

All Levels

Traditional models of trauma treatment emphasize a narrative approach centered on the overwhelming events, a very long, slow, painful approach in which clients get worse before they get better. But rather than "treat" the events, neuroscience teaches us how to treat their effects. When trauma symptoms are "decoded" as evidence of how individuals survived, they become comprehensible and treatable. Clients are recruited as active participants in the treatment, are educated to understand trauma-related responses, reassuring them that they are not inadequate or crazy. Best of all, a brief therapy model can be inherently relational while avoiding the 'side effects' of long-term therapeutic relationships.

Educational Objectives:

1. Define the 'living legacy' of trauma
2. Describe the stages of brief therapy for trauma.
3. Identify three somatic interventions for treating post-traumatic

WS 17

BILL O'HANLON, MS, LMFT

OUT OF THE BLUE: THREE NON-MEDICATION WAYS TO RELIEVE DEPRESSION

All Levels

Recent research and insights have given a new understanding of depression, not as a deficit in chemicals, but as a problem with neurogenesis (new brain growth and connection). Antidepressants may work by promoting brain cell and neuronal growth and connection, but there are other ways, within the grasp of therapists, counselors and addiction specialists that can make an immediate and lasting difference in helping relieve depression. This session will give three simple methods for relieving depression using insights from recent brain science.

Educational Objectives:

Articulate a new model of depression based on new research on the brain

Utilize at least one new therapeutic intervention based on understanding the new brain science and depression

List three non-medication ways to receive depression

WS 18

STEPHEN GILLIGAN, PHD

HOW TO DEEPLY OPEN TO A CLIENT'S EXPERIENCE WITH SAFETY AND SKILL

All Levels

By virtue of our "mirror neurons", it is impossible for therapists to not be deeply touched by client's experiences. We will explore how this can be done skillfully and safely, thereby opening multiple pathways of feedback, compassion, and technical competencies. Special attention will be to mindful activation of the three "minds" of somatic, cognitive, and relational field intelligence, again with the intent of creating a deep and sophisticated conversational connection.

Educational Objectives:

1. Describe 3 ways to deeply connect with a client.

2. Demonstrate how these relational connections can improve feedback and technical competency.

3. Identify verbal and nonverbal channels for a creative conversation

WS 19

MICHELE WEINER-DAVIS, MSW

HEALING FROM INFIDELITY: A STEP-BY-STEP PROGRAM FOR THERAPISTS

All Levels

Without a concrete road map for helping couples heal from infidelity, it's easy for therapists to get lost in the labyrinth of emotions. Using video clips, this workshop will provide a comprehensive, step-by-step plan for dealing with different phases of recovery, from the crisis of discovery through forgiveness. Learn how to effectively coach both betrayed and unfaithful partners to undertake specific tasks to heal personally and strengthen their relationship, and master tools for navigating the complex, zigzag road to recovery, where progress can alternate with setbacks from week to week.

Educational Objectives:

1. Describe when to discuss the details of the betrayal and whether to give an ultimatum to end the affair

2. Describe how to help clients manage rumination and self-sabotaging thoughts, and offer apologies that matter

3. Describe how to help partners begin to rebuild trust through "x-treme" accountability

WS 20

RICK MILLER, MSW

GAY SONS AND THEIR MOTHERS: THE RELATIONAL MYSTIQUE

All Levels

The relationship between gay sons and their mothers is fascinating based on the history of psychiatry pathologizing this bond, suggesting an enmeshment that contributed to the son being gay. Currently, this relationship consists of an empowering bond that contributes to a healthy sense of self in a world where acceptance isn't necessarily prevalent. The actual key to wellbeing consists of receiving good enough mothering rather than total acceptance of his being gay. This presenter, a gay male author notes that there is little information on this topic, hence the inception *Gay Sons and Mothers*. This "docuseries" consists of photos and narratives depicting these bonds, video interviews portraying the emotional aspects of their relationships, as well as theory based on interviews and personal experiences. This workshop provides these findings regarding mother son dyads, anecdotes from people interviewed, and moving video clips of gay sons and/or mothers, including the experiences of the interviewer.

Educational Objectives:

1. Recite how the bond between gay sons and mothers is crucial for the sons' psychological development.

2. Describe cultural implications of coming out for African Americans and Latinos.

3. List three interventions for working with gay clients who were traumatized by their mothers.

WS 21

RONALD SIEGEL, PSY.D

MINDFULNESS AND COMPASSION: TAILORING THE PRACTICE TO THE PERSON

All Levels

Mindfulness and compassion practices hold great promise not only for our own personal development, but also as remarkably powerful tools to augment virtually every form of psychotherapy. They are not, however, one-size-fits-all remedies. Practices need to be tailored to fit the needs of particular individuals—and this presentation will show you how to creatively adapt them to meet the needs of diverse people and conditions.

Educational Objectives:

1. Describe the three core elements of mindfulness practice
2. Identify possible adverse effects of mindfulness and compassion practices and how to avoid them
3. Specify how mindfulness and compassion practices can be tailored to the needs of particular types of clients

4:15 – 5:15 PM: Keynote Address 3



FRANK J. SULLOWAY

BIRTH ORDER AND HUMAN BEHAVIOR:
UNDERSTANDING AN ELUSIVE RELATIONSHIP

All levels

For more than half a century, studies of birth order and human behavior have been mired in disagreement over the existence, magnitude, and specific nature of this relationship. In this talk I argue that much of the previous research in this field has been substantially impeded because birth order is an imperfect proxy for multiple within-family influences that shape personality development within families, but that are overlooked in

most studies. Much of the previous disagreements in this field can also be attributed to other methodological problems, including a failure to consider individual differences and their sometimes complex interactions with birth order, as well as the role of the behavioral context. This talk presents the results of a novel research design aimed at overcoming these problems and involving 438,251 responses collected using Internet surveys. These results reveal extensive suppression of birth order effects, which in turn indicates that birth order appears to explain upwards of ten the variance in personality compared with what has previously been documented.

Educational Objectives:

1. Describe what is known about birth order and its relationship with personality.
2. Describe the actual causes of birth order effects, given that birth order is really just a proxy for certain aspects of family dynamics that are generally overlooked in studies on this subject.
3. Describe how remarkably context sensitive birth order effects are in the expression of personality, which helps to explain why so much controversy still exists about the nature and magnitude of these effects.

5:30-6:30 PM

Author's Hour /

Book Signing



8:00 – 9:00 AM: Interactive Events (*open to all levels unless noted otherwise*)

CD 1

JEFFREY ZEIG, PHD
EVOCATIVE PSYCHOTHERAPY
Intermediate

The clinical demonstration is evocative psychotherapy.

Educational Objectives:

1. Define an evocative approach to psychotherapy
2. Indicate when to use an evocative approach.

CD 2

JUDITH BECK, PHD
A COGNITIVE BEHAVIORAL APPROACH TO WEIGHT LOSS AND MAINTENANCE

Most individuals have difficulty either losing weight or sustaining weight loss. A significant reason for this is that they never learned the cognitive and behavioral skills they need to be successful. In this live event, I will demonstrate how to help dieters make fundamental changes in their thinking so they can maintain fundamental, and long lasting changes in their eating behavior. Skills include setting achievable goals; creating an accountability system; building self-efficacy; consistently using good eating habits; managing hunger, cravings, and the desire to eat for emotional reasons; solving eating-related problems; staying on track and getting back on track immediately when they make a mistake; and continually motivating themselves through their lifetime.

Educational Objectives:

1. Describe how the cognitive model applies to weight loss.
2. List techniques to deal with hunger, craving and emotional eating.
3. Utilize strategies to motivate clients.

GC 1

BILL O'HANLON AND REID WILSON
ANXIETY

Compare and contrast complementary perspectives on the theory and practice of working with anxiety disorders.

Educational Objectives:

1. Describe differences in the expert's theoretical model
2. Given a patient with anxiety, describe how to use the perspectives of one of the experts in clinical practice

GC 2

CAMILLO LORIEDO AND LYNN LYONS
TRAUMA IN FAMILIES AND CHILDREN

Trauma does not only affect individuals; it effects families. Systemic perspectives on the sequel to trauma will be presented.

Educational Objectives:

1. List characteristics of posttraumatic stress disorder
2. Describe the systemic approach to working with trauma

TI 1

MICHAEL YAPKO, PHD
THE MERITS OF APPLYING HYPNOSIS IN BRIEF PSYCHOTHERAPY
All Levels

This presentation will allow for a dialog with attendees regarding the merits of hypnosis, the ways it can be applied clinically, the differences between laboratory and clinical effects on hypnotic responsiveness, and other topics of interest regarding hypnosis.

Educational Objectives:

1. List some of the hypnotic phenomena that are relevant in treatment.
2. identify some of the strengths hypnosis amplifies in therapy.
3. Discuss attributes of hypnosis that surface during hypnotic treatments.

TI 2

ELLIOTT CONNIE, MA
SOLUTION FOCUSED BRIEF THERAPY WITH COUPLES: A FOCUS ON LOVE

Since the Solution Focused Approach is conversational in nature, and, based on questions, the clinician who is working with couples needs to be comfortable asking these kinds of questions when there are more than one person in the room. This can be tricky due to the nature of couples therapy. This talk will center on how to conduct couples session using this approach and how to use the question process to navigate even the trickiest sessions.

Educational Objectives:

1. Utilize the Solution Focused Approach in their work with couples.
2. Identify the core components that make Solution Focused questions more effective with couples.
3. Identify the difference between problem focused and Solution Focused questions.

CD = CLINICAL DEMO

GC = GREAT CONVERSATION

TI= TOPICAL INTERACTION

9:15 – 10:15 AM: Interactive Events (*open to all levels unless noted otherwise*)

CD 3

STEPHEN GILLIGAN, PHD
THE STRUCTURE OF GENERATIVE CHANGE IN PSYCHOTHERAPY
All Levels

This live demonstration will show the 6-step model for generative change: (1) opening a creative space, (2) setting a positive intention, (3) developing a creative state, (4) taking action steps, (5) transforming obstacles, and (6) homework and self-practices.

Educational Objectives:

- Describe how to open a creative state.
- Discuss how to transform an obstacle into a resource
- Demonstrate how to develop a positive goal.

CD 4

CAMILLO LORIEDO, MD, PHD
DEVELOPING MUTUAL RESPONSIVITY: UTILIZING HYPNOTIC RAPPORT TO DEVELOP
A SHARED DEEP EXPERIENCE IN COUPLE THERAPY

As suggested by Milton Erickson, naturalistic hypnosis seems to be one of the best way of utilizing couple's resources. Frequently couples fail in reaching a deep mutual exchange and complain of being unable to satisfy their needs for intimacy. Hypnotic experience seems to produce by itself a deep contact that rarely develops in their habitual patterns. Specific couple's responses to hypnotic induction that can be utilized to produce contact and intimacy will be demonstrated. In some other cases couples are caught by conflicts they are unable to solve. A couples hypnotherapist can extend to both couple members rapport, and succeed in obtaining a special relationship that produces more syntonic and attuned behaviors, in which conflict intensity decreases and a greater ability to listen to each other and negotiate conflicts develops.

Educational Objectives:

- 1. List five hypnotic couple's responses that can help to developing contact and intimacy
- 2. Demonstrate understanding of how to extend rapport to the couple and to reduce conflicts intensity

GC 3

ROBERT DILTS AND JEFFREY ZEIG
PHOBIAS

Technical and theoretical approaches to working with phobias will be described from complementary perspectives.

Educational Objectives:

- 1. Describe the assessment process for working with a phobia.
- 2. Given a patient with a phobia indicate a clinical approach

GC 4

JUDITH BECK AND MICHELE WEINER-DAVIS
DEPRESSION

Depression is a complex of psychosocial, biological, and environmental factors. Perspectives on evaluation and treatment will be offered

Educational Objectives:

- 1. Describe a typical symptom complex for depression
- 2. Given a patient with depression, list two methods for beginning treatment.

TI 3

LYNN LYONS, MSW
SCHOOLS, PARENTS, STUDENTS AND MENTAL HEALTH: HOW CAN CLINICIANS HELP?
All Levels

Educators are being asked to do more and more to support the emotional wellbeing of students and understand the mental health needs of their students. Programs are consistently being introduced and professional development offered. What's working and what isn't? How much can we expect of teachers and administrators? How is the collaboration and communication between parents, schools, and outside providers going? And what are students actually earning in about their mental health in school?

Educational Objectives:

- 1. Explain the common errors in diagnosis of children in school settings.
- 2. Recognize avoidant and safety behaviors that strengthen anxiety and depression.
- 3. Write effective behavioral plans and IEP goals for use in schools.

CD = CLINICAL DEMO

GC = GREAT CONVERSATION

TI= TOPICAL INTERACTION

TI 4

BILL O'HANLON

EVOCATION: WHY THERAPY CAN BE BRIEF

All Levels

What can brief therapy work? In this session, Bill O'Hanlon will make the case that it involves evocation of already existing resources, so the client doesn't have to be fixed, taught new skills or make major changes to resolve problems.

Educational Objectives:

1. Articulate what evocation is.
2. List at least one way to evoke resources
3. Ask questions to evoke abilities

10:30 – 11:30 AM: Interactive Events (*open to all levels unless noted otherwise*)

CD 5

LYNN LYONS, MSW

USING HYPNOSIS FOR ANXIETY: OPPORTUNITIES FOR SEEDING ACTION OVER AVOIDANCE

All Levels

Using hypnosis to help anxious people relax and feel calm is a great start, but hypnosis offers other valuable opportunities to disrupt the patterns of anxiety, create a different relationship to thoughts and physical symptoms, and to shift the client from avoidance into action.

Educational Objectives:

1. Identify the use of hypnotic language and suggestion to amplify resources in anxious clients.
2. Explain the value of seeding homework assignments during hypnotic interventions.
3. Describe the value and limitations of relaxation as a strategy with anxious clients.

CD 6

ELLIOTT CONNIE, MA

BEST HOPES: A LIVE DEMONSTRATION

All Levels

This event will feature a live demonstration of the Solution Focused Approach in action. Attendees will be able to ask questions to the presenter about this session.

Educational Objectives:

1. Utilize the Solution Focused Approach in their work.
2. Identify the core components that make Solution Focused questions more effective.
3. Identify the difference between problem focused and Solution Focused questions.

GC 5

RON SIEGEL AND MICHAEL YAPKO

MINDFULNESS AND HYPNOSIS

Compare and contrast mindfulness and hypnosis. Understanding differences and similarities. Indications for using each approach.

Educational Objectives:

- Describe differences between mindfulness in hypnosis
Given a patient, describe one approach using mindfulness and another approach using hypnosis

GC 6

STEPHEN GILLIGAN AND SCOTT MILLER

TRAINING THERAPIST TO WORK WITH ANXIETY AND DEPRESSION

Therapists need theoretical and technical constructs, including those that are empirically based. Therapists need to understand how to create a comprehensive treatment plan.

Educational Objectives:

1. Describe three training techniques that can be used to assist therapist to work with anxiety and depressive disorders
2. Describe relevant research about training therapists

TI 5

CAMILLO LORIEDO

ANOREXIA AND BULIMIA NERVOSA: IS A BRIEF TREATMENT POSSIBLE?

Various attempts to treat these disturbances briefly have been made, but in most cases they proved to be unsuccessful due to a very high relapse rate. To avoid a fearsome chronicity, a number of other factors, like alexithymia, low self-esteem, perfectionism, dissociation, dichotomous thinking, and others should be considered for treatment. Indications of how to deal with these factors in Ericksonian Brief Therapy will be offered.

Educational Objectives:

1. List nine factors that can enhance the risk of chronicity in Eating Disorders
2. Describe five different strategies to make the treatment of Anorexia and Bulimia brief

CD = CLINICAL DEMO

GC = GREAT CONVERSATION

TI= TOPICAL INTERACTION

TI 6

CLAUDIA BLACK, PHD
 INTIMATE TREASON: HEALING THE TRAUMA FOR PARTNERS
 CONFRONTING SEX ADDICTION

All Levels

Throughout every community women and men are being challenged by the addictive nature of their partner's sexual behavior. Claudia Black will discuss the impact of betrayal and deception that lead to the complexity of traumatic responses for the partner. She will emphasize the foundation of safety needed for healing and discuss specific clinical considerations indicated in the treatment process.

Educational Objectives:

- Describe dynamic of "gaslighting" in context of trauma
- Identify critical elements of treatment that lead to a sense of safety and stabilization
- List factors that fuel greater traumatic responses

Lunch Break 11:30 AM – 12:45 PM

12:45 – 1:45 PM: Keynote Address 4



CLAUDIA BLACK, PHD
 UNSPOKEN LEGACY: REVERBERATIONS OF TRAUMA IN THE ADDICTIVE FAMILY
All Levels

When people think of trauma they often think of acute dramatic situations such as a natural disaster or car accident. Yet the majority of people who experience trauma experience a more subtle and chronic form that exists within their own family. Beginning with a genogram, Claudia will give a portrait of addiction in the family, offering an overlay of how adverse child experiences, emotional abandonment and blatant violence are the foundation of emotional dysregulation fueling traumatic responses. Co-occurring disorders ranging from depression and anxiety to multi-addictive disorders will be discussed.

Educational Objectives:

1. Identify how the trauma responses to flight, fight and freeze become acted out in the family impacted by addiction
2. Delineate the more blatant (Big T) and the more subtle (small t) traumas in the addicted family
3. Describe emotional dysregulation from a neuroscience perspective

2:00 – 3:00 PM: Interactive Events *(open to all levels unless noted otherwise)*

CD 7

STAN TATKIN, PSYD, MFT
 LOVERS POSE

Few couple interventions are as elegant and beautiful as the lovers pose. It is like a surgical table for therapists to extract and repair deep, implicit memory issues between partners and, by proxy, original childhood caregivers. The therapist "casts" each partner into roles appropriate for the therapeutic direction as decided by the therapist. Though the lovers pose is as it sounds, for lovers holding one another, it is also the caregiver-infant pose, the Pietà pose (holding a dead loved one), and inner child pose. This demonstration will also provide instructions for getting into and out of the pose which involves a three-step process.

Educational Objectives:

1. List at least four different ways to cast partners
2. Articulate the three steps for getting partners into and out of the exercise
3. Demonstrate how to get partners to get into the pose

CD 8

ROBERT DILTS
 TRANSFORMING BELIEF BARRIERS

"Belief barriers" are beliefs or assumptions that interfere with or undermine our motivation and progress toward the successful achievement of our goals. Many such barriers will emerge for clients during brief therapy. Therapists need to have the skill to create "belief bridges" that get over or bypass limiting beliefs and belief barriers, and ultimately create the possibility to transform them. This demonstration will show how to identify a belief barrier and help create a "belief bridge" that reconnects the client to key resources and shifts their focus to a broader perspective.

Educational Objectives:

1. Describe the structure of belief barriers and belief bridges.
2. Present the key steps for creating a belief bridge that allows a client to successfully transform a belief barrier.
3. Demonstrate how to identify and address a limiting belief and create a belief bridge that reconnects a client to his or her deeper resources.

CD = CLINICAL DEMO

GC = GREAT CONVERSATION

TI= TOPICAL INTERACTION

GC 7

Laura Brown and Elliott Connie

INCREASING CULTURAL HUMILITY AS A PATH TOWARD COMPETENCE

Contemporary therapist need to understand culturally competent practice. Principles of assessment and treatment will be offered.

Educational Objectives:

1. Describe a culturally competent approach
2. Given a patient, indicate a culturally competent treatment plan

GC 8

David Burns and Jeffrey Zeig

HABITS

The mechanics of assessment and treatment planning for working with habits and addictions including relevant research findings.

Educational Objectives:

1. Describe the treatment approach for brief therapy with a habit disorder
2. Given a patient with a habit, indicate a plan for assessment and treatment

TI 7

Stephen Gilligan, PhD

TRANSFORMING DIFFICULT EXPERIENCES IN PSYCHOTHERAPY

All Levels

Every meaningful therapy conversation includes a significant presence of difficult emotions--symptoms, responses, anger, fear, etc. We will have a conversation about how to skillfully welcome and utilize such negative experiences as integral parts of a successful, creative therapy.

Educational Objectives:

1. Identify at least 6 different negative experiences that are common parts of a therapy conversation.
2. Describe how positive "welcoming" of these negative events can positively transform a problem into a resource.
3. Discuss at least 3 general ways to do this in psychotherapy sessions.

TI 8

Judith Beck, PhD

OVERCOMING CHALLENGES WITH COGNITIVE BEHAVIOR THERAPY

All levels

Dr. Beck will be available to discuss clinical issues in (1) CBT for Personality Disorders (2) The Therapeutic Relationship in CBT, and/or (3) Other CBT-related issues.

Educational Objectives:

1. Specify difficulties that arise in treatment
2. Conceptualize difficulties
3. List strategies to overcome difficulties

3:15 – 4:15 PM: Interactive Events

CD 9

Michael Yapko, PhD

HYPNOSIS AND BUILDING RESOURCES

Hypnosis is an experiential vehicle for helping people discover and use their personal strengths or resources in helpful ways. Hypnosis also helps people develop new perspectives and understandings that can lead to better choices and a greater sense of personal empowerment. In this demonstration, we will apply principles and methods of hypnosis in the service of achieving the client's therapeutic objective.

Educational Objectives:

1. Demonstrate how even a brief client interview can inform hypnotic procedures.
2. Demonstrate the merits of hypnosis as a tool of personal empowerment.
3. Demonstrate a variety of hypnotic suggestion styles embedded with an intervention.

CD 10

Reid Wilson, PhD

THE ART OF PERSUASION: CHANGING THE MIND ON OCD

Intermediate

Those who succumb to the spell of obsessive-compulsive disorder conjure up a potion of avoidance and resistance as their only means of control. How do you move someone toward anxious uncertainty when their heart, mind and soul are committed to finding certainty and comfort? Participants will learn a persuasive strategy--built out of whole cloth within the first session--that will frame the entire treatment protocol. Participants will see how to collaborate with the client in designing behavioral experiments to test out this strategy.

Educational Objectives:

1. Logically and persuasively construct a therapeutic, internally-consistent paradoxical frame of reference for an OCD client.
2. Teach OCD clients how to activate this new frame of reference moment-by-moment while approaching and engaging threatening situations.
3. Explain how to use reappraisal to activate "approach" emotions during exposure.

CD = CLINICAL DEMO

GC = GREAT CONVERSATION

TI= TOPICAL INTERACTION

GC 9

JANINA FISHER AND STAN TATKIN
TREATING TRAUMA IN COUPLES

Trauma in couples includes infidelity, medical illness, and financial issues. Assessment and treatment will be covered.

Educational Objectives:

1. Describe the components of how trauma affects couples.
2. Given a couple in trauma, indicated treatment plan

TI 9

CLAUDIA BLACK, PHD
THE HIDDEN LIFE OF SHAME

All levels

Consequences to living with chronic loss and abandonment, be it from living with addiction, violence or simply unavailable parents creates a legacy of internalized shame. Claudia will describe the underpinnings and consequences to shame-based beliefs that fuel the compulsive processes. She will identify and explain shame screens such as victimization, perfectionism, rage, procrastination and control that are common to clients struggling with addiction and other mental health disorders.

Educational Objectives:

1. Describe the relationship of shame to core clinical issues
2. Describe the relationship of abandonment and boundary distortion to the creation of unhealthy shame
3. List 8 shame screens

TI 10

SCOTT MILLER, PHD
FEEDBACK INFORMED TREATMENT: IMPROVING OUTCOMES ONE PERSON AT A TIME

All Levels

Available evidence indicates that the effectiveness of psychotherapy has not improved despite 100 years of theorizing and research. What would help? Not learning a new model of therapy or the "latest" so-called "evidence-based" treatment approach. A simple, valid, and reliable alternative exists for maximizing the effectiveness and efficiency of treatment based on using ongoing feedback to empirically tailor services to the individual client needs and characteristics. Research from multiple randomized clinical trials documents that this simple, transtheoretical approach as much as doubles the effectiveness of treatment while simultaneously reducing costs, drop-out rates and deterioration. At this "Topical Interaction," participants will have a chance to address any practical issues, questions or challenges associated with incorporating outcome and alliance measures into their practice.

Educational Objectives:

1. Demonstrate learning of a reliable, valid, and systematic method for assessing progress in therapy.
2. Discuss a reliable, valid and systematic method for assessing the quality of the therapeutic relationship.
3. Describe how to use the scores from valid and reliable measures of progress and the relationship to tailor services to fit the individual client.

TI 11

MICHELE WEINER-DAVIS, MSW
THE SURPRISING LESSONS LEARNED FROM OVERCOMING DEPRESSION: A PERSONAL STORY

All Levels

This presentation will allow for a dialog with attendees about the presenter's experience with overcoming depression and the important lessons learned for clinical practice in general.

Educational Objectives:

1. Discuss the importance of the therapist-client relationship
2. Identify the reason hopefulness is essential
3. Describe two ways to avoid reifying hopelessness

4:30 – 5:30 PM: Interactive Events (*open to all levels unless noted otherwise*)

CD 11

BILL O'HANLON, MS, LMFT
TREATING TRAUMA BRIEFLY AND RESPECTFULLY

All Levels

This live demonstration will illustrate how to briefly connect with a client who has been suffering from some after-effect from trauma and to help the client resolve some of that post-traumatic suffering.

Educational Objectives:

1. List one assumption for brief trauma treatment
2. Describe at least one future-oriented method for resolving trauma
3. List two kinds of permissions to help resolve trauma

CD 12

RONALD SIEGEL, PSYD

MINDFULNESS INFORMED PSYCHOTHERAPY: A DEMONSTRATION

Clinicians are enthusiastically discovering that mindfulness practices can enlighten and enliven their lives, both inside and outside the therapy hour. These techniques hold great promise for personal development and as a powerful method to enhance virtually all forms of psychotherapy. But what does mindfulness-informed therapy actually look like? This demonstration, using volunteers from the audience, will illustrate how mindfulness practices and insights derived from them can inform treatment.

Educational Objectives:

1. Describe the three essential skills developed by mindfulness practices
2. List some of the clinical decisions involved in mindfulness-oriented treatment
3. Describe what mindfulness-oriented treatment might look like in practice.

TI 12

LAURA BROWN, PHD, ABPP

LIBERATORY MODELS OF PSYCHOTHERAPY SUPERVISION

Intermediate

There is a dynamic tension between the necessarily hierarchical structure of psychotherapy supervision and the liberatory/egalitarian models of feminist and other liberatory practices. This will be a chance for psychotherapy supervisors who are struggling with this dilemma to discuss this topic with the author of *The feminist model of psychotherapy supervision*

Educational Objectives:

1. Describe the tensions inherent in attempting to generate liberatory/egalitarian supervisory relationship
2. Identify supervisee presentations that are most challenging for liberatory supervision models
3. Describe how a liberatory supervision model would deal with remediation issues in a supervisee

TI 13

STAN TATKIN, PSYD, MFT

WORKING WITH DIFFERENT ATTACHMENT ORGANIZATIONS

Working with various attachment organizations requires a deep understanding of both attachment theory and sensitivity to the fears and apprehensions of insecure on both distancing and clinging sides of the spectrum. We will discuss the benefits of using crossing techniques in couple therapy to minimize defensive reactions and to increase intervention effectiveness. Also, we hope to cover the matter of unresolved trauma and loss in the emergence of disorganization during therapy.

Educational Objectives:

1. List at least five characteristics of insecure avoidant organization
2. List at least five characteristics of insecure ambivalent organization
3. Differentiate and describe the difference between secure attachment and secure-functioning relationships

TI 14

JEFFREY ZEIG, PHD

ABOUT MILTON ERICKSON

Advanced

Describe and exemplify essentials of Milton Erickson's approach to Brief Therapy.

Educational Objectives:

1. Given a patient, describe an Ericksonian orientation.
2. Define a utilization approach.

TI 15

ROBERT DILTS

WORKING WITH BELIEFS IN BRIEF THERAPY

Our beliefs are a very powerful force upon our behavior. It is common knowledge that if someone really believes he can do something he will do it, and if he believes something is impossible no amount of effort will convince him that it can be accomplished. Times of change and crisis bring out the significance of our beliefs even more strongly. The beliefs and stories (mental models and assumptions) that we and others hold during an unstable or crucial time determine the degree of resourcefulness with which we will face the situation. Empowering beliefs help us to identify and take best advantage of potential opportunities, while limiting beliefs focus us on danger and can trap us into old survival strategies (i.e., attack, retreat, freeze, etc.). This interaction will explore how to identify and work with the belief issues that arise during brief therapy.

Educational Objectives:

1. Describe the fundamental structure of beliefs and belief systems.
2. Present the five main areas of belief issues that occur in brief therapy.
3. Explain how beliefs may be identified and addressed during a brief therapy session.

SATURDAY, DECEMBER 8

8:00-10:30 PM



Sunday, December 9

SPEECHES

8:30 – 9:30 AM: Speeches 1 – 4 (open to all levels unless noted otherwise)

SP 1

RONALD SIEGEL, PSYD

OVERCOMING SELF-DOUBT AND SHAME:

THE MINDFULNESS CURE FOR THE NARCISSISM EPIDEMIC

What if our therapeutic goals of improving self-esteem, developing a stable and coherent sense of self, and expressing our authentic feelings all turn out to be misguided? What if they inadvertently feed the cultural enthusiasm for celebrity and success that makes so many of us miserable? This presentation will examine how mindfulness practices can be harnessed in psychotherapy to reexamine our conventional sense of self, leading both us and our clients toward greater well-being, wisdom, and compassion.

Educational Objectives:

1. Describe how seeking good self-esteem leads to psychological distress.
2. Identify tools to help clients act more skillfully and freely by becoming less concerned with narcissistic concerns.
3. Describe how mindfulness practices help clients to integrate disavowed or split-off aspects of our experience.

SP 2

MICHELE WEINER-DAVIS, MSW

THE SEX-STARVED MARRIAGE: HELPING COUPLES BRIDGE THE GAP

One out of every three couples struggles with mismatched sexual desire—a formula for marital disaster. When one spouse is sexually dissatisfied and the other is oblivious, unconcerned, or uncaring, sex isn't the only casualty; a sense of emotional connection can also disappear. Helping couples bridge the desire gap can be challenging when one spouse appears unmotivated or lacks empathy. It can also be challenging when therapists feel uncomfortable discussing sex. This speech presents a collaborative model for partners to work together to turn around the decline in their sex lives and reignite their emotional connection.

Educational Objectives:

- Discuss ending the vicious cycle of refusing or always asking for sex which leads to more anger, more refusal, and less desire
Discuss that sex is not only about physical release; it's also about connection
Utilize new approaches to increase their partner's empathy and willingness to change

8:30 – 10:45 AM: (open to all levels)

SP 3

TERRY SOO-HOO, PH.D., ABPP

CULTURALLY SENSITIVE STRENGTH-BASED STRATEGIC THERAPY

The Culturally Sensitive Strength-Based Strategic Therapy method was developed to integrate various principles founded by the Mental Research Institute (MRI) and Jay Haley's Strategic Therapy approach as well as other methods to address these issues. In this workshop, guidelines will be presented for learning the principles of Culturally Sensitive Strength-Based Strategic Therapy. There will be an emphasis on effective strategies in working within the cultural context of the client and how this is critical to successful therapy. A structure will be presented for organizing the specific tasks and skills involved in different aspects of the method including activating the client's strengths. Case examples, some on video recordings, will illustrate many innovative brief therapy techniques.

Educational Objectives:

1. Describe the basic principles of Culturally Sensitive Strength-Based Strategic Therapy (CSSBS).
2. Describe how to work within a client's unique cultural context.
3. Describe how to activate the client's strengths and use these strengths to help the client solve the presenting problems

SP 4

BILL O'HANLON, MS, LMFT**RESOLVING TRAUMA WITHOUT DRAMA: FOUR PRESENT- AND FUTURE-ORIENTED METHODS FOR TREATING TRAUMA BRIEFLY AND RESPECTFULLY**

People with post-traumatic stress often suffer for years and develop a variety of troubling and often crippling problems. This talk will detail a philosophy and methods of working briefly and effectively with people who have been traumatized. An array of new methods have shown that previous conceptions and methods of working with trauma are unnecessarily long-term and re-traumatizing. These new approaches, rather than being based on the past and deterministic models, are oriented towards the present and future and a sense of possibilities. You will leave equipped with a different understanding of how to treat trauma and four specific methods you can use right away in your work.

Educational Objectives:

1. List four effective ways of treating trauma
2. Use at least one future-oriented method for resolving trauma
3. List two kinds of permissions to help resolve trauma

9:45 – 10:45 AM: Speeches 5 – 8 *(open to all levels unless noted otherwise)*

SP 5

JANINA FISHER, PHD**THE LIVING LEGACY OF TRAUMATIC EXPERIENCE**

Neuroscience research has established why it is that trauma results in a fragmented narrative along with a 'living legacy' of enduring effects. The survival responses that preserve life and integrity under threat do not diminish once safety is obtained. Meant to warn us of impending danger, these easily re-activated survival responses continue to re-evolve the events of long ago decades after they are over. Once baffling and frustrating to treat, the evolution of new neurobiologically-informed treatments offers new, hopeful answers to the aftermath of trauma: the chronic fear of danger, dread of impending doom, loss of hope or energy, the longing for human connection, and self-destructive and addictive behavior.

Educational Objectives:

1. Define five common cognitive, affective, and somatic effects of trauma
2. Differentiate spontaneous emotion from trauma-related implicit memories.
3. Describe the effects of trauma-related autonomic dysregulation.

SP 6

REID WILSON, PHD**YOU CAN TREAT OCD***Intermediate*

The rigid beliefs and bizarre behavior of clients with obsessive-compulsive disorder (OCD) can seem intimidating to any therapist. But if you look under the hood, the driving force of this dominant disorder is always the same: something could go terribly wrong and it will be your fault. Treatment can be difficult, but it is not complex. Participants will learn the core strategies of treatment and the primary tactics to confront client resistance.

Educational Objectives:

1. Defend the importance of altering perception, as opposed to utilizing technique, to help clients with OCD.
2. Describe and utilize a self-help strategy to frame the treatment protocol for OCD.
3. Construct and assign behavioral experiments to test out the reliability and validity of this therapeutic intervention without the use of hierarchies.

SP 7

ROBERT DILTS**NEUROLOGICAL LEVELS OF CHANGE IN BRIEF THERAPY**

Managing the process of change involves working with a number of levels of key factors. These factors include our environment (where and when we act), our behavior (what we do), our capabilities (how we think and plan), our values and beliefs (why we think and act the way we do), and our identity (who we perceive ourselves to be) and our sense of purpose (for whom and for what we dedicate ourselves). The presentation will explore the relevance of these different levels of influence to brief therapy and how they may be identified and addressed to help clients reach their therapeutic goals.

Educational Objectives:

1. Describe the six NeuroLogical Levels of Change.
2. Present how to distinguish and address these different levels during brief therapy.
3. Explain how to adapt one's mode of approach and quality of relationship to support change at the different levels.

11:00 AM – 12:00 PM: Speeches 8– 12 (open to all levels unless noted otherwise)

SP 8

MICHAEL YAPKO, PHD

GLOBAL THINKING AND BAD DECISIONS:

WHY CLIENTS NEED YOUR HELP MAKING CONTEXTUAL DISTINCTIONS

Conventional wisdom can guide us but also confuse us when seemingly good pieces of advice contradict each other (e.g., “Look before you leap...BUT he who hesitates is lost”). How can someone know when to do this rather than do that? How can we help clients make better decisions in order to improve the quality of their lives? The fields of cognitive neuroscience and phenomenology have offered us many insights into decision-making processes and some of these will be discussed as they apply to the context of active, short-term psychotherapies.

Educational Objectives:

1. Identify the role of context in determining effective decisions
2. Describe the way a therapist can actively intervene by teaching discrimination criteria that inform effective decision-making
3. Explain how a therapist’s cognitive style or therapeutic philosophy can hinder treatment results

SP 9

LYNN LYONS, MSW

MY DOS AND DON'TS OF WORKING WITH CHILDREN:

THE UNION OF CREATIVITY AND PROBLEM SOLVING

We don't often think of creativity and problem solving as equal partners in therapy with children. But when struggling families arrive at your office, it is the immediate blending of these two components that allows you and the family to move quickly from overwhelmed to engaged, confused to targeted. Based on 29 years of successes and failures, this speech will offer ideas to immediately connect with families, help them untangle the tired messiness they often arrive with, and create active interventions that build momentum, create new patterns, and offer hope.

Educational Objectives:

1. Utilize the 7 patterns of thought and action to identify the salient problems, teach skills, and set goals with families.
2. Create and use assignments for families that develop flexibility, action, and emotional management
3. List the common therapeutic pitfalls that actually support the disorders of anxiety and depression in families

SP 10

CAMILLO LORIEDO, MD, PHD

BRIEF THERAPY OF TRAUMATIC DISSOCIATIVE STATES

Dissociative hypnotic intervention demonstrated to be very useful in treating pain, anxiety disorders and many other conditions. But hypnosis can as well reactivate the natural mind processes, contributing to re-connect different parts (distinct modes of information processing) into a functional and unified self, particularly after traumatic experiences. Rapport, the special relationship that produces intense interpersonal links and connections, as well as profound disconnections with non-hypnotic reality, can be considered a crucial factor of brief therapeutic approach to dissociative conditions and trauma. How to use rapport as well as other new specific therapeutic interventions to reestablish the natural integrative links in a dissociative mind and relationship will be outlined in this presentation.

Educational Objectives:

1. Use rapport to reestablish connections
2. List 5 different techniques to reestablish the natural integrative links in a dissociative mind and relationships

SP 11

ELLIOTT CONNIE, MA

NO PROBLEM: THE KEY THING MOST CLINICIANS GET WRONG ABOUT SFBT
AND HOW TO GET IT RIGHT!

The Solution Focused Approach is a widely accepted way of conducted psychotherapy sessions. Over the past 40 years this approach has come to be known for its brevity, pragmatism and positive stance. However, many inaccurate myths about this approach exist which impact many clinicians’ ability to understand, and subsequently use, this approach. There is one misunderstanding that stands above all others, and this workshop will directly address this common misunderstanding while showing to not succumb to this idea and how to follow the true essence of Solution Focused work.

Educational Objectives:

1. Describe the Solution Focused Approach in their work.
2. Identify the strengths and weakness of the Solution Focused Approach.
3. Identify the difference between problem focused and Solution Focused questions.

1:15 – 2:15 PM: Speeches 12 - 15 (open to all levels unless noted otherwise)

SP 12

STEPHEN GILLIGAN, PHD
THE PRIMACY OF CREATIVITY IN EFFECTIVE PSYCHOTHERAPY

Therapy is successful when clients are able to experience significantly changed realities. While the identification and transformation of symptoms is important in this regard, the activation of the client's creative capacity to make positive changes is even more important. This paper will explore how the 6-step model of Generative Psychotherapy provides a disciplined yet flexible process for helping clients claim and use their agency for creative change.

Educational Objectives:

1. Identify the six steps for creative psychotherapy
2. List 3 clinical examples of using this approach
3. Describe how to transform obstacles into resources.

SP 13

STAN TATKIN, PSYD, MFT
COUPLE THERAPY: SHARED PRINCIPLES OF GOVERNANCE

This one-hour speech focuses on what all couple therapists should at least consider: social justice and fairness agreements between partners. The human primate is warlike, self-centered, mostly automatic, and given to flights of fancy, moodiness, and other unpredictable feelings, thoughts, and behaviors. Thus, the social science predicate of civilization dictates that, to hold human beings accountable, there must be agreements between individuals that protect them from one another. Shared principles of governance points to the matter of partners governing each other and everyone else as the couple is the smallest unit of a society. Principles are hierarchically more personal and self-governing than rules or laws. In other words, principles speak to character.

Educational Objectives:

1. List at least three psychological leaders in the field of social justice and moral reasoning
2. Apply and describe at least three interventions for getting partners to formulate their shared principles of governance
3. Differentiate and describe the differences between rules, laws, and principles

SP 14

LAURA BROWN, PHD
HELPING TRAUMA SURVIVORS TO HAVE
THE RELATIONSHIPS THEY DESERVE

Beginner

Survivors of complex childhood trauma --systemic abuse, neglect, and disrupted attachment schemata -- enter adulthood with internal working models of relationship that often lead them into difficult and painful connections with others. I will address the specific challenges in empowering these survivors to stop "paying the price of admission" to intimacy, and discuss how therapists can find effective strategies for addressing pre-verbal and early verbal core beliefs about self, being lovable, and being safe in relationships.

Educational Objectives:

1. Describe how early attachment trauma creates problematic relationship schema, the "price of admission" construct
2. Describe strategies for assisting adults to identify their "price of admission" schemata
3. Describe how these problematic attachment schemata manifest themselves in therapy

SP 15

JEFFREY ZEIG, PHD
ERICKSONIAN THERAPY:
ESSENCE AND ESSENTIALS

Advanced

One way of modeling Milton Erickson is to consider the states that he commonly inhabited when he was conducting psychotherapy. Erickson "states" will be described and examples will be provided.

Educational Objectives:

1. List for therapists "states" that are fundamental to an Ericksonian approach.
2. Describe how the therapist state can be the progenitor of the method to follow.

2:30 – 3:30 PM: Keynote Address 5



DAVID BURNS, MD
 FEELING GREAT: HIGH-SPEED COGNITIVE THERAPY
Advanced

Dr. Burns will describe powerful new TEAM-CBT techniques that can greatly accelerate recovery from depression and anxiety disorders. He will bring these tools with life with dramatic video excerpts from a therapy session with a mental health professional who had been struggling with years of intense anxiety, depression, and guilt.

Educational Objectives:

1. Describe what each letter of TEAM stands for in TEAM-CBT
2. List the goals of paradoxical agenda setting
3. Explain how the paradoxical double standard technique

3:45 – 4:00 PM: CLOSING REMARKS / WITH JEFFREY ZEIG

– not for credit

CE Approvals

It is your responsibility to contact your licensing/certification board directly to determine eligibility to meet your continuing education requirements.

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Social workers participating in this course will receive up to 24 continuing education clock hours.

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9:00 AM – 12:00 PM



MASTER CLASS IN HYPNOTIC PSYCHOTHERAPY

All Levels

MICHAEL YAPKO, PHD and JEFFREY ZEIG, PHD

Ericksonian hypnotherapy and strategic approaches promote experiential methods of change. In combination they can be synergistic. Psychotherapy is best when clients have the experience of an alive, goal-oriented therapeutic



process. Such dynamic empowering experiences pave the way for new understandings and growth-oriented possibilities.

Drs. Yapko and Zeig will engage with each other and the participants to examine commonalities and differences in their work. The Master Class centers on providing then deconstructing demonstrations of Ericksonian Psychotherapy and Hypnosis, providing a unique opportunity for in-depth learning.

Educational Objectives:

1. Describe the ten therapeutic patterns of Ericksonian influence communication;
2. Demonstrate the relationship between interviewing for personal resources and integrating them into a hypnosis session;
3. List and describe the stages of hypnotic interaction;
4. Describe and demonstrate the role of post-hypnotic suggestions in generalizing individual therapy session gains;
5. Compare and contrast elements of an Ericksonian induction with traditional inductions;
6. Describe the Utilization Method.

Lunch Break 12:00 – 1:30 PM

1:30 – 4:30 PM – MASTER CLASS continued...

CE Approvals (cont'd)

MARRIAGE AND FAMILY THERAPISTS

Licensees with the California Board of Behavioral Sciences

The Milton H. Erickson Foundation, Inc is approved to provide CE's by the NBCC and the APA in the state of California. As of 7/1/15, California BBS accepts CE hours from CE providers approved by either the NBCC or the APA for all license types per Title 16 California Code of Regulations (16CCR) § 1887.4.1 and § 1887.4.3

New York MFT: The Milton H. Erickson Foundation is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0052.

FL MFT: The Milton H. Erickson Foundation, Inc. is approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling as a provider of continuing education (CE Provider #: 50-2008).

Please note: Attendees can receive up to the listed max credits each day. All sessions, except those as listed as "not for credit" are calculated as 1.0 clock/credit hour per 1 hour session. Attendees are given credit per session/hour, and not per day. There is no partial session credit given.

CREDIT BREAKDOWN

Pre-Conference

Wednesday, December 5 6.0 credits
 Wednesday, December 5 7.0 credits
(6.0 for Pre-Conference; 1.0 for Keynote only)

Thursday, December 6 8.0 credits
 Friday, December 7 7.0 credits
 Saturday, December 8 7.0 credits
 Sunday, December 9 5.0 credits

Post-Conference

Monday, December 10 6.0 credits

Main Conference 28.0 credits
 Main Conference + Pre-Conference 34.0 credits
 Main Conference + Post-Conference 34.0 credits
 Main Conference + Pre- + Post- 40.0 credits
 (max available)

REGISTER NOW — SAVE \$\$\$ COMPARED TO THE ONSITE FEES!



DECEMBER 6-9, 2018
HYATT REGENCY
SAN FRANCISCO AIRPORT
• BURLINGAME, CA

EFFECTIVE DATE	MAIN CONFERENCE	PRE/POST CONFERENCE & Day Ticket
July 31 - September 23	\$399	\$199
September 24 - November 12	\$499	\$199
November 13 - December 5	\$599	\$199
ONSITE	\$699	\$199



HOTEL ROOMS

*BOOK BY NOVEMBER 13 TO GUARANTEE
THE CONFERENCE RATE!*

Reserving your hotel room is easy. Go to the BriefTherapyConference.com website and click on HOTEL, check out the description and when you're ready, just click "Book a Room". You will be taken to the secure page set up by the Hyatt specifically for our conference.

REGISTRATION / CANCELLATION POLICIES

Register online at www.brieftherapyconference.com. By mail send completed forms with full payment and any accompanying paperwork to The Milton H. Erickson Foundation, 2632 E. Thomas Rd. Suite 200, Phoenix, AZ 85016. The phone number is 602-956-6196. Make checks payable to Erickson/Brief Therapy. For information regarding registration or cancellations, contact us. Email: support@erickson-foundation.org. For questions about programming or any other inquiries should be made to The Milton H. Erickson Foundation at 602-956-6196 or visit brieftherapyconference.com.

The Hyatt is ADA compliant. Please inform the hotel about any special needs. Special concerns must be brought to the attention of the Milton H. Erickson Foundation prior to November 9, 2018. You can email the Foundation at support@erickson-foundation.org or telephone us at 602-956-6196.

Cancellation Policy: Please email: support@erickson-foundation.org for written registration cancellations. Those who submit cancellations in writing before September 7, 2018 will receive a full refund, less a \$50 service fee. Those who cancel after September 7 and before November 13, 2018, will receive a 50% refund. We will not issue refunds for cancellations made after November 13, 2018. Please allow 8-10 weeks processing. If paying by check, please note that those who submit a non-sufficient fund check will be charged a \$20 service fee.

FEDERAL TAX ID: 95-3560037

DUNS No. 149131880

REGISTRATION

Your Name _____
(As you want it on your name badge—please print)

Street Address _____

City _____ State/Province _____ Zip/Postal Code _____

Country _____ Daytime Phone _____ Email Address _____

University Attended _____ University Major _____ Highest degree only _____

Professional License # _____ Physically Challenged? Yes.¹

I verify that I meet the minimum eligibility requirements to attend the Couples Conference.

I am registering for the following:

Main Conference Registration (December 6-9)

Main Conference **WITH** Pre-Conference (December 5-9)

Main Conference **WITH** Post-Conference (December 6-10)

Main Conference with **BOTH** Pre- and Post-Conference (December 5-10)

I am not attending the full conference, but would like **DAY-TICKETS** for the following days:

Pre-Conference Workshop, Wednesday, Dec 5

Main Conference: Thursday, Dec 6 Friday, Dec 7 Saturday, Dec 8 Sunday Dec 9

Post-Conference Workshop, Monday Dec 10

I am enclosing the following amount \$ _____

Personal / Company² Check # _____ *(Make checks payable to Erickson Foundation)*

Purchase Order # _____ *(Attach copy of P.O.)*

Credit Card: Visa MasterCard Discover American Express

Credit Card No. _____ Exp. Date _____ CW _____

Name _____
(as it appears on the card)

Signature _____

Billing Address *(if different from above):* _____

Send completed forms with full payment and any accompanying paperwork to

The Milton H. Erickson Foundation

2632 East Thomas Road, Suite 200 • Phoenix, Arizona 85016

Phone: 602-956-6196 / Fax: 602-956-0519 • Questions? Email: support@erickson-foundation.org

¹ The Hyatt is ADA compliant. Please inform the hotel about any special needs. Special concerns must be brought to the attention of the Milton H. Erickson Foundation prior to November 9, 2018. You can email the Foundation at support@erickson-foundation.org or telephone us at 602-956-6196.

² All non-sufficient funds checks will be charged a \$20 service fee payable by the issuer.



THE MILTON H. ERICKSON FOUNDATION
2632 East Thomas Road, Suite 200
Phoenix, AZ 85016



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Treating Anxiety, Depression and Trauma



DECEMBER 6-9, 2018
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