

Fall 2011 – Winter/Spring 2012

Brief and Narrative Therapy Training

**Year-Long Clinical Extern
Certificate Programs**

6-day Certificate Program

Workshops

Supervision & Consultation

Practicums at Walk-In Clinics

Conferences

These training experiences are designed to immerse you in brief and narrative ideas while focusing on micro-skill development.

practice, practice, practice

The training is interactive and will include a stimulating mix of didactic presentation, video-taped examples, experiential exercises and case discussion.



BRIEF THERAPY
TRAINING CENTRES
INTERNATIONAL
The Hincks-Dellcrest Centre
GAIL APPEL INSTITUTE

FACULTY OF
**SOCIAL
WORK**
UNIVERSITY OF TORONTO



Certificate Programs



Brief and Narrative Therapies with Families, Couples and Individuals

A Year-Long Clinical Extern Training Program



FACULTY: Jim Duvall, Eric King, Tod Augusta-Scot, Bonnie Miller, Scot Cooper, David Pare, Karen Young

Gain more confidence, competence and earn a certificate in this energizing learning environment!

Designed for the practising professional, this clinical training program offers a thorough journey through the ideas and practices of brief and narrative therapies. The knowledge and skills are presented in highly understandable, realistic adult learning formats, including the opportunity to participate in "live" sessions.

The course is scheduled for 20 full days from September 2011 – June 2012; one full day, every other week, alternating Fridays and Saturdays. This makes it easier for the practicing professional to participate in this exciting and rich learning experience – no major lifestyle change required. You get to maintain your professional and personal life with minimal disruption – and experience the confidence gained through time reflecting and developing your skills between sessions.

- Beginning with the key concepts and operating principles, you will immediately learn skills that you can apply in work environment and everyday life.
- You will learn the philosophical positions that support brief and narrative practices.
- There will be a focus on your unique learning objectives and skill development.
- Learn how to form intentional questions suited particularly for the different stages of a therapy session and the overall therapeutic process.
- Learn ways of conducting respectful, collaborative narrative therapy from the very first session right through to therapeutic closure.

You will also be introduced to current knowledge and skill development about how to work with the effects of problems such as depression, trauma, eating disorders, violence, abuse and more. In addition, you will learn realistic ways of insulating yourself from the effects of professional fatigue when working with complex, distressful issues.

Instead, you will be invited to integrate this inspiring way of working with people with your own practice wisdom and working environment – making this your brief and narrative therapy.

The course curriculum is designed over three learning modules as follows:

Module 1

Sessions 1–7; An Introduction to the guiding assumptions, operating principles and practices.

Module 2

Sessions 8–15; Incorporating ideas and concepts with your own personal style and working environment.

Module 3

Session 15-20; Advanced techniques and special topics.

This year-long training program integrates theory with practice by incorporating comprehensive course curriculum, comprehensive handout packages, didactic presentation, experiential exercises (practice-practice-practice), case discussion, digitally recorded examples and live family sessions.

Prerequisites

Undergraduate degree and currently working in the field.

The recently released book; *Innovations in narrative therapy: Connecting practice training and research (Duvall & Béres, 2011)*, will be included in the course tuition.

For more information or to apply contact:

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BTTIC-I / Hincks-Dellcrest Institute

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Narrative Therapy Training Program

A 6 day Certificate Course

Karen Young, MSW

6 Saturdays (October 2011 – April 2012)

This training program offers participants the opportunity to fully explore the many exciting ideas and practices that inform narrative practices. This experience will involve 36 hours of thorough examination of narrative ways of thinking and being, presented in clear useable ways that can be taken into everyday therapeutic practice.

The option for an extended program that includes practicing at a walk-in clinic with the trainer is available.

Participants will leave with:

- Ways of thinking and being that will make it possible to take narrative ideas and practices into your everyday work.
- Clear understandings of how to enrich your practice using theory from Foucault, Vygotsky, Bruner, James and Gadamer.
- How specific ways of being curious can create more useful and meaningful therapeutic conversations within any therapy approach.
- A uniquely detailed guideline for therapy conversation that can be used in any setting with any presenting concern including diagnoses and histories of trauma.
- A broad range of applications for outsider witness practices including how to situate people in therapy sessions as witnesses to each other.
- How to use these practices in brief settings.
- What clients have reported in new research about what is meaningful and useful in narrative therapy.

36 hours of thorough examination of Narrative Practices presented in clear useable ways that can be taken into everyday therapeutic practice

Saturdays:

October 29, 2011
November 26, 2011
January 28, 2012
February 25, 2012
March 31, 2012
April 28, 2012

Location:

Burlington Campus, Brief Therapy Training Centres-International
(a division of Hincks-Dellcrest Centre, Gail Appel Institute)
at ROCK, Reach Out Centre for Kids

Save these dates!

**Becoming Ethical: Advancing Invitational Practice With Men Who Have Abused
A 5-day training program with Alan Jenkins
March 26th–30th, 2012**

Advanced / Level 2 Brief and Narrative Therapy Program Year-Long Clinical Extern Training

FACULTY: Jim Duvall M.Ed., R.S.W., Bonnie Miller M.S.W., R.S.W., Pam Nicholson B.S.W., R.S.W.

Expand your knowledge and learn the most up-to-date theoretical concepts while further developing your skills in this advanced level program.

The knowledge and skills that participants have developed in the level one extern program or similar prerequisite training will provide the foundation for the further exploration, increased knowledge and skill development in the level 2 extern program.



**BRIEF THERAPY
TRAINING CENTRE**
The Hincks-Dellcrest Centre
GAIL APPEL INSTITUTE

This next year's level 2 training program will further extend the training and research that has been actively conducted at Brief Therapy Training Centres – International (a division of Hincks-Dellcrest Centre, Gail Appel Institute) and the field at large over the past number of years to offer a rich learning experience.

- Close supervision of your sessions
- Group digitally recorded supervision
- Individual supervision
- Small outsider witness teams
- Lots of rich practice with a variety of issues
- 30 Tuesdays / September – June

Narrative Skills Supervision Groups

FACULTY: Bonnie Miller M.S.W., R.S.W.

Many helping professionals who have trained in Narrative Therapy ideas and practices find that the demands of work and the workplace can undermine the consistent and intentional use of these preferred ways of working.

This focused, intimate group is designed to revitalize and invigorate each member's practice of narrative therapy in their particular context.

Developing and maintaining skills in practice requires three things:

- structured, specific feedback,
- ongoing practice of identified skills, and
- activities designed for deliberate practice.

In this study group, we will use video taped sessions, transcripts or re-enactments, and live peer sessions to identify and hone skills in each member's 'learning zone' of skill. The facilitator will engage the group in detailed discussion and live practice of narrative therapy. Together, we will develop tools for continued practice and structured study exercises for use in a secure on-line forum, as an adjunct to the live group.

Members will:

- Identify specific skills and practices in narrative therapy relevant to their individual practices
- Develop and engage in practices that foster on-going feedback in their daily work
- Learn and experience individual and group reflective practices.

This group will prove to be highly relevant and useful for therapists who have studied narrative therapy and use these skills in their work. Space is limited.

Fall – Winter sessions

September 7, 2011

October 5, 2011

November 2, 2011

December 7, 2011

January 11, 2012

February 8, 2012

March 7, 2012

April 4, 2012

May 2, 2012

Wednesday evenings 5:30pm – 8:00 pm

Narrative Practice with Children and Their Families

October 21, 2011

Scot Cooper B.A.

What if we conceive of our meetings with children and their families as arenas in which that which has been made invisible or overshadowed by problems can be seen and shared? Imagine if in these forums children can separate from 'being defined as the problem' and move towards being known through their skills, abilities, and wonderful expressions of life. This workshop will present narrative practices to address the serious problems faced by children, youth, and their families. Through engaging the wisdom of children and their family members a constellation of skills and abilities can be discovered and utilized to address problems. Therapeutic practices will be presented that engage hard to reach children, bringing forward their abilities and open possibility for revised understandings of self and life. In any arena the audience plays an important role. We will discuss how family members can be invited to be supports of change, co-therapists, and witnesses to preferred developments. This engagement with children meets them in their world of play, learning, and fun. Story becomes an inviting playground in which to adventure and discover the hopes and wishes children act upon to get by and handle tough times. This workshop will invite you to extend your skills in listening, practice, and creativity. The material will be introduced through conversation, video example, and experiential skill practice. In this process children's skills, resources and abilities may be used to counter even the most serious problems such as the effects of trauma, the misuse of anger, worry and other understandings of life.

Together we will explore:

- The key concepts of narrative therapy as it relates to working with children and families,
- Ways of talking about problems as separate from the identities of children and how this relates to how children come to know themselves,
- Specific questions to bringing forth the skills, abilities, and counter-problem activities children and families employ.
- Seriously playful means to document, expand and support alternate stories through crafting 'take-home documents' such as storybooks, testaments, and lists that involve meaningful audience members in witnessing progress.

A little knowledge in neuroplasticity, for big effects in therapy: Increasing the transforming power of therapeutic conversations

October 27, 2011

Marie-Nathalie Beaudoin Ph.D.

Day 1

The last decade has seen an explosion of research in neuroscience, and the fantastic realization that we can literally change our brains (neuroplasticity). Scientists have gathered an ever growing body of evidence on how certain structures in the brain can actually be altered when people are exposed repeatedly to certain activities and environments. Do these revolutionary findings have implications in the therapeutic conversations we carry with clients? In this workshop, we will explore, in easy to understand language, some of the key discoveries in brain research, and interpersonal neurobiology, and their application in therapeutic conversation. Clinical work enriched with brain compatible practices tends to be more effective, and usable by clients in their everyday challenges. This material will be illustrated by funny metaphors, interesting transcripts of conversations, clinical videos, live interviews, thought provoking exercises, and concrete maps to assist participants in applying these ideas to their own professional contexts.

Participants will learn:

- Basic and useful knowledge of neuroscience.
- The key factors at play in therapeutic conversations.
- A conversational map to guide therapeutic work that will be usable by clients.
- A useful set of questions and therapeutic tools to engage clients in the process of change.

You have the option to attend either one or both Day 1 and Day 2 of these workshops!

The Skill-ionaire in every child: Boosting children's socio-emotional skills using the latest in brain research

October 28, 2011

Marie-Nathalie Beaudoin Ph.D.

Day 2

Cutting edge advances in brain research and interpersonal neurobiology have raised important questions about the most effective ways to help children develop socio-emotional skills. How do children's brains learn best? How can we talk to children in a way that they will be engaged, respond with something other than "I don't know", and later on, use the important ideas we discussed together? In this fun filled workshop, we will discuss some basic developmental concepts, and neuroscience findings, which will allow any caring adult to experience rich transforming conversations with the children and adolescents in their lives. Participants will learn a helpful conversational map, ways of tapping into children's memory, and a vast repertoire of questions that can invigorate interactions with young people of all ages. Of particular interest, we will discuss an innovative way to enhance empathy and compassion that is effective even with young children. While these concepts also apply to conversations with adults, most of the examples used in the workshop will pertain to young people. The ideas presented will be illustrated with fun stories, transcripts of conversations, and entertaining videos of the application of these ideas in family therapy and in classrooms. Because a child who experiences compassion and empathy is unlikely to engage in bullying, the classroom project associated with this material has also been used as an anti-bullying program in a number of California schools.

Participants will learn:

- Basic and relevant knowledge of interpersonal neurobiology and brain research.
- A new way to engage children in mastering anti-problem skills.
- Practices to avoid or minimize the stalling effect of "I don't know".
- Concrete ways to enhance children's memories of the stories in their lives.
- An innovative concept to enhance the experience of empathy and compassion.
- Creative activities to use in therapy or classroom projects.

Storying the Here and Now: Mindfulness Practice and Narrative Therapy

November 10, 2011
David Paré Ph.D.

Mindfulness practice, with its focus on attending to lived experience in the here and now, offers many rich possibilities for enriching narrative therapy. At the same time, the fine-grained questions at the centre of narrative work are useful tools for consolidating mindfulness practice. The cross-fertilization goes both ways. This one-day workshop combines didactic and experiential learning, discussion and demonstrations to explore the therapeutic horizons opened up by the mingling of these two traditions.

Participants will learn to:

- Attend with mindful presence, oriented to “unique outcomes” as they are manifest in the moment, in the room.
- Locate problems in the body and investigate them through narrative inquiry.
- Invite a relationship with problems founded on compassion and loving-kindness.
- Notice and embrace the fluid and ever-changing quality of identity.
- Support persons in cultivating personal practices for sustaining therapeutic change.
- Utilize narrative questioning to expand upon developments in mindfulness practice.

Stop Panic and Anxiety in 5 Sessions: An Integrated Body-Mind and Cognitive Behavioral Approach

November 14 & 15, 2011
Robert Schwarz Psy.D.

Anxiety and Panic disorders are two of the most common and often debilitating psychiatric problems today. The good news is that most of the time they consist of the same patterns of feeling, thinking and behaving that can be treated in rapid fashion.

Anxiety and Panic create intense experiences both in the body and in the mind. Therefore effective approaches must do more than just talk – they must address the body-mind connection.

This highly practical workshop focuses simultaneously on the body and the mind. It combines the best strategies of mindfulness, imagery, energy psychology, cognitive behavioral approaches (special emphasis on Acceptance and Commitment Therapy), the new neuroscience and resource based approaches into six step program for treating panic or anxiety in as few as five sessions for the majority of people.

This model provides both structure and creative flexibility and can be integrated with many treatment approaches. The program teaches clients a multi-layered, multi skill approach that is virtually guaranteed to be successful. Clients are taught that they can be “response-able” to change their lives so that anxiety and panic no longer become the organizing principal of their lives.

Participants will learn:

- Techniques that work to modulate affect and physiology.
- Techniques for treating cognitive problems of anxiety & panic.
- Techniques for treating the traumatic nature of panic and anxiety.
- Identifying specific incidents that lead to the creation of an anxiety disorder.
- How to create automatic positive response patterns to old cues for symptoms.
- How to use suggestion, narrative and solution oriented questioning to create generative change.

Journeys toward Preferred Identities: The Art of Mapping a Narrative Therapeutic Conversation

November 25, 2011
Jim Duvall M.Ed., R.S.W.

Conversations are the skeleton key to purposeful and productive therapy. Yet the art and skills of a productive therapeutic conversation can remain elusive to even the most experienced practitioner. What’s different about an inspiring, liberating conversation, that opens up space for possibilities, hope and movement from a discouraging, impoverishing conversation that closes down space for possibilities, hope and movement. What questions contribute to energy and inspiration in conversations? What is the role of language? What are the elements of a conversational framework in developing preferred and enlivened alternative storylines? You will find the answer to these questions and more in this engaging training experience.

Participants will be introduced to:

- Storied therapy as a 3-act play metaphor for conceptualizing a single session and/or the entire therapeutic process from beginning to end.
- A shape shifting conversational map that actively supports story making with people through the changing course of a therapeutic conversation.
- Unique ways of conceptualizing time that opens possibilities for creativity and choice.
- Ways of recognizing, understanding and sustaining pivotal moments that allow knowledge to come alive in the present moment.
- Ways of integrating reflective practices into your work, including ways for briefing and debriefing therapy sessions, conducting peer consultation.
- Language that provides temporary meaning platforms, not definitive platforms.
- Ways to use lived experience to extend theoretical knowledge, rather than confirming theoretical knowledges.
- Ways to take these ideas into your practice immediately.

Narrative Therapy with Grief and Loss: An Alternative Story about How to Go ON

December 8, 2011

Jill Freedman M.S.W.

All of us experience loss. Some have a history of loss that has affected entire communities and for others the experience is more personal and immediate. As therapists most of us have been schooled in stages of grief and an emphasis on helping people let go, move on and say goodbye. An important emphasis in narrative work has to do with tailoring our approach to the experience of those we work with and supporting people in acting on local knowledge, rather than prescribed ways of responding to problems.

In this workshop we will consider alternative ways of responding to loss. These alternative responses focus on discovering what particular people find important to hold on to, the learnings people achieve in looking back and the richness they experience in saying hello. They include considering cultural, spiritual and personal beliefs as people shape their response to loss. We will also think about ways of responding to regret and guilt that sometimes accompany the death of a loved one. We will not propose a single, correct way to respond to loss. Instead, we will build on people's knowledge, experience and valued stories.

Learning objectives:

- Participants will be familiar with questions that may help people hold on to precious experiences that could be lost.
- Participant will explore ways of supporting self-forgiveness when regret or guilt make grief more painful.
- Participants will learn ideas for documenting responses to grief and loss.
- Participants will practice questions that can help people reclaim knowledge and identity that could be stolen through loss.
- Participants will explore ideas to honor and hold close important people, relationships places, etc. even though they are not physically available.

Helping People Navigate Life Transitions

January 13, 2012

Bonnie Miller M.S.W. R.S.W.

Changes in work or relationship status are often unsettling of a person's secure sense of self. Reactions to these changes can be experienced as anxiety, stress, depression or grief. Often, these reactions can pull us into conversations that focus on these problem effects, and distract us from the possibilities that exist in the process of 're-authoring identity'.

This workshop will focus on the therapeutic skills that can help the people we work with navigate the changes that come with a shift in their identity. These include skills of developing under-examined aspects of the life-story, unpacking and sorting through values, morals and ethics, and skills of reflection, summary and witnessing.

If you work with people who are transitioning from employed to retired, from married to widowed or divorced, from couple to new parents, from healthy person to person living with a health issue, then this workshop will offer you many practical ideas to enrich and enliven your practice.

Participants will learn how to help people:

- Untangle conflicting influences and feelings.
- Reduce the effect of problem influences.
- Tease out and define their preferred sense of self.
- Connect to their consistent life-values and purposes.
- Define and recognize movements that take them in their preferred directions
- Engage in a 're-authoring' of themselves and their identity.

Narrative Therapy Put Simply: Beginning Your Narrative Practice

January 20, 2012

Karen Young M.S.W.

This introductory workshop will provide participants with the foundational ideas and practices of narrative therapy in clear, useable ways that can be taken into every day work. Participants will leave understanding how to include these ways of thinking and working in their therapy practice in ways that go beyond technique and instead are guided by thinking and philosophy. The presenter will provide a detailed "narrative conversations guideline" that outlines specific areas of questioning with multiple examples in each category. Video taped examples of therapy sessions will be used in an interactive way to assist participants to develop skill in questioning.

This workshop will address the following areas of learning:

- Key ideas and assumptions that provide the foundation for narrative practice.
 - Re-energizing curiosity in order to ask unique and interesting questions.
 - Engaging people in externalizing conversations.
 - Using a narrative conversation guideline that applies to any problem or setting.
 - How to listen for openings into stories of knowledge, preferences, and skills.
 - Developing in-session notes & documents that sustain new knowledge and change.
-

Narrative Short Stories: Single session and beyond

February 2, 2012

Jim Duvall M.Ed., R.S.W.

In an era of dwindling resources, lengthy waiting lists and increasing accountability for clearer clinical and casework outcomes, more psychotherapists are turning to short-term therapy approaches for working with people. Brief narrative therapy invites you to adopt a different set of assumptions and posture about how to be time sensitive rather than time driven with people.

This workshop will provide a comprehensive introduction to Brief Narrative Therapy. This approach to doing therapy briefly will emphasize a meaningful partnership between the therapist and people seeking consultation, incorporating their feedback and responses into every step of the therapeutic process. There is an emphasis on honouring people's local knowledge and abilities to provide a platform for movement toward their preferred identities. Application to a wide range of problems will be addressed.

Didactic presentation, video-taped examples, and experiential exercises will be utilized to provide a comprehensive, fun and challenging training experience. There will be an emphasis in this workshop on micro-skill development.

Participants will be introduced to:

- A posture for keeping the person seeking therapy at the centre of the process.
- Common factors that produce constructive outcomes in psychotherapy.
- Maps for navigating the therapeutic conversation.
- How to begin, maintain and end the therapeutic process, even in one session.
- Guiding assumptions and practices for doing therapy briefly
- A clear and refreshing approach for applying these methods to your own practice immediately.

Narrative Conversations with men about perpetrating abuse

February 16 & 17, 2012

Tod Augusta-Scot M.S.W.

The field of working with men who have perpetrated abuse against their female partners has largely been dominated by educational group work which often results in an oppositional engagement with men. Narrative therapy seeks to retain the social-political analysis of the education approach, while at the same time engaging men in a collaborative manner. Further, by recognizing the differences among men, women and the severity of violence, along with group work, a narrative approach allows workers the possibility of also engaging men in individual, couple and family conversations when appropriate. This workshop will demonstrate with both video and role plays a narrative therapy approach to conversations with men. This workshop will focus on collaborative conversations with men individually, in groups, and with their female partners.

Participants will learn:

- Talk about gender with men which fosters curiosity rather than defensiveness.
- Prepare men to talk responsibly about using abuse.
- Use narrative 'maps' in conversations such as externalizing, statement of position maps, re-authoring identity, and outsider-witness practice.
- Implement a collaborative individual assessment and group approach.
- Considerations to explore before engaging in couples conversations.

Brief Treatment with Challenging Adolescents: Strategies for working with the adolescent and the family.

February 23 & 24, 2012

Jerome Price M.A.

This workshop, informed by Jerome Price's book, *Power and Compassion: Working with difficult adolescents and abused parents* and over thirty years of practice treating difficult adolescents, will offer strategies for motivating parents to take effective benevolent action while encouraging teenagers to once again work within their family system. It will expand the therapist's range of skills that can empower parents and focus on how to disrupt the painful aggressive emotional dilemmas of teenagers. Price's step-by-step guidelines will help professionals to set clear goals, bolster the parents' capacity to set limits, help distressed youths to reclaim their childhoods and defuse the immediate crisis so that underlying family dynamics can be addressed. Symptoms such as suicidality, violence, school failure, substance abuse and teens caught in divorce conflicts will be addressed.

Participants will learn:

- The principles of Brief Directive Therapy with aggressive adolescents.
- To accurately assess the level of danger and need for protection.
- To assess and intervene in family and parental patterns that support aggression.
- To reverse the cycle of mutual intimidation by adults and adolescents.
- Specific interventions for helping parents regain the benevolent leadership of their families.
- Methods for engaging teens in the process when possible.
- To help teenagers relinquish painful control and enjoy the remainder of their youth.
- Specific strategies for change including, *The Secret Weapon*, *The Tao Strategy*, and *The Pawnbroker*.

This workshop material will include videotaped examples of Jerome Price's work with adolescents.

When All the Time You Have is Now: Narrative Practices at Walk-in Therapy Clinics

March 1, 2012

Karen Young M.S.W.

Narrative therapy ideas and practices provide therapists with ways of quickly engaging people in deeply meaningful and useful conversations. These practices are a perfect fit for settings in which just a brief encounter with clients possible, such as walk-in clinics or other short-term services. The presenter will share discoveries made during her ten years working at a walk-in clinic and providing two-session consultations, about what aspects of narrative practice are particularly useful in these settings. Remarkable conversations that are “enough” can take place in one meeting when the therapist has knowledge and skills that allow for respectful engagement in meaningful conversation quickly.

Participants will learn:

- Pre-session questions that begin to shift meaning and create change.
- How to co-develop a useful and meaningful focus for the conversation.
- How to see “away-from-the-problem” stories quickly.
- A clear narrative conversation guideline for time limited therapy.
- Developing detailed, rich stories of people’s values, skills and abilities.
- Taking in-session notes that create take-home documents for the client.
- What walk-in clinic clients tell researchers is useful and meaningful in therapy.

Videotapes of actual sessions from the walk-in therapy clinic will be used to demonstrate the guidelines and practices.

Undermining the Problem of “Low Self-Esteem”

March 16, 2012

Bonnie Miller M.S.W. , R.S.W.

Many helpers and people seeking help experience frustration when confronted by the apparent presence of ‘low self-esteem’. Even a good therapeutic relationship can be undermined by the influence of ‘low self-esteem’, gradually exhausting the helper, and confirming the person’s negative conclusions about his or her identity.

“Low self-esteem” can seem like a stubborn problem, which resists evidence of achievement, progress or skills. Strategies used to “build self-esteem” may fall flat. People may give up on their purposes, hopes and dreams, and many helpers are left with a sense of failure in their efforts.

This workshop will introduce effective alternatives to convincing, encouraging or cheerleading strategies, which so often falter in the face of “low self-esteem”.

Participants will learn how to:

- Help people develop a personal history of their current self-concepts.
- Identify sources and measures that contribute to ‘low self-esteem’.
- Rediscover the stories, skills and abilities that contradict the stories of ‘low self-esteem’.
- Collaboratively build plans of action that reduce the influence of ‘low self-esteem’.
- Develop support teams that effectively assist the person in their hoped-for ways of life.

Children with Labels: Narrative Practices that Address Diagnoses

April 13, 2012

Karen Young M.S.W.

Anxiety, OCD, ADHD, and ODD, are but a few of the labels that are attached to children when they come to see therapists for treatment and therapy. These children are often introduced to us in ways that have everyone seeing the child as the problem—“this is Billy, he is ADHD”. Learn how to respond to these presentations of ‘the problem as identity’ in ways that are respectful of the clients’ current diagnostic understandings and that shift the definition and location of the problem from ‘being the child’ to ‘being the label’. The problem becomes “The OCD” or “The Sticky Thoughts”, “The Anxiety” or “The Worry”. This new language and new location of the problem opens up many options for possible responses to the problem and its effects.

Participants will learn:

- Key philosophical and theoretical assumptions that shape our actions in the therapy room in ways that create collaboration and respect with children.
- Ways to engage children and parents in conversations that are both respectful of and shifting of their ways of thinking about the problem.
- Clear useable guidelines for having conversations that are useful and open up new possible responses to these ‘diagnostic’ problems.
- Practices that discover the child’s knowledge & skills that they can use with the problem.
- How to develop in-session notes & documents that sustain new knowledge and change.

Video tapes of sessions will be included in the workshop to clearly demonstrate the practices.

Therapeutic In-Session Note Taking

April 26, 2012

Bonnie Miller M.S.W., R.S.W.

When people engage in a helping conversation, there is often a sense that something special has taken place, that something has been made sense of in a new and useful way. However, this 'sense of something' often fades once the person leaves the consulting room. It is easy to forget the details of the conversation, and people often find that the problem re-asserts itself in a persistent and overbearing way, once they are outside of the therapy conversation.

In a different way, helpers can be burdened by the responsibility of record keeping, and find themselves reducing a useful conversation to a few lines of problem-saturated writing that may or may not accurately reflect the scope of the conversation. Ethical approaches to records invite us to consider the effect of what we write in a person or families record. This, along with time constraints and heavy case-loads invite us to consider the usefulness of in-session and collaborative note-making processes.

This workshop will introduce an in-session note taking method that is ethical, informative and therapeutic.

Participants will learn how to:

- Use note-taking to make over-whelming, long-standing problems manageable.
- Visually map the problem and problem effects to identify starting points for change.
- Use in-session notes to document strengths and next steps.
- Practice ethical and collaborative record keeping.

Consultation Services

The Hincks-Dellcrest Institute offers a range of consultation services that are person-centred and evidence-based. A custom consultation process can be designed to meet the specific needs and preferences of your organization. The consultation process can address:

- Clinical transformation
- Clinical team consultation
- Discipline and/or Program reviews
- Organizational Change Management
- Clinical Supervision structures
- Team development and launch
- Alternatives to waiting list

To obtain more information regarding the Hincks-Dellcrest Institute's consultation services contact the Training and Consultation Department at:

Tel: (416) 972-1935 ext: 3345 or **E-mail:** training@hincksdellcrest.org

Bring quality training to your organization through...

Video Conferencing

For more information regarding details and cost contact Gerda Sumner at (416) 972-1935 ext: 3256



5-Day Certificate Program in
Narrative
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Jim Duvall & Karen Young • Toronto • June 2012
Call (416) 972-1935 ext. 3233 for dates

Registration

Please one form per person. Please print clearly.
Check your choices below or **Save Time, Register on-line at www.peopleware.net/2323**.

Name: _____

Position: _____ Organization: _____

Address: Home Business _____

Day Phone: _____ Fax: _____ E-Mail: _____

Register 30 days prior to date & save **Early** **Regular** **Register 30 days prior to date & save** **Early** **Regular**

CERTIFICATE PROGRAMS

- Brief & Narrative Extern (Level 1)** n/a \$3200
Begins September, 2011 (\$250 non-refundable deposit)
- Brief & Narrative Extern (Level 2)** n/a \$3000
Begins September, 2011 (\$250 non-refundable deposit)
- Narrative Therapy Training Program** \$850 \$950
Begins October 23, 2011 (\$100 non-refundable deposit)

SUPERVISION GROUPS

- Narrative Skills Supervision Groups** \$850 \$950
Begins September 7, 2011 (\$100 non-refundable deposit)

I have read the following: Cancellation Policy Course Prerequisites

METHOD OF PAYMENT

Payment must be made by cheque or credit card (Visa, Mastercard or AMEX) and must accompany the registration form. Registration by phone, fax or e-mail accepted with credit card payment only. Cheques to be made payable to Hincks-Dellcrest Institute. Post-dated cheques not acceptable for early registration.

I wish to pay by Cheque Visa Mastercard AMEX

Total Fee Enclosed: _____

Card Number: _____

Expiry Date: _____ Name on Card: _____

Signature: _____

LOCATION & TIMES

Unless otherwise noted, all training will be held from 9:00am to 4:30pm at the Hincks-Dellcrest Centre – Gail Appel Institute, 114 Maitland Street, Toronto, Ontario. Some guest faculty workshops may be held at other locations. Please check your confirmation letter carefully.

FOR MORE INFORMATION

Hincks-Dellcrest Centre – Gail Appel Institute, 114 Maitland Street, Toronto, ON M4Y 1E1
Telephone: 416-972-1935 x3345 **Fax:** 416-924-9808 **E-Mail:** training@hincksdellcrest.org
Website: www.brieftherapynetwork.com or www.hincksdellcrest.org/brief-therapy-training.

GROUP & STUDENT RATES

Registrations of 5 or more individuals mailed in one envelope with one cheque will be receive a 10% discount with one receipt. Students must be in full time attendance in a recognized program. Copy of student card must accompany registration.

CANCELLATION POLICY

The Institute reserves the right to cancel workshops due to under-enrolment, work stoppages, instructor illness or inclement weather. If a workshop is cancelled, the Institute is responsible for refunding only the tuition payment. An administration fee of \$40 will be charged for cancellation for each workshop. For a refund, a notice of cancellation must be received in writing 14 days prior to the workshop date. After that time, you may elect to receive a credit, which may be applied to a future workshop of similar value. This credit must be used within one year of the date of issue. We regret that a refund cannot be offered after the cancellation deadline. We are not able to offer a credit or refund if you do not notify us in advance of the workshop date. Please check with us regarding the individual cancellation policies for Certificate Programs.

WORKSHOPS

- Narrative Practice with Children and Their Families** \$185 \$195
October 21, 2011
- A little knowledge in neuroplasticity...** and/or both
October 27, 2011
- The Skill-ionage in every child** \$290 \$305
October 28, 2011
- Storying the Here and Now** \$185 \$195
November 10, 2011
- Stop Panic and Anxiety in 5 Sessions** \$290 \$305
November 14 & 15, 2011
- Journeys toward Preferred Identities** \$185 \$195
November 25, 2011
- Narrative Therapy with Grief and Loss** \$185 \$195
December 8, 2011
- Helping People Navigate Life Transitions** \$185 \$195
January 13, 2012
- Narrative Therapy Put Simply** \$185 \$195
January 20, 2012
- Narrative Short Stories** \$185 \$195
February 2, 2012
- Narrative Conversations with men about perpetrating abuse** \$290 \$305
February 16 & 17, 2012
- Brief Treatment with Challenging Adolescents** \$290 \$305
February 23 & 24, 2012
- When All the Time You Have is Now** \$185 \$195
March 1, 2012
- Undermining the Problem of "Low Self-Esteem"** \$185 \$195
March 16, 2012
- Children with Labels** \$185 \$195
April 13, 2012
- Therapeutic In-Session Note Taking** \$185 \$195
April 25, 2012

Accessibility Standards for Customer Service (AODA) - Support Persons

The Hincks-Dellcrest Centre strives to create barrier free training to all persons and therefore welcomes support persons accompanying persons with disabilities. As per our Operational Procedure Number 8-3-11, Any customer attending a training session at the Hincks-Dellcrest Centre will not be asked to pay for a support person accompanying them to the training session.



Catching the Winds of Change

OTTAWA, ONTARIO
June 2012

GALVESTON, TEXAS
March 2013

www.thewindsofchange.ca

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Gail Appel Institute
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Toronto, ON
M4Y 1E1

