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The Evolution of Psychotherapy



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FACULTY

Daniel Amen
Aaron Beck*
Judith Beck
David Burns
António Damásio*
Robert Dilts
Paul & Eve Ekman
Steve Frankel
Stephen Gilligan
Tipper Gore*
John & Julie Gottman
Steven Hayes
Harville Hendrix
Helen LaKelly Hunt
Jean Houston
Sue Johnson

Rob Kapilow*
Otto Kernberg
Jack Kornfield
Harriet Lerner
Peter Levine
Elizabeth Loftus
Cloé Madanes
Don Meichenbaum
Scott Miller
William Miller
Salvador Minuchin*
Bill O'Hanlon
Christine Padesky
Esther Perel
Erving Polster
Ernest & Kathryn Rossi

Robert Sapolsky*
Martin Seligman*
Francine Shapiro
Dan Siegel
Derrald Wing Sue
Bessel van der Kolk
Michele Weiner-Davis
David Whyte*
Irvin Yalom*
Marilyn Yalom
Michael Yapko
Jeffrey Zeig
Philip Zimbardo*

**Keynote Speakers*

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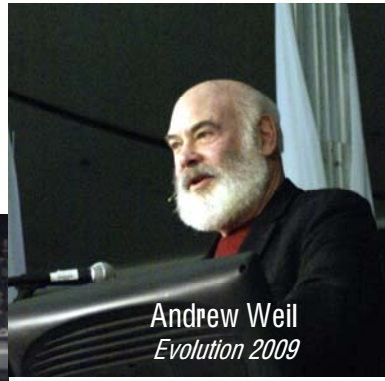
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CALIFORNIA SOUTHERN
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Deepak Chopra
Evolution 2009



Andrew Weil
Evolution 2009

Michael Yapko &
Salvador Minuchin
Evolution 2013



“THE LARGEST GATHERING EVER DEVOTED TO THE PRACTICE OF PSYCHOTHERAPY” - TIME



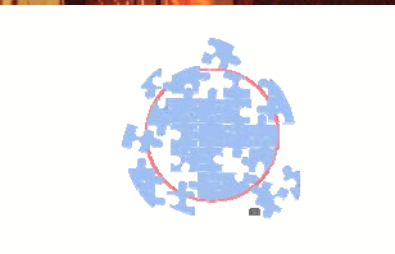
Michele Weiner-Davis Bessel van der Kolk
Evolution 2013



Christine Padesky
Evolution 2013



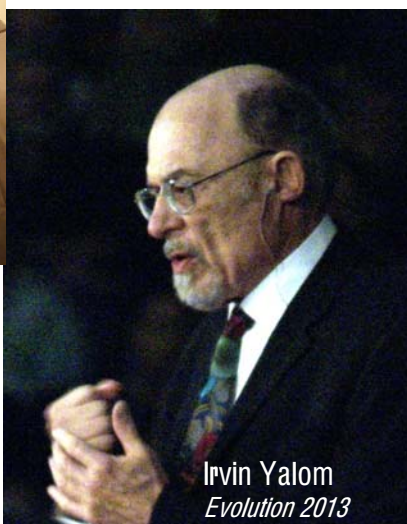
Donald
Meichenbaum
Evolution 2013



John Gottman



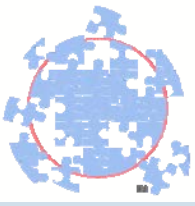
Philip Zimbardo
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Irvin Yalom
Evolution 2013

Author's Meet & Greet *Evolution 2013*





The Evolution of Psychotherapy

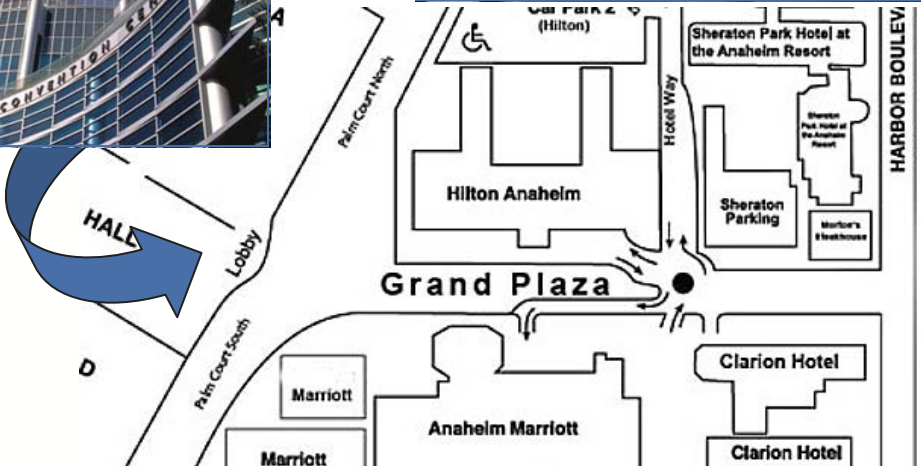
Every five years since 1985, the *Evolution of Psychotherapy Conference* attracts worldwide attention as the most respected gathering of master practitioners in the field of psychotherapy. Created and sponsored by the Milton H. Erickson Foundation (and co-sponsored by Cal State Fullerton Department of Counseling, and the School of Behavioral Sciences, and California Southern University) the *Conference* includes workshops, point/counterpoint discussions, state of the art clinical demonstrations, dialogues, panels, and conversation hours. Beginning in 2009, the conference was scheduled on a four-year cycle.

December 13-17, 2017

THE ANAHEIM CONVENTION CENTER and Anaheim Hilton & Marriott

Events at this year Evolution will take place at the Anaheim Convention Center, and the neighboring Hilton and Marriott Hotels. Because all three facilities are within easy walking distance of each other, the location makes an ideal conference campus setting.

Special rates for reservations at most of the nearby hotels are now in effect, plus discounts for Disneyland and other area attractions. **Check the Evolution website for the latest details.**



FACULTY



Daniel Amen, MD is a double board-certified psychiatrist, multiple NY Times bestselling author, founder of Amen Clinics and brain imaging pioneer. He has written and hosted 11 public television specials about the brain. Discover Magazine named his brain imaging research as one of the top 100 stories in all of Science for 2015.



Dr. Aaron T. Beck, MD is University Professor of Psychiatry (Emeritus) in the Department of Psychiatry, Perelman School of Medicine at the University of Pennsylvania and director of the Aaron T. Beck Psychopathology Research Center. Based on his research on the psychological processes involved in depression and other disorders, he developed and tested Cognitive Therapy (also known as Cognitive Behavior Therapy), the most widely used form of psychotherapy in the world. He has personally trained large numbers of professionals in this specialized approach and helped to form centers for Cognitive Therapy throughout the world, devoted to both research and serving countless numbers of patients. Starting in 2007, he has directed the Beck Initiative partnership in collaboration with Arthur Evans, former Commissioner of Mental Health of Philadelphia, serving the Medicaid patients in the city. He and his group have been training providers, offering services to the most disadvantaged individuals in the city and state: severely mentally ill individuals confined to hospitals and jails, and also the homeless. He has been named by Medscape as one of the 50 Most Influential Physicians in History: 20th on the list and 1st among the living. He has received the 2006 Albert Lasker Award for Clinical Medical Research, which “transformed the understanding and treatment” of mentally ill individuals, the 2006 National Academy of Medicine: Lienhard Award for the advancement of health services, the 2013 Kennedy Community Health Award, and the National Alliance on Mental Illness Lifetime Achievement Award (June, 2017).

KEYNOTE



Judith S. Beck, PhD, is President of Beck Institute for Cognitive Behavior Therapy in Philadelphia, a non-profit organization that provides a variety of training programs to health and mental health professionals worldwide, and a Clinical Professor at the University of Pennsylvania. She received her doctoral degree from the University of Pennsylvania in 1982. She has authored over 100 chapters and articles and several books, including *Cognitive Behavior Therapy: Basics and Beyond*, which has been translated into over 20 languages, *Cognitive Therapy for Challenging Problems*, and books for consumers on a CBT approach to weight loss and maintenance. She divides her time among teaching, clinical work, supervision, administration, program development and consultation, and writing.

KEYNOTE



David Burns, MD is a clinical psychiatrist and author of the best-selling, *Feeling Good: The New Mood Therapy*, which has sold more than five million copies worldwide. His “When Helping Doesn’t Help” was recently featured in *Psychotherapy Networker* (March, 2017). His free Feeling Good podcasts are available on iTunes and www.feelinggood.com.



Antonio Damasio, MD is University Professor, David Dornsife Professor of Neuroscience, Psychology and Philosophy, and Director of the Brain and Creativity Institute at the University of Southern California, Los Angeles. His work on the role of affect in the process of decision-making has made a major impact in neuroscience, psychology, and philosophy. He is the author of numerous scientific articles (his Google Scholar h-index is 149; over 148,000 citations) and has been named “Highly Cited Researcher” by the Institute for Scientific Information. Damasio is a member of the National Academy of Medicine and a Fellow of the American Academy of Arts and Sciences, the Bavarian Academy of Sciences, and the European Academy of Sciences and Arts. Damasio has discussed his research and ideas in several books, among them *Descartes’ Error*, *The Feeling of What Happens*, *Looking for Spinoza* and *Self Comes to Mind*, which are translated and taught in universities worldwide. His new book, *The Strange Order of Things: The Making of the Cultural Mind*, to appear later this year.

KEYNOTE



Robert Dilts has a degree in Behavioral Technology from the University of California at Santa Cruz. Robert has a global reputation as a leading developer, author, coach, trainer and consultant in the field of Neuro-Linguistic Programming (NLP). 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.”



Paul Ekman, PhD, Professor Emeritus in Psychology at UCSF, is the researcher and author best known for furthering our understanding of emotion and also deception. He established the universality of some facial expressions and in a separate line of research discovered how expressions and gestures may betray a lie. Ekman has authored more than 100 published articles and holds several honorary doctoral degrees.

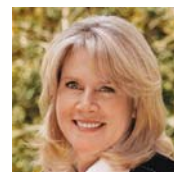
Eve Ekman, PhD, MSW, is currently a Post-Doctoral Scholar at UCSF's Osher Center for Integrative Medicine. Ekman's research interests were inspired by her experience as a medical social worker in the emergency department of San Francisco General Hospital coupled with her training in the applied emotion regulation and mindfulness intervention: Cultivating Emotional Balance (CEB).



STEVEN FRANKEL, PHD, JD, ABPP is a practicing licensing board defense attorney and clinical/forensic psychologist. He received his PhD from Indiana University, interned at Columbia University, and served as a full-time clinical psychology faculty member at USC for 11 years, 5 years as Director of Clinical Training. A Clinical Professor at USC and a past Adjunct faculty member at Loyola (L.A.) and Golden Gate law schools, Steve has received awards for teaching excellence in law/psychology interfaces and in trauma assessment and treatment, which has been his specialty since 1980. He has authored the chapter on Risk Management for trauma clinicians in APA'S forthcoming Handbook of Trauma. His Practice-Legacy Programs work was created to protect clinicians, their families and patients/clients from failures to prepare for unanticipated death or disability.



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/ Robert Dilts). His most recent book, *Generative Trance: The Experience of Creative Flow*, proposes and explores a third generation approach to hypnotic work.



Tipper Gore, MA, received a Bachelor of Arts degree in Psychology from Boston University in 1970 and her Master's degree in Psychology from George Peabody College at Vanderbilt University in 1975. Mrs. Gore worked as a newspaper photographer for the Nashville Tennessean until her husband was elected to Congress in 1976. Once named one of the “Ten Most Admired Women in the World,” she is a dedicated, hands-on advocate for issues of mental health, homelessness, and violence in the media. Mrs. Gore's commitment to eradicating the stigma associated with mental illness and educating Americans about the need for quality, affordable mental health care placed her in the unique position to serve as the Mental Health Policy Advisor to President Clinton during her husband's tenure as Vice President. In June 1999, she chaired the first-ever White House Conference on Mental Health, which interactively involved tens of thousands of Americans in over 1,000 cities across the country. In 1990, Mrs. Gore founded Tennessee Voices for Children, a coalition to promote the development of services for children and youth with serious behavioral, emotional, substance abuse or other mental health problems. She also served as co-chair of the Child Mental Health Interest Group, a non-partisan group of Congressional and Administration spouses. In 1996, Mrs. Gore published *Picture This, A Visual Diary*, which is a personal photographic representation of life as wife of the Vice President. Proceeds from the book were donated to the National Health Care for the Homeless Council, headquartered in Nashville, TN.



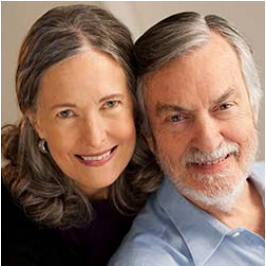
John Gottman, PhD, was one of the Top 10 Most Influential Therapists of the past quarter-century by the *Psychotherapy Networker*. Dr. Gottman is a professor emeritus in psychology known for his work on marital stability and relationship analysis through scientific direct observations, many of which were published in peer-reviewed literature. He is the author or co-author of over 200 published academic articles and more than 40 books, including the bestselling *The Seven Principles for Making Marriage Work*; *What Makes Love Last*; *The Relationship Cure*;

Why Marriages Succeed or Fail; and *Raising An Emotionally Intelligent Child*, among many others.

Julie Gottman, PhD, is the co-founder and President of The Gottman Institute, and Clinical Supervisor for the Couples Together Against Violence study. A highly respected clinical psychologist, she is sought internationally by media and organizations as an expert adviser on marriage, sexual harassment and rape, domestic violence, gay and lesbian adoption, same-sex marriage, and parenting issues. She is the co-creator of the immensely popular *The Art and Science of Love* weekend workshops for couples, and she also co-designed the national clinical training program in Gottman Couples Therapy.



Steven C. Hayes, PhD, Clinical Psychology, West Virginia University, Morgantown, is a Foundation Professor of Psychology at the University of Nevada. An author of 44 books and nearly 600 scientific articles, he is known for his work on Acceptance and Commitment Therapy, a widely used and researched method of psychological and behavioral intervention, and Relational Frame Theory, a comprehensive empirical research program on human language and cognition. Dr. Hayes has received the Lifetime Achievement Award from the Association for Behavioral and Cognitive Therapy, and is among the most cited psychologists in the world.



Harville Hendrix, PhD in Psychology and Theology and **Helen LaKelly Hunt**, Master's degree in Clinical Psychology and a PhD in church history, co-creators of Imago Relationship Therapy and co-founder of Imago Relationships International that supports over 1100 Imago therapists in 37 countries. Author and co-author of three NYT best sellers and seven other books on relationship therapy. Co-creator of Safe Conversations and co-founder of Relationships First, a relationship education movement located in Dallas and dedicated to furthering the creation of a relational culture.



Jean Houston, PhD, is Chancellor of Meridian University and Co-Founder of Rising Women, Rising World. Her PhD is in Psychology, and she is the author of over 30 books in the fields of human and social development. As a consultant to UN programs and other international agencies she has worked in some 109 countries, and continues to advise globally in social artistry (human development in the light of social challenge and change).



Sue Johnson EdD. in Counseling Psychology, is the developer of Emotionally Focused Therapy (EFT). She is a Professor Emeritus of Psychology, University of Ottawa, Distinguished Research Professor at Alliant University in San Diego, and Director of the International Centre for Excellence in Emotionally Focused Therapy



Rob Kapilow has brought the joy and wonder of classical music – and unraveled some of its mysteries – to audiences of all ages and backgrounds. Characterized by his unique ability to create an “aha” moment for his audiences and collaborators, whatever their level of musical sophistication or naiveté, Kapilow’s work brings music into people’s lives: opening new ears to musical experiences and helping people to listen actively rather than just hear. As the Boston Globe said, “It’s a cheering thought that this kind of missionary enterprise did not pass from this earth with Leonard Bernstein. Rob Kapilow is awfully good at what he does. We need him.” The reach of his interactive events and activities is wide, both geographically and culturally: his audiences are diverse and unexpected, but invariably rapt and keen to come back for more.



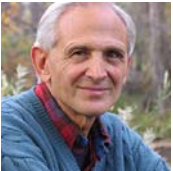
Otto F. Kernberg, M.D., F.A.P.A., is Director of the Personality Disorders Institute at The New York Presbyterian Hospital, Westchester Division and Professor of Psychiatry at the Weill Medical College of Cornell University. Dr. Kernberg is a Past-President of the International Psychoanalytic Association. He is also Training and Supervising Analyst of the Columbia University Center for Psychoanalytic Training and Research. His latest books are *The Inseparable Nature of Love and Aggression*, American Psychiatric Publishing, Washington, DC, was published in 2011; *Transference-Focused Psychotherapy for Borderline Personality Disorder: A Clinical Guide*, (with Frank E. Yeomans and John F. Clarkin) American Psychiatric Publishing, Washington, DC, was published in 2015. *Psychoanalytic Education at the Crossroads* Routledge, Taylor & Francis Group, was published just last year.



Jack Kornfield, PhD, trained as a Buddhist monk in the monasteries of Thailand, India and Burma. He has taught meditation internationally since 1974 and is one of the key teachers to introduce Buddhist mindfulness practice to the West. He co-founded the Insight Meditation Society in Barre, Massachusetts, and the Spirit Rock Center in Woodacre, California. Jack holds a Ph.D. in clinical psychology and has taught on Eastern and Western psychology in centers and universities worldwide. He is a father, a husband and an activist. His books have been translated into 22 languages and sold more than a million copies. They include, *A Wise Heart: A Guide to the Universal Teachings of Buddhist Psychology*, *A Path with Heart*; *After the Ecstasy, the Laundry* and his most recent book, *No Time Like the Present*.



Harriet Lerner, PhD, is a clinical psychologist and one of our nation's most respected voices on the psychology of women and family relationships. She is the author of numerous scholarly articles and 12 books including The New York Times bestseller, *The Dance of Anger*, which has sold several million copies. Her latest book is *Why Won't You Apologize?: Healing Big Betrayals and Everyday Hurts*.



Peter A. Levine, PhD, holds doctorates in both medical biophysics and psychology. He is the developer of Somatic Experiencing®, a naturalistic, body-awareness approach to healing trauma, and founder of the Somatic Experiencing® Trauma Institute, which conducts SE™ trainings throughout the world and in various indigenous cultures. He is currently a Senior Fellow and consultant at The Meadows Addiction and Trauma Treatment Center in Wickenburg, Arizona. Dr. Levine has written several books about trauma. His international best seller, *Waking the Tiger: Healing Trauma*, has been translated into twenty-six languages. His other books include *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*; *Trauma and Memory: Brain and Body in a Search for the Living Past—A Practical Guide for Understanding and Working with Traumatic Memory*; *Trauma Through a Child's Eyes*—a resource book for child therapists and educators, *Trauma-Proofing Your Kids*, a guide for parents and teachers on how to recognize and prevent trauma, and *Freedom From Pain*, a guide for working with trauma-related pain.



Elizabeth Loftus, PhD, is Distinguished Professor at the University of California, Irvine. She holds positions in the Departments of Psychology & Social Behavior, and Criminology, Law & Society. She is also a Professor of Law. Loftus received her undergraduate degree in Mathematics and Psychology from UCLA, and her PhD in Psychology from Stanford University. Since then, she has published 23 books and over 500 scientific articles. Her books have been translated into Dutch, French, German, Japanese, Chinese and other foreign languages. Loftus's research has focused on human memory, eyewitness testimony and also on courtroom procedure. Her work has been funded by the National Institute of Mental Health and the National Science Foundation. She was elected president of the Association for Psychological Science (APS), the Western Psychological Association (twice), the American Psychology-Law Society, and the Experimental Psychology division of the American Psychological Association (APA). Loftus has received seven honorary doctorates for her research, from universities in the United States, but also The Netherlands, Great Britain, Israel and Norway. She has won both of the top awards from APS (the James McKeen Cattell Fellow in 1997 and the Williams James Fellow Award in 2001).



Cloe Madanes, HDL, LIC, in Psychology, is a world-renowned innovator and teacher of family and strategic therapy and one of the originators of the strategic approach to family therapy. She has authored seven books that are classics in the field: *Strategic Family Therapy*; *Behind the One-Way Mirror*; *Sex, Love, and Violence*; *The Secret Meaning of Money*; *The Violence of Men*; *The Therapist as Humanist, Social Activist and Systemic Thinker*; and *Relationship Breakthrough*. She has presented her work at professional conferences all over the world and has given keynote addresses for The Evolution of Psychotherapy Conference, the

American Association of Marriage and Family Therapy; the National Association of Social Workers, The Erickson Foundation, the California Psychological Association and many other national and international conferences. Madanes has won several awards for distinguished contribution to psychology and has counseled outstanding individuals from all walks of life.



Donald Meichenbaum, PhD in Clinical Psychology is currently Research Director of Melissa Institute for Violence Prevention, Miami He is one of the founders of cognitive behavior therapy. He was voted one of the most influential psychotherapists of the 20th century. His latest books include *Roadmap to Resilience* (www.roadmaptoresilience.com) and *Evolution of Cognitive Behavior Therapy: A Personal and Professional Journey*.



Scott D. Miller, PhD received his Doctor of Philosophy degree in APA-approved Counseling Psychology in the Department of Educational Psychology at the University of Utah. He 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. Dr. Miller conducts workshops and training in the United States and abroad, helping hundreds of agencies and organizations, both public and private, to achieve superior results.

His humorous and engaging presentation style and command of the research literature consistently inspires practitioners, administrators, and policy makers to make effective changes in service delivery.



William Miller, PhD (Clinical Psychology), is Emeritus Distinguished Professor of Psychology and Psychiatry at the University of New Mexico. He has published over 400 professional articles and chapters and 50 books including *Loving kindness* (2017), *Motivational Interviewing* (2013), *Controlling Your Drinking* (2013), *Treating Addiction* (2011), and *Quantum Change* (2001). The Institute for Scientific Information has listed him as one of the world's most cited scientists.



Salvador Minuchin, MD, developed Structural Family Therapy, which addresses problems within a family by charting the relationships between family members, or between subsets of family. He was Director of the Philadelphia Child Guidance Clinic. Although it was minimally staffed when he began, under his tutelage the Clinic grew to become one of the most modeled and respected child guidance facilities in the world. In 1981, Minuchin began his own family therapy center in New York. After his retirement in 1996, the center was renamed the Minuchin Center. Dr. Minuchin is the author of many

notable books, including many classics. His latest is *Mastering Family Therapy: Journeys of Growth and Transformation*. In 2007, a survey of 2,600 practitioners named Minuchin as one of the ten most influential therapists of the past quarter-century.



Bill O'Hanlon, MS (Family Studies), LMFT, has authored or co-authored 35 books. His books have been translated into 17 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. Bill is clinical member of AAMFT (and winner of the 2003 New Mexico AMFT Distinguished Service Award), certified by the National Board of Certified Clinical Hypnotherapists and a Fellow and a Board Member of the American Psychotherapy Association.

KEYNOTE

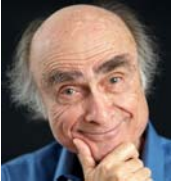


Christine A. Padesky, PhD, Co-Founder of Center for Cognitive Therapy in Huntington Beach, California is a licensed clinical psychologist and a leading Cognitive Behavior Therapy (CBT) innovator. Along with Kathleen Mooney, PhD she created Strengths-Based CBT which helps clients construct new beliefs and behavioral strategies in order to improve overall functioning and relationships. She provides workshops and consultation to therapists worldwide (www.padesky.com)

and develops audio CD & DVD therapist training materials (www.store.padesky.com). She is co-author of five books, including *Mind Over Mood, 2nd Edition* (www.mindovermood.com). With over a million copies sold in 23 languages, *Mind Over Mood* was named the most influential CBT book of all time by the British Association of Behavioural and Cognitive Therapies (BABCP). Dr. Padesky's honors include the Most Influential International CBT Therapist award (BABCP), Distinguished Contribution to Psychology award (California Psychological Association) and the Aaron T. Beck Award for her enduring contributions to the field (Academy of Cognitive Therapy).



Esther Perel, MA, LMFT is a Licensed Marriage and Family therapist and AASECT certified sex therapist and supervisor. She has run her private practice in New York City for over 30 years. Author of *Mating in Captivity* and her upcoming book, *The State of Affairs*, Esther also serves on the faculty of the International Trauma Studies Program, affiliated with Columbia University and the Ackerman Institute for the Family.



Erving Polster, PhD in Clinical Psychology, is a veteran teacher of gestalt therapy and has authored 6 books. In his current writings, he offers perspectives and designs for a communal application of psychotherapy principles. He also describes and celebrates a powerful contemporary momentum for people-at-large to join together in the search for personal and social enlightenment.



Ernest Lawrence Rossi, PhD in Clinical Psychology is internationally recognized as a gifted psychotherapist and teacher of innovative approaches to understanding the theory and practice of the quantum qualia of consciousness and cognition for facilitating gene expression and brain plasticity to optimize human performance, stress reduction and well-being in everyday life.

Kathryn Rossi PhD, eRYT-500, is a Founding Director of the Milton H. Erickson Institute, California Central Coast (MHE-CCC). She has edited, authored, or co-authored 21 books and 50+ scientific articles and chapters. She conducts workshops and consultations internationally and also through Skype. Her private practice is in Los Osos, California.



Robert Sapolsky, PhD (Neuroendocrinology) For more than thirty years Sapolsky has divided his time between field work with baboons and highly technical neurological research in the laboratory. As a result, he can effortlessly move from a discussion of pecking orders in primate societies (human and baboon) to an explanation of how neurotransmitters work during stress.

He lectures widely on topics as diverse as stress and stress-related diseases, baboons, the biology of our individuality, the biology of religious belief, the biology of memory, schizophrenia, depression, aggression, and Alzheimer's disease. Dr. Sapolsky is a MacArthur "Genius" Fellow, a professor of biology and neurology at Stanford University, and a research associate with the Institute of Primate Research at the National Museum of Kenya. He is currently working on a book to be titled: *Behave: The Biology of Humans at Our Best and Worst* (Penguin Press May 2017).

KEYNOTE



Martin E.P. Seligman, PhD in Psychology, is the Zellerbach Family Professor of Psychology and Director of the Positive Psychology Center at the University of Pennsylvania, where he focuses on positive psychology, learned helplessness, depression, and optimism. He is a best-selling author of several books, including *Flourish*. He received the American Psychological Society's William James Fellow Award for basic science and Cattell Award for the application of science, and two Distinguished Scientific Contribution awards

from the American Psychological Association. In 1996, Seligman was elected President of the American Psychological Association by the largest vote in modern history. His current mission is the attempt to transform social science to work on the best things in life—strengths, positive emotion, good relationships, meaning, and human flourishing.

KEYNOTE



Francine Shapiro, PhD, is a clinical psychologist with a PhD from the Professional School of Psychological Studies, the originator and developer of EMDR therapy, is a Senior Research Fellow, Emeritus at the Mental Research Institute in Palo Alto, California; Executive Director of the EMDR Institute in Watsonville, California and founder and President Emeritus of the Trauma Recovery/EMDR Humanitarian Assistance Programs (www.emdrhap.org), a nonprofit organization that coordinates disaster response and pro bono trainings worldwide. She is a recipient of the International Sigmund Freud Award for Psychotherapy presented by the City of Vienna (2002) in conjunction with the World Council for Psychotherapy; the American Psychological Association Division 56 Award for Outstanding Contributions to Practice in Trauma Psychology; and the Distinguished Scientific Achievement in Psychology Award, presented by the California Psychological Association. Dr. Shapiro has coauthored more than 90 articles, chapters, and books about EMDR.



Daniel Siegel, MD, received his medical degree from Harvard University and completed his postgraduate medical education at UCLA with training in pediatrics and child, adolescent and adult psychiatry. He is currently clinical professor of psychiatry at the UCLA School of Medicine where he is on the faculty of the Center for Culture, Brain, and Development and the founding co-director of the Mindful Awareness Research Center. Dr. Siegel has lectured for the King of Thailand, Pope John Paul II, His Holiness the Dalai Lama, Google University, London's Royal Society of Arts (RSA), and TEDx.



Derald Wing Sue, PhD (in Counseling Psychology), is Professor of Psychology and Education in the Department of Counseling and Clinical Psychology at Teachers College and the School of Social Work, Columbia University. He was the co-founder of the National Multicultural Conference and Summit, co-founder and first President of the Asian American Psychological Association, past presidents of the Society for the Psychological Study of Culture, Ethnicity and Race, and the Society of Counseling Psychology. Derald has served as Editor of the Journal for Counseling and Development, Associate Editor of the American Psychologist, Editorial Board Member to The Counseling Psychologist, Asian American Journal of Psychology, Asian Journal of Counselling, and serves on the Council of Elders for Cultural Diversity and Ethnic Minority Psychology. Derald is a pioneer in the field of multicultural psychology, microaggression theory, racial dialogues, multicultural counseling and therapy, and the psychology of racism/antiracism. He is author of four best-selling texts.



Bessel A. van der Kolk, M.D. has been the Medical Director of The Trauma Center in Boston for the past 30 years. He is a Professor of Psychiatry at Boston University Medical School and serves as the co-director of the National Center for Child Traumatic Stress Complex Trauma Network. He is past President of International Society for Traumatic Stress Studies. Though he identifies himself primarily as a clinician, he has published well over 150 peer reviewed scientific articles on various aspects of trauma, including his current projects: 1) yoga for treating PTSD, funded by the National Institutes of Health; 2) the use of theater for violence prevention in the Boston public schools, funded by the CDC; 3) the mechanisms of EMDR; 4) sensory integration in traumatized children; and 5) the use of neurofeedback in PTSD. He has written extensively using neuroscience research to identify appropriate treatments for PTSD and completed the first NIMH-funded study of EMDR. He has taught at universities and hospitals around the world. He is author of the New York Times bestselling book *The Body Keeps the Score: Mind, Brain and Body in Healing From Trauma*. Viking Penguin, 2014.



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



DAVID WHYTE Poet, Author, Lecturer. The author of eight books of poetry and four books of prose, David Whyte holds a degree in Marine Zoology and has traveled extensively, including living and working as a naturalist guide in the Galapagos Islands and leading anthropological and natural history expeditions in the Andes, Amazon and Himalaya. He brings this wealth of experience to his poetry, lectures and workshops. His life as a poet has created a readership and listenership in three normally mutually exclusive areas: the literate world of readings that most poets inhabit, the psychological and theological worlds of philosophical enquiry and the world of vocation, work and organizational leadership. An Associate Fellow at Said Business School at the University of Oxford, he is one of the few poets to take his perspectives on creativity into the field of organizational development, where he works with many European, American and international companies. In spring 2008 he was awarded an honorary doctorate from Neumann College, Pennsylvania.

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Irvin Yalom, MD, is a Professor Emeritus of Psychiatry at the Stanford University School of Medicine. His major areas of interest are Group Psychotherapy and an existentially—inter-personally based individual therapy. In recent years, he has taught via narrative using short stories and novels to teach the art of psychotherapy. Dr. Yalom was the recipient of the first ever Lifetime Achievement Award presented by The American Group Psychotherapy Association (AGPA) at the 75th meeting on March 6, 2017 in New York City.

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Marilyn Yalom, PhD, is senior scholar at the Clayman Institute for Gender Research at Stanford University. She received her Ph.D. in comparative literature from John Hopkins and was Professor of French at the California State University at Hayward, before assuming research and administrative roles at Stanford. Her books include *Blood Sisters. The French Revolution in Women's Memory* (Basic Books, 1993), *A History of the Breast* (Knopf, 1991), *A History of the Wife* (Harper Collins, 2001), *Birth of the Chess Queen* (Harper Collins, 2004), *The American Resting Place* with photos by Reid Yalom (Houghton Mifflin, 2008), *How the French Invented Love* (Harper Collins, 2012), *The Social Sex with Theresa Brown* (Harper Collins, 2015) and *The Amorous Heart: An Unconventional History of Love* (Basic Books, forthcoming January 2018). She lives in Palo Alto with her husband, the psychiatrist and author Irvin Yalom.



Michael D. Yapko, PhD (professional psychology, clinical specialization), is internationally recognized for his innovative work in applied clinical hypnosis, developing brief psychotherapies, and the strategic treatment of depression. He has been invited to present his work in more than 30 countries across six continents. He is the author of 15 books, including his most recent, *The Discriminating Therapist*. He is a recipient of numerous awards for his many contributions to the field, including the Milton H. Erickson Foundation Lifetime Achievement Award. More information is available on Dr. Yapko's website, 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.



Philip Zimbardo, PhD (Psychology) is professor emeritus at Stanford University and creator of The Stanford Prison Experiment. Dr. Zimbardo has spent over 50 years teaching and studying psychology. Dr. Zimbardo currently lectures worldwide and is actively working to promote his non-profit The Heroic Imagination Project www.heroicimagination.org. His current research looks at the psychology of heroism. He asks: "What pushes some people to become perpetrators of evil, while others act heroically on behalf of those in need?" Prior to his heroism work, he served as President of the American Psychological Association and designed and narrated the award winning 26-part PBS series, *Discovering Psychology*. He has published more than 50 books and 400 professional and popular articles and chapters, among them, *Shyness*, *The Lucifer Effect*, *The Time Cure*, *The Time Paradox*, and most recently, *Man, Interrupted*.

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CONTINUING EDUCATION

ELIGIBILITY: The Evolution of Psychotherapy 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 2017. It is your responsibility to contact your licensing/certification board directly to determine eligibility to meet your continuing education requirements.

Please note: The total number of continuing education credits/hours will be available when the conference program is finalized. All sessions, except those listed as “not for credit” are calculated as 1.0 clock/credit hour per 1 hour session. Attendees are given credit per session/hour attended, not per day. There is no partial session credit given. The tentative credit breakdown is:

DAY	CREDITS	DAY	CREDITS
Pre-Conference – Tuesday, December 12th	6.0	Sunday, December 17th	4.5
Tuesday, PM <i>(included in full conference registration)</i>	2.0	Post-Conference – Monday, December 18th	6.0
Wednesday, December 13th	8.0	Total – Full Conference Only	39.5
Thursday, December 14th	9.0	Total – Pre+Full Conference	45.5
Friday, December 15th	7.0	Total – Pre+Full+Post Conference	
Saturday, December 16th	9.0	<i>Maximum EP17 Credits Available</i>	51.5

APPROVALS

PHYSICIANS

Accreditation Statement: ACCME: The Milton H. Erickson Foundation, Inc. is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Credit Designation Statement: AMA: The Milton H. Erickson Foundation, Inc., designates this live activity for a maximum of 51.5 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

PSYCHOLOGISTS

APA: The Milton H. Erickson Foundation, Inc. is approved by the American Psychological Association to sponsor continuing education for psychologists. The Milton H. Erickson Foundation, Inc. maintains responsibility for this program and its content.

NURSES

BRN: The Milton H. Erickson Foundation, Inc. Provider approved by the California Board of Registered Nursing, Provider Number CEP 9376 for 51.5 contact hours.

SOCIAL WORKERS

ASWB: The Milton H. Erickson Foundation, Inc, #1489, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org, through the Approved Continuing Education (ACE) program. The Milton H. Erickson Foundation, Inc maintains responsibility for the program. ASWB Approval Period: 05/02/2017 – 05/02/2018. Social workers should contact their regulatory board to determine course approval for continuing education credits.

Social workers participating in this course will receive up to 51.5 continuing education clock hours.

FL LCSW/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).

NASW: This program is pending approval by the National Association of Social Workers for 51.5 continuing education contact hours.

New York: The Milton H. Erickson Foundation is recognized by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for licensed social workers #SW-0304.

COUNSELORS

NBCC: The Milton H. Erickson Foundation, Inc. has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5056. Programs that do not qualify for NBCC credit are clearly identified. The Milton H. Erickson Foundation, Inc. is solely responsible for all aspects of the programs.



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

PRE-CONFERENCE

4 great all-day workshops! Take your pick.
Registration includes scrumptious buffet lunch!

8:30 AM – 12:30 PM

PC01

ROBERT SAPOLSKY, PH.D.

THE BIOLOGY OF HUMANS AT OUR BEST AND WORST

Difficulty: All levels



As it's been said, all species are unique – but some are simply more unique than others. In that regard, humans are utterly unique in the range of ways in which they can harm each other, or be compassionate and protective of each other. This workshop will review the biology – considering everything from the events in the nervous system one second before a behavior occurs to the millions of years of evolutionary pressures that have shaped us as a species – of humans at their most pro- and most anti-social.

Educational Objectives:

Describe the extent to which pro- and anti-social human behaviors are context dependent.

Explain why it is thus particularly challenging to understand the biological underpinnings of such behaviors.

Describe how reaching this understanding requires a multidisciplinary approach, incorporating everything from neuroscience to evolutionary biology.

PC02

MICHAEL YAPKO, PH.D.

UTILIZING CLINICAL HYPNOSIS TO ENHANCE TREATMENT: MAKE YOUR (INEVITABLE) SUGGESTIONS COUNT

Difficulty: Beginner

Building on the pragmatic foundation you have already developed as a clinician, you can readily appreciate that suggestion is an inevitable part of any treatment modality. The study of clinical hypnosis encourages a deeper understanding of how you already use suggestive language in your therapy approaches as well as ways to broaden your range of skills in suggesting therapeutic possibilities. Immersion in the practice of clinical hypnosis fosters sensitivity to the unique and subjective aspects of human experience and offers ways to enlist these potentials as positive allies in treatment. In this respect, hypnosis may well be regarded as the original applied “Positive Psychology,” for anyone who practices hypnosis recognizes that people have many more resources than they realize. Hypnosis allows innate resources we all have to be far more accessible, greatly empowering individuals in the process.

This workshop will provide a solid conceptual and practical framework for understanding the dynamic and fascinating field of hypnosis. The emphasis will be on starting to develop some of the core skills for designing and delivering hypnotically based interventions in ways that are consistent with your chosen style of practice. Thus, this workshop will include “hands-on” experiences as well as the opportunity to observe and deconstruct a recorded clinical hypnosis demonstration session. People learn best through experience, and hypnosis is a vehicle of focused, experiential learning. Research on the effectiveness of hypnosis highlights the fact that hypnosis enhances treatment outcomes. It is a domain of professional practice that encompasses effective and empowering approaches to psychotherapy (such as skill building, resource accessing and reframing) and behavioral medicine (such as pain management and promoting health and healing). What a privilege to work with people in this way!



Educational Objectives:

Identify the suggestions inherent in conducting psychotherapy regardless of which specific model of (verbal) psychotherapy under consideration.

Identify and offer multiple examples of specific forms (structures) of suggestion.

List and describe at least three different models or conceptual frameworks for understanding hypnosis.

List and define the so-called “classical hypnotic phenomena” that can be elicited in hypnosis (such as analgesia, time distortion, etc.).

Describe the potential applications of hypnosis in a variety of contexts, including psychotherapy and behavioral medicine.

List and describe specific ways people respond differently to suggestions given in hypnosis to those given outside of hypnosis.

PC03

DANIEL AMEN, MD
**CHANGE YOUR BRAIN, CHANGE YOUR LIFE:
A THERAPISTS GUIDE TO THE BRAIN**

Difficulty: All levels



The brain is the organ of learning, loving and behaving. It is the organ where psychotherapists do their work. Yet, most therapists get limited training in understanding and treating the brain. In this workshop, therapists will learn different brain systems, what they do, what happens when things go wrong and how to help them, including targeted psychotherapies based on brain system challenges. The work is based on over 135,000 brain SPECT scans over 26 years.

Educational Objectives:

- List the functions of 5 different brain systems.
- Describe treatment strategies for 5 different brain systems.
- List the problems that occur in 5 different brain systems.
- Describe specific psychotherapy strategies for 5 different brain systems.

LE01

STEVE FRANKEL, PH.D., JD
**LAW AND ETHICS
“WHAT GOES AROUND...”**

6.0 ETHICS
CLOCK HOURS

Difficulty: All levels

“What goes around....” is focused on recent and emerging developments in law and ethics that will impact clinicians of all disciplines. Starting with changes to child abuse reporting obligations, the workshop covers changes for custody evaluators, record-keeping and maintenance, emerging issues and risks regarding telehealth practice, updates on duties to inform and warn when violent behavior may occur, modifications of laws concerning “retirement” of professionals, receiving subpoenas, testifying in court, risk management for supervisors, suicide risk management, and “selected slippery slopes.”

Educational Objectives:

- Identify at least three areas of practice for which legal/ethical changes have developed in the past 5-10 years.
- State the most effective strategy for maintaining clinical records of patient/client care
- Identify two significant problems for clinicians who wish to provide telehealth services
- State two major cautions for clinicians who receive subpoenas for patient/client records
- State the differences between three classes of witnesses in courts
- Identify two “slippery slopes” of concern to clinician risk management.



12:30-2:00PM Buffet Lunch

2:00 – 4:00 PM

THE BIOLOGY OF HUMANS AT OUR BEST AND WORST : PART 2
DR. ROBERT SAPOLSKY

**MAKE YOUR (INEVITABLE) SUGGESTIONS COUNT:
ENHANCE YOUR TREATMENT RESULTS UTILIZING CLINICAL HYPNOSIS : PART 2**
MICHAEL YAPKO, PHD

CHANGE YOUR BRAIN, CHANGE YOUR LIFE: A THERAPISTS GUIDE TO THE BRAIN : PART 2
DANIEL G. AMEN, MD

LAW AND ETHICS : PART 2
STEVE FRANKEL

CONFERENCE BEGINS

Special Keynote Address Open to All Attendees

7:00-9:00PM

Keynote 01

DAVID WHYTE

and dialogue with Jeffrey Zeig, Ph.D.

SOLACE:

THE ART OF ASKING THE BEAUTIFUL QUESTION

Difficulty: All levels



Each one of us grows into a steadily unfolding story where the horizon gets broader and more mysterious, the understanding of loss and mortality more keen, the sense of time more fleeting and the understanding of our own mistakes and omissions more apparent. In the midst of this deepening we have to make a life that makes sense: there is no other life than the one that involves this constant beckoning, this invitation to the fiercer aspects of existence. Join poet David Whyte in exploring the discipline of finding and asking the questions that help us re-imagine ourselves, our world and our part in it, questions that work to reshape our identities, helping us to become larger, more generous and more courageous; equal to the increasingly fierce invitations extended to us as we grow and mature.

Educational Objectives

List three criteria of a Beautiful Question

Describe at least two methods to help clients ask themselves a Beautiful Question

Describe at least two objections/blocks that people have to creating Beautiful Question



PROGRAM CODES

PC – Pre Conference

WS – Workshop

GD – Great Debate

CDD – (Clinical) Demonstration with Discussant

CD – Clinical Demonstration

TP – Topical Panel (**appropriate for all levels**)

CH – Conversation Hour

SP – Speech

SPD – Speech with Discussant

8:00-8:30AM

CONVOCATION

NOT FOR CREDIT

8:30-9:30AM

Keynote 02

ROBERT SAPOLSKY, PH.D.

STRESS AND HEALTH: LESSONS FROM A WILD PRIMATE

Difficulty: All levels

How does psychological stress adversely impact our health, and why do some individuals cope better with stress than others? Most research in this area has focused on, at one extreme lab rats or, at the other, college freshmen volunteering in psych experiments. For more than 30 years, the speaker has focused on the relationships between stress, social status, social affiliation and health in populations of wild primates in their natural habitat in the Serengeti of East Africa, finding striking parallels between the lives of baboons and of Westernized humans.

Educational Objectives:

Describe the predominant role of psychosocial stress in the lives of savanna baboons.

Demonstrate understanding of the health consequences of such stress for these primates.

Explain the roots of individual differences in vulnerability to stress-related disease in these baboons and what that reveals about stress and the human psyche.

9:50-12:50PM

WORKSHOP 1 – 8

WS01

MICHELE WEINER-DAVIS, LCSW

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

Difficulty: Intermediate

It's easy to get lost in the labyrinth of emotions when helping couples heal from infidelity. Using many video clips, this workshop will provide a comprehensive 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 in order to navigate the complex, zigzag road to recovery.

Educational Objectives:

Describe one method for knowing whether or not to discuss the details of the affair

List three healing actions the betrayed and unfaithful spouse should undertake

Describe one way shame can stand in the way of a sincere apology

WS02

BILL O'HANLON, MS

NEW, BRIEF, RESPECTFUL AND EFFECTIVE APPROACHES TO TREATING POST-TRAUMATIC STRESS DISORDER

Difficulty: Intermediate, Advanced

This workshop will detail a philosophy and methods of working briefly and effectively with people who have been traumatized. An array of new methods has 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. Participants will be equipped with new tools and ideas to work briefly, effectively and respectfully with even severe and long-standing traumas. Learn how some people turn post-traumatic stress into post-traumatic stress and the research that shows how they accomplish that. In addition to learning new models and methods, come prepared to be entertained. Bill is a lively speaker whose humor and engagement with the audience makes his presentations fun and enlivening.

Educational Objectives:

List four rapid methods for resolving trauma

Utilize three methods of creating hopeful futures for trauma survivors

WS03

HARVILLE HENDRIX, PH.D. and HELEN LAKELLY HUNT, PH.D.

SAFE CONVERSATIONS: FROM THE CLINIC TO THE PUBLIC TO IMAGO

Difficulty: All levels

The benefits of therapy tend to be confined to the clinic and to targeted clients with specific complaints. This workshop describes the process and outcome of distributing—face to face and through social media—the core therapeutic processes to the general public. Participants will experience the structure and process of a Safe Conversation, a relational psychoeducational process, the strategies and tactics of cultural healing and invited to join in developing a relational culture.

Educational Objectives:

List the four transformative processes that can be distributed to the general public.

Demonstrate the process of a Safe Conversation

Describe and illustrate a relational competency

WS04

SCOTT MILLER, PH.D.
**HOW PSYCHOTHERAPY LOST ITS MAGIC
 (AND WHAT IT CAN DO TO GET IT BACK)**

Difficulty: All levels

Over the last 40 years, thousands of research studies and how-to books on psychotherapy have been published. Presently, hundreds of treatment approaches exist, each claiming to contain ingredients essential to therapeutic success. Despite the steady parade of the “new and improved,” the overall effectiveness of psychotherapy has not changed a single percentage point. Not one point—no improvement in effectiveness, whatsoever. Meanwhile, practitioners are facing an economic environment never before seen in history. The cost of training is up, incomes are down, and fewer people are seeking psychotherapy as a remedy to their problems. What’s more, the majority of people who could benefit, choose never set foot in a therapist’s office.

How did this happen? How did psychotherapy lose its ability to attract and enchant? More importantly, what can therapists do to get it back? In this workshop, therapists will be pushed to move beyond the narrow narratives characterizing modern clinical practice, reconnecting psychotherapy with practical strategies from its deepest roots in magic, healing, and religion.

Educational Objectives:

Describe empirical studies documenting: (a) the lack of improvement in the effectiveness of psychotherapy; and (b) the dearth of evidence for specific therapeutic ingredients. Describe research documenting the chief, process-related predictor of treatment outcome: client engagement. Demonstrate and teach three practical strategies from traditional healing arts that can be incorporated into any treatment approach to maximize engagement and impact.

WS05

JEAN HOUSTON, PHD
MYTH AS A TRANSFORMATIVE AGENT IN SELF AND SOCIETY

Difficulty: Advanced

Mythic structures illumine and fortify personal and cultural change. In using the significant myths that inform cultures and persons, there are potent means developed by Dr. Houston of applying mythic and symbolic material towards the shifting needs and challenges of our time. Houston will explore and demonstrate some of these.

Educational Objectives:

Describe how to use myth as the backdrop upon which to weave work in human and cultural development
 Demonstrate exploration of great mythic stories which have proved effective in development
 Discuss the dynamics of the changing of the myth in times of transition

WS06

JOHN GOTTMAN, PHD, JULIE GOTTMAN, PHD, WILLIAM BUMBERRY, PHD
COUPLES THERAPY FOR TREATING PTSD

Difficulty: All levels

Couples therapy is made much more complex when one or both partners suffers from PTSD. This workshop will demonstrate with films and lecture how to apply Gottman Method Couple Therapy to the treatment of PTSD. Films include cases of both childhood and military trauma.

Educational Objectives:

List how PTSD affects each level of the Sound Relationship House
 Describe three Gottman Method interventions that are effective when PTSD surfaces in a session
 Describe two ways the partner of someone with PTSD can help support them at home when PTSD symptoms arise

WS07

PAUL EKMAN, PHD and EVE EKMAN, PHD
CULTIVATING EMOTIONAL BALANCE

Difficulty: Beginner

This training builds specific scientifically and contemplative informed skills of emotional regulation, professional empathy, mindfulness of everyday thoughts/emotions/ moods, self-compassion, and identifying meaning and purpose in work and life. This training will teach participants emotional awareness through mindful engagement with their emotions from the triggers to emotions, to the embodied and psychological sensations of emotion and results of emotional expression and behavior. The training is highly experiential and will involve basic education on relevant scientific research of emotion, stress, mindfulness practices, group discussion, and skill building group exercises. In addition to developing emotional awareness this training addresses root causes of professional and personal stress. This workshop builds skills to facilitate the regulation of emotions before they become “over aroused” and create stress and burnout. This training will help participants cultivate sustainable empathy and reconnect to meaning in their work through healthy connection and communication.

Educational Objectives:

Describe triggers for professional burnout. List three methods of emotional regulation.
 Describe the empirical validation of studies on emotional regulation.

WS08 ERNEST ROSSI, PHD, KATHRYN ROSSI, PH.D., RICHARD HILL, MA, MED, MBMSC
WHAT DID MILTON H. ERICKSON LEARN WITH ALDOUS HUXLEY?
HOW TO BE CREATIVE EVERY DAY!

Difficulty: All levels

MHE's 1965 paper "A Special Inquiry with Aldous Huxley into the Nature and Character of Various States of Consciousness" will be used so everyone can experience their personal version of Deep Reflection, the Double Dissociation Double Bind and the Quantum Qualia of their private consciousness and cognition for facilitating gene expression and brain plasticity to optimize their own growing edges.

Educational Objectives:

List the 4-Stage of the Creative Cycle. List the 4 Stages of the 90-120 Basic Rest-Activity Cycle (BRAC)

Explain the Connection between the 4-Stage Creative Cycle & the 4-Stage BRAC.

12:50 – 2:00 PM LUNCH BREAK

2:00-3:00PM

Keynote 03

SALVADOR MINUCHIN, PHD
DECONSTRUCTING MINUCHIN

Difficulty: All levels

In this presentation, Dr. Minuchin will present the essence of his thinking and practice over the past 60 years. He will take us through the therapeutic process of two families by video illustrations, and deconstruct the complexity of his artistry into simple techniques that can be used by therapists of different orientations.

Educational Objectives:

Explain the concepts and artistry of Minuchin's practice in working with families.

Describe the therapeutic process from video segments presented of two families in therapy.

3:20-6:20PM WORKSHOPS 9 – 16

WS09

SUE JOHNSON, EDD
SHAPING CORRECTIVE EMOTIONAL EXPERIENCES
IN COUPLE AND FAMILY THERAPY

Difficulty: All levels

This workshop will outline the pre-requisites and the necessary and sufficient conditions to create the potent change events that predict success at termination and follow-up in Emotionally Focused Couple Therapy (EFT). These change events where partners re-engage and soften emotionally, also have been shown to change the level of attachment security in partners; a change that has significant mental health implications. In these moments of change partners heal their relationships and shape relationships that heal. The workshop will consist of conceptual content, the viewing of videos of sessions, experiential exercises and discussion.

Educational Objectives:

Outline the experiential theory of change in EFT and link it to attachment science

Describe the terrain of change events and how they impact client's reality - self and system

Demonstrate the key interventions that shape change in EFT

WS10

PETER LEVINE, PHD
IN AN UNSPOKEN VOICE:
HOW THE BODY RELEASES TRAUMA AND RESTORES GOODNESS MIND, BRAIN AND BODY
IN THE TRANSFORMATION OF TRAUMA

Difficulty: All levels

Traditionally, therapies have attempted to change perceptions of the world by means of reason and insight, with conditioning and behavior modification, or with drugs and medications. The trauma response is a set of defensive bodily reactions that people initially mobilize in order to protect themselves, both from threat, and then later, against feeling the crushing totality of their horror, helplessness and pain. However, as time goes on, this avoidance keeps them frozen and stuck in the past, unable to be fully present, in the here and now, and unable to go forward in life. Fixed in the defensive trauma response, the shame, defeat and humiliation, associated with the original event replays itself over and over again in the body. Dr. Levine explores the implications of Body-oriented psychotherapy and recent findings in the neurosciences, on how the brain and body deals with emotional information.

Educational Objectives:

Differentiate between top-down and bottom-up processing

Utilize procedural (body) memory in resolving trauma

Create new interoceptive experiences as a way of transforming traumatic experiences

WS11

STEVEN HAYES, PHD

PSYCHOTHERAPY AS A FORM OF APPLIED EVOLUTION SCIENCE: ACT AS AN EXAMPLE*Difficulty: All levels*

In this workshop I show how to approach psychotherapy using only methods that are tied to the key concepts in evolution science: variation and selective retention in context at the right dimension and level. I will mostly use methods drawn from Acceptance and Commitment Therapy (ACT), one of the most broadly applicable methods of evidence-based intervention known, but because my larger goal is to show that psychotherapy is a form of applied evolution science, we will also create intervention techniques de novo using evolutionary concepts.

Educational Objectives:

Describe the six core concepts of evolution science

Be able to link one common concept or issue in psychotherapy to each of the core concepts of evolution science

Be able to describe at least one methods to foster variation, selection, and retention in psychotherapy

WS12

MICHAEL YAPKO, PHD

**THE DISCRIMINATING THERAPIST:
TEACHING DISCRIMINATION STRATEGIES THROUGH HYPNOSIS
AS A FOUNDATION FOR GOOD DECISION MAKING**
Difficulty: Intermediate

Therapy has typically focused on explaining why people have their problems and why they sometimes make the poor choices they make. This workshop focuses on HOW, not why, people unintentionally make choices that negatively impact their emotional well-being and quality of life. We will identify obstacles to making the key discriminations that can give rise to better decision making, especially global cognitive style and a past orientation. We will explore the role hypnosis can play in encouraging the development of effective discrimination strategies that can lead clients to choose “this,” not “that.”

Educational Objectives:

Assess cognitive style's effect on symptomatic experience. Describe the role of global cognitions in client problems

Explain how a therapist's cognitive style may hinder treatment results

WS13

STEPHEN GILLIGAN, PHD

TRANSFORMING SYMPTOMS AND OTHER NEGATIVE EXPERIENCES*Difficulty: All levels*

A central currency in the therapeutic exchange is negative experiences—depression, anxiety, trauma, addiction, etc. This practical and positive approach assumes that each core human experience has equivalent potential to be positive or negative, depending on the human relationship to it; and thus focuses on how problems may be transformed to resources by skillful human connection. This process operates at two levels: (1) developing a generative state (in the therapist, client, and relationship field) and then (2) using specific methods of transforming negative experiences and behaviors. Multiple techniques and examples for will be given, along with an exercise and demonstration.

Educational Objectives:

Demonstrate three methods for transforming a negative experience into a positive resource.

Demonstrate three techniques for reducing negative attitudes towards typical problems.

Identify 3 ways to translate a negative goal to a positive goal.

WS14

ESTHER PEREL, MA, LMFT

THE STATE OF AFFAIRS: A CLINICAL APPROACH TO INFIDELITY*Difficulty: All levels*

Sexual infidelity is generally regarded as a grave symptom of a troubled relationship. Consequently, the revelation of an affair often triggers a crisis that threatens the entire foundation of trust and connection in a couple. Conventional practices mandate that therapists should insist upon full disclosure, never keep secrets, and view all infidelity as a highly traumatic event. However, when it comes to affairs, there is no one size fits all. This presentation locates infidelity within the broader social context of modern marriage, the digital culture, sexuality, and monogamy. Affairs are an act of betrayal and they are also an expression of longing and loss. Hence, this model presents how to work from a dual perspective: hurt and betrayal for one and growth and expansion for the other. We will explore the unique pain points of romantic betrayal, and the meanings and motives that underlie illicit loves and desires.

Educational Objectives:

List a 3 part definition of infidelity- secrecy, emotional involvement and sexual alchemy

Demonstrate 3 specific interventions to help couples work through the crisis, the meaning making and the new vision phase

Create a safe therapeutic environment to work with the cost and benefits of secrets and to manage confidentiality, cost and benefits of secrecy and transparency and the management of confidentiality.

WS15

DANIEL AMEN, MD
ADHD: THE 7 CLINICAL TYPES
Difficulty: All levels

Based on the brain scans and clinical histories of over 20,000 patients with ADHD, this workshop will help clinicians properly diagnose ADHD and subtype it into 7 different types. They will also learn the clinical symptoms, brain imaging patterns and treatments for each type.

Educational Objectives:

- List the 5 hallmark criteria for diagnosing ADHD.
- List the 7 types discussed in this workshop.
- List the treatments for each type.

WS16

DONALD MEICHENBAUM, PHD
**TREATMENT OF PATIENTS WITH PTSD AND CO-OCCURRING PSYCHIATRIC DISORDERS:
A CONSTRUCTIVE NARRATIVE PERSPECTIVE**
Difficulty: Advanced

Ways to implement the core tasks of psychotherapy with patients who evidence PTSD and co-morbid disorders of prolonged and complicated grief, Substance Abuse Disorders and Borderline Personality Disorders. A case conceptualization model of risk and protective factors and incorporates a constructive narrator perspective will be presented.

Educational Objectives:

- How to employ a case conceptualization model that informs assessment and treatment decision making
- How to implement the core tasks of psychotherapy with patients with co-occurring disorders
- How to tailor interventions to the emotional and psychological needs of patients



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QUESTIONS ABOUT
THE EVOLUTION CONFERENCE?

THE MILTON H. ERICKSON FOUNDATION

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8:30-11:30AM WORKSHOPS 17-19

WS17

JUDITH BECK, PHD
COGNITIVE BEHAVIORAL THERAPY FOR PERSONALITY DISORDERS
Difficulty: Intermediate

This 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:

- Describe personality disorder patients according to a developmental cognitive model
- Describe a cognitive behavioral formulation for several personality disorders
- Analyze, improve and utilize the therapeutic alliance in treatment

WS18

JOHN GOTTMAN, PHD, JULIE GOTTMAN, PHD and WILLIAM BUMBERY, PHD
THE SCIENCE OF COUPLES AND FAMILY THERAPY
Difficulty: All levels

It's been 50 years since the revolutionary inception of General Systems Theory that started couples and family therapy. Yet the central concepts were never made precise, or measurable and the theory never became scientific. In this workshop we show how we can now complete this theory and produce effective and powerful couples and family therapy methods.

Educational Objectives:

- Accurately define homeostasis in couples's relationships and know how to achieve it.
- Describe the role of physiological arousal and calm during conflict interactions and know how to increase vagal tone.
- List the power of turning toward bids in the seven emotional command systems.

WS19

DAN SIEGEL, MD
**BRAINSTORM:
UNDERSTANDING THE ADOLESCENT BRAIN FROM THE INSIDE OUT**
Difficulty: All levels

In this presentation we will explore the nature of the changes in the teenage brain and how they set the stage for changes in adolescent mental, physical, and interpersonal well-being. We will explore the increased risk-taking and statistically demonstrated heightened chances of harm during this period of life. But these negative aspects of adolescence are only one side of the coin of this period of life. Seen from an inside view, adolescence is an essential part of our development and our evolution. This "inside out approach" to the second dozen years of life gives us an exciting new perspective on the essence of adolescence: Emotional intensity, social engagement, novelty-seeking, and creative explorations are not aspects of an "immature" stage of development but actually can be seen as a necessary set of characteristics that are essential for both the individual's development and for the health and adaptation of our species. Further, these features of the teenage brain set the stage for changes that not only shape our life as adolescents, but can surprisingly be seen as essential to thriving in adulthood. How we approach adolescence as a period and adolescents as individuals can make all the difference in how these important years are navigated well.

Educational Objectives:

- Describe 4 fundamental aspects of the essence of adolescence.
- Identify the difference between impulsivity and hyper rational thinking.
- List the 2 major components of the remodeling process in the teenage brain.



PROGRAM CODES

- PC – Pre Conference
- WS – Workshop
- GD – Great Debate
- QDD – (Clinical) Demonstration with Discussant
- CD – Clinical Demonstration
- TP – Topical Panel
- CH – Conversation Hour
- SP – Speech
- SPD – Speech with Discussant

GD01

DANIEL AMEN, MD/MICHAEL YAPKO, PHD

APPROACHES TO DEPRESSION:
BIOLOGICAL, PSYCHOLOGICAL, SOCIAL, AND SPIRITUAL

Difficulty: All levels

Major Depressive Disorder (MDD) is the most common mood disorder on earth and earlier this year was ranked as the number one cause of suffering and disability worldwide by the World Health Organization (WHO). Depression is a complex, multi-faceted disorder and many different theories have been formulated to describe its etiology and course. In this joint presentation, Drs. Amen and Yapko will compare and contrast their viewpoints about depression, addressing such topics as the merits of neuroimaging in depression, causes and types of depression, antidepressant medications, the role of diet and use of diet supplements in treatment, and why not all psychotherapies are equally effective in promoting recovery.

- Educational Objectives:*
- Describe the multi-dimensional nature of depression and explain why single-dimension treatments are less likely to succeed.
 - Summarize at least three key components of effective treatment.
 - Summarize Functional imaging findings in depression

GD02

DONALD MEICHENBAUM, PHD/BESSEL VAN DER KOLK, MD

THE NEUROBIOLOGY AND PSYCHOSOCIAL CORRELATES
OF TRAUMA AND RESILIENCE

Difficulty: Advanced

In the aftermath of traumatic and victimizing experiences, most individuals are impacted, but 75% evidence resilience while 25% “get stuck” and develop PTSD and co-occurring disorders. This presentation will discuss what distinguishes these two groups and considers the implications for treatment.

- Educational Objectives:*
- Distinguish the neuro-biological and psycho-social consequences of trauma and resilience and the implications for treatment
 - Discuss practical ways to bolster resilience in six domains (physical, interpersonal, emotional, cognitive, behavioral, and spiritual).

GD03

JEAN HOUSTON, PHD/ERVING POLSTER, PHD

PERSONAL/INTERPERSONAL APPROACHES

Difficulty: All levels

There is a professionally familiar dichotomy between the experience of an actual person to person relationship, on the one hand, and the transpersonal expansion. The latter is often given a special place in the therapeutic repertoire but, in actuality, they are overlapping experiences, Drs. Houston and Polster will each tell how these perspectives enter into their work, with an accompanying discussion.

- Educational Objectives*
1. Describe the components of each where they may normally be indistinguishable.
 2. Discuss important implications for meaningfulness

CDD01

BILL O'HANLON, MS

DISCUSSANT: CLOE MADANES, LIC, HDL

USING STORIES TO CREATE CHANGE IN PSYCHOTHERAPY

Difficulty: Intermediate, Advanced

Bill O'Hanlon will demonstrate the gentle power of using stories to create change in therapy through two clinical demonstrations. Come witness the fun and evocative way stories can invite people into change.

- Educational Objectives:*
- Describe a relevant story for the presenting issue
 - Utilize stories in changework

CDD02

CHRISTINE PADESKY, PHD

DISCUSSANT: WILLIAM MILLER, PHD

ACTION-BASED LEARNING

Difficulty: All levels

Behavioral experiments require action-based learning and are frequently used both in and out of session in cognitive behavior therapy. Observe a live demonstration of how to set up a behavioral experiment. Once the client has completed the experiment, Padesky demonstrates how to debrief the outcomes of this experiment using the four stages of Socratic Dialogue.

- Educational Objectives:*
- Identify three important steps in setting up a good behavioral experiment
 - List two benefits of using Socratic dialogue to debrief the outcomes of experiments

GD04

ESTHER PEREL, MA, LMFT/MARILYN YALOM, PHD
MASCULINE/FEMININE: THEN AND NOW

Difficulty: All levels

Tennyson, in a nineteenth-century poem, expressed the firm belief in the difference between men and women.

Man for the field and woman for the heart:

Man for the sword and for the needle she:

Man with the head and woman with the heart:

Man to command and woman to obey.

During the twentieth century, this doctrine of separate spheres was steadily eroded so that by now, in the Western world, women are expected to use their brains as well as their hearts and men are encouraged to assume some of the roles previously allotted exclusively to women. This dialogue between Esther Perel and Marilyn Yalom will explore the challenges that men and women now face in assuming traits and roles of the opposite gender. Are we edging towards a more androgynous definition of gender and a multiplicity of gender identities? What are the lingering gaps in gender inequality? Is there a “crisis of masculinity”?

Educational Objectives:

Describe three new challenges around men’s identity and sexuality.

Demonstrate two ways that men’s ability to question the male status quo holds the seeds for changing the condition for women.

GD05

SCOTT MILLER, PHD/WILLIAM MILLER, PHD
EVIDENCE-BASED PRACTICE:
SPECIFIC METHODS AND/OR THERAPEUTIC RELATIONSHIP?

Difficulty: All levels

A great debate continues to rage as to whether the efficacy of psychotherapy is attributable to specific procedures in “evidence-based” treatment methods or general factors inherent in any therapeutic interaction. Around the world, governments, professional organizations, and funders are establishing lists of “approved” approaches. However, research comparing different approaches typically finds modest or no differences. Meanwhile, significant concerns persist: (1) high dropout/discontinuation rates; (2) an overall lack of improvement in treatment outcomes over the last 40 years; and (3) failure to detect and address clients at risk for deterioration and lack of progress. What are the limits of the paradigm currently guiding psychotherapy research and practice? In this discussion, Drs. Scott and William Miller will address these concerns, exploring a synthesis of technical and relational aspects of psychotherapy, and the possibility of a different paradigm for guiding the field.

Educational Objectives:

Discuss your understanding of why overall outcomes of psychotherapy have not improved in 50 years.

Compare the key arguments behind the two poles of the debate between “particular methods” versus “therapeutic relationship.”

Describe how you would determine funding priorities for psychotherapy services if you were forming government policy.

GD06

ROBERT DILTS/STEVEN HAYES, PHD
GENERATIVE CHANGE

Difficulty: All levels

Generative processes are those that promote innovation, evolution and growth. To “generate” means to create something new. Thus, the core focus in of generative change 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? These are the basic challenges in leading an extraordinary life, and the processes of generative change offer a way to succeed at them.

Educational Objectives:

1) Define the process of generative change and how it differs from corrective change

2) Describe the importance of transforming obstacles as key to generative change

3) Explain the role of different levels of change in the process of generative change

CDD03

DONALD MEICHENBAUM, PHD
DISCUSSANT: BILL O'HANLON, MS
VIDEO- TREATMENT OF A SUICIDAL PATIENT WITH A LONG HISTORY OF VICTIMIZATION:
A CONSTRUCTIVE NARRATIVE TREATMENT APPROACH
Difficulty: Advanced

Missy has attempted suicide seven times and has a long history of victimization and Borderline Personality Disorder. How to conduct a “strength-based” treatment approach will be demonstrated.

Educational Objectives:
Ways to bolster resilience in “high-risk” patients with co-occurring disorders
How to assess for suicidal risk and provide interventions

CDD04

STEPHEN GILLIGAN, PH.D
DISCUSSANT: SUE JOHNSON, ED.D
CREATIVE TRANSFORMATION IN GENERATIVE PSYCHOTHERAPY
Difficulty: All levels

This demonstration will show how activating a client’s creative process is the key factor in generative psychotherapy. This process follows four steps: 1) Identifying a goal (A positive change or transforming a negative pattern), 2) Developing a generative state, 3) Utilizing the generative state to creatively achieve the goal, and 4) Guiding the session changes into real life achievement.

Educational Objectives:
Demonstrate how symptoms can become solutions under proper conditions.
Demonstrate 3 ways to practically activate a client’s creative change potential

11:45 – 1:00 PM LUNCH BREAK

1:00 – 2:00 PM

Keynote 04

TIPPER GORE, MA
MENTAL HEALTH AND THE WORLD WE SEEK
Difficulty: All levels

The mental health community continues working to expand our understanding of the brain and to improve both the quality of, and the access to treatment. It is also important to build enduring connections with other communities. The speech will discuss the role of those working with mental health in the critical challenges and opportunities facing our interdependent world. Making mental health a priority not only benefits people with mental illness, but also society at large.

Educational Objectives:
Discuss mental health's role in the forces shaping globalization and societies around the world
Discuss pros and cons of technological applications for mental health care
Describe the role of mental health in addressing society's economic challenges

2:15-5:15PM

WORKSHOP 20 – 22

WS20

BESSEL VAN DER KOLK, MD
THE BODY KEEPS SCORE
Difficulty: All levels

Trauma is a fact of life. Veterans and their families deal with the painful aftermath of combat; one in five Americans has been molested; one in four grew up with alcoholics; one in three couples have engaged in physical violence. Dr. Bessel van der Kolk, one of the world’s foremost experts on trauma, has spent over three decades working with survivors. He explores innovative treatments—from neurofeedback and meditation to sports, drama, and yoga—that offer new paths to recovery by activating the brain’s natural neuroplasticity.

Educational Objectives:
Examine and explain how traumatized people process information
Describe how sensorimotor processing can alleviate traumatic re-experiencing
Describe the range of adaptations to trauma early in the life cycle

WS21

DAVID BURNS, MD
INTRODUCTION TO TEAM-CBT:
IS HIGH-SPEED TREATMENT REALLY POSSIBLE?
Difficulty: All levels

TEAM-CBT is a new psychotherapy treatment model that has evolved from research on how psychotherapy actually works. TEAM corrects many of the shortcomings in traditional CBT and often leads to extraordinarily rapid recovery. Dr. Burns will illustrate key TEAM-CBT techniques with video excerpts from an actual therapy session with a woman who experienced severe depression, anxiety, guilt and rage following decades of horrific domestic abuse.

Educational Objectives:
Describe the differences between Outcome Resistance and Process Resistance. Explain how Paradoxical Agenda Setting can open the door to rapid and lasting recovery.

WS22

DERALD WING SUE, PHD
**MULTICULTURAL COUNSELING/ THERAPY:
 CHALLENGES TO WESTERN EUROPEAN NOTIONS OF HEALING**

Difficulty: Beginner, Intermediate

Traditional mental health practices have often been criticized by people of color, LGBTQ individuals and other socially marginalized groups as being “handmaidens of the status quo,” “transmitters of societies values,” and “instruments of oppression.” Rather than heal, enlighten and liberate, counseling and therapy may actually mistreat and harm socially devalued group members. These detrimental practices and biased western assumptions have often been used to explain the underutilization patterns and premature termination rates of clients of color. This workshop will discuss four major barriers to effective multicultural counseling/therapy (MCT): (a) culture-bound values, (b) class-bound values, (c) linguistic bias, and (d) clinical micro aggressions. It will challenge traditional therapeutic taboos in mental health practice and outline culturally-appropriate intervention strategies in working with an increasingly diverse population.

Educational Objectives:

Describe the four major barriers to effective multicultural counseling and therapy.

Outline at least three culture-bound values that may prove detrimental to producing a therapeutic alliance.

Define micro aggressions and describe how they make their appearance in the clinical encounter.

Provide three examples of culturally appropriate intervention strategies in working with diverse populations.

2:15 – 3:45PM The Great Debates 7 – 9

GD07

STEPHEN GILLIGAN, PHD/DONALD MEICHENBAUM, PHD
COGNITIVE VS. EXPERIENTIAL EMPHASES

DIFFICULTY: ALL LEVELS

This exchange will focus on the classic question of whether good therapy should focus more on cognitive or experiential changes. The merits of each, and the possibility of a “both/and” partnership, are considered.

Educational Objectives

Compare and contrasts strengths and weaknesses of both cognitive and experiential approaches.

Identify methods for integrating the two styles.

GD08

BILL O'HANLON, MS/FRANCINE SHAPIRO, PHD
PTSD

Difficulty: All levels

O'Hanlon: After not recognizing post-trauma for so long, psychotherapy perhaps went too far in the other direction, implying that people exposed to potentially traumatizing experiences always develop PTSD and that people need therapy to resolve PTSD. Bill will make the case that most people have and use natural healing mechanisms for resolving trauma and that the therapy field may be undermining their natural resources.

Shapiro: PTSD is a physiologically based disorder that is too often stigmatized by statements such as: “it's in the past; just let it go.” However, a variety of factors contribute to the symptoms, and a careful assessment is needed to ensure effective treatment. While many people spontaneously recover after a trauma, many others need therapy to fully resolve the associated emotional, cognitive and somatic issues.

Educational objectives:

Identify at least one element that can help prevent or heal from trauma

List the three elements of Post-traumatic success

Identify factors that contribute to the development of PTSD.

GD09

JACK KORNFIELD, PHD/CHRISTINE PADESKY, PHD
**COGNITIVE BEHAVIORAL THERAPY AND BUDDHISM/MINDFULNESS:
 SIMILARITIES AND DIFFERENCES**

Difficulty: All levels

On the surface, CBT and mindfulness can look quite different. Are they? Kornfield and Padesky explore similarities and differences in the purposes, practices and philosophies of CBT and Buddhism/Mindfulness. They also discuss when therapists might employ either approach in therapy or recommend clients pursue one and/or the other for self-improvement or mood management.

Educational objectives:

Identify two similarities between CBT and Buddhism/Mindfulness

Distinguish two differences between CBT and Buddhism/Mindfulness

Describe client features that suggest possible benefit from CBT and/or Buddhism/Mindfulness practice

CDD05

ERVING POLSTER, PHD
DISCUSSANT: PETER LEVINE, PHD
THE THERAPEUTIC CONVERSATION: A REUNION OF MINDS
Difficulty: All levels

Personal disturbance is accompanied by feelings of disconnection within one's self and with others. Reconnection is accomplished when the therapist guides the patient into a fertile conversational stream - a moment to moment impetus toward personal resolution.

Educational Objectives:

Describe important statements that have been overlooked by patients.

Describe the feeling of relationship between therapist and patient.

CDD06

JEFFREY ZEIG, PHD
DISCUSSANT: OTTO KERNBERG, MD
EVOCATIVE PSYCHOTHERAPY
Difficulty: Advanced

Experiential components central to brief, strategic approaches to psychotherapy. We will compare and contrast Ericksonian and psychodynamic perspectives.

Educational Objectives:

Define an evocative approach to psychotherapy

Contrast Ericksonian and psychodynamic approaches and list three differences in perspectives

4:00-5:30PM The Great Debates 10-12

GD10

SUE JOHNSON, ED.D/DAN SIEGEL, MD
THE SIGNIFICANCE OF ATTACHMENT SCIENCE FOR PSYCHOTHERAPY
Difficulty: All levels

We will debate the Promise of attachment science as a guide to the practice of individual couple and family therapy in the 21st century including what this science tells us about how to understand mental health issues and the most direct pathways to positive change, health and resilience.

Educational Objective:

Discuss the core insights of attachment science and the key principles laid out by this science for effective intervention. Specific topics will be addressed such as the nature of the therapeutic alliance and the main tasks of therapy.

GD11

CLOE MADANES, HDL, LIC /ERVING POLSTER, PHD
**EXPERIENTIAL ORIENTATIONS:
STRATEGIC AND PRESENT-CENTERED**
Difficulty: All levels

Strategic therapy and present centered therapy have often received attention as discretely different phenomena. Cloe Madanes will present her views of strategic therapy and its relevance for present centered therapy. Erving Polster will do the same, showing the disparity and commonality of the two. Their individual views will animate a conversation with each other.

Educational Objectives

Describe the power of in vivo action

Discuss how to be enabled to build on a recognizable personal momentum in the patient.

GD12

HARVILLE HENDRIX, PHD, HELEN LAKELLY HUNT, PHD /
OTTO KERNBERG, PHD
COUPLES CONFLICTS
Difficulty: All levels

This presentation will propose a diagnostic assessment of the couple, specifying their conflicts at the level of their sexual life, their integration of expectations regarding daily living together, and potential discrepancies regarding their value systems, including their overall social integration. On this basis, a diagnostic assessment of unconscious reactivation in both partners of unresolved conflicts in their relation with their parental couples may determine the strategy of therapeutic interventions.

Educational Objectives:

Participants will learn how to assess severity and concrete characteristics of a couple's dominant conflicts.

Participants will be able to construct specific therapeutic interventions based on the psychodynamic understanding of a couple's dominant relational conflicts.

CDD07

ROBERT DILTS
DISCUSSANT: MICHAEL YAPKO, PHD
THE FOREGROUND-BACKGROUND PROCESS
Difficulty: All levels

Based on the meticulous work of Ivan Pavlov, the Foreground-Background process involves using the "foreground" and "background" of perception with respect to a problem situation and a resource experience to create a quick and seemingly “magical” change. Usually, what is foregrounded in the experience of a problem or resource is quite different. The background of the two experiences, however, often shares many features which can be used to create bridge to resourceful experiences, leading to a transformation of the problem experience that is gentle, unconscious and effortless.

Educational Objectives:
Describe the relationship between perceptual foreground and background
Demonstrate how common background perceptions can be used to transfer needed resources into a problematic experience

CDD08

ERNEST ROSSI, PHD AND KATHRYN ROSSI, PHD
DISCUSSANT: JEAN HOUSTON, PHD
PLACING THE BURDEN OF EFFECTIVE PSYCHOTHERAPY ON THE PATIENT
Difficulty: All levels

In a1964/2008 paper MHE documented how "hypnosis was used for the specific purpose of placing the burden of responsibility for therapeutic results upon the patient himself after he reached a definite conclusion that therapy would not help and that a last resort would be a hypnotic 'miracle'." I will first demonstrate how to gently shift this "burden of responsibility for therapeutic results" in a brief, easy-to-learn group process with the entire audience. Time permitting, anyone who feels they have failed during this group process may volunteer for a therapeutic experience with me in front of the entire audience.

Educational Objectives:
Describe how to "Shift the Responsibility for Effective Psychotherapy Onto the Client."
List the 4-Stage Creative Cycle for "Shifting the Responsibility for Therapy" Onto the Client.

Keynote 05

ROB KAPILOW
MOZART AND THE ART OF LISTENING
WITH A DIALOGUE WITH JEFFREY ZEIG, PHD
Difficulty: All levels



At the heart of psychotherapy is the idea that listening to someone is an inherently healing act. Can an understanding of the grammar of music help us better understand the grammar of how patients communicate? Can Mozart help transform how we listen? Join NPR and PBS commentator Rob Kapilow [or conductor/composer/author–whichever you think is better] for a unique exploration inside the language of music to see if it can help us learn to listen like Mozart.

Educational Objectives:
Discuss the differences between hearing and listening.
Describe ways in which understanding musical narratives can provide new models for understanding patient narratives.
Discuss the grammar of musical storytelling and its relationship to patient storytelling.



PROGRAM CODES

- PC – Pre Conference
- WS – Workshop
- GD – Great Debate
- CDD – (Clinical) Demonstration with Discussant
- CD – Clinical Demonstration
- TP – Topical Panel (**appropriate for all levels**)
- CH – Conversation Hour
- SP – Speech
- SPD – Speech with Discussant

8:00-9:00 AM

**CD01 JUDITH BECK, PHD
SOLVING PROBLEMS IN THE
THERAPEUTIC ALLIANCE (LIVE)**

Difficulty: All levels

When clients have negative, dysfunctional beliefs about themselves and others, they may bring these beliefs to the therapy session. They may believe that you'll demean them, criticize them, or hurt them in some way. As a result, problems may arise in treatment. When they do, a cognitive conceptualization can guide you so you'll know what to do.

Educational Objectives:

Describe beliefs about others that interfere with therapy
State maladaptive coping strategies clients use

**CD02 HARVILLE HENDRIX, PHD
and HELEN LA KELLY HUNT, PHD
SHARING AN EARLY LIFE CHALLENGE AND UNMET
CHILDHOOD NEED (LIVE)**

Difficulty: All levels

Chronic frustrations in adult significant relationships that are attended with intense negative emotions are rooted in unmet childhood needs. Identifying these needs helps partners become empathic with each other and also understand their own obsessive behavior. This demonstration will show clinicians how to identify early caretaker patterns, the unmet needs that result from them, the defense patterns used to cope with them and a process that will help address these needs as they show up in everyday life.

Educational Objectives:

Describe core caretaker patterns and the needs they generate.
Facilitate the Safe Conversation dialogue process.

**TP01 DON MEICHENBAUM, SCOTT MILLER,
& JEFFREY ZEIG
TRAINING PSYCHOTHERAPISTS**

Psychotherapists can be trained through didactic, research-based, and experiential approaches. These approaches will be compared and contrasted.

Educational Objectives

Describe each of the three models of training
Given a supervisee, indicate how to use each of the models

**TP02 ROBERT DILTS, ESTHER PEREL,
& DERALD WING SUE
MULTICULTURAL ISSUES**

All therapists require an understanding of multicultural issues to be effective. Theoretical research findings will be discussed.

Educational Objectives:

List three tenants of multicultural counseling
Given the patient, indicate how you would approach the issue of multicultural sensitivity.

**CH01 BESSEL VAN DER KOLK, MD
*Difficulty: All levels***

Attendees will learn about the fundamentals of trauma and the underlying neuroscience.

Educational Objectives:

Describe the common components of posttraumatic stress disorder. Describe three elements of the basic neuroscience of trauma.

**CH02 CLOE MADANES, LIC, HDL
STRATEGIES IN THERAPY AND COACHING**

Difficulty: All levels

To advance clinical goals, use client-based strategies. Most psychotherapy and coaching can be advanced through strategic applications.

Educational Objectives:

Describe how to plan a strategy.
Explain why and how to give a directive.

**SPO1 SUE JOHNSON, EDD
ATTACHMENT SCIENCE:
THE PLATFORM FOR PSYCHOTHERAPY
IN THE 21ST CENTURY**

Difficulty: All levels

A coherent science on attachment now offers therapists a map for self and relational system that cogently outlines both dysfunction and health – and how to lead clients from one to the other. This presentation will outline the strengths of this integrating framework as a general and specific in-session guide for individual, couple and family therapy, focusing on the map it offers for affect regulation, cognitive restructuring and behavior change.

Educational Objectives:

Outline the core features of attachment and the promise of attachment science for the future of psychotherapy
Describe the relevance of these features for the process of change across modalities
Link the attachment framework to specific interventions in individual, couple and family therapy

**SPO2 PAUL EKMAN, PHD and
EVE EKMAN, PHD
DEVELOPING AN ATLAS OF EMOTION
*Level: Beginner***

The most popular questions about working with our emotions are: How do I become more aware? And then what do I do? The tricky thing about this answer is that 'how' of awareness is also the 'what' to do. Awareness is an ongoing everyday process, one that over time generates that most sought after goal: spark recognized before flame, a space for freedom to choose when we act and how we act. The skills to achieve awareness can be found from Western Psychological as well as Eastern Contemplative traditions, for the last 10 years the Dalai lama has been asking for a map of our emotions to develop this skill. In 2014 renowned emotion psychologist Dr. Paul Ekman and his daughter Dr. Eve Ekman, emotion awareness researcher and trainer, took the Dalai Lama up on his request and with his support developed an "Atlas of Emotions". This online Atlas provides language and concept to how we become emotional. The Drs. Ekman present their reflections on and future goals for this groundbreaking project.

Educational Objectives:

Describe Characteristics of Emotions
Identify Primary Families of Emotion
Practice Mapping of Emotion Episodes

CD03 MICHAEL YAPKO, PHD
HYPNOSIS AS A CONTEXT OF EMPOWERMENT
 (LIVE)

Difficulty: Intermediate

Hypnosis is a vehicle for delivering ideas and/or promoting meaningful experiential learning. Hypnosis itself isn't what cures people. Rather, it's what happens during hypnosis that can make a positive difference, especially when applied to empower people to discover and use their innate resources. In this demonstration, the merits of hypnosis as a tool of therapeutic empowerment will be highlighted.

Educational Objectives:

Demonstrate the merits of hypnosis as a vehicle of associating people to their own innate resources
 Assess the qualities of hypnotic interaction that foster a greater sense of personal self-efficacy.

CD04 BESSEL VAN DER KOLK, MD
TREATING TRAUMA
Difficulty: All levels

Demonstration of fundamental methods of working with trauma based in empirical principles and an underlying understanding of neuroscience.

Educational Objectives:

Differentiate a "bottom-up" from a "top-down" approach to PTSD
 Describe regions of the brain that are most activated by PTSD

TP03 HARVILLE HENDRIX, CLOE MADANES,
 & ESTHER PEREL
FAMILY AND COUPLES I

Systemic and communication-based approaches will be described. These approaches can be used with both families and couples.

Educational Objectives: Describe the Imago model. Describe the strategic approach

TP04 JUDITH BECK, STEVEN HAYES,
 & WILLIAM MILLER
RESISTANCE

Clients generally understand what they need but fail to comply with their own directives and those of the therapist. Resistance will be analyzed from three different therapeutic models.

Educational Objectives: Describe resistance from each of the three models.

Given the patient, indicate three possible orientations to client resistance.

CH03 DONALD MEICHENBAUM, PHD
**WHY SOME PSYCHOTHERAPISTS
 ARE MORE EFFECTIVE**
Difficulty: Advanced

Research indicates the effectiveness of psychotherapeutic interventions, but some psychotherapists constantly achieve better treatment outcomes and lasting changes. What do these "expert" therapists do and not do to achieve these positive results?

Educational Objectives:

Consider the nature of "expertise", the role of deliberate practice, and the implications for nurturing expertise in psychotherapists
 Enumerate the core tasks of psychotherapy that characterize psychotherapists who consistently obtain better treatment outcomes

SPO3 DERALD WING SUE, PHD
**MICROAGGRESSIONS IN EVERYDAY LIFE:
 MANIFESTATION DYNAMICS AND IMPACT**

Difficulty: Beginner, Intermediate

Racial, gender, and LGBTQ micro aggressions are brief and commonplace daily verbal, behavioral or environmental indignities which communicate hostile, derogatory, or negative slights to targets. They are often reflections of implicit bias that are outside the level of conscious awareness of well-intentioned individuals. Nevertheless, they have been found to cause lowered subjective well-being in the lives of marginalized group members and may lead to mental health problems. Research indicates that clinicians and supervisors are often perpetrators of micro aggressions.

Educational Objectives:

Define and describe the types of micro aggressions
 Identify how micro aggressions lower subjective well-being and how they affect the mental health of marginalized groups in society.

Describe how micro aggressions make their appearance in the therapist-client encounter
 Name three strategies in diminishing the impact of micro aggressions

SPO4 MARILYN YALOM, PH.D
FEMALE FRIENDSHIP
Difficulty: All levels

The prominence of women as friends would have surprised people living in the distant past and would still surprise people in certain parts of the world, where only male friendship is prized. Yet, if you ask Americans today whether men or women have more friends, the answer is likely to be women. I shall examine the ingredients that seem basic to women's friendships and suggest ways in which friendships between women (and between women and men) may be the saving grace in our present lives. I shall also examine the concept of friendship more generally as it has been understood in the western tradition since Aristotle. What are the benefits of friendship? Is it possible to live well without friends? What can women learn from male friendships and men learn from female friendships?

Educational Objectives:

Discuss female friendships from a historical perspective
 Examine the importance of friendship in mental health
 Discuss what men can learn from female friendships and what women can learn from male friendships

SPO5 JEAN HOUSTON, PHD
EVERY DAY LIFE IN THE QUANTUM UNIVERSE
Difficulty: Advanced

The discovery of the quantum nature of our universe is so major an event that its profound implications cannot be overstated. Quantum theory demands a radical re-visioning of the role of Consciousness as the underlying organizing principle of the universe. Working with these concepts, both spiritual and scientific, we have enabled students to be, to do and to create in ways that are suggestive of higher levels of human accomplishment. Similarly from the quantum perspective of the simultaneity of past, present and future we are able to change the story of minor past events until it become a realistic part of one's memory,

Educational Objectives:

Describe and demonstrate these capacities and concepts.

CD05 **DAVID BURNS, MD**
WHEN PANIC ATTACKS
(VIDEO AND DISCUSSION)

Difficulty: All levels

Dr. Burns will present a six-minute video excerpt from a therapy session with a patient with ten years of failed therapy for extreme depression and terrifying panic attacks. The dramatic video illustrates an actual panic attack within the therapy session, as well as the patient's sudden moment of recovery when Dr. Burns used a powerful CBT method called the Experimental Technique. Dr. Burns will describe other uses of this technique in the treatment of depression and anxiety.

Educational Objectives:

List the distorted thoughts that trigger panic attacks
 Describe how to challenge those thoughts using the Experimental Technique

CD06 **SUE JOHNSON, ED.D**
MOMENTS OF TRANSFORMATION:
SHAPING SECURE ATTACHMENT IN EFT (VIDEO)

Difficulty: All levels

The session shown is of an unedited live consultation where the previous withdrawn male partner is now accessible and the therapist works with the inability of the female partner to trust, reach and engage with her mate. The session explicitly shows how the therapist works with blocks to the creation of key new responses and shapes bonding moments. This is a classic illustration of Stage 2 EFT in action and shows the moment to moment creation of secure connection. Therapist interventions will be outlined and discussed.

Educational Objectives:

Describe key change events in EFT
 Outline key interventions in these key events

TP05 **PETER LEVINE, FRANCINE SHAPIRO**
& BESSEL VAN DER KOLK
PTSD

Every therapist needs a method to work with post-traumatic stress disorder. Fundamental techniques will be discussed. Neurological considerations will be offered.

Educational Objectives:

Describe the components of PTSD
 Given a patient, create a treatment plan for PTSD.

TP06 **OTTO KERNBERG, WILLIAM MILLER,**
& MICHAEL YAPKO
THE INITIAL INTERVIEW

The structure of initial interview from three different approaches will be described and discussed.

Educational Objectives:

List three considerations for an initial interview.
 Describe orientations to an initial interview from three perspectives.

CH04 **STEPHEN GILLIGAN, PHD**
Difficulty: All levels

Dr. Gilligan will briefly overview his general approach to the creative process of effective psychotherapy, and then open the floor to conversation from participants.

Educational Objectives:

Discuss an overview of the 6-step model of Generative Psychotherapy.
 Identify at least three techniques of Generative Psychotherapy.

CH05 **JOHN GOTTMAN, PHD**
JULIE GOTTMAN, PHD & WILLIAM BUMBERRY, PHD
Educational Objectives:

Describe why not all relationship conflict is the same, and why some conflicts require the therapist to be an existential psychologist. Describe why it is so vital for therapists to measure physiology in couples' therapy. Describe what Gottman sound relationship house theory and Gottman method couples therapy offers in the following domains: (1) friendship and intimacy, (2) conflict management, (3) shared meaning, (4) trust, and (5) commitment.

SP06 **DAN AMEN, MD**
MEMORY RESCUE
Difficulty: All levels

Memory problems are very common in clinical practice. In this speech, Dr. Amen will lay out a completely new way to look at memory and 11 ways to reverse memory problems and cognitive decline. The program he will lay out is based on 26 years of clinical brain imaging practice.

Educational Objectives:

List 11 causes of memory loss. Describe one strategy to reversing each of the 11 causes of memory loss. Assess 11 risk factors of memory loss

SP07 **DONALD MEICHENBAUM, PHD**
EVOLUTION OF COGNITIVE BEHAVIOR THERAPY:
ORIGIN, WHERE HAVE WE BEEN, WHERE ARE WE
NOW, AND WHAT IS IN THE FUTURE?

Difficulty: Advanced

The presentation will trace the evolution of cognitive behavior therapy, showing the "untold story" and critically evaluate its present status. It will also consider the future intervention of computer technology.

Educational Objectives:

Trace the origins of cognitive behavior therapy and its changing conception. Critically evaluate the relative effectiveness of cognitive behavior therapy. Consider future forms of intervention using computer technology

12:00-1:00 PM

Keynote 06



MARTIN SELIGMAN, PHD
POSITIVE PSYCHOLOGY, POSITIVE
INTERVENTIONS & POSITIVE
EDUCATION

Difficulty: All levels

Seligman will review cutting edge research, techniques, and applications in Positive Psychology, Positive Psychotherapy, and Positive Education.

Educational Objectives:

Define PERMA. List three Interventions. Describe applications in education, the military and corporations

1:00 - 2:30 PM LUNCH BREAK

2:30 - 3:30 PM

CD07 **JACK KORNFIELD, MD**
THE CLINICAL APPLICATION OF MINDFULNESS
AND COMPASSION
Difficulty: All levels

This demonstration will combine Buddhist psychology, and Eastern approaches of Mindfulness and compassion with Western clinical tools.

Educational Objectives:

Demonstrate understanding of how Buddhist psychological tools are helpful to the clients who present themselves

CD08 JEAN HOUSTON, PHD
THE ROLE OF MYTH AND RE-CREATING SELF
Difficulty: All levels

Educational Objectives:

Describe how myth is instrumental in advancing client goals.

List empirical considerations in the use of myth.

TP07 ROBERT DILTS, STEPHEN GILLIGAN,
& FRANCINE SHAPIRO
MIND/BODY ISSUES

The mind creates both neurological and somato-psychic patterns. Current concepts of mind-body interaction will be discussed in described.

Educational Objectives:

Describe three advances in mind-body medicine.

Given the patient, describe how to use biologically-based understandings to provide assistance.

TP08 DONALD MEICHENBAUM,
CHRISTINE PADESKY, MICHELE WEINER-DAVIS
THE ROLE OF THE THERAPIST

The position that the therapist takes in the consulting room affects the outcome of treatment. Perspectives on effective therapist roles will be described.

Educational Objectives:

Describe three ways in which the therapist's role alters treatment.

Describe a cognitive behavioral versus solution focused approach to therapist roles.

CH06 OTTO KERNBERG, MD
Difficulty: All levels

A conversation hour with Dr. Otto Kernberg, centered on reflections about therapists "therapeutic ambitions".

Educational Objective:

Discuss how to avoid patient induced limitations on over-restriction of therapists' aims as well as overly ambitious goals. How do we assess what are realistic expectations? And what are the patient's realistic contributions to this assessment?

SP08 HARVILLE HENDRIX, PHD
and HELEN LAKELLY HUNT, PHD
**THE SPACE BETWEEN:
A NEW WAY TO THINK ABOUT COUPLES THERAPY**
Difficulty: All levels

Reimagining couple hood as a partnership, rather than a competition, requires reimagining the "space between," rather than "the space within," as the target of therapy. This relocation of the locus of change requires reimagining therapy as a process that facilitates connecting more than self-understanding. This lecture will propose "being" rather than "knowing" as the foundation of the therapeutic process and connection and wonder rather than insight and self-knowledge as the outcome.

Educational Objectives:

Discuss the distinction between "being" and "knowing"

Compare the "space between" to the "space within"

Cite the basic historic shifts in the structure and function of couple hood

SP09 MICHAEL YAPKO, PHD
**REDISCOVERING HYPNOSIS AGAIN FOR THE FIRST
TIME: THE UTILIZATION OF ATTENTIONAL PROC-
ESSES IN ENHANCING TREATMENT OUTCOMES**
Difficulty: All levels

As advances are made in better understanding the power of focus in shaping one's subjective perceptions and even physiology, the field of hypnosis has played an especially important role in this ongoing process of discovery. Despite too many clinicians' terribly misinformed dismissal of hypnosis as little more than a gimmick, in fact hypnosis has evolved a strong scientific basis for its insights into neuroscience, cognition, suggestive language and information processing, placebo and nocebo responses, the therapeutic alliance, and more. Some of these insights and their clinical implications will be discussed.

Educational Objectives:

List and refute common misconceptions about hypnosis that may hinder optimal treatment outcomes

Assess the benefits of employing hypnosis as a complement to other established treatments

List and discuss the personal, interpersonal and situational variables that affect an individual's level of hypnotic responsiveness.

SP10 WILLIAM MILLER, PHD
**MOTIVATIONAL INTERVIEWING AND THE CLINICAL
SCIENCE OF CARL ROGERS**

Difficulty: All levels

The clinical method of motivational interviewing (MI) evolved from the person-centered approach of Carl Rogers, maintaining his pioneering commitment to the scientific study of therapeutic processes and outcomes. The original developer of MI will summarize the development of this method, its linkage to Rogers, and research on its therapeutic processes, outcomes, and training.

Educational Objectives:

Describe several parallels between motivational interviewing and the person-centered approach of Carl Rogers. Differentiate relational and technical components of motivational interviewing

Explain how studies of MI are relevant to general therapeutic relationship factors in psychotherapy

CD09 STEVEN HAYES, PHD
**HEXADANCING: A DEMONSTRATION OF THE
LIBERATING IMPACT OF PROCESS-FOCUSED
EVIDENCE-BASED THERAPY (LIVE)**
Difficulty: All levels

Psychological flexibility is one of the most studied and supported set of mediational processes in clinical intervention science. In this demonstration I will explain and then demonstrate how a focus on evidence-based flexibility processes in therapy can free clinicians from the linear march of protocol-based approaches, and foster instead a vital dance of creative facilitation of change, played out in the moment to moment context of an empowering therapeutic relationship that is nevertheless thoroughly evidence-based.

Educational Objectives:

Describe the six psychological flexibility processes

Be able to state at least one means of targeting each of the psychological flexibility processes

3:50 – 4:50 PM *Cont'd.*

CD10 DANIEL AMEN, MD
**LEARN TO READ BRAIN SCANS:
50 CASES IN 60 MINUTES**

Difficulty: All levels

Based on the world's largest database of brain SPECT (single photon emission computed tomography) scans, Dr. Amen will teach attendees about brain SPECT imaging and then show 50 cases in 60 minutes, including cases of depression, anxiety, attention deficit hyperactivity disorder, posttraumatic stress disorder, schizophrenia, traumatic brain injury, addiction, and dementia.

Educational Objectives:

Describe how to understand what SPECT scans measure in the brain

Demonstrate understanding of how to look at the SPECT images

TP09 SUE JOHNSON,
OTTO KERNBERG, PETER LEVINE
SEX AND INTIMACY

Sex can create intimacy and intimacy can facilitate sexual expression. The intersection between sex and intimacy will be discussed in described from three different perspectives.

Educational Objectives:

Describe three ways of discussing sexual intimacy with clients.

Given a couple, describe a treatment plan that addresses sexual intimacy.

TP10 JUDITH BECK, HARVILLE HENDRIX,
HELEN LAKELLY HUNT, BILL O'HANLON
HOMEWORK ASSIGNMENTS

Therapy happens in life, not just in the consulting room. Assignments facilitate treatment goals.

Educational Objectives:

Describe an effective process for creating client homework.

Given the presenting problem describe three different methods for affecting treatment through homework.

CH07 ROBERT DILTS
Difficulty: All levels

Third generation NLP is generative, systemic and focused on high level issues such as identity and purpose. It emphasizes whole system change and can be applied to organizations and cultures as well as to individuals, families and teams. It expands upon the previous generations of NLP to include tools and skills for supporting multiple levels of change. This conversation will focus on how these methods can enhance therapy and coaching.

Educational Objectives:

Describe the three generations of NLP

Clarify the significance of different "NeuroLogical Levels" of change

CH08 FRANCINE SHAPIRO, PHD
Difficulty: All levels

Dr. Shapiro will be available to discuss clinical issues in (1) the practice of EMDR therapy, (2) treating a wide range of clinical symptoms and disorders, and/or (3) the integration of humanitarian service and psychotherapy practice.

Educational Objective:

Discuss how Dr. Shapiro's integrative approach can be applied in your own clinical practice.

SP11 JACK KORNFIELD, MD
**BUDDHIST PSYCHOLOGY:
THE HEART AND ESSENCE**

Difficulty: All levels

In this session we will explore the wise and loving perspectives of Buddhist Psychology. These transformative teachings and practices can awaken in clients and therapists alike an inner capacity for wakefulness, joy, dignity, and compassion—Buddha-nature. Combining practical and clinical examples, teaching stories, and innate wisdom we will consider the heart of healing, love, consciousness and the nature of mind.

Educational Objectives:

Learn to apply mindfulness trainings for body, feelings, thoughts and relationship.

Explore how you might integrate Buddhist psychology's core principles of mental health, well-being and shift of identity into traditional western clinical approaches.

Learn to employ the skillful means of directed intention to facilitate short and long term development

SP12 SCOTT MILLER, PHD
**PSYCHOTHERAPY'S MISSING LINK: WHY DON'T
THE MAJORITY OF PEOPLE WHO COULD BENEFIT
FROM SEEING A THERAPIST GO?**

Difficulty: All levels

Psychotherapy is remarkably effective. Fifty years of research provides overwhelming empirical support for the practice. At the same time, study after study shows that the majority of people who could benefit from seeing a therapist never go. Put more bluntly, they would never even consider going. Of those who start, between 25 and 50% unilaterally discontinue prior to experiencing any benefit from the service. Stigma, ignorance, denial, and lack of motivation are the most common reasons cited by professionals for people either not seeking help or dropping out of treatment. Research provides another explanation.

Educational Objectives:

Identify three reasons why people either do not start or drop out of treatment

Identify the top reason the majority of people never go to see a therapist

Describe how to bridge a cultural difference between beliefs of those who do not seek service and the therapeutic paradigms currently dominating clinical practice.

5:10 – 6:10 PM

CD11 PETER LEVINE, PHD
**IN AN UNSPOKEN VOICE:
A CLINICAL EXAMPLE**

Difficulty: All levels

Together, we will explore the implications of Body-oriented psychotherapy and recent findings in the neurosciences, on how the brain and body deals with emotional information, while also providing an understanding of effective therapeutic action.

This training is geared for psychotherapists of all types, as well as for physicians, nurses, physiotherapists, bodyworkers, and educators.

Educational Objectives:

Describe the application of interoceptive awareness

Demonstrate the tracking of a client's inner experience

CD12 SCOTT MILLER, PHD
FEEDBACK INFORMED TREATMENT
Difficulty: All levels

It's not a pretty picture. Available evidence indicates that the effectiveness of psychotherapy has not improved in spite of 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. And no, not attending another CEU event or sorting through that stack of research journals by your desk. 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. Feedback Informed Treatment (FIT) is listed on the National Registry of Evidence-based Programs and Practices. Multiple, randomized clinical trials document that integrating this trans theoretical approach into practice as much as doubles the effectiveness of treatment while simultaneously reducing costs, drop-out rates and deterioration. In this hour, the approach will be described briefly and demonstrated live.

Educational Objectives:

Describe how to administer a simple tool for tracking progress in psychotherapy

Explain how to administer a simple tool for obtaining feedback regarding the quality of the therapeutic relationship

TP11 ERVING POLSTER,
MICHELE WEINER-DAVIS, & MICHAEL YAPKO
DEPRESSION

Depression is one of the most common problems brought to psychotherapists. Treatment options and biological substrates will be discussed.

Educational Objectives:

Describe three techniques for working with depression.

Describe modern neurobiological perspectives on depression.

TP12 JOHN AND JULIE GOTTMAN,
SUE JOHNSON, & HARRIET LERNER
FAMILY AND COUPLES II

The family is a context in which treatment can be facilitated. Marriage has the capability of healing clients from old wounds.

Educational Objectives:

Describe fundamentals of the Gottman/Johnson/Lerner approaches to couples and families

Describe three characteristics of an effective consultation session with a couple.

CH09 JUDITH BECK, PHD
Difficulty: 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:

Discuss how Dr. Beck's work in one or more of these areas can be applied to your clients.

CH10 WILLIAM MILLER, PHD
Difficulty: All levels

Dr. Miller will discuss clinical issues in (1) the practice of motivational interviewing, (2) treating addiction, and/or (3) the integration of spirituality and psychotherapy.

Educational Objectives:

Discuss how Dr. Miller's work in one or more of these areas can be applied in your own practice or workplace.

SP13 CHRISTINE PADESKY, PHD
WOULD YOU LOOK FOR SOMETHING YOU DID NOT KNOW WAS LOST?
Difficulty: All levels

How can a metaphor motivate one client so powerfully and fall flat with the next? As therapists, we are usually not aware of the things we do that reduce opportunities for client engagement and discovery. How can we fix something that is out of our awareness? Padesky shares central ideas from her forthcoming book on guided discovery including three common signposts of missed opportunities and three responsive strategies for promoting client engagement and discovery.

Educational Objectives:

Identify 3 signs of missed opportunities for client discovery

Describe two ways to increase client engagement in active discovery processes

Compare and link the roles of informational vs. synthesizing questions in discovery

SP14 OTTO KERNBERG, MD
TRANSFERENCE DEVELOPMENTS IN SEVERE PERSONALITY DISORDERS
Difficulty: Advanced

This presentation will differentiate the clinical characteristics and therapeutic management of several types of severely regressive transferences: typical split transferences of borderline patients, the fragmentation of affective experiences of schizoid personalities the intolerance of triangulation, and the narcissistic transferences. Clinical illustration will exemplify these differential transferences and their clinical management.

Educational Objectives:

Diagnose unexpected transference developments.

Analyze and reconstruct fragmented affective experiences.

Describe developments in the "intersubjective field".

6:30 – 7:30 PM

*Author's Hour
& Book Signing*



8:30 – ??? PM

DANCE PARTY

8:00 – 9:00 AM

CD13 ESTHER PEREL, MA, LMFT
VIDEO DEMO
SEXUALITY AND INTIMACY WITH COUPLES
Difficulty: Intermediate

Through podcasts and experiential exercises we will demonstrate clinical work around sexuality and intimacy with couples.

Educational Objectives:

Identify common blocks to eroticism including the fear of abandonment or entrapment, as well as how our emotional history shapes our erotic blueprint.

Describe three strategies to help couples cultivate eroticism and bring a greater sense of aliveness to their relationship

CD14 WILLIAM MILLER, PHD
MOTIVATIONAL INTERVIEWING
Difficulty: All levels

Dr. Miller will demonstrate and discuss the clinical method of motivational interviewing with one or two volunteers from the audience. This will not be a role-play but a "real-play" in which the speaker(s) will talk about some change they want to make but have not made yet.

Educational Objectives:

Describe how ambivalence about change is addressed in motivational interviewing

Compare motivational interviewing with a prescriptive advice-giving approach as might occur in cognitive-behavior therapy

TP13 STEPHEN GILLIGAN,
CLOE MADANES & BILL O'HANLON
HUMOR IN THERAPY

Humor can convey deep meaning; it is one way of gift wrapping conceptual realizations for clients.

Educational Objectives:

Indicate ethical considerations for using humor in therapy.

Indicate three benefits and three limitations for using humor in therapy.

TP14 JEAN HOUSTON,
SCOTT MILLER & DAN SIEGEL
ART VS. SCIENCE

Psychotherapy is an amalgamation of science and art. All we've can be created that amalgamates the art of effective therapeutic communication and empirically validated orientations.

Educational Objectives:

Describe outcome informed treatment.

Describe the empirical basis of affective neurobiology at applied to psychotherapy

CH11 DAVID BURNS, MD
Difficulty: All levels

Dr. Burns will describe his personal evolution from biological psychiatry during his psychiatric residency to cognitive behavior therapy, and then to the new TEAM-CBT, which he has recently developed. TEAM-CBT aims for extremely high-speed treatment using innovative cognitive and motivational (resistance-busting) techniques. He will invite questions from audience participants.

Educational Objectives:

Describe why Dr. Burns gave up a tenure track position in biological psychiatry to help develop CBT in the 1970s. Describe the four components of TEAM-CBT

SP15 MICHELE WEINER DAVIS, LCSW
THE SEX-STARVED MARRIAGE

Difficulty: Intermediate

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. 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:

Explain how to end the vicious cycle of refusing sex which leads to anger, less desire and more refusal

Demonstrate coaching both partners about specific ways to alter their approach to increase their partner's empathy and willingness to change

SP16 ERNEST ROSSI, PHD and
KATHRYN ROSSI, PHD
**HOW QUANTUM PERSPECTIVES COULD
FACILITATE THE EVOLUTION OF PSYCHOTHERAPY**
Difficulty: All levels

An Introduction to the facts and fallacies of how the Quantum World View could facilitate the Evolution of Psychotherapy by integrating the best insights of the arts, humanities and sciences to support people, cultures and nations to become the best they can be.

Educational Objectives:

Explain how the quantum microscope could help people express themselves & solve their own problems.

Compare your usual self understanding with how the Quantum Qualia of Awareness may improve it.

Describe how you could expand your understanding of the quantum perspectives of Consciousness & Cosmos.

SP17 ELIZABETH LOFTUS, PHD
THE FICTION OF MEMORY
Difficulty: All levels

For several decades, I have been manufacturing memories in unsuspecting minds. People can be led to believe that they did things that would have been rather implausible. They can be led to falsely believe that they had experiences that would have been emotional or traumatic had they actually happened. False memories, like true ones, also have consequences for people, affecting later thoughts, intentions, and behaviors. Can we tell true memories from false ones? In several studies, I created false memories in the minds of people, and then compared them to true memories. Once planted, the false memories look very much like true memories—in terms of behavioral characteristics, emotionality and neural signatures. If false memories can be so readily planted in the mind, do we need to think about "regulating" this mind technology? And what do these pseudo memories say about the nature of memory itself?

Educational Objectives:

Explain recent scientific research on the malleability of human memory

Describe the science of memory distortion to psychotherapy, legal issues, and other policy matters.

CD15 OTTO KERNBERG, MD
STRUCTURAL INTERVIEW
Difficulty: Beginner

A videotaped structural interview will be shown, and the technique of structural interviewing explored in that context. The participants should be able to recognize the methods of evaluating social functioning, identity formation and reality testing highlighted by this interviewing technique, and assessment of the presence and severity of personality disorders facilitated by this diagnostic method.

Educational Objectives:
Demonstrate structural interviewing.
Assess severity of personality disorders by means of this method.

CD16 DANIEL SIEGEL, MD
**ILLUMINATING THE NATURE OF CONSCIOUSNESS
AND TIME WITH THE WHEEL OF
AWARENESS PRACTICE**
Difficulty: All levels

In this clinical demonstration, participants will be offered an immersion in the Wheel of Awareness Practice and a summary of a 10,000 person study in which workshop participants from around the globe from a range of backgrounds provided reflections on the practice and how it enabled them to experience a contrast between mental activities, like feelings, thoughts, and memories, and the subjective experience of knowing within pure awareness itself. This demonstration will enable both experiential and conceptual learning to build on these research findings in exploring the nature of time at the Newtonian/Classical and Quantum physics levels, its relationships to consciousness, and their combined relevance for our understanding of mind, the practice of psychotherapy and the cultivation of personal and global well-being.

Educational Objectives:
Demonstrate how to offer the Wheel of Awareness to their clients as a way to integrate consciousness;
Define the Newtonian or Classical physics view of energy and the Arrow of Time and how these contrast to the Quantum level of reality and the Arrow-Free experience of pure awareness.

TP15 HARVILLE HENDRIX,
HELEN LAKELLY HUNT, BILL O'HANLON,
CHRISTINE PADESKY
THE PATIENT THERAPIST RELATIONSHIP

Research has shown that the component responsible for effective treatment is the therapeutic relationship. Empirically-based dynamics will be described and discussed.

Educational Objectives:
Indicate the core conditions of the therapeutic relationship that guide psychotherapy.
Given the patient, describe how to establish an effective therapeutic relationship.

TP16 ESTHER PEREL,
BESSEL VAN DER KOLK & JEFF ZEIG
THE GOALS OF THE THERAPIST

The process of contracting for change in the initial session will be described and discussed. Methods of targeting goals will be compared and contrasted.

Educational Objectives:
Given the patient, describe three different ways of establishing goals.
Describe how goals can be empirically informed.

CH12 Martin Seligman, PhD
THE HOPE CIRCUIT
Difficulty: All levels

I will review the past, present, and future of Learned Helplessness, Preparedness, Learned Optimism, Prospective Psychology and Positive Psychology.

Educational Objective:
Discuss the past, present, and future of Learned Helplessness, Preparedness, Learned Optimism, Prospective Psychology, and Positive Psychology.

CH13 ERVING POLSTER, PHD
Difficulty: All levels

An opportunity to engage Dr. Polster in open ended conversation about any aspect of his 70 years of experience as a psychotherapist and as witness to huge therapeutic movements.

Educational Objectives:
Increase discernment of and explain the interface between ordinary human communication and professional engagement.
Describe one positive implication of a historical therapeutic advance and one negative potential that must be addressed.

SP18 CLOE MADANES, LIC, HDL
**CONTRIBUTIONS TO THE PRACTICE
OF STRATEGIC THERAPY**
Difficulty: All levels

Madanes will present 18 strategies that she developed for working with the whole age range and the whole range of problems presented to therapy. These interventions are in the tradition of Strategic Therapy in that the therapist plans a strategy that involves the social context of the individual and the therapist is directive, guiding clients towards the solutions for their challenges.

Educational Objectives:
List 3 strategies for working with families.
Name 3 strategies for working with couples.
Explain the importance of the apology.

SP19 HARRIET LERNER, PHD
THE CHALLENGE OF APOLOGIZING AND THE COMPLEXITY OF FORGIVENESS
Difficulty: All Levels

Lerner will present the 4 best ways to ruin an apology, explain what drives the entrenched non-apologizer, and share the key ingredient necessary to heal disconnections when "I'm sorry" is not enough. She will also address the excruciating pain of the hurt party who has received a bad apology or none at all, and explain how our predominant notions of forgiveness hurt those we aim to help.

Educational Objectives:
Describe the top four ways to ruin an apology
Explain what drives the entrenched non-apologizer
Explain how the hurt party can get through to a defensive wrongdoer

10:40 – 11:40 AM

Keynote 07

AARON BECK, MD

INTERVIEWED BY DR. JUDITH BECK

**NEW BREAKTHROUGHS IN COGNITIVE THERAPY:
APPLICATIONS TO THE SEVERELY MENTALLY ILL**

Difficulty: Intermediate



According to a recent survey, Cognitive Therapy is now the leading form of psychotherapy throughout the world. Its application to the numerous psychological disorders, as well as medical problems, has been well documented. In recent years, Cognitive Therapy has been successfully applied to the most intractable and chronic disorders, such as severe mental illness. Strategies and techniques in treating schizophrenia will be described.

Educational Objectives:

Demonstrate a new understanding of cognitive therapy (CBT) and its applications.
Describe the application of CBT to severe mental illness.

11:40 – 1:10 PM LUNCH BREAK

1:10 – 2:10 PM

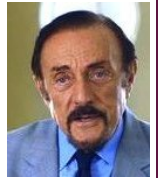
Keynote 08

PHILIP ZIMBARDO, PHD

**MY JOURNEY FROM CREATING EVIL
TO INSPIRING HEROISM**

Difficulty: All levels

My lifelong interest in the nature of evil became focused on understanding its origins; in individual dispositions, social situations, and also at systemic levels. The Stanford Prison Experiment revealed the power of situations to dominate personalities. Recently, my vision has been refocused on inspiring/training youth to become everyday heroes, within our Heroic Imagination Project.



Educational Objectives:

Describe the processes by which good people can turn evil
Describe how experimental research can shed new light on fundamental aspect of human nature
Explain why it is possible to create a new generation of youth superheroes, who can be inspired with social psychological training to become everyday heroes-in-training.

2:30 – 5:30 PM WORKSHOP 23 – 26

WS23

FRANCINE SHAPIRO, PHD

**EMDR THERAPY: AN INTEGRATIVE PSYCHOTHERAPY APPROACH
FOR THE TREATMENT OF PTSD AND OTHER CLINICAL DISORDERS**

Difficulty: All levels

EMDR therapy is widely recognized as an effective trauma treatment by organizations such as the World Health Organization. Unlike other empirically supported approaches, it is unnecessary for the client to describe the memory in detail or do daily homework to achieve positive effects. In addition, research has clearly demonstrated that certain kinds of experiences lay the foundation for a wide range of mental and physical problems. Research indicates that EMDR therapy directly addresses the basis of clinical symptoms and dysfunction. Group exercises, case description and videos will illustrate the treatment and help participants examine the implications of the research and its application to general clinical practice.

Educational Objectives:

Explain procedures used during the eight phases of EMDR therapy
Describe the kinds of life experiences that lay the foundation for clinical dysfunction.
Explain the application of EMDR therapy to a wide range of clinical complaints

WS24

CHRISTINE PADESKY, PHD

MIND OVER MOOD: PRACTICAL APPLICATIONS FOR THERAPISTS

Difficulty: Intermediate

Many therapists turn to self-help manuals for ideas of how to teach skills that can boost client progress. But how do these ideas get tailored to fit the needs of an individual client? Through case examples and guided participant exercises, Padesky demonstrates how therapists can make therapy more effective by selectively matching skills taught to particular client moods and using mood measures to track progress. She shows therapists how to strategically assign chapters from the 2nd Edition of *Mind over Mood* (Greenberger & Padesky, 2016) which includes more than 60 worksheets that help clients learn mood-management skills drawn from CBT, mindfulness, positive psychology, acceptance therapies, and happiness research.

Educational Objectives:

Identify the two skills with the strongest evidence supporting their helpfulness for depression
Explain why thought records are not a primary intervention for anxiety disorders
Name one type of client problem that is likely to benefit from acceptance methods

WS25

ROBERT DILTS
FROM FRAGMENTATION TO FLUIDITY

Difficulty: All levels

For too long, and in many ways unintentionally, we've tried to organize our world from disjointed mental constructs. This fragmented perspective of the world has led to more and more personal imbalance, social violence and increasing environmental degradation. In this workshop, we will examine how to engage heartfull, embodied intelligence to transform disconnected, fear-based and limited thinking and behaviors into nourishing and respectful life choices. You will explore processes that enrich your capacity to coach others into greater states of wholeness and presence through the body, the voice, movement and receptive listening.

Educational Objectives:

Demonstrate the capacity for more subtle and receptive listening

Demonstrate learning of creating states of greater presence in oneself and others

Apply shifting more readily from a fragmented perspective to a fluid and harmonious state

WS26

OTTO KERNBERG
PSYCHODYNAMIC PSYCHOTHERAPY OF NARCISSISTIC PERSONALITY DISORDERS

Difficulty: Advanced

This workshop will describe the various clinical syndromes reflecting narcissistic personality disorders, and the corresponding prognostic indicators for psychodynamic psychotherapy. The typical transference developments of these patients will be outlined, and corresponding technical interventions described. The relevance for the love life of these patients will be explored and treatment implications described.

Educational Objectives:

Diagnose the severity of narcissistic pathology and the therapeutic implications of the evaluation.

Describe the transference manifestations of the pathological grandiose self.

Diagnose and resolve the regressive countertransferences that unavoidably arise with these patients.

2:30 – 4:00 PM Speeches with Discussant 1-4

SPD01

DAVID BURNS, MD
DISCUSSANT: JEFFREY ZEIG, PHD
WHEN HELPING DOESN'T HELP

Difficulty: All levels

Although there's been an overwhelming proliferation of new therapies for depression and anxiety, the controlled outcome studies have yielded disappointing results. Dr. Burns argues that this is because resistance has not been addressed, and describes a new approach called TEAM-CBT that solves this problem and promises superior outcomes.

Educational Objectives:

Explain why therapy so often fails despite the therapist's sincerest efforts to help.

Describe the research and clinical experience that led to the development of TEAM-CBT.

SPD02

STEPHEN GILLIGAN, PHD
DISCUSSANT: JEAN HOUSTON, PHD
THE PRIMACY OF CREATIVITY IN EFFECTIVE PSYCHOTHERAPY

Difficulty: All levels

Therapy is successful when clients are able to experientially realize positive life changes. While the identification and transformation of symptoms is important in this regard, the activation of the client's creative capacity to change is even more important. This paper outlines 6 steps in this therapeutic process: (1) opening a mindful field, (2) setting positive intentions, (3) developing and maintaining a creative state, (4) identifying a "storyboard" for achieving goals, (5) transforming negative experiences, and (6) everyday practices. Methods and case examples will be given to illuminate this core process.

Educational Objectives:

Demonstrate how creating new experiential realities is the primary focus of therapy

Identify 3 methods for developing a client's creative state

List three examples of how this creative state can be beneficially used.

SPD03

PETER LEVINE, PHD

DISCUSSANT: BESSEL VAN DER KOLK, MD

TRAUMA AND MEMORY: BRAIN AND BODY IN A SEARCH FOR THE LIVING PAST

Difficulty: All levels

There is tremendous confusion in work with traumatic memories, often leaving clients and their therapists confused and insecure. In this lecture we will discuss the different types of memory (both explicit/conscious & implicit/unconscious) in resolving traumatic reactions, while avoiding the creation of "false memories."

Educational Objectives:

List and comprehend the different types of memory systems

Explain how to work with procedural ("body") memories

Demonstrate how to avoid the pitfalls of evoking spurious memories

SPD04

ERVING POLSTER, PHD

DISCUSSANT: MICHAEL YAPKO, PHD

BEYOND THERAPY: LIVING AND TELLING IN COMMUNITY

Difficulty: All levels

Living is composed of a supreme flow of experiences. Therefore, people face a commanding challenge to their integrative powers. Telling helps them by revisiting this landscape, revealing the accessibly hidden markers of a lifetime. Dr. Polster will show how a sharply pointed attention to universal themes within a group process will light up our lives, giving shape to personal perspective. Techniques and precedents for conducting this process will be addressed.

Educational Objectives:

Analyze the expansion of therapy principles beyond quasi-medical purposes of the psychotherapy office to the application of these principles to the needs of everyday living.

Create congregations of people who meet for a communal exploration of life experiences.

Analyze options for designing group experiences.

4:15 – 5:45 PM Speeches with Discussant 5-8

SPD05

STEVEN HAYES, PHD

DISCUSSANT: DAVID BURNS, MD

PROCESS-BASED THERAPY: THE FUTURE OF EVIDENCE-BASED CARE

Difficulty: All levels

Evidence-based care is still the future of mental and behavioral health intervention, but not in the form of protocols for syndromes which has finally collapsed of its own weight. This talk is about what is arising in its place. I argue that process-based therapy is the logical next step in the evolution of evidence-based care: evidence-based processes linked to evidence-based procedures that alleviate the problems and promote the prosperity of people. Using the work on psychological flexibility as a foil, I explore how process-based therapy can help dissolve some of the long standing differences between the various wings of psychotherapy, and liberate the practices of practitioners who value an evidence-based approach.

Educational Objectives:

Describe the traditional scientific approach to evidence-based therapy

Describe what successful mediational studies demonstrate

Define process-based therapy

SPD06

DAN SIEGEL, MD

DISCUSSANT: JACK KORNFIELD, PHD

INTERPERSONAL NEUROBIOLOGY AND THE ART AND SCIENCE OF PSYCHOTHERAPY

Difficulty: All levels

This presentation will discuss how synthesizing a range of disciplines that explore the nature of reality supports the dissolution of the barriers between spirituality and science and cultivates a common framework for the fields of mental health. By finding the consilience or common ground across many approaches the study life on earth, we can find a synergy of approaches in the field of Interpersonal Neurobiology that offers clinicians a way of defining the mind and offers a science-based strategy for cultivating mental health. Empirical findings are paralleled by the attachment studies that suggest that integrated relationships cultivate the growth of integration in the brain—a finding that may also serve as a possible hint as to how psychotherapeutic relationships underlying therapy of many strategies may support the growth of well-being. Integration—both within us (neural integration involving the functional and structural connections among differentiated areas) and between us (relational integration that honors differences and promotes compassionate linkages) appears to be the basis of optimal regulation, including our attention, emotion, thought, behavior, and relationships. In this view, integration may be the scientific basis of health and the fundamental aim for the healing art of psychotherapy.

Educational Objectives:

Define what the mind is from an interpersonal neurobiology perspective

Explain how energy and information flow is regulated and forms the complex system of the mind

Differentiate the concepts of consciousness, subjective experience, and information processing

SPD07

ESTHER PEREL, MA, LMFT

DISCUSSANT: HARRIET LERNER, PHD

IN DEPTH THINKING ON THE ROLE OF PSYCHOTHERAPY TODAY

Difficulty: All levels

In her new Audible original audio series: *Where Should We Begin*, Esther Perel invites the listener into the raw intimate space of real anonymous couples who are participating in unscripted counseling sessions. In opening the closed doors of psychotherapy, she stands to redefine not only the boundaries of therapy, but also the communal nature of healing. The project raises some timely questions: If one of therapy's aims is to create a space for meaningful, challenging and authentic conversations between partners, can it broaden its aim and address relationships in today's complex world in general. Can it serve to strengthen and improve human connection in society at large? What does therapy offer that differs from coaching? Where do thought leaders and psychotherapists intersect?

Educational Objectives:

Describe how to take therapeutic wisdom into the public space while preserving its integrity.

Demonstrate how technology can help foster relational intelligence and communal support for couples.

SPD08

JOHN GOTTMAN, PHD

DISCUSSANT: JEFFREY ZEIG, PHD

COMPLETING GENERAL SYSTEMS THEORY

Difficulty: All levels

It has been 50 years since General Systems Theory revolutionized psychotherapy. Yet it never became a real science, and the therapies it produced were either never evaluated or, when studied, produced only weak effects. We can now scientifically complete general systems theory and show that the new theory does result in highly effective couples and family therapy.

Educational Objectives:

List the new scientific definition of homeostasis in a couple's relationship

List the parameters and forces that create change in couples therapy

Describe how systems theory can be extended to couples when a baby arrives

DINNER BREAK

7:00 – 9:00 PM

Keynote 09

IRVIN YALOM, MD

WAS THAT LIFE? WELL, THEN, ONCE AGAIN!

DIFFICULTY: ALL LEVELS



I shall present the development of my approach to psychotherapy beginning with interpersonally based group psychotherapy and then describing the genesis and development of an existential approach to psychotherapy. I shall discuss my various approaches to teaching including descriptions of research, writing textbooks and finally short stories and novels as a mode of teaching.

Educational Objectives:

Describe the therapeutic factors in group psychotherapy

Define and describe the important factors inherent in a healing therapeutic relationship

Describe the major factors inherent in an existential therapeutic approach



WS27

ERNEST ROSSI, PHD and KATHRYN ROSSI, PHD HYPNOTIC AND NEUROBIOLOGICAL APPROACHES TO HEALING

Difficulty: All levels

In this experiential workshop, we will learn the theory and practice of methods evolved out of Milton H Erickson's innovative approaches to therapeutic hypnosis as presented in our new book: Richard Hill & Ernest Rossi (2017). *A Practioner's Guide to Mirroring Hands: A Client-Responsive Therapy that Facilitates Natural Problem Solving and Mind-Body Healing*, with a Foreword by Jeffery Zeig. These easy-to-learn methods can facilitate Erickson's natural problem solving and Mind-Body Healing that can supplement CBT, mindfulness, meditation, movement, and yoga.

Educational objectives:

Name the most popular word in Milton H Erickson's vocabulary for optimizing mind/body health and healing. (comfort)

Describe how you can recognize the 90-120-minute Basic Rest Activity Cycle. (minimal cues)

Name the 4-Stage Creative Cycle of Mind/Body Healing. (data, incubation, aha!, verification)

WS28

JEFFREY ZEIG, PHD EVOCATIVE APPROACHES TO CHANGE

Difficulty: Advanced

Patients change by virtue of the experiences that they live. Therapists can use advanced techniques including verbal and physical metaphors. Lecture, demonstration and practice.

Educational Objectives:

Given a patient, design an experiential approach

Describe the function of metaphor in psychotherapy.

WS29

OTTO KERNBERG, MD TRANSFERENCE FOCUSED PSYCHOTHERAPY

Difficulty: All levels

This workshop will present an overview of the theory of TFP, its relation to the structure of severe personality disorders, and its technique. the technique of TFP will be outlined as general strategy, particular technical instruments, and tactical approaches to complications and particular situations. Major consideration include transference, countertransference, technical neutrality and interpretation.

Educational Objectives:

Analyze indications and contraindications for TFP.

Demonstrate intervention from a position of technical neutrality.

Describe dealing interpretively with transference developments.

WS30

CLOE MADANES, LIC, HDL STRATEGIC THERAPY AND STRATEGIC COACHING

Difficulty: All levels

Madanes will discuss how to incorporate life coaching strategies into your therapy practice and how to broaden your therapy practice to include spirituality, family justice, the apology and reparation. Some of the strategies will be illustrated with videos of actual interventions. There will be audience discussion.

Educational Objectives:

Describe 3 life coaching strategies.

List the fundamental steps for the apology.

List the 4 steps of emotional and spiritual development.

WS31

WILLIAM MILLER, PHD AN INVITATION TO MOTIVATIONAL INTERVIEWING

Difficulty: All levels

This workshop will be focused on the practice of motivational interviewing and will include an introduction to the spirit and method, experiential exercises, and both video and live demonstration.

Educational Objectives:

Explain the four therapeutic processes of motivational interviewing

Differentiate client "change talk," "sustain talk," and "discord" and give examples of each type of statement

Describe key elements of the underlying relational spirit of motivational interviewing.

WS32

ERVING POLSTER, PHD
CONVERGENCE OF THERAPIST'S PERSONHOOD AND METHOD

Difficulty: All levels

Concentration, curiosity, fascination and simplicity of observation are natural agents of personhood. Dr. Polster will show how these are interwoven with four cornerstones of methodology. These are: the tightening of therapeutic sequences, establishing good quality contact, eliciting relevant stories, and identifying parts of the self. Live therapeutic sessions will illustrate the principles.

Educational Objectives:

Describe the importance of small steps in therapy.

Describe the therapeutic flow of experience.

Elicit key stories about personal experiences and to highlight feelings and insights.

WS33

CHRISTINE PADESKY, PHD
**MORE WALK, LESS TALK:
 ACTION-PACKED THERAPY**

Difficulty: All levels

Is talking the best way to promote change and growth? We don't tell toddlers how to walk or ask them how they feel about walking. We encourage trial and error experience. As a therapist in training, would lectures have been sufficient or did you need supervised practice? Talk therapy is not always the best therapy. Observe and practice several types of action that can be done in session to promote client learning. Experience how action-packed therapy can increase client engagement, discovery and change.

Educational Objectives:

Describe two benefits of action-packed therapy

Demonstrate one action approach that is likely to enhance client learning

Plan and utilize three actions appropriate to use with current clients

WS34

JUDITH BECK, PHD
COGNITIVE BEHAVIOR THERAPY FOR WEIGHT LOSS AND MAINTENANCE

Difficulty: All levels

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 interactive workshop, we will discuss 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:

Describe how the cognitive model applies to weight loss

List techniques to deal with hunger, craving and emotional eating

Demonstrate strategies to motivate the reluctant or inconsistent client

11:30 AM – 1:00 PM

Keynote 10

ANTONIO DAMASIO, MD
THE BIOLOGY OF AFFECT AND ITS CONSEQUENCES

Difficulty: All levels



Professor Damasio will review neural and psychological aspects of affect processing with an emphasis on the mechanisms of emotion and feeling. He will discuss the implication of the current science of affect for the understanding of psychotherapy.

Educational Objectives:

Understand the difference between emotions and feelings.

Realize that feelings are the conscious representations of life regulation.

Grasp the role of emotions and feelings in the processes of psychotherapy.

1:15 – 1:45 PM

Closing Remarks

NOT FOR CREDIT

POST-CONFERENCE

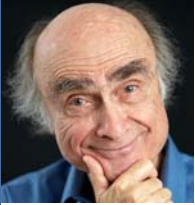
MONDAY, DECEMBER 18

9:00 AM-12:00 PM

MASTER CLASS

ERVING POLSTER, PHD and JEFFREY ZEIG, PHD
EXPERIENTIAL APPROACHES COMBINING
GESTALT AND HYPNOSIS

Difficulty: All levels



Gestalt therapy and Ericksonian hypnotherapy are experiential methods of change. In combination they can be synergistic. Psychotherapy is best when clients have a first-hand experience of an alive therapeutic process. Such dynamic empowering experiences pave the way for dynamic understandings. Drs. Polster and Zeig will engage with each other and the participants to examine commonalities and differences in their work.



Educational Objectives:

Describe the synergy between Gestalt Therapy and Ericksonian Hypnotherapy.

List two commonalities and two differences between Gestalt Therapy and Ericksonian Hypnotherapy.

Describe the ten therapeutic patterns of Ericksonian influence communication.

Describe Ericksonian therapeutic rituals.

Name two positive effects of "tightening therapeutic sequences."

Name two conceptual expansions resulting from the revision of the here and now orientation.

Lunch Break

1:30 PM-4:30 PM

EXPERIENTIAL APPROACHES COMBINING GESTALT AND HYPNOSIS PART 2



THE EVOLUTION OF PSYCHOTHERAPY Faculty

December 11-15, 1985

Phoenix, Arizona

Bruno Bettelheim, James Masterson, Jeffrey Zeig, Ronald Laing, Ernest Rossi, Erving Polster, Salvador Minuchin, Lewis Wolberg,
Rollo May, Arnold Lazarus, Judd Marmor, Aaron Beck, Carl Whitaker, Murray Bowen, Thomas Szasz, Paul Watzlawick, Jay Haley, Joseph Wolpe,
Albert Ellis, Mary Goulding, Robert Goulding, Zerk Moreno, Cloé Madanes, Virginia Satir, Miriam Polster, Carl Rogers

THE MILTON H. ERICKSON FOUNDATION

Started in 1980, the educational outreach activities of The Milton H. Erickson Foundation have made it a leading provider of continuing education opportunities for mental health professionals.



TRAINING OPPORTUNITIES

CONFERENCES

In addition to the *Evolution of Psychotherapy Conferences*, the Foundation organizes educational conferences designed to share and explain state-of-the-art methods, while refining and enhancing clinical skills. Currently these conferences include:

- *The International Congress on Ericksonian Approaches to Hypnosis and Psychotherapy* (began in 1980 and scheduled every three years)
- *The Brief Therapy Conference* (began in 1988 and scheduled approximately every two years);
- *The Couples Conference* (first held as a stand-alone conference in 1995 and roughly each year thereafter).

INTENSIVE TRAINING IN ERICKSONIAN APPROACHES TO HYPNOSIS & THERAPY

Since 1987, the Foundation has offered *Intensive Training in Ericksonian Approaches to Hypnosis and Psychotherapy*. Held three times a year in Phoenix, Arizona, these workshops have limited enrollment for individualized instruction, and are organized into Fundamental, Intermediate, and Advanced levels of training. All of them focus on principles, applications, and techniques of Ericksonian Hypnotherapy.

MASTER CLASS IN BRIEF PSYCHOTHERAPY

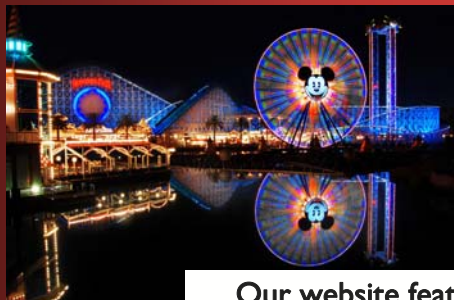
New to the educational opportunities offered by the Foundation is the *Master Class in Brief Psychotherapy*. This program is limited to 12 participants and open only to licensed, experienced mental health professionals. A special aspect of the Master Class is that it is held at the Erickson home, in Dr. Erickson's office and teaching study, where he conducted his famous teaching seminars.

AUDIO, VIDEO & THE FOUNDATION PRESS

The Milton H. Erickson Foundation has for purchase professionally recorded audio from its meetings, available in CD and many as MP3 downloads. Professionally produced videos of one-hour clinical demonstrations by members of the faculty of the Erickson Foundation Seminars, and the Erickson Congresses also can be purchased. Audio and video recordings from the *Evolution of Psychotherapy Conferences*, and the *Brief Therapy Conferences* also are available from the Foundation. The Erickson Foundation distributes recordings of lectures by Milton H. Erickson from the 1950s and 1960s, when Erickson's voice was strong. Releases in our audio series are announced in the Newsletter.

Foundation publishes a Newsletter for professionals three times a year to inform its readers of the activities of the Foundation. Subscription is free.

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menu items will be EXHIBIT & ADVERTISING. You'll find all the information you need to exhibit, place materials on the Take-One tables, or advertise in the conference syllabus.



Fees and Deadline Dates

DEADLINE DATES	FULL CONFERENCE December 13-17 2017	PRE-CONFERENCE December 12, 2017 <i>includes lunch</i>	POST-CONFERENCE December 18, 2017
September 30, 2017	\$649	\$249	\$199
November 15, 2017	\$699	\$249	\$199
ONSITE	\$999	\$249	\$199



GROUP RATES SAVE EVEN MORE

Group discounts can only be used for full conference registration.

If you are interested in receiving a group registration discount, please email support@erickson-foundation.org with a list of group members, a name for your group, and a contact person. We will then issue you a personalized discount code.

5 Attendees → 10% OFF each full conference registration

6-9 Attendees → 15% OFF each full conference registration

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DAY TICKETS

Tuesday, December 12
**PRE-CONFERENCE
Workshops**

\$249
Includes Buffet Lunch

Wednesday-Sunday, December 13-17

*The Evolution of
Psychotherapy*

\$199 per day

Monday, December 18
**POST-CONFERENCE
Master Class**

6 Hour Workshop
\$199

CANCELLATION POLICIES

Please email: support@erickson-foundation.org for written registration cancellations. Those who submit cancellations in writing before September 30 will receive a full refund, less a \$50 service fee. Those who cancel after September 30 and before November 15 will receive a 50% refund. We will not issue refunds for cancellations made after November 15. 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

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City _____ State/Province _____

Zip/Postal Code _____ Country _____

Daytime Phone _____ Email Address _____

University Attended _____ Highest degree _____

☐ I verify that I meet the minimum eligibility requirements to attend *The Evolution of Psychotherapy* Conference.

PHYSICALLY CHALLENGED?

All conference hotels are ADA compliant. Please inform your hotel about any special needs. Any concerns must be brought to the attention of the Milton H. Erickson Foundation prior to September 1, 2017. Contact support@erickson-foundation.org

I am registering for the following:

- ☐ Pre-Conference: (includes lunch) (December 12, 2017)
- ☐ Post-Conference **Master Class** (December 18, 2017)
- ☐ Full Conference Registration (7:00 PM December 12 - December 17, 2017)
- ☐ Full Conference **WITH** Pre-Conference (All-Day December 12 - December 17, 2017)
- ☐ Full Conference **WITH** Master Class Post-Conference (add Monday, December 18, 2017)
- ☐ Full Conference **WITH BOTH** Pre- and Post-Conference Workshops (All Day December 12 - December 18, 2017)

*I am not attending the full conference, but wish **Day Tickets** for the following days:*

- ☐ Wednesday, December 13 ☐ Thursday, December 14 ☐ Friday, December 15
- ☐ Saturday, December 16 ☐ Sunday, December 17

I am enclosing the following amount \$ _____

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The Evolution of Psychotherapy

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