Pre-Conference
LAW & ETHICS
with Steve Frankel
Wednesday, December 8
in The Grand Ballroom
Salons 1-3

Post-Conference
BRIEF THERAPY
MASTER CLASS
with Stephen Gilligan & Jeffrey Zeig
Monday, December 13
in The Grand Ballroom
Salons 1-3

Sponsored by
THE MILTON H. ERICKSON FOUNDATION
The Milton H. Erickson Foundation, Inc. is a federal non-profit corporation, formed to promote and advance the contributions to the health sciences by the late Milton H. Erickson, MD.

In addition to organizing congresses, workshops, and the eight previous Brief Therapy Conferences, the Erickson Foundation also organized six landmark Evolution of Psychotherapy Conferences in 1985, 1990, 1995, 2000, 2005, and 2009 attracting more than 7,000 professionals from around the world at each conference. The next Evolution Conference is scheduled for 2013 in Anaheim, California.

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### Faculty

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<td>STEVE ANDREAS, MA</td>
<td>JEFFREY KOTTLER, PhD</td>
<td>WENDEL RAY, PhD</td>
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<td>ELLYN BADER, PhD</td>
<td>PAT LOVE, EdD</td>
<td>ERNEST ROSSI, PhD</td>
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<td>LYNN LYONS, LICSW</td>
<td>ROBERT SAPOLSKY, PhD</td>
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<td>JON CARLSON, PsyD, EdD, ABPP</td>
<td>DONALD MEICHENBAUM, PhD</td>
<td>THOMAS SZASZ, MD, DSc (Hon.), LHD</td>
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<td>FRANK DATTILIO, PhD, ABPP</td>
<td>SCOTT MILLER, PhD</td>
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<td>STEVEN FRANKEL, PhD, JD</td>
<td>BILL O’HANLON, MS</td>
<td>MICHELE WEINER-DAVIS, MSW, LCSW</td>
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<td>ESTHER PEREL, MA, LMFT</td>
<td>REID WILSON, PhD</td>
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<td>KENNETH HARDY, PhD</td>
<td>MAGGIE PHILLIPS, PhD</td>
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<td>SUE JOHNSON, EdD</td>
<td>JAMES PROCHASKA, PhD</td>
<td>JEFFREY K. ZEIG, PhD</td>
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### Special workshop Faculty

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<td>DAN SHORT, PhD</td>
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<td>NORMA BARRETTA, PhD</td>
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<td>LILIAN BORGES ZEIG, MA, LPC</td>
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<td>MICHAEL HOYT, PhD</td>
<td>KATHRYN ROSSI, PhD</td>
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### Short course Faculty

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<td>NEIL Fiore, PhD</td>
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<td>Betty Blue, PhD</td>
<td>Robert Johansen, PhD</td>
<td>Carolyn Sauer, PsyD</td>
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<td>Consuelo Casula, Lic Psych</td>
<td>Roberta Karant, PhD</td>
<td>Joseph Sestito, MSSA, LISW-S</td>
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<td>Erika Chovanec, PhD</td>
<td>Dale Klein-Kennedy, MA</td>
<td>Christine Silverstein, EdD</td>
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<td>Steven Sultanoff, PhD</td>
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<td>John Lentz, DMin</td>
<td>Carme Timoneda-Gallart, PhD</td>
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<td>Susan Dowell, LCSW, BCD</td>
<td>John Littrell, EdD</td>
<td>Bart Walsh, MSW</td>
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<td>Joseph Dowling, MS</td>
<td>Ernest Marshall, LCSW</td>
<td>Charlotte Wirl, MD</td>
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BRIEFTHERAPY.COM
Profits from the meeting will be used by the Milton H. Erickson Foundation to support educational and scientific efforts.
THE MILTON H. ERICKSON FOUNDATION
welcomes you to the 9th
Brief Therapy Conference

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STEVE ANDREAS, MA, has been learning, teaching, and developing therapeutic methods in Neuro-Linguistic Programming (NLP) for 30 years. He is author of *Six Blind Elephants; Transforming Yourself; Virginia Satir: the Patterns of Her Magic*; and coauthor of *Heart of the Mind and Change Your Mind—and Keep the Change.*

ELLYN BADER, PhD, is in private practice and is Co-Director of The Couples Institute in Menlo Park, California. Over the past 25 years she has conducted professional training programs in couples therapy and has trained therapists throughout the United States as well as Europe, Asia, South America, and Australia. She is a past-president of the International Transactional Analysis Association and a recipient of the Clark Vincent Award for an outstanding literary contribution to the field of marital therapy from the California Association of Marriage and Family Therapists. She and her husband, Peter Pearson, Ph.D., co-authored the book, *In Quest of the Mythical Mate: A Developmental Approach to Diagnosis and Treatment in Couples Therapy.*

JUDITH BECK, PhD, is Director of the Beck Institute for Cognitive Therapy (www.beckinstitute.org); Clinical Associate Professor in Psychology in Psychiatry at the University of Pennsylvania, Philadelphia; and Past President of the Academy of Cognitive Therapy. She is a consultant for several NIMH research studies. Her book, *Cognitive Therapy: Basics and Beyond* is the textbook on the subject, and has been translated into 12 languages. Her latest book is *The Beck Diet Solution: Train Your Brain to Think Like a Thin Person.*

JON CARLSON, PsyD, EdD, ABPP, is Distinguished Professor in the Division of Psychology and Counseling at Governors State University, Illinois, and a Psychologist at the Lake Geneva Wellness Clinic, Wisconsin. He holds doctoral degrees in both counseling and clinical psychology and is a Diplomate of the American Board of Professional Psychology in Family Psychology. Dr. Carlson has received awards from several professional associations including being named one of five “Living Legends in Counseling” by the American Counseling Association. He has authored 45 books, including *Alderman Psychotherapy; Inclusive Cultural Empathy; Bard Therapy; Couples Therapy; Moved by the Spirit; and Time for a Better Marriage.*

FRANK DATTILIO, PhD, ABPP, is a board certified clinical psychologist and marital and family therapist. He maintains a dual faculty position in the Department of Psychiatry at both Harvard Medical School and the University of Pennsylvania. Dr. Dattilio is one of the leading figures in the world on Cognitive-Behavioral Therapy. He is author of 230 professional publications, including 15 books. He also is the recipient of numerous state and national awards. His works have been translated into 25 languages and are used in 80 countries. His 2010 book is *Family Therapy Homework Planner*, co-authored with Louis J. Bevilacqua and Arthur E. Jongsmra.

ROBERT DILTS is a leading developer, author, coach, trainer and consultant in the field of Neuro-Linguistic Programming (NLP). He has worked closely with NLP cofounders John Grinder and Richard Bandler at the time of its creation and also studied with Milton H. Erickson and Gregory Bateson. Robert pioneered the applications of NLP to education, creativity, health, leadership, belief systems and the development of “Third Generation NLP.” He is the principle author of *Neuro-Linguistic Programming, Vol. I.*, which serves as the standard reference text for the field. He has authored or coauthored numerous other books on NLP, including *Changing Belief Systems with NLP: Beliefs: Pathways to Health and Well-Being: Tools of the Spirit*; and *From Coach to Awakener.*

STEVEN FRANKEL, PhD, JD, is an ABPP certified clinical and forensic psychologist, as well as an attorney at law. He received his PhD in Clinical Psychology from Indiana University and completed an Internship at Columbia University’s Psychiatric Institute. Dr. Frankel has been on the faculty of the University of Southern California for over 35 years and is currently a Clinical Professor of Psychology. He served as an Adjunct Professor of Law at Loyola Law School (Los Angeles) and is now an Adjunct Professor at Golden Gate University School of Law. He has taught courses on healthcare policy, regulation of healthcare practice and mental disorder and the law. Author of more than 50 articles and book chapters, he won the USC Award for Teaching Excellence early in his academic career.

STEPHEN GILLIGAN, PhD, is a licensed psychologist practicing in Encinitas, California. He studied extensively with Milton H. Erickson and Gregory Bateson. After receiving his doctorate from Stanford University, Dr. Gilligan became known as one of the premier teachers and practitioners of Ericksonian Hypnosis and Psychotherapy. He later developed Self-Relations Psychotherapy, an approach that integrates mind, body and spiritual experience. In 2004, he received the Lifetime Achievement Award from the Milton H. Erickson Foundation. His numerous publications include *Therapeutic Trances: The Cooperation Principle in Ericksonian Hypnotherapy; Brief Therapy; Therapeutic Conversations; The Courage to Love: Principles and Practices of Self-Relations Psychotherapy; The Legacy of Milton Erickson,* and *Walking in Two Worlds: Self-Relations in Theory.* His website address is www.StephenGilligan.com.
KENNETH HARDY, PhD, is Professor of Family Therapy at Drexel University in Philadelphia, Pennsylvania, and Director of the Eikenberg Institute for Relationships in New York City, where he maintains a private practice specializing in working with children, families and trauma. Dr. Hardy’s work has been featured on the Oprah Winfrey Show, ABC’s 20/20, Dateline NBC and PBS. He is a frequent presenter at conferences devoted to understanding the needs of traumatized youth and their families. He has published extensively in the field and is the co-author of Teens Who Hurt: Clinical Interventions for Breaking the Cycle of Youth Violence, and Minorities and Family Therapy.

SUE JOHNSON, EdD, is a clinical psychologist and a recognized leader in the new science of relationships. She is the developer of Emotionally Focused Couples Therapy (EFT), an approach to building loving relationships. Dr. Johnson is Director of the Ottawa, Canada, Couples and Family Institute and the International Center for Excellence in Emotionally Focused Therapy (ICEEFT), as well as Professor of Clinical Psychology at the University of Ottawa and Research Professor at Alliant University in San Diego, CA. She is author of the book Hold Me Tight: Seven Conversations for a Lifetime of Love, a streamlined version of EFT for the general public, in addition to several professional books and numerous articles and papers.

JEFFREY KOTTLER, PhD, is the author of 80 books including a dozen texts for counsellors and therapists that are used in universities around the world, and many classics for practicing therapists and educators. Some of his most highly regarded works include: On Being a Therapist, The Client Who Changed Me, Divine Madness, Changing People’s Lives While Transforming Your Own, and more recently, The Assassin and the Therapist: An Exploration of Truth in Psychotherapy and in Life and Creative Breakthroughs in Therapy: Tales of Transformation and Astonishment. Dr. Kottler has served as a Fulbright Scholar and Senior Lecturer in Peru, Thailand, and Iceland, as well as worked as a Visiting Professor in New Zealand, Australia, Hong Kong, Singapore, and Nepal. Jeffrey is currently Professor of Counselling in the Department at California State University, Fullerton. He has also co-founded Empower Nepali Girls (www.EmpowerNepaliGirls.org) which provides educational scholarships for lower caste girls at-risk in Nepal.

PAUL LOVE, Ed.D., is a Distinguished Professor, Certified Love Educator, and has published several professional articles, and been featured in many professional books. She has developed relationships education media and materials being used nationally and internationally. Her most popular books are Hot Monogamy and The Truth About Love, and her latest, co-authored with Dr. Steven Stosny, is How to Improve Your Marriage Without Talking About It. Pat is in demand as an expert presenter at national and international conferences. She has appeared numerous times on Oprah, The Today Show and CNN. Dr. Love is a Licensed Marriage and Family Therapist, an Approved Supervisor in AAMFT, and a past president of the International Association for Marriage and Family Counseling.

LYNN LYONS, LICSW is in private practice in Concord, New Hampshire and specializes in the treatment of anxiety. Lynn has created many acclaimed workshops on managing anxiety for children, parents, and professionals, focusing on usable, concrete skills to handle stress and worry. She is the co-author of a forthcoming book on anxiety and children. Her website is www.lynnyonsnh.com

DONALD MEICHENBAUM, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, Canada where he took early retirement. He is presently Research Director of the Melissa Institute for Violence Prevention, Miami (see www.melissa institute.org) and Distinguished Visiting Professor, University of Miami. He is one of the founders of Cognitive Behavior Therapy. A survey of North American clinicians identified Dr Meichenbaum as “one of the 10 most influential psychotherapists of the 20th century.” He is presently working with returning soldiers and their families using IPD technology (www.warfighterdiaries.org).

SCOTT MILLER, PhD, is founder of the Center for Clinical Excellence, an international consortium of clinicians and researchers dedicated to helping behavioral health practitioners achieve superior performance. He is the author of numerous articles and research studies. His most recent books include The Heart and Soul of Change: What Works in Therapy, The Heroic Client, and the forthcoming Super-shrinks: Empirical Lessons from the Field’s Most Effective Practitioners.

JOHN NORCROSS, PhD, ABPP, is Professor of Clinical Psychology and Distinguished University Fellow at the University of Scranton, Pennsylvania, and an internationally recognized authority on behavior change and psychotherapy. Author of more than 300 publications, his most recent books are Leaving It at the Office: A Guide to Psychotherapist Self-Care; Psychotherapy Relationships that Work; and the 7th edition of Systems of Psychotherapy: A Transtheoretical Analysis (with James Prochaska). Among his awards are APA’s Distinguished Career Contributions to Education & Training, Pennsylvania Professor of the Year from the Carnegie Foundation, and election to the national Academies of Practice. Dr. Norcross has conducted workshops in 25 countries.

BILL O’HANLON, MS, has authored or co-authored 30 books and published 57 articles or book chapters. He has appeared on Oprah with his book Do One Thing Different and has given over 2000 talks around the world. He has been a top-rated presenter at many national conferences and was awarded the Outstanding Mental Health Educator of the Year in 2001 by the New England Educational Institute. He is known for his storytelling, irreverent humor, clear and accessible style.
ESTHER PEREL, MA, LMFT is a marriage and family therapist and an acknowledged international authority on couple therapy, cross-cultural relations and culture and sexuality. Fluent in nine languages, she brings a rich multicultural perspective to her clinical practice, her teaching and in her many publications. She is the author of the bestseller: *Mating in Captivity: Unlocking Erotic Intelligence* now available 25 languages. Her book won the 2009 book award from the Society for Sex Therapy and Research. Trained and supervised by Dr. Salvador Minuchin, Ms. Perel serves on the faculty of The Family Studies Unit, Department of Psychiatry, New York University Medical Center, The International Trauma Studies Program, The Ackerman Institute for the Family and The Scandinavian Institute for Expressive Arts Therapies. She is a member of the American Family Therapy Academy and the International Society for Sex Therapy and Research. www.estherperel.com

MAGGIE PHILLIPS, PhD has 30 years of experience in the field of mindbody healing and trauma treatment with special interests in multimodal approaches with chronic pain and atypical stress disorders. Her most recent book is *Reversing Chronic Pain*. A Fellow in the International Society for the Study of Trauma and Dissociation, Maggie is also a Diplomate in Energy Psychology and teaches Energy Psychology approaches in the US, Canada, Europe and China. She offers an online course “Advances in Energy Psychology” sponsored by the National Institute of Clinical Applications of Behavioral Medicine (NICABM).

JAMES PROCHASKA, PhD. is Director of Cancer Prevention Research Center and Professor of Clinical and Health Psychology at the University of Rhode Island. He is author of over 300 publications, including three books: *Changing for Good; Systems of Psychotherapy*; and *The Transtheoretical Approach*. He is internationally recognized for his work as a developer of the stage model of behavior change. He is principal investigator on over $60 million dollars in research grants for the prevention of cancer and other chronic diseases. Dr. Prochaska has won numerous awards, including the Top Five Most Cited Authors in Psychology from the American Psychology Society; an Innovator’s Award from the Robert Wood Johnson Foundation; and is the first psychologist to win a Medal of Honor for Clinical Research from the American Cancer Society.

WENDEL RAY, PhD. is a senior research fellow and former director of MRI, where he has served as a research associate and director of their Don D. Jackson Archive since the late 1980s. Dr. Ray is professor of family therapy at the University of Louisiana at Monroe. He conducts trainings internationally and nationally on a variety of topics, including brief therapy with adolescent substance abuse, ADHD, and family violence. Dr. Ray lectures regularly on the contributions of Gregory Bateson as well as Jackson. Published widely, his most recent books are *Focused Problem Resolution: Selected Papers of the MRI Brief Therapy Center*, Paul Watzlawick: Insight May Cause Blindness and Other Essays, and Don D. Jackson, M.D. — *Interactional Theory in the Practice of Therapy: Selected Papers, Volume 2*.

ERNEST ROSSI, PhD is internationally renowned psychotherapist, teacher and pioneer in the psychobiology of mind-body healing. He has a private practice in Los Osos, California. He is Diplomate in Clinical Psychology, the recipient of the Lifetime Achievement Award for Outstanding Contributions to the Field of Psychotherapy from the Milton H. Erickson Foundation in 1980, the American Association of Psychotherapy in 2003, and the American Society of Clinical Hypnosis in 2008. Dr Rossi is a Jungian Analyst, the Science Editor of Psychological Perspectives, and the author, co-author and editor of 31 professional books and more than 140 published scientific papers in the areas of neuroscience, psychotherapy, dreams, and therapeutic hypnosis, which have been translated into a dozen languages. His most recent books are *The Breakout Heuristic: The New Neuroscience of Mirror Neurons, Consciousness and Creativity in Human Relationships and A Dialogue with Our Genes: The Psychosocial Genomics of Therapeutic Hypnosis and Psychotherapy.*

ROBERT SAPOLSKY, PhD 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. In 2008, National Geographic and PBS aired an hour-long special on stress featuring Dr. Sapolsky and his research on the subject. In addition to A Primate’s Memoir, which won the 2001 Bay Area Book Reviewers Award in nonfiction, Robert Sapolsky has written three other books, including The Trouble with Testosterone, Why Zebras Don’t Get Ulcers, and Monkeylulu and Other Essays on Our Lives as Animals. Dr. Sapolsky was awarded Rockefeller University’s Lewis Thomas Prize for Writing about Science for 2008. The New York Times called him “One of the finest natural history writers around.”

THOMAS SZASZ, M.D. D.Sc. (Hon.), L.H.D. (Hon.), is Professor of Psychiatry Emeritus, State University of New York Upstate Medical University, Syracuse, New York. Dr. Thomas Szasz is widely recognized as the world’s foremost critic of psychiatric “coercions and excuses.” Dr. Szasz has received many awards for his defense of individual liberty and responsibility. A frequent and popular lecturer, he has addressed professional and lay groups, and has appeared on radio and television, in North, Central, and South America as well as in Australia, Europe, Japan, and South Africa. He is the author of 35 books, among them the classic, *The Myth of Mental Illness* (HarperCollins, 1961). His most recent work is: *Antipsychiatry: Quackery Squared* (Syracuse University Press, 2009). His books have been translated into every major language.

CASEY TRUFFO, M.S., M.F.T., is the Founder and CEO of International Therapist Leadership Institute and Be A Wealthy Therapist. Her mission is to enhance the lives and careers of therapists worldwide. Her publications include Be A Wealthy Therapist: Finally, You Can Make a Living While Making a Difference and *How to Build a Full and Rewarding Private Practice, Pink Spoon Marketing for Therapists*™ and Beyond One To One Sessions: Multiple Streams of Therapy Income.
MICHAEL D. YAPKO, Ph.D., is a clinical psychologist residing in Fallbrook, California. Michael is the author of eleven books, and is internationally recognized for his innovative work in clinical hypnosis, brief psychotherapy, and the strategic treatment of depression. He routinely teaches to professional audiences all over the world. Michael is the recipient of Lifetime Achievement Awards from The Milton H. Erickson Foundation and the International Society of Hypnosis.

JEFFREY K. ZEIG, PhD is founder and Director of the Milton H. Erickson Foundation. He has edited, co-edited, authored or co-authored more than 20 books on psychotherapy that appear in twelve foreign languages. Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, considered the most important conferences in the history of psychotherapy. He organizes the Brief Therapy Conferences, the Couples Conferences and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. A psychologist 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.

BESSEL VAN DER KOLK, MD, has been the Medical Director of The Trauma Center in Boston for the past 25 years and is Professor of Psychiatry at Boston University Medical School. He is Director of the National Child Traumatic Stress Network Community Program in Boston and past President of ISTSS. He has published well over 100 peer reviewed scientific articles on various aspects of trauma. He participated in the first neuroimaging study of PTSD, in the first study to link Borderline Personality Disorder with childhood trauma; was co-principal investigator of the DSM IV Field Trial for PTSD and is chair of the NCTSN DSM V workgroup on Developmental Trauma Disorder. Dr. van der Kolk has taught at universities and hospitals across the United States and around the world. He co-edited the book, Traumatic Stress: The Effects of Overwhelming Experience on Mind, Body, and Society, which remains the authoritative text on the subject.


REID WILSON, Ph.D, is author of Don’t Panic and co-author, with Edna Foa, of Stop Obsessing! and co-author of Achieving Comfortable Flight. Dr. Wilson served on the Board of Directors of the Anxiety Disorders Association of America for 12 years. His free self-help website—anxieties.com—serves 385,000 visitors (16 million hits) per year.

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DON’T MISS THE POST-CONFERENCE WORKSHOP ON MONDAY, DECEMBER 13TH

BRIEF THERAPY
MASTER CLASS
The Grand Ballroom, Salons 1-3

with
Jeffrey Zeig & Stephen Gilligan

BriefTherapy.com
BOOKSTORE
A bookstore featuring works by the faculty, as well as related titles, will be open each day throughout the Conference. The bookstore is located in the Crystal Room, just off the International Foyer and across from the North Registration window.

Bookstore Hours:
- Thursday, December 9: 8:00 AM - 6:00 PM
- Friday, December 10: 8:00 AM - 7:30 PM
- Saturday, December 11: 8:00 AM - 6:00 PM
- Sunday, December 12: 8:00 AM - 2:00 PM

EXHIBITS
A diverse group of exhibits of interest to attendees will be open throughout the meeting. Exhibits will be located in the International Foyer.

Exhibit Hours:
- Thursday, December 9: 11:45 AM - 7:00 PM
- Friday, December 10: 8:00 AM - 7:30 PM
  (Book Signing Reception: 6:30-7:30 PM)
- Saturday, December 11: 7:30 AM - 7:00 PM
- Sunday, December 12: 8:00 AM - 4:30 PM

AUDIO AND VIDEO RECORDINGS
Presentations will be audio and video recorded and available for purchase. The Audio and Video Recordings Booths will be located in the International Foyer exhibits area.

SITE, SESSIONS & SEATING
The Brief Therapy Conference is held at

The Hilton in the Walt Disney World® Resort
1751 Hotel Plaza Boulevard
Lake Buena Vista, Florida 32830.
Tel: 1-407-827-4000, Fax: 1-407-827-3890

Attendance at the individual sessions of the Conference is limited by room size. There is no pre-registration. Early arrival to individual sessions will ensure optimal seating. The first row of all meeting rooms is reserved for attendees with physical challenges and for VIPs. Please do not block aisles or sit on the floor in meeting rooms. Strict regulations are enforced. We appreciate your cooperation.

PROGRAM OBJECTIVES
Attendees will increase their clinical effectiveness by:

1. Applying methods of brief therapy techniques in specific situations encountered in the practice of medicine, dentistry, psychiatry, psychology, social work and counseling;
2. Comparing basic principles and techniques of contemporary schools of brief therapy;
3. Utilizing multi-level therapeutic communication;
4. Demonstrating brief therapy principles of diagnosis, thereby improving observational skills;
5. Comprehending the commonalities that underlie successful clinical work; and,
6. Appreciating the historical development of psychotherapeutic disciplines.

ELIGIBILITY
The Brief Therapy Conference is open to professionals in health-related fields, including physicians, doctoral-level psychologists and dentists who are qualified for membership in, or are members of, their respective professional organizations (e.g., AMA, APA, ADA), and to professionals with mental health-related graduate degrees (e.g., MSW, MA, MS, MSN) from accredited institutions. Applications also will be accepted from full-time graduate students in accredited programs in the above fields who supply a letter from their department certifying their full-time student or intern status as of December 2010.
GET YOUR CERTIFICATE ONLINE!

Just go to www.CmeCertificateOnline.com, use this password [REDACTED] and complete the evaluation form and print it out. No more standing in line or waiting for the mail! If you don't have internet access, stop by the registration desk and we’ll help you get a paper form. Please be aware that your certificate will take 8-10 weeks to be mailed!

Required sign-in/sign-out sheets are located in the center section of this syllabus. For your convenience, please use these pages, one for each day of the conference. After you have completed each form, please place it in the conveniently located drop-boxes or at the Erickson Foundation registration desk.

NOTE: Attendees will receive a separate Documentation of Attendance onsite for Law & Ethics (pre-conference workshops).

In 1993, the Foundation sponsored the first Brief Therapy Conference in Orlando. The next Brief Therapy Conference was held in December 1996 in San Francisco. Subsequent conferences have been held in New York City, Orlando, Florida in 2002, San Francisco, Anaheim, CA, and the most recent in 2008 in San Diego. Each was attended by 1,200-2,000 professionals.

In the intervening years, the Foundation organizes national seminars. The four-day seminars are limited to approximately 450 attendees, and they emphasize skill development in hypnotherapy. The 1981, 1982, 1984 and 1997 seminars were held in San Francisco, Dallas, Los Angeles and Phoenix, respectively. In 1989, the Foundation celebrated its 10th Anniversary with a training seminar in Phoenix.

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The Milton H. Erickson Foundation organized the first Evolution of Psychotherapy Conference in 1985 in Phoenix. It was hailed as a landmark conference in the history of psychotherapy. Faculty included Aaron Beck, the late Bruno Bettelheim, the late Murray Bowen, the late Albert Ellis, the late Robert and Mary Goulding, the late Jay Haley, the late Ronald D. Laing, Lazarus, Madanes, Marmor, Masterson, the late Rollo May, Minuchin, Moreno, E. Polster, the late Miriam Polster, the late Carl Rogers, Rossi, the late Virginia Satir, Thomas Szasz, the late Paul Watzlawick, the late Carl Whitaker, the late Lewis Wolberg, the late Joseph Wolpe and Zeig. This conference was repeated in 1990 in Anaheim, Calif., with a similar faculty including Bugental, Glasser, Hillman, the late Helen Singer Kaplan, Lowen, Michaelson and the late Mara Selvini Palazzoli. Keynote addresses were given by the late Viktor Frankl and Betty Friedman.

The Erickson Foundation jointly sponsored the European Evolution of Psychotherapy Conference, July 27-31, 1994, in Hamburg, Germany. This Conference offered a faculty similar to previous Evolution meetings with the addition of Frankl, Gendlin, Grawe, Kernberg, Meyer, Stierlin and Yalom.

The December 1995 Evolution of Psychotherapy Conference was held in Las Vegas, Nev., and featured the same faculty. Gloria Steinem offered the keynote address. The Evolution of Psychotherapy Conference returned to Anaheim, Calif., for the May 2000 Conference. Keynotes were given by Elliot Aronson and Herbert Benson. In December 2005, the fifth Evolution of Psychotherapy was held in Anaheim, California; marking this conference’s most impressive and diverse audience ever, with individuals representing every State in the US and 50 nations. The most recent Evolution of Psychotherapy Conference was held one year early, December 2009, in Anaheim, California.

The Phoenix Intensive Programs, with Fundamental, Intermediate and Advanced (supervision) levels, are available to qualified professionals and are held regularly. Regional workshops and the Intensive Programs are announced in the Foundation’s Newsletter. The Foundation provides training/supervision for professionals.

In December 1980, the Foundation began collecting audiotapes, videotapes and historical material on Dr. Erickson for the Erickson Archives. The goal is to have a central repository of historical material on Erickson. More than 300 hours of videotape and audiotape have been donated to the Foundation.

In 2010, the Foundation purchased the Erickson family home with the goal of maintaining the property, and especially Dr. Erickson’s office.


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. Also available are training DVDs featuring hypnotic inductions conducted by Milton H. Erickson, M.D. The Process of Hypnotic Induction features inductions conducted by Dr. Erickson in 1964. Jeffrey K. Zeig, Ph.D., discusses the process of hypnotic induction and describes the microdynamics of techniques that Erickson used in his 1964 inductions. In Symbolic Hypnotherapy, Dr. Jeffrey Zeig presents information on using symbols in psychotherapy and hypnosis. Segments of hypnotherapy conducted by Milton H. Erickson with the same subject on two consecutive days in 1978 are shown. Dr. Zeig discusses the microdynamics of Erickson’s symbolic technique. Also available: Therapy within a Marital System; Working with Resistance; and multi-DVD sets, Fundamentals of Ericksonian Hypnotherapy, Parts 1, II, III.
The following books are published by and can be ordered through Taylor & Francis Group, 7625 Empire Dr, Florence, KY 41042. Toll free phone: 800-634-7064.

- A Teaching Seminar with Milton Erickson (J. Zeig, Ed. and Commentary) is a transcript with commentary, of a one-week teaching seminar held for professionals by Dr. Erickson in his home in August 1979. (Dutch, German, Italian, Japanese, Portuguese, Spanish and Russian translations available.)
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**THE ERICKSONIAN MONOGRAPHS**
The Foundation is sponsor of The Ericksonian Monographs. The highest quality articles on Ericksonian hypnosis and psychotherapy are included in The Monographs. Ten issues were published under the editorship of Stephen Lankton. The Monograph series evolved into the Annual of Brief Therapy. These are available from Taylor & Francis.

**THE SEMINARS OF MILTON H. ERICKSON**
To commemorate the Centennial Celebration of Erickson, the Foundation launched a new professional series of books and audio recordings of Milton H. Erickson, M.D. The first in this series is a seminar conducted in 1962 in San Diego, California. See [www.erickson-foundation.org/press](http://www.erickson-foundation.org/press).

**THE MILTON H. ERICKSON FOUNDATION**

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- [www.erickson-foundation.org](http://www.erickson-foundation.org)
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Attend any or all of the 5 Fundamental Hypnosis Workshops scheduled throughout the conference at no additional fee!

**The Fundamental Hypnosis Track**

*under the direction of Dr. Michael Yapko*

**Workshop 1**
*with Michael Yapko, PhD*
*Introduction/Foundations of Hypnosis*
*Thursday December 9 / 2:30 pm - 5:30 PM*

**Workshop 2**
*with Jeffrey Zeig, PhD*
*A Phenomenological Approach to Induction*
*Friday December 10 / 8:30 am - 11:30 AM*

**Workshop 3**
*with Bill O’Hanlon, MS*
*Treatment Planning in Ericksonian Hypnosis: The Class of Problems/Class of Solutions Model*
*Friday December 10 / 2:00 pm - 5:00 PM*

**Workshop 4**
*with Stephen Gilligan, PhD*
*The Principle of Utilization in Ericksonian Hypnotherapy*
*Sunday December 12 / 8:30 am - 11:30 AM*

**Workshop 5**
*with Ernest Rossi, PhD*
*Three Easy-to-Learn Hand Mirroring Approaches to Therapeutic Hypnosis*
*Sunday December 12 / 2:30 pm - 5:30 PM*

Either way, it's on us!

*Coffee or tea, help yourself, courtesy of The Milton H. Erickson Foundation*

**Coffee Times**
*Wednesday 10:30 - 10:45 AM*
*Thursday 10:00 - 10:15 AM*
*Friday 10:00 - 10:30 AM*
*Saturday 10:15 - 10:30 AM*
*Sunday 10:00 - 10:30 AM*
*Monday 9:00 - 10:30 AM*

*In the ballroom foyers...*
# Conference Program

## AT A GLANCE

<table>
<thead>
<tr>
<th>Pre-Conference</th>
<th>Brief Therapy Conference</th>
<th>Post-Conference</th>
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<tbody>
<tr>
<td><strong>Wednesday December 8</strong></td>
<td><strong>Thursday December 9</strong></td>
<td><strong>Monday December 13</strong></td>
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<tr>
<td>7:30 AM Registration</td>
<td>7:00 AM Registration</td>
<td>8:00 AM Registration</td>
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<tr>
<td>8:30 AM - 12:30 PM Law &amp; Ethics</td>
<td>8:30 AM - 10:00 AM Short Courses 1-22</td>
<td>9:00 AM - 12:00 PM Brief Therapy Master Class</td>
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<tr>
<td>Pre-Conference Workshop Part 1</td>
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<td>Post-Conference Workshop Part 1</td>
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<td>12:30PM - 2:00PM Lunch</td>
<td>11:45 AM - 1:00PM Lunch</td>
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<tr>
<td><strong>2:00 PM - 4:00 PM Law &amp; Ethics</strong></td>
<td><strong>1:00 PM - 1:15 PM Convocation</strong></td>
<td><strong>1:30 PM - 4:30 PM Brief Therapy Master Class</strong></td>
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<td>Pre-Conference Workshop Part 2</td>
<td>1:15 PM - 2:15 PM Keynote Address 1 Sue Johnson</td>
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<td>2:30 PM - 5:30 PM Fundamental Hypnosis Workshop 1</td>
<td>Post-Conference Workshop Part 2</td>
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<td><strong>Workshops 1 - 11</strong></td>
<td><strong>Workshops 12 - 22</strong></td>
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<td>12:45 - 1:45 PM Keynote Address 3 Bessel van der Kolk</td>
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<td>2:00 PM - 5:00 PM Fundamental Hypnosis Workshop 2</td>
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<td><strong>Workshops 23 - 33</strong></td>
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<td>5:15 PM - 6:15 PM Keynote Address 4 Donald Meichenbaum</td>
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<td>6:15 PM - 7:15 PM Authors’ Hour</td>
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<td>7:00 PM - 9:00 PM Keynote Address 2 Robert Sapolsky (followed by author book-signing)</td>
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<td>8:30 PM - 9:30 PM Action Comedy with Charles Peachock</td>
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<td>7:00 PM - 8:30 PM Special Tribute to Thomas Szasz Keynote Address 6</td>
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<td>8:00 AM - 9:00 AM 10:15 AM - 11:15 AM Interactive Events</td>
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<td><strong>Fundamental Hypnosis Workshop 1</strong></td>
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<td>12:45 PM - 3:45 PM <strong>Fundamental Hypnosis Workshop 3</strong></td>
<td><strong>Workshops 45 - 55</strong></td>
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<td>4:00 PM - 4:30 PM <strong>Closing Remarks</strong></td>
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<td><strong>7:00 AM Registration</strong></td>
<td><strong>1:30 PM - 4:30 PM Brief Therapy Master Class</strong></td>
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<td><strong>8:00 AM - 11:30 AM Fundamental Hypnosis Workshop 4</strong></td>
<td><strong>Post-Conference Workshop Part 2</strong></td>
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All conference programs (including the Fundamental Hypnosis Track) are open to attendees on a first-come basis. There’s no need to sign up for individual workshops.
LAW & ETHICS

with
STEVE FRANKEL, PhD, JD

8:30 AM - 12:30 PM
PART 1
GRAND BALLROOM SALONS 1-3

L & E'S GREATEST "HITS":
Alerting You to the Most Frequent Problems for Mental Health Professionals

This workshop reviews the areas of professional functions that have been most associated with regulatory problems for mental health professionals, including sexual and non-sexual boundary violations, "law-psych" interfaces, competence, "moral" offenses, licensing board and malpractice actions. The workshop covers causes for these problems and ways of avoiding them and/or managing them.

Educational Objectives:
1) List the most frequent causes for discipline of mental health professionals.
2) State the primary vulnerability factors for clinicians.
3) State the primary vulnerability factors for patients.
4) List two types of "moral" offenses.

L & E'S GREATEST "HITS" (CONT'D)

This workshop reviews the areas of professional functions that have been most associated with regulatory problems for mental health professionals, including sexual and non-sexual boundary violations, "law-psych" interfaces, competence, "moral" offenses, licensing board and malpractice actions. The workshop covers causes for these problems and ways of avoiding them and/or managing them.

Educational Objectives (cont’d):
5) List at least two steps in licensing board action procedures.
6) List at least two steps in the malpractice action procedures.

4:00 PM
CE VALIDATION FOR LAW & ETHICS
PARTS 1 + 2 = 6 CE HOURS

License renewal requirements vary from state-to-state; please note that it is your responsibility to contact your licensing/certification board directly to determine eligibility to meet your continuing education requirements.
Physical and psychological recovery is an important concern for patients having had weight loss surgery or other significant body altering events. This workshop will focus on the physical and emotional experience of body dysmorphia, that is not “seeing” oneself as others do. We will address how brief mind-body approaches can aid in resolving these conditions and enhance lasting recovery. Methods will include counseling, social support, massage, yoga, martial arts, and exercise.

**Educational Objectives:**
1) Describe the concept of “emotional dysmorphia” and how it relates to recovering from body altering events such as bariatric surgery patients.  
2) Describe how multiple “body awareness therapies” enhance the psychological treatment and recovery of such patients.

**SC 2**
**ROBERT WUBBOLDING, EDD**  
**Reinventing the WDEP System of Reality Therapy for Each Client**  
Simulated role-play demonstrations, the focus of this session, illustrate the re-invented use of the WDEP system of reality therapy. A brief explanation of how reality therapy embraces principles of suggestion, reorientation and utilization precedes a brief overview of human motivation and how the WDEP system interfaces with Ericksonian Principles. Participants will gain practical ideas immediately useful on the job. Handouts suitable for photocopying will be provided.

**Educational Objectives:**
1) List four motivators for human behavior.  
2) Explain how reality therapy is a developing system and is re-invented for each client.

**SC 3**
**JAMES RINI, EDD • MELISSA RINI, MA**  
**Unconscious-Centered Brief Therapy**  
Milton Erickson said, “Change first then insight.” Too often therapists try to produce change by giving clients insight into their problems expecting to produce results. This approach reduces effectiveness as it overestimates the power of the conscious mind while neglecting and underestimating the unconscious mind’s role in the healing process.

**Educational Objectives:**
1) Describe how to distinguish conscious therapy from unconscious therapy and identify the skills needed to do therapy on both levels.  
2) Utilize the unconscious change process taking place automatically within the client.

**SC 4**
**MARILYN WEDGE, PhD**  
**The Way Out of the Cave: Using Language to Generate Solutions in Brief Therapy with Children & Adolescents**  
The language a therapist uses to conceptualize and treat a problem determines whether or not that problem can be resolved effectively. Plato's story of the cave, where the inhabitants see only shadows, is a useful metaphor for how the language of therapy can generate either confusion or clarity. The workshop will teach a method of effectively treating severe problems of children and adolescents, using an invariant opening question, strategic dialogue and metaphorical techniques.

**Educational Objectives:**
1) Describe how to interpret child and adolescent problems as behavioral metaphors.  
2) Explain how to use the strategically worded opening question that opens up a child or adolescent’s problem or system to brief, effective resolution.

**SC 5**
**CONSUELO CASULA, LIC PSYCH**  
**Leading Depressed Patients to H.A.R.M.O.N.Y.**  
This workshop will present seven ingredients to draw from depressed patients in order to help them to find the harmony they need to start uplifting their lives. The ingredients are Hope, Awareness, Resiliency, Morality, Opportunity, Niceness and Yearning. Combined together, these ingredients are the leavening for a better future.

**Educational Objectives:**
1) List the seven ingredients of H.A.R.M.O.N.Y.  
2) Describe seven resources to overcome depression.

**SC 6**
**JOSEPH DOWLING, MS**  
**How to Become Smart Enough to Know When to Stop Thinking: A Brief Ericksonian Approach to Lasting Solutions**  
Milton H. Erickson, MD, understood that “the conscious (thinking) mind doesn’t do much of anything of much significance...while the unconscious mind is an infinite storehouse of dreams, potentials, and solutions...” This workshop will teach a brief, solution-focused, strategic, and hypnotic approach to anxiety related disorders. Intellectualizing, analyzing, self-criticizing, WHY-ing and WHAT-IF-ing clients will be targeted as participants learn to employ Ericksonian interventions including solution-focused questions, strategic task assignments, and formal/conversational hypnosis via live demonstration, experiential exercise, and case studies.

**Educational Objectives:**
1) Describe how the symptomology of anxiety can be utilized to access the healing energy of the unconscious mind.  
2) Describe how to create brief, Ericksonian, lasting solutions in the treatment of anxiety related disorders.
Footprintings® provides effective, easy to use tools for observing and experiencing Self States and repairing relational issues between them. Using color Footprints to diagram relationships between Parts, participants can step into different Self States, gaining deeper connection to body experience, affect and cognitive orientation of each State, while healing internal relationships.

**Educational Objectives:**
1. Describe two ways Footprintings can foster a three dimensional view of the internal relationships between Ego States.
2. Describe one way Footprintings can enhance internal communication between Ego States.

**SC 8**

**RICHARD HILL, MA**

**FUCHSIA**

**The Interpersonal Neurobiology of Living in a Competitive “Winner/Loser” World**

Breakthroughs in neuroscience and neurophysiology explain how a mindset can alter what is turned on and turned off in the brain and the body. The work of Siegel, Rossi, Bandura, Aronson & Steele and Deci & Ryan act as pieces of a puzzle that explain why therapy can be disrupted by an imposed mindset and how this “winner/loser world” mindset is an unseen barrier to our more natural, creative, interpersonal process. A new, simple brief therapy is presented for lasting, transformational change.

**Educational Objectives:**
1. Explain the effect of mindset on the functioning of the brain and body.
2. Describe the Winner/Loser World Hypothesis.

**SC 9**

**CHRISTINE SILVERSTEIN, EdD**

**INTERNATIONAL BALLROOM NORTH**

**Food for Thought: A Resolution for Disordered Eating in Childhood**

For centuries, clinicians have been baffled as to how to achieve healthy outcomes in the treatment of anorexia nervosa. In this workshop, the presenter will describe how she assisted a nine-year-old female soccer player, who experienced disordered eating. The techniques used to facilitate performance, such as goal-setting, mental rehearsal, and positive self-talk, will be explained, as well as unique approaches with Ericksonian hypnosis and imagery. The use of puppetry, which was an adjunct to Parts Therapy, will be demonstrated.

**Educational Objectives:**
1. Describe the unique protocol for working with disordered eaters that includes the use of hypnosis.
2. Describe the use of age-appropriate imagery for children.

**SC 10**

**DEBORAH BECKMAN, MS**

**Palm Ballroom 5**

**Soothing Slumber: Tucking the Day’s Pain Away**

Clients in pain yearn for sleep; comfort just out of reach. Focus first on establishing soothing sleep and encouraging nocturnal restorative functions. Treating remaining pain stays in the day’s domain. Hypnosis enlists the mind and body’s natural processes, restoring healthy sleep. Strategic protocols combine physiology of sleep and pain management with the client’s own experience. These are further reinforced by self-hypnosis techniques. Program includes demonstration, application of trance script protocols, and case study discussion.

**Educational Objectives:**
1. List the strategic criteria for applying the soothing sleep protocols with distressed clients.
2. Describe how to individualize the provided trance script protocols to address several combinations of disturbed sleep and pain.

**SC 11**

**BOB BERTOLINO, PhD**

**INTERNATIONAL BALLROOM CENTER**

**Strengths-Based Therapy with Adolescents and Families: Effective, Time-Sensitive Strategies for Improving Outcomes**

A Strengths-Based Therapy approach provides practitioners with essential principles and practices for improving effectiveness and outcomes with adolescents and families. Participants in this workshop will be introduced to current research findings on effective practice and will learn key strategies to strengthen the therapeutic relationship and alliance, maximize client contributions to change, and respond efficiently to client progress. The strategies offered can be applied to a wide range of settings with a continuum of concerns.

**Educational Objectives:**
1. Describe at least four key factors that research has identified as central to successful therapy and for the foundation of strengths-based therapy with adolescents and families.
2. Describe two essential processes for eliciting, monitoring, and responding to client feedback to improve therapy outcomes.

**SC 12**

**VIRGIL HAYES, DO, MSW**

**Palm Ballroom 3**

**Brief Therapy Does Not Mean Insufficient Therapy**

This workshop is a pragmatic look at how to gently, but quickly, understand how anxiety, depression and psychological trauma are created. Understanding the creation leads to co-creation to avenues of intervention. The emphasis is on non-medical, non-pathological understanding of problem creation. Case studies demonstrate the process from problem identification, conceptualizing leading to intervention and problem solving.

**Educational Objectives:**
1. List two questions to ask that lead to a co-creation of solutions.
2. Describe fifteen ways to be a more effective therapist.
The use of humor can have a variety of positive effects in treatment. It can increase therapeutic rapport, energize and revitalize both client and therapist, and foster an environment more conductive to deeper healing. Through story telling, clinical vignettes and audience participation, attendees will discover new and valuable ways to use humor appropriately in clinical practice.

**Educational Objectives:**
1. List two examples of inappropriate use of humor in therapy.
2. Describe three valid and appropriate uses of humor in therapy.

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**SC 14**

**Dale Klein-Kennedy, MA**

**Equine-Assisted Psychotherapy (EAP) and Animal Assisted Therapy (AAT): Exploring a Brief Effective Alternative to Traditional Cognitive-Behavioral Therapy**

This workshop will introduce the human-animal bond and its history and will define and describe the use of Animal-Assisted Therapy (AAT) and Equine-Assisted Psychotherapy (EAP in working with domestic violence survivors, children, families, and populations not benefiting from traditional therapies. In addition to the information presented about this brief therapy, participants will have the opportunity to view a video of AAT and EAP sessions.

**Educational Objectives:**
1. Describe AAT and EAP.
2. Describe how AAT and EAP are brief and increase the effectiveness of psychotherapy.

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**SC 15**

**Erika Chovanec, PhD**

**Creating Lasting Solutions by Using Hypnotherapy to Enhance Metavalues and Being Motivation**

This workshop will introduce a holistic-motivational approach toward brief therapy, inspired by the work of Abraham Maslow. It will use lecture and demonstrations to show how hypnotherapy can aid in the utilization and encouragement of a Metavalues and Being Motivation in order to create lasting solutions. Participants will also learn specific forms of Ericksonian communication that may enhance Metavalues and Being Motivation.

**Educational Objectives:**
1. List three Ericksonian communication processes that may be used to contribute to the establishment of Metavalues.
2. List three ways that Metavalues can be utilized in trance work.

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**SC 16**

**John Litrell, EdD**

**Therapeutic Uses of Clothing and Appearance in Brief Therapy**

Prochaska’s six-stages of change model (i.e. Precontemplation, Contemplation, Preparation, Action, Maintenance, & Termination) serves as a framework for understanding how brief therapists can therapeutically employ clothing and appearance as framework for understanding how brief therapists can therapeutically employ clothing and appearance as a vehicle for more lasting solutions. Drawing upon brief therapy cases using Ericksonian, MRI, and SFT approaches, the program illustrates how therapists can help clients make small changes in clothing and appearance to move through Prochaska’s stages of change.

**Educational Objectives:**
1. Describe the relationship of brief therapy, Prochaska’s stages of change, and the promotion of small changes in clients’ clothing and appearance.
2. List five types of small clothing and appearance changes that can promote therapeutic change.

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**SC 17**

**Dan Booth Cohen, PhD**

**Systemic Family Constellations: A Broken Heart Can Heal...Sometimes in One Beat**

This workshop includes Systemic Family Constellation therapy, Redefined by Bert Hellinger and others, it has gained acceptance in Europe as a groundbreaking advancement in brief form therapy. The process explores how transgenerational traumas remain active. In a single session, the imaginal family system is transformed. The burden of memory becomes an enduring source of strength and healing.

**Educational Objectives:**
1. Explain the reasons why SFC is the fastest growing form of therapeutic intervention in Europe.
2. Describe how new insights in transgenerational systemic family can augment and support individual psychotherapy.

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**SC 18**

**Clifton Mitchell, PhD • Linda Mitchell, EdD**

**The Solution is In the Interaction: Understanding and Applying a Social Interaction Model of Resistance Management**

This workshop will define a social interaction model of resistance and present techniques for managing resistance within the therapeutic interaction. Techniques offered include: methods for disrupting patterns, seeking solutions within the details of client’s problems, the importance of determining emotionally compelling reasons for change, maintain an attitude of naïve puzzlement, the proper labeling of issues, and establishing mutually agreed upon goals. The ideas and methods presented are readily integrated into all theoretical approaches and client problems. A detailed handout will be provided.

**Educational Objectives:**
1. Explain the difference between conventional and modern definitions of resistance and conceptualize resistance in a manner that empowers them to avoid, circumvent, and utilize form client benefit.
2. Describe techniques for managing resistance as it arises in the therapeutic dialogue.
SHORT COURSES

THURSDAY, DECEMBER 9

8:30 AM - 10:00 AM  SHORT COURSES SESSION I (CONT'D)

SC 19  JEFFREY FELDMAN, PHD  GRAND BALLROOM SALON 4-5
Heart-Focused Hypnotherapy: A Brief Therapy Approach
This workshop will introduce a treatment approach that targets the affective dimension of pain. The emotion-specific working and elicitation of positive state dependent learning can be used in a brief therapy approach whether or not patients' feelings of anger, sadness, or anxiety are associated with physical pain.

Educational Objectives: 1) List words associated with the most commonly presenting emotions of anger/irritability, sadness/depression, and anxiety/fear. 2) Describe five potential sources of positive state-dependent learning to utilize in modifying affect.

SC 20  ROBERT JOHANSEN, PHD • IAN JOHANSEN, PHD • TODD GAFFNEY, PHD  INTERNATIONAL BALLROOM SOUTH
A New Model for Intimate Relationships
This workshop will introduce a new cognitive model for brief, solution-focused psychotherapy for couples. This cognitive paradigm is unique in several ways. It points to the fact that no one knows the client better than his/her intimate partner. The client’s partner pushes, pulls, and teases every imperfection of out their partner’s personality. Specifically, intimacy reveals what is incomplete about the client’s emotional development. It also reveals how effectively the client manages the needs he or she brings to the relationship. This is precisely what clients need to study themselves and points to what we as therapists can do to help our clients.

Educational Objectives: 1) Explain how to convert marital blaming into personal need identification and effective need management. 2) Describe how effective need management develops self and partner esteem in an intimate relationship.

SC 21  EDWIN YAGER, PHD  QUINCE
An Introduction to Subliminal Therapy
Therapists will learn Subliminal Therapy (ST), a psychodynamic technique used to accomplish consciously desired change. ST is a hypnotically medicated and utilizes the capabilities of a higher level of the patient’s intelligence that exists in the unconscious domain. ST empowers the patient by providing awareness of causal influences, thereby facilitating resolution by the patient. ST is described, its effectiveness is quantified and justified, and typical applications are detailed. Additionally, participants will witness a demonstration of the technique.

Educational Objectives: 1) Describe the background and theory underlying Subliminal Therapy. 2) Explain the principles of application of Subliminal Therapy.

SC 22  LINDA DUNCAN, PHD  MAGNOLIA
Feel the Feeling, Find the Strength: A Theory of Emotion
This workshop presents a theory of emotion and model for therapy, founded on the positive view that emotions offer us opportunities to realign with our inherent wholeness, once disruptions occur. The key lies in resolving the destabilizing effects of emotion with a stabilizing emotional and psychological strength. With fear, the strength is personal power, for example. The workshop includes principles and interventions. A map of emotion illustrates the arc of its occurrence from stimulus and effect to regulation and resolution.

Educational Objectives: 1) List four principles of this theory of emotion. 2) Explain how to match psychological strengths with four categories of emotion: fear, anger, sadness, and joy.

10:15 AM - 11:45 AM  SHORT COURSES SESSION II

SC 23  Naji Abi-Hashem, PhD  AZALEA-BEGONIA
Brief Therapy in a World of Globalism, Secularism, and Fundamentalism
What is a modern definition or a contemporary conceptualization of caregiving and counseling? How are the events and trends of our world today shaping the nature and function of the helping professions? Presently, globalism, secularism, extremism, and radicalism constitute a major challenge to individuals, communities, and nations alike and to both the care-giver/therapist and the care-receiver/client! Trans-national, trans-theoretical, and trans-cultural implications will be discussed.

Educational Objectives: 1) List four major effects, both advantages and disadvantages, of globalization on us and on our world today. 2) Describe two major challenges (socio-cultural and psycho-political) facing psychotherapy and the helping professions in general.
The basics about mindfulness and cognitive-behavioral therapy will be explained, along with the research findings which show that aerobic exercise helps both ADD and depression through improving brain functioning. Participants will become acquainted with ten mindfulness skills, four CBT methods and five types of aerobic exercise which can help their clients. Participants will see how they can be the instruments who help their clients deliver themselves from distraction to distinction.

Educational Objectives: 1) List ten (10) Mindfulness skills with which you can quickly empower your clients. 2) Describe four CBT methods to rapidly improve the depressed mood (commonly coexists with ADD) of clients.

Brief hypnotherapy is particularly suited for children and adolescents with psychosomatic disorders, because it exploits their natural abilities to fall into trance and uses a language of symbols and metaphors. It is based on the Ericksonian belief in the abilities of a child and is astonishing in its effectiveness.

Educational Objectives: 1) List three principles of brief therapy with children and adolescents. 2) Describe different symbolic interventions to deal with psychosomatic disorders.

Women who face unplanned pregnancies may experience a wide range of emotions and go through deep crises when they learn they are pregnant. In this workshop, the presenter will describe how brief Ericksonian interventions can help them explore possibilities and cope with their crises during unplanned pregnancy. Examples of quick interventions and conversational trance will be given as well. There will be references to the importance of hope and exercises for coming to terms with previous experience.

Educational Objectives: 1) Demonstrate how Ericksonian psychotherapy can be used during the crisis of an unplanned pregnancy. 2) Describe ways to help women who go through unexpected pregnancies explore alternatives and come to terms with previous decisions and experiences.

This workshop explores how the Indian belief system contains ingredients to keep the mind and body in harmony and promote well-being. We will explore adding into psychotherapy sessions totem strengths, shaman journeys, medicine wheels, time-frames, respect and gratitude; the circle of life, and symbols as reminders of the “right” path.

Educational Objectives: 1) Describe the healing aspects of harmony. 2) List three techniques of psychotherapy based upon Native American traditional thinking.

Humor in the serious realm of psychotherapy? This lively presentation, filled with anecdotes and clinical illustrations, will explore the rationale for and practical application of humor in cognitive therapy. Both cognitive therapy and humor can create change in the central aspects of human experience—cognitions, emotions, behaviors, and physiology. The presenter will explore how humor can be a powerful tool for both diagnosis and treatment, and will differentiate between empathic and hostile styles of humor.

Educational Objectives: 1) Describe the link between humor and feelings, behaviors, thoughts, and biochemistry. 2) Use humor as both a treatment and diagnostic tool.

This workshop will present some practical cases in order to illustrate the brief therapy process applied to children affected by emotional disorders as anxiety, headaches, loyalty conflicts and learning emotional blockages. In all cases, Ericksonian techniques such as metaphors and symptom prescription have shown very positive and efficient results.

Educational Objectives: 1) Describe the main characteristics of the general process of applying brief therapy in children affected by emotional disorders. 2) List examples of some metaphors and symptom prescriptions that help children to cope with anxiety, headaches, loyalty conflicts and emotional learning blockages.
SHORT COURSES SESSION II (CONT’D)

**SC 30**
**BART WALSH, MSW**
**INTERNATIONAL BALLROOM SOUTH**
**Utilization Sobriety: Incorporating the Essence of Mind-Body Communication for Brief, Individualized Substance Abuse Treatment**

This presentation poses a substance abuse treatment which acknowledges and accommodates the personal needs being addressed by substance use, bypasses perceived resistance and employs idiosyncratic psycho-biological learning to achieve a mind-body gestalt complementary to the client’s sobriety. Client self-empowerment and relapse prevention are built into the intervention. This method develops a safe framework for addressing any subsequent mental health themes directly or indirectly related to substance misuse. A simple form of mind-body communication known as ideomotor questioning is employed in this procedure. Because this is a new strategy, fundamental information applicable to all levels of professional experience will be provided.

**Educational Objectives:**
1) Explain the utilization principle as applied to psycho-biological learning.
2) Describe one brief approach to substance abuse treatment.

**SC 31**
**JOHN LENTZ, DMIN**
**GRAND BALLROOM SALON 1**
**From Arguing to Affirmation: A Brief Therapy Intervention for Lasting Change**

This brief therapy approach works with any therapeutic perspective to provide new tools for helping couples move beyond fighting. Utilizing resources couples naturally posses, this approach helps couples return to a state of being in love, and offer tools that can help them return there at will.

**Educational Objectives:**
1) Explain the ways that spontaneous trance produces fights and arguments, and ways to alter that dynamic.
2) Describe ways to help couples recapture that “in love” feeling.

**SC 32**
**DAVID BARNUM, PhD**
**GRAND BALLROOM SALON 4-5**
**Healing the Jagged Rift: Strategies for Treatment of Families of High Conflict Divorce and Separation**

High conflict parental separations (e.g., high conflict divorce) present a unique and growing challenge to therapists working with children and families. We will discuss an approach for successfully intervening in these cases that combines principles from brief therapy, strategic family therapy, and family justice, to generate impactful change.

**Educational Objectives:**
1) Explain the basic conditions and pre-agreements needed for successfully managing the treatment of high conflict divorce families involved in psychotherapeutic services.
2) Describe the basic elements of a model for doing therapy in high conflict divorce situations.

**SC 33**
**MICHAEL REITER, PhD • ARLENE BRETT-GORDON, PhD**
**GRAND BALLROOM SALON 2**
**Solution-Focused Marathon Sessions**

This workshop will explain how solution-focused brief therapy can be used in a marathon session format to assist couples and families during turbulent points of their relationship. The workshop will highlight the structure and intricacies of solution-focused marathon sessions. By utilizing this format only one or two sessions may be necessitated.

**Educational Objectives:**
1) Explain how solution-focused brief therapy can be practiced using marathon sessions.
2) Discuss the advantages and disadvantages of doing solution-focused brief therapy in a marathon session format.

**SC 34**
**ERNEST MARSHALL, LCSW • LINDASUE MARSHALL, LCSW**
**Palm Ballroom 1**
**Motivational Interviewing and Solution-Focused Brief Therapy: Partners for Lasting Change**

This workshop will present a model for using Solution Focused Brief Therapy in group and individual supervision. The presenters will demonstrate how to develop and use a Solution Focused Brief Therapy case presentation outline as an anchor to teach Solution Focused Brief Therapy and help supervisees use the model in their practice.

**Educational Objectives:**
1) Describe how to craft questions that identify the resources, patterns, and solutions of the client.
2) Use a case presentation outline as a frame for Solution Focused Brief Therapy supervision.

**SC 35**
**DALE BERTRAM, PhD • MIKE RANKIN, MA**
**Palm Ballroom 2**
**Utilizing Hypnosis in Supervision**

By utilizing hypnosis in supervision, supervisors can help supervisees tap into their resources and grow in confidence as therapists. This process of utilizing hypnosis in supervision can be a useful method to meet the standards for achieving the results that supervisors, supervisees, and clients seek. This process can be a very effective method in achieving coherence, strengthening the ability to be accountable, while helping form a clear map for directing supervision.

**Educational Objectives:**
1) List ways that utilize hypnosis in supervision will be helpful in their work with supervisees.
2) Describe ways that the models that supervisors use in therapy are also applied to supervision.


**Educational Objectives:**
1. Describe ways to introduce positive outcome possibilities to conflictual couples.
2. Demonstrate two ways to use psychodrama methods with couples.

**SC 37**
**Sheri Reynolds, MA**

*Autism Spectrum Disorders: Treatment from a Core Issues Perspective*

Participants will learn greater depth of knowledge around diagnosis of autism through infancy and childhood, including differential diagnosis. Participants will also be taught about the various treatment modalities. All functioning levels will be discussed. Most importantly, participants will be taught strategic interventions to address specific core issues in clients with autism. Participants will learn safety and tantrum protocols to help with aggressive or severe tantrums.

**Educational Objectives:**
1. Explain how to properly diagnose autism in its various forms, as well as identify the core issues of clients with autism.
2. List at least 20 different intervention strategies that will promote lasting change.

**SC 38**
**Assen Alladin, PhD**

*Utilizing Hypnosis to Enhance Outcome in Brief Therapies and Prevent Relapse*

There is growing evidence for an additive effect when hypnosis is combined with brief therapies in the management of various emotional disorders. This workshop will describe Cognitive Hypnotherapy, an innovative integrated approach to brief psychotherapy that systematically combines hypnotic techniques with CBT in the management of various emotional disorders to enhance treatment outcome and prevent relapse. This course will be invaluable to therapists who wish to broaden their skills in the management of emotional disorders.

**Educational Objectives:**
1. Describe the theoretical and empirical rational for combining hypnosis with CBT in the management of various emotional disorders.
2. List several brief therapy techniques for countering anxiety and depression, and preventing relapse.

**SC 39**
**Leslie Nadler, PhD • Steven Geschwer, PsyD**

*Artistic Therapy: A Self-Reflective Process*

This experiential workshop will demonstrate an integrative therapeutic model that can aid therapists in rapidly identifying and modifying their own early maladaptive schemas. These schemas operate as selective filters that limit the therapist’s ability to respond compassionately and effectively to certain material presented by their clients.

**Educational Objectives:**
1. Explain how to identify personal maladaptive schemas that can interfere with the therapist’s ability to respond more effectively and compassionately.
2. Describe several experiential exercises aimed at enhancing the therapist’s behavioral flexibility and effectiveness.

**SC 40**
**Steven Kuester, MS**

*Systemic Behaviorism: The Paradigm Shift to Strength-Based Treatment*

This workshop is designed to examine certain assumptions of traditional psychotherapies and to provide the participant with a powerful exposure to strength-based treatment. At the conclusion of the session, participants will have gained knowledge and expertise about incongruency versus congruency as a core component of successful treatment outcomes and the therapeutic relationship.

**Educational Objectives:**
1. Describe the historical context and ongoing development of Systemic Behaviorism.
2. Explain three basic techniques utilized in strength-based treatment that can be applied to other treatment modalities.
Couple therapy will flourish as this field integrates research from social and neuropsychology and clarifies the processes that mediate change in love relationships. It will address more and more "individual" physical and mental health problems, relationship traumas and sexual issues. We can integrate science and the sizzle of "hot" emotion to transform individuals and relationships.

**Educational Objectives:**
1. List the main factors and foci that will define couple therapy over the next decades.
2. Describe the imperatives that couple therapy must adopt to grow in the next century.

**SHORT COURSES**

**SC 42**

**Introduction / Foundations of Hypnosis**

This introduction will include core concepts, differing views of hypnosis, differing applications, core elements of hypnotic processes, and address some of the research and directions the field is moving in. The presenter will also do group hypnosis, and exercises in getting used to hypnotic language and facilitating hypnotic phenomena.

**Educational Objectives:**
1. List and define different forms of suggestion structures.
2. Define and describe the classical hypnotic phenomena and their relevance for psychotherapy.
3. Explain how hypnosis can easily be integrated with any brief therapy modality.
WS 1  
**SUE JOHNSON, EdD**  
**INTERNATIONAL BALLROOM NORTH-CENTER**  
*Working with Emotion in Couple Therapy*  
This workshop will focus on unpacking negative emotional responses that fuel a couple’s dance of distress and using emotion to shape powerful positive bonding interactions that then fuel transformative positive emotions. Theory, research and interventions will be outlined with the viewing of therapy sessions and experiential exercises.  
**Educational Objectives:** 1) Discuss the key features of emotion and its role in couple dysfunction and repair. 2) Describe key interventions that shape emotions in couples sessions. 3) Explain situations in which utilizing emotion would be detrimental to healing.

WS 2  
**Pat Love, EdD**  
**Grand Ballroom Salons 4-5**  
*Sexy Body/Sexy Brain: A New Way of Understanding Sexual Response*  
Sexual satisfaction is a sheer delight of life yet many clients fail to achieve it. Couples and individuals alike, struggle with understanding the complexity of sexual response and contentment. Come learn a new paradigm designed to elucidate hidden keys to sensual pleasure. Short lecture, video, experiential exercise.  
**Educational Objectives:** 1) Describe the two pathways to sexual arousal. 2) List two descriptors of the sexy body profile of arousal. 3) List two descriptors of the sexy brain profile of arousal.

WS 3  
**Kenneth Hardy, PhD**  
**Grand Ballroom Salon 6**  
*Children, Families, and Trauma: A Relational Approach*  
Ignoring the impact of the trauma on the client’s family overlooks powerful dynamics that are crucial to treatment outcome. Participants in this workshop will learn how to involve the trauma sufferer’s partner and other family members as resources in the healing process.  
**Educational Objectives:** 1) Describe a Conceptual framework for providing a Relational Approach to trauma based work with children and Families. 2) Explain strategies and techniques for assessing and treating trauma that is embedded within intimate relationships. 3) Describe strategies and techniques for treating the hidden wounds of trauma and oppression.

WS 4  
**MAGGIE PHILLIPS PhD**  
**Palm Ballroom 5**  
*Radical Self-Acceptance and Self-Forgiveness*  
This workshop explores the practice of radical self-acceptance and self-forgiveness as an antidote to the suffering that stems from loneliness, loss, alienation, past trauma, physical and emotional pain, and health disorders. Participants will explore the links between self-regulation, self-forgiveness, and radical acceptance. We will also explore the practice of mindfulness and hypnotic self-suggestion as ways to address imbalances while strengthening feelings of well-being and happiness. The model of radical forgiveness as a spiritual practice and as a product of spiritual intelligence will also be discussed.  
**Educational Objectives:** 1) Describe the links between self-regulation, self-acceptance, and self-forgiveness. 2) Explain three techniques designed to develop radical self-acceptance. 3) Describe ways to address imbalances via hypnotic self-suggestion.

WS 5  
**REID WILSON, PhD**  
**Palm Ballroom 1**  
*Strategic Techniques for Controlling Worry*  
We will explore the fundamental structure of worry—how it ignores data that isn’t negative, how it squeezes out room for corrective information, and how it gives rise to erroneous beliefs. Participants will then learn practical strategies, based on the latest research, on how to challenge worry, including courting it rather than trying to avoid it.  
**Educational Objectives:** 1) Describe how to distinguish helpful worries (signals) from intrusive worries (noise). 2) Describe six or more techniques for controlling anxiety-provoking worries. 3) List the steps by which worry can dominate a client’s life.

WS 6  
**ROBERT DILTS**  
**Palm Ballroom 4**  
*Creating a COACHing Container*  
The ability to effectively solve problems and cope with change comes from being centered and connected with something beyond the confines of our egos. These processes are characterized by the COACHing Container™: Centered, Open, Attending with Awareness, Connected, and Holding. Creating an effective COACHing Container allows clients to access their own resources and find their own solutions. This workshop will explore how to accomplish this through verbal and non-verbal interactions.  
**Educational Objectives:** 1) Demonstrate a method to listen deeply, build trust and support clients at an identity level. 2) Demonstrate how to help clients quickly and fluidly find their own solutions to problems and challenges. 3) Describe the resistance with which clients are likely to react.
Brief Adlerian Therapy

Adlerian psychotherapy is an effective brief therapy model that integrates from many other approaches. Adler’s ideas highlight the importance of not only understanding the individual but the social context. This approach emphasizes working from a multi-cultural orientation and highlights personal responsibility. This approach uses a four-step process: Engagement, Assessment, Insight, and Reorientation. The focus of the treatment is positive as the therapist uses encouragement strategies to help the client identify their assets and strengths. DVD examples of actual sessions will be used to highlight the process and demonstrate how short-term change is possible with this approach.

Educational Objectives:
1) Describe the key components of Brief Adlerian Psychotherapy.
2) Explain how encouragement can empower clients and increase hope and awareness of strengths.
3) List the key components of Adlerian therapy most applicable to short-term change.

How to Build a Full and Rewarding Private Practice with Self-paying Clients

Feel uncomfortable about marketing your private practice? Or maybe you tried marketing with disappointing results. You are not alone. This presentation offers practical, step-by-step instructions to building an effective, ethical and low-cost marketing plan to attract self-paying clients and addresses specific methods of increasing your marketing confidence.

Educational Objectives:
1) List three marketing strategies to market a private practice.
2) Describe the four Marketing Personality Types.
3) Describe the three most cost-effective outlets for marketing a private practice.

Very Brief Therapy for Anxiety and Other Strong Feelings

Most treatments for anxiety are directed at managing the symptoms, rather than the causes, and are primarily directed at the content that elicits the anxiety. Steve Andreas will demonstrate and teach two very rapid ways to resolve anxiety at the source, by changing nonverbal process elements of the triggers for anxiety.

Educational Objectives:
1) Describe how to elicit five elements of the visual representation of a feeling of anxiety.
2) Explain how to slow the tempo of an internal voice in order to resolve a feeling of anxiety.
3) List the signs for recognizing the need for more long-term therapy over brief interventions.

Cognitive-Behavioral Techniques with Families

This workshop focuses on the specific use of cognitive-behavioral strategies as an adjunct to the many treatment modalities of family therapy. It offers a basic overview of the theories of cognitive-behavioral therapy, particularly as it applies to families. Participants will learn first-hand techniques and strategies for working with difficult families and how to integrate these strategies with their respective modes of treatment. The presentation is followed by a videotape that demonstrates the implementation of techniques and interventions.

Educational Objectives:
1) Describe three cognitive-behavioral strategies with families.
2) Describe how these strategies can be integrated into other modalities.
3) Identify the specific instances when CBT should not be pursued in family therapy.

Therapist Sculpting: An Experiential Method to Treat the Mentally Ill

In this workshop we will learn how to provide effective experiential treatment rather than offering didactic information or treatment protocols. We can enter the patient’s phenomenological world – even with the most difficult patients. Lilian Borges Zeig will demonstrate an integrative approach that is brief, experiential, phenomenological, and effective. Therapist sculpting allows the therapist attune to the client’s experience; empathize with them; help the client to disengage from the problem; focus on what is important; and help the client discover new possibilities.

Educational Objectives:
1) Describe how to engage the client in therapist sculpting.
2) Describe two uses of therapist sculpting with a difficult therapeutic situation.
3) List the long-term benefits to the patient using the experiential method.
Successful Brain Aging &
The Biology of Memory

We are the sum of our memories, and of the memories that others have of us. This lecture examines the biology of how memory works (and fails to work). After an overview of the subtypes of memory, there will be a progression from large to small biology – brain regions relevant to different facets of memory, neural networks within those brain regions, the role of individual neurons, and finally, of individual molecules and genes.

Successful Brain Aging
This will segue into the second hour, which is to consider how the neurobiology of memory (along with executive function) intersects with aging. The emphases will be on plasticity – the fact that little about the brain, including its inevitable decline with age, is set in stone, and on individual differences – why do some brains age more successfully than others?

Educational Objectives: 1) Explain how factors outside the brain, such as nutrition or hormones, influence the biology of memory. 2) Describe some of the abnormalities underlying neurodegenerative diseases in which memory fails. 3) Describe the sources of plasticity that can give rise of successful brain aging.

Join Dr. Sapolsky for an author book-signing immediately following his keynote address.

... at the Evolution of Psychotherapy Conference 2009

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Saturday 8:00 AM - 6:00 PM
Sunday 8:00 AM - 2:00 PM
WS 12
**JUDITH BECK, PhD**
INTERNATIONAL BALLROOM NORTH-CENTER

*Cognitive Therapy for Personality Disorders*

Clients with Axis II disorders can be a challenge in treatment when their dysfunctional beliefs about themselves, their worlds, and other people become activated in session. This interactive workshop will focus on how to conceptualize Axis II clients and use this conceptualization to plan treatment; and how to maintain a strong therapeutic alliance, vary standard treatment, and modify highly negative, global, rigid, longstanding beliefs and behavioral patterns.

**Educational Objectives:**
1. List ways to strengthen the therapeutic alliance.
2. Explain core beliefs to clients.
3. Describe specific circumstances where CBT is unlikely to create a successful environment for patient growth.

WS 13
**JOHN C. NORCROSS, PhD**
INTERNATIONAL BALLROOM SOUTH

*Tailoring the Therapy Relationship to the Individual Client: Evidence-Based Practices*

Psychotherapy will maximize its effectiveness by targeting the most powerful sources of change: the therapeutic relationship and the patient him/herself. This workshop will provide demonstrably effective methods to tailor therapy relationships to individual patients. You will learn to reliably assess and rapidly apply 4 evidence-based methods (patient preferences, stages of change, reactance level, real-time feedback) for constructing the “relationship of choice.”

**Educational Objectives:**
1. Determine a client’s treatment and relationship preferences in the initial session.
2. Apply three evidence-based guidelines to determine the relationship of choice for a patient.
3. Assess reliably a client’s stage of change within one minute.

WS 14
**ESTHER PEREL, MA, LMFT**
INTERNATIONAL BALLROOM SALON 7

*The State of Affairs: Rethinking our Clinical Attitudes Towards Infidelity*

Infidelity is generally regarded as a symptom of a troubled relationship, and the revelation of an affair triggers a crisis of trust and connection. In this workshop, we’ll explore the multiple motives and meanings behind affairs against the complexities of marriage, sex, intimacy, and monogamy. We’ll examine the benefits and costs of truth-telling and transparency, how couples can rebuild trust and intimacy, and why affairs can actually stabilize a marriage and prevent its dissolution. In particular, we will focus on how couples can turn the crisis into an opportunity. Combining didactic material, case studies and video vignettes, we will lay out a nuanced and multicultural therapeutic approach for working with extramarital relations secret or revealed.

**Educational Objectives:**
1. Analyze three motivations and meanings behind affairs and ways to integrate them back into the relationship.
2. Describe the circumstances when therapists can no longer render assistance to their clients.
3. List 5 assumptions, values and personal experiences that influence our therapeutic work with affairs.

WS 15
**SCOTT MILLER, PhD**
INTERNATIONAL BALLROOM SALONS 4-5

*“What Works” in Therapy: Translating 40 years of Outcome Research into Strategies for Effective Clinical Practice*

Without exception, developers and devotees to particular methods claim superiority in conceptualization and outcome of their chosen approach. Meanwhile, governmental bodies, professional organizations, and third party payers are assembling, mandating adherence, and in some instances limiting payment to lists of treatments considered “evidence-based. So, “what works?” The presenter will identify core factors responsible for therapeutic success regardless of theoretical orientation or psychiatric diagnosis. The research on “what works” will be carefully translated into practical, common sense, and empirically-supported therapeutic skills that can be used for the efficient and effective resolution of problems clients bring to treatment.

**Educational Objectives:**
1. Describe four evidence-based factors responsible for therapeutic success regardless of preferred theoretical orientation or treatment population.
2. Describe specific, empirically-supported practices to enhance the contribution of each factor.
WS 16  KENNETH HARDY, PhD  GRAND BALLROOM SALON 3

Working with Teens Who Hurt: A Strengths-Based Approach
This workshop will provide a strengths-based approach for working effectively with at-risk teens who hurt. The VCR Approach, a strengths-based model, for working with at-risk youth will be discussed as a conceptual framework and clinical strategy. Special attention will be devoted to working with youth from marginalized backgrounds.

Educational Objectives: 1) Describe critical hidden wounds that serve as major aggravating factors connected to acting out and at-risk behaviors. 2) Explain how to effectively engage with at-risk youth from diverse backgrounds. 3) List common pitfalls and traps that often impede effective work with troubled and adolescents.

WS 17  PAT LOVE, EdD  GRAND BALLROOM SALON 1

Contract, Causality, Congruence: A Provocative Model for Couples Therapy
This brief model has a powerful effect on couples. Misleading in its simplicity but potent in its outcome, the Three C’s approach uses the couples’ own words to design and realign the relationship in a strategic manner. Lecture, live demonstration, experiential exercise and discussion will be used for meaningful exchange.

Educational Objectives: 1) Describe the treatment plan for an individual couples’ session based upon the presenting problem. 2) List two hypotheses from the client’s presenting problem that relate to causality. 3) List two common defense mechanisms couples use which could be classified as causality.

WS 18  STEPHEN GILLIGAN, PhD  GRAND BALLROOM SALON 6

The Generative Self in Psychotherapy: How Higher States of Consciousness Can Transform Problems into Solutions
The Generative Self approach emphasizes how the state of consciousness in which an experiential challenge is held determines whether a problem or solution develops. The model identifies three types of mind—Somatic, Cognitive, and Field—and how each mind can be operating at a Primitive, Ego, or Generative Level. We will see how a problem degrades a person’s consciousness level so that change is impossible, and how that low-level state can be improved to a Generative level, so that the problematic experience either spontaneously changes or is more easily engaged. Numerous practical techniques and clinical examples will be offered.

Educational Objectives: 1) List three techniques for developing higher states of consciousness in a psychotherapy session. 2) Explain ways to transform a problem or symptom by lifting it into a higher state of consciousness. 3) Describe how altered perception can minimize stress and help patients focus.

WS 19  KATHRYN ROSSI, PhD  AZELEA-BEGONIA

Therapeutic Yoga: A New Brief Creative Psychotherapy
This workshop is an introductory presentation of a new narrative approach to therapeutic yoga that can be used by everyone in everyday life. We build a neuroscience bridge between the Cartesian mind-body gap with positive therapeutic narratives that accompany classical yoga movements and the four stage creative process for resolving our ongoing life issues.

Educational Objectives: 1) List the Four Stage Creative Process in Therapeutic Yoga. 2) Describe two personal therapeutic applications of Therapeutic Yoga. 3) Describe the principles of mind-body theory at work in yoga.

WS 20  MICHAEL D. YAPKO, PhD  GRAND BALLROOM SALON 2

Hypnosis and Strategic Psychotherapy
Why did therapy legends Milton Erickson and Jay Haley routinely incorporate hypnosis into their creative strategies of psychotherapy? Because it works! Too many therapists think of hypnosis as distinct from what they do, yet are forever striving to immerse people in new experiences and perceptions - key reasons for employing hypnosis. In this workshop, we will explore how hypnosis can be strategically applied in therapy.

Educational Objectives: 1) List and describe four ways hypnosis can be employed in brief therapies. 2) Describe two ways hypnosis can catalyze therapeutic progress. 3) Describe the role unconscious processes play in cognitive and behavioral responses.
Divorce Busting® Do’s and Don’ts

Is it possible that our biases about marriage, divorce and the likelihood of change play a monumental role in a couple's decision about their future together? The short answer is, “Emphatically, yes!” Bring a “Divorce Busting” mindset to your couples work with these field-tested Do’s and Don’ts that encourage even the most resistant spouses to rethink their decisions to leave.

**Educational Objectives:**
1) List five Divorce Busting Do’s—actions that enhance the chances couples will feel motivated to work on their marriages.
2) List five Divorce Busting Don’ts—actions that will make reconciliation.
3) Describe those specific circumstances when the therapist must step back.

Empowering the Self Through the Heart of Healing

Heart-based intelligence is an effective tool for expanding and empowering the self. Theory and techniques will center on mindfulness, HeartMath™ hypnotic self-suggestion, Somatic Experiencing™ and Energy Psychology to teach heart-opening expansion and strengthening of the whole self. Techniques will focus on ways of lowering emotional stress and reducing inner conflict, while increasing heart coherence, emotional maturity, and resonance. Participants will explore research on the brain-heart dialogue, the impact of positive emotions, and experiences that create heart-centered resonance with self and others.

**Educational Objectives:**
1) Demonstrate three techniques that facilitate heart-opening experiences that empower and expand the self and reduce stress.
2) Describe heart coherence and list two brief methods for creating this positive sensory/emotional state.
3) List the primary research sources on heart-based intelligence.

Trauma and Attachment: Creating a Home within One’s Self

The study of psychological trauma has been accompanied by an explosion of knowledge about how experience shapes the central nervous system and the formation of the self. The study of trauma has probably been the single most fertile area in developing a deeper understanding of the relationship among the emotional, cognitive, social, and biological forces that shape human development.

**Educational Objectives:**
1) Describe the differences between how ordinary memories are stored contrasted with the memory processing of traumatic experiences.
2) Describe two new approaches in the treatment of trauma.

Fundamental Hypnosis Workshop 3 • Bill O’Hanlon, MS

**Treatment Planning in Ericksonian Hypnosis: The Class of Problems/Class of Solutions Model**

In this session, you will learn a clear model that will allow you to rapidly conceptualize problems, sort them for appropriateness for hypnotic intervention, and create multiple interventions. You will also learn five delivery methods for interventions.

**Educational Objectives:**
1) List the components of the Class of Problems/Class of Solutions Model.
2) Describe how to create a class of problems from a presenting problem.
3) Describe the five delivery methods for hypnotic interventions.
FRIDAY, DECEMBER 10

WORKSHOPS 23-33

2:00 PM - 5:00 PM

WS 23
BESSEL VAN DER KOLK, MD
INTERNATIONAL BALLROOM
North-Center

Frontiers of Trauma Treatment

The study of psychological trauma has been accompanied by an explosion of knowledge about how experience shapes the central nervous system and the formation of the self. We have learned that most experience is automatically processed on a subcortical level, i.e. by “unconscious” interpretations that take place outside of awareness. Insight and understanding have only a limited influence on the operation of these subcortical processes. When addressing the problems of traumatized people who, in a myriad of ways, continue to react to current experience as a replay of the past, there is a need for therapeutic methods that do not depend exclusively on understanding and cognition. This workshop surveys current research on how people’s brains, minds and bodies respond to traumatic experiences, and will specifically address the use of affect modulation techniques, EMDR, yoga, theater, and neurofeedback in overcoming various aspects of the destabilization and disintegration caused by trauma.

Educational Objectives: 1) Describe three new approaches in the treatment of trauma. 2) Describe the differences between how ordinary memories are stored contrasted with the memory processing of traumatic experiences. 3) List the theories on why “re-played” events are sometimes worse than the original traumatic event.

WS 24
JUDITH BECK, PhD
GRAND BALLROOM SALON 2

Successful Dieting and Maintenance: A Cognitive Behavioral Program

The reason so many dieters have experienced difficulty in losing weight or keeping it off is that they never learned how. In this interactive workshop, participants will learn essential techniques to help dieters motivate themselves every day, decatastrophize hunger, cope with cravings, eat favorite foods in moderation, and get back on track immediately when they make a mistake. When individuals learn these techniques, dieting—and then maintenance—becomes much easier.

Educational Objectives: 1) Describe cognitive techniques to facilitate weight loss and maintenance. 2) Describe behavioral techniques to facilitate weight loss and maintenance. 3) Explain when and if surgical intervention is necessary.

WS 25
JOHN C. NORCROSS, PhD
GRAND BALLROOM SALON 8

Leaving It at the Office: Psychotherapist Self-Care

What about you – the therapist? Conducting brief treatment places additional and special burdens on the person of the therapist. This workshop puts the Socratic dicta of “know thyself” and “heal thyself” into practice. We shall focus on 12 self-care strategies that are clinician-recommended, research-based, and practitioner-tested. Come join us for focused lectures, copious handouts, group demonstrations, thought experiments, and interactive discussions.

Educational Objectives: 1) Generate at least 6 self-care strategies for psychotherapists supported by the research. 2) Conduct periodic self-assessments of the effectiveness of their self-care. 3) List the warning signs that the therapist needs a therapist.

WS 26
ERNEST ROSSI, PhD
NARCISSUS-ORANGE BLOSSOM

The Creative Psychosocial Genomic Healing Experience

Dr. Rossi conducts live demonstrations of The Creative Psychosocial Genomic Healing Experience—a new 20 minute protocol facilitating the ideo-plastic faculty of therapeutic hypnosis & mind-body healing. It is the only evidence based psychotherapy with DNA microarrays optimizing (1) gene expression characteristic of stem cell growth, (2) reduced cellular oxidative stress, and (3) reduced chronic inflammation.

Educational Objectives: 1) Identify the major breakthroughs in research. 2) List three advantages of “The Creative Psychosocial Genomics Healing Experience” for facilitating brief psychotherapy. 3) List three healing functions of “The Creative Psychosocial Genomics Healing Experience.”

WS 27
MICHIELE WEINER-DAVIS, MSW
CAMILLIA-DOGWOOD

One Foot Out the Door - Working With Couples on the Brink

Few couples seem as unlikely to profit from therapy as those in which one partner has already decided to leave. Yet, even at this point, a therapist has an opportunity to turn the situation around. In this workshop, you will learn concrete, step-by-step techniques to help people with seemingly intractable problems – one spouse’s unwillingness to seek therapy, a divorce in process, and on-going infidelity – to resolve their difficulties and reclaim their lives.

Educational Objectives: 1) List three strategies for helping couples heal from infidelity. 2) Describe a step-by-step map for doing couples therapy with one spouse. 3) List the moment(s) when a therapist can no longer be of help.
Mindfulness and Trance: A Third Generation Approach to Transformational Change

This workshop presents a third generation approach to the therapeutic use of trance. The first generation was authoritarian, "knocking out" the conscious mind and programming the unconscious mind. The second generation, developed by Milton Erickson, respected the creative unconscious but not the conscious intelligence of the client. This third generation work emphasizes the complementary intelligences of the conscious and creative unconscious minds, and explores how to shift both to a generative level that allows significant transformational change. Integral to this generative level is the emergent presence of mindfulness, defined as a subtle field of self-awareness that permeates all contents of consciousness in a way that allows gentle and effective transformational work. The workshop will present a practical format for how to develop this generative trance, and then a four-step model for utilizing it to dissolve symptoms and create positive futures. The format will include a theoretical framework, clinical examples, step-by-step guidelines, and a demonstration.

Educational Objectives: 1) List three methods for facilitating mindfulness in both therapists and clients. 2) List the four steps of transformational change in psychotherapy. 3) Describe the process for generative trance.
Helping patients and populations at each stage of change includes strategies for reaching and retaining more patients, reducing resistance and maximizing impacts while minimizing demands on patients and providers. Special emphasis is on growing opportunities for stage based theorists; including mental health specialists integrated in primary care practices.

**Educational Objectives:**
1. Describe therapeutic challenges at each stage of change.
2. Explain how maximize impacts through creative strategies for simultaneously changing multiple behaviors.
3. Explain the necessary steps toward termination of therapy.

**Keynote Address 4**

**DONALD MEICHENBAUM, PHD**  
**INTERNATIONAL BALLROOM**  
**NORTH-CENTER**

**Core Tasks of Psychotherapy: What "Expert" Therapists Do**

Following a brief discussion of the nature of expertise, the implications for psychotherapists will be considered. How to formulate collaboratively a Case Conceptualization Model that informs treatment decision-making will be presented. How to implement the Core Tasks of Psychotherapy and evidence-based behavioral change principles will be examined.

**Educational Objectives:**
1. List the Core tasks of psychotherapy and describe how to implement each skill.
2. Demonstrate how to use a Case Conceptualization Model (CCM) that informs treatment decision-making.

**Authors' Hour**

**MEET & GREET YOUR FACULTY**

**ACCOMPANIED BY MUSIC**

**AND COCKTAILS**

And join us later for a very special event **FREE TO ALL CONFERENCE ATTENDEES!**

**Action Comedy with Charles Peachock**

8:30-9:30 PM  
**in the International Ballroom**  
**North-Center**
SATURDAY, DECEMBER 11
INTERACTIVE EVENTS

EDUCATIONAL OBJECTIVES
Conversation Hours - Learn the philosophies of various practitioners and theorists.
Topical Panels - Compare and contrast clinical and philosophical perspectives of experts.
Dialogues - Given a topic, describe the differing approaches to psychotherapy, and identify the strengths and weaknesses of each.

8:00 AM - 9:00 AM

CD1 - Clinical Demonstration 1
International Ballroom North-Center
Increasing Impact in Experiential Psychotherapy
JEFFREY ZEIG
Educational Objectives: 1) List three essentials of experiential therapy. 2) Given a patient with a behavior problem, create an experiential treatment plan to elicit change.

CD2 - Clinical Demonstration 2
International Ballroom South
Contract, Causality, Congruence: A Brief but Effective Model for Couples
PAT LOVE
The Three C’s Model using contract, causality and congruence as a treatment plan helps clients confront the very defenses that keep them from creating the satisfying relationships they long for. Live demonstration with a couple.

EDUCATIONAL OBJECTIVES

9:15 AM - 10:15 AM

CD3 - Clinical Demonstration 3
International Ballroom North-Center
A CONSTRUCTIVE NARRATIVE APPROACH TO COGNITIVE BEHAVIOR THERAPY
DONALD MEICHENBAUM
This presentation will demonstrate the heuristic value of using a Case Conceptualization Model to inform assessment and treatment decision-making; the “art of Socratic questioning; a strength-based treatment approach and ways to implement the Core Tasks of psychotherapy. A Constructive Narrative treatment approach that focuses on the nature of the client’s “story-telling” features will be highlighted.
Educational Objectives: 1) Demonstrate the Core tasks of Psychotherapy. 2) Highlight ways to elicit and bolster the client’s strengths and resilience using a Constructive Narrative Perspective.

CD4 - Clinical Demonstration 4
International Ballroom South
Facilitating “The Creative Psychosocial Genomic Healing Experience” in Brief Psychotherapy
ERNEST ROSSI
A new, easy-to-learn 20 minute protocol for facilitating the idea-plastic faculty of therapeutic hypnosis and brief psychotherapy. It is neuroscience evidence-based process for facilitating problem solving via (1) Optimized gene expression, (2) Reduced cellular oxidation, & (3) Reduced inflammation.
Educational Objectives: 1) List four stages of “The Creative Psychosocial Genomic Healing Experience.” 2) List three characteristics of the Incubation stage when most people consult a brief psychotherapist.

TP1 - Topical Panel 1
Grand Ballroom Salons 4-5
Cross-Cultural Issues
ROBERT DILTS ● KENNETH HARDY
JEFFREY KOTTLER ● ESTHER PEREL

TP2 - Topical Panel 2
Grand Ballroom Salons 1-2
Brief Therapy for Depression
JON CARLSON ● BILL O’HANLON
CASEY TRUFFO ● MICHAEL YAPKO

D1 - Dialogue 1
Grand Ballroom Salons 6-7
Evidence-Based Therapies versus A Common Factors Approach: A Way Forward
DONALD MEICHENBAUM ● SCOTT MILLER

CH1 - Conversation Hour 1
Grand Ballroom Salons 3
Divorce Busting Conversation
Michele Weiner-Davis

CH2 - Conversation Hour 2
Grand Ballroom Salon 8
Brief Therapy with Children
LYNN LYONS

TP3 - Topical Panel 3
Grand Ballroom Salons 4-5
Brief Therapy with Couples
JON CARLSON ● SUE JOHNSON
PAT LOVE ● MICHELE WEINER-DAVIS

TP4 - Topical Panel 4
Grand Ballroom Salons 1-2
The Initial Interview
SCOTT MILLER ● JAMES PROCHASKA
WENDEL RAY ● CASEY TRUFFO

D2 - Dialogue 2
Grand Ballroom Salons 6-7
Anxiety in Children and Adolescents
LYNN LYONS ● REID WILSON

CH3 - Conversation Hour 3
Grand Ballroom Salon 3
Brief Therapy for Promoting Social Justice and Global Human Rights
JEFFREY KOTTLER

CH4 - Conversation Hour 4
Grand Ballroom Salon 8
Couples and Affairs
ELLYN BADER
Overweight and Obesity: State of the Art Research-Based Treatment

Millions of Americans are overweight or obese. Medication and psychotherapy may result in modest weight loss but nearly all regain weight within five years. The missing ingredient for successful treatment is cognition. To make permanent changes in their eating behavior, and thus their weight, individuals must learn how to change their dysfunctional ideas about food, eating, other people, and themselves and learn how to cope with a sense of unfairness, deprivation, disappointment, and discouragement. Cognitive behavioral approaches have been demonstrated to be effective for this problem.

Educational Objectives: 1) Explain how to identify dysfunctional cognitions underlying poor eating habits. 2) Describe how to help clients respond effectively when psychological issues that interfere with weight loss arise.
SATURDAY, DECEMBER 11
INTERACTIVE EVENTS

2:00 PM - 3:00 PM

CD7-Clinical Demonstration 7
International Ballroom North-Center

Stage One of EFT for Couples
SUE JOHNSON, EDD

The therapist will illustrate steps 2-4 of EFT, that is delineating the negative cycle, and unpacking underlying emotions to create a coherent picture of the couples problems as seen through an attachment lens.

Educational Objectives: 1) List the goals of the first stage of EFT. 2) Describe key interventions in the first stage of EFT.

CD8-Clinical Demonstration 8
International Ballroom South

Crossing Belief Barriers by Creating a Belief Bridge
ROBERT DILTS

Beliefs are a powerful influence on our lives. It is common wisdom that if someone really believes he can do something he will do it, and if he believes something is impossible no amount of effort will convince him that it can be accomplished. This demonstration will show how to elicit and transform limiting beliefs through a simple methodology that engages somatic and non-verbal interactions with the client as well as verbal dialog.

Educational Objectives: 1) Demonstrate a brief but powerful method for helping clients identify and transform limiting beliefs. 2) Explain how beliefs have a strong somatic component as well as a cognitive and verbal structure.

TP7-Topical Panel 7
Grand Ballroom Salons 4-5

About Milton Erickson
STEVE ANDREAS, MA ● STEPHEN GILLIGAN, PHD
BILL O’HANLON, MS ● JEFFREY ZEIG, PHD

TP8-Topical Panel 8
Grand Ballroom Salons 1-2

Homework Assignments in Brief Therapy
FRANK DATTILIO, PHD, ABPP ● LYNN LYONS, LICSW
MAGGIE PHILLIPS, PhD

D4-Dialogue 4
Grand Ballroom Salons 6-7

Affairs
PAT LOVE, EDD ● ESTHER PEREL, MA, LMFT

CH7-Conversation Hour 7
Grand Ballroom Salon 3

Overweight and Obesity
JUDITH BECK, PhD

CH8-Conversation Hour 8
Grand Ballroom Salon 8

Paul Watzlawick: Brief Therapy Master
WENDEL RAY, PhD

3:15 PM - 4:15 PM

CD9-Clinical Demonstration 9
International Ballroom North-Center

Strength-Based Brief Therapy
BILL O’HANLON, MS

Strength-based therapy elicits people’s abilities, previous solutions, strengths and resources in bringing about change. Watch Bill O’Hanlon, cofounder of the solution-oriented approach, demonstrate this evocative approach to brief therapy.

Educational Objectives: 1) Use one method of strength-based therapy. 2) List one premise/assumption of strength-based therapy.

CD10-Clinical Demonstration 10
International Ballroom South

Brief Couples Therapy
JON CARLSON, PSYD, EDD, ABPP

An initial session with a couple that will help them to can insight into a present relationship problem. The four step process will help the couple identify clear action steps to use in creating a more satisfying partnership.

Educational Objectives: 1) Identify four stages of Adlerian Brief Couples Therapy. 2) List three assessment strategies.

TP9-Topical Panel 9
Grand Ballroom Salons 4-5

Essential Aspects of Brief Therapy
STEVE ANDREAS, MA ● SUE JOHNSON, EDD
MICHAEL YAPKO, PHD

TP10-Topical Panel 10
Grand Ballroom Salons 1-2

Brief Therapy for Anxiety Disorders
FRANK DATTILIO, PHD, ABPP
LYNN LYONS, LICSW ● REID WILSON, PhD

D5-Dialogue 5
Grand Ballroom Salons 6-7

Practice Development
ELLYN BADER, PhD
CASEY TRUFFO, MS, MFT

CH9-Conversation Hour 9
Grand Ballroom Salon 3

Psychotherapy Relationships that Work
JOHN NORCROSS, PHD

CH10-Conversation Hour 10
Grand Ballroom Salon 8

Post-Traumatic Stress Disorder
MAGGIE PHILLIPS, PhD

Please be considerate of others. Do not use cell phones, and please turn off your cell phone ringers during sessions.
SATURDAY, DECEMBER 11
INTERACTIVE EVENTS
4:30 PM - 5:30 PM

CD11-Clinical Demonstration 11
International Ballroom
North-Center
Focusing on What’s Right:
Hypnosis and Amplifying Personal Resources
MICHAEL YAPKO, PHD
Hypnosis as a tool of treatment has become increasingly important as more and more schools of psychotherapy come to the obvious realization that your focus defines you. What a difference to focus on what's right with someone than to focus on what’s wrong! In this demonstration, hypnosis will be used as a means of identifying and consolidating personal resources that can assist in promoting a higher level of well being.
Educational Objectives: 1) Demonstrate how interviewing methods can elicit positive resources to enlist in treatment. 2) Demonstrate how hypnosis can be structured to mobilize access to and use of one’s strengths.

CD12-Clinical Demonstration 12
International Ballroom
Eliciting the Internal Sequence of a Problem in Detail:
Live Demonstration of Therapy
STEVE ANDREAS, MA
Every problem has a sequence of internal experiences—images, sounds, words, and feelings—that elicits the undesired outcome. Saying, “Let’s say I had to fill in for you for a day,” can be a doorway to eliciting this sequence in detail and discovering exactly how it works, providing multiple choices for intervention.
Educational Objectives: 1) Describe how to elicit the internal mental structure and sequence of a problem or limitation. 2) To utilize non-verbal indicators of internal experience.

TP11-Topical Panel 11
Grand Ballroom Salons 4-5
Mind-Body Issues
LILIAN BORGES ZEIG, MA ● ROBERT DILTS
STEPHEN GILLIGAN, PHD ● MAGGIE PHILLIPS, PHD

TP12-Topical Panel 12
Grand Ballroom Salon 1-2
Addictive Behavior
FRANK DATTILIO, PhD, ABPP ● ESTHER PEREL, MA, LMFT
REID WILSON, PhD

D6-Discussion 6
Grand Ballroom Salons 6-7
When Clients Lie
JON CARLSON, PsyD, EdD ● JEFFREY KOTTLE, PhD

CH11-Conversation Hour 11
Grand Ballroom Salon 3
Personal Reflections on the Masters: Erickson, Frankl, Whitaker, Rogers & Satir
JEFFREY ZEIG, PhD

CH12-Conversation Hour 12
Grand Ballroom Salon 8
Brief Therapy on the Internet
CASEY TRUFFO, MS, MFT

7:00 PM - 8:30 PM

A SPECIAL TRIBUTE TO
THOMAS SZASZ

Followed by his keynote address

K6
What is Psychotherapy?
Life is dialogue. It begins with the newborn’s cry and the mother’s response to it. The cessation of dialogue is death. Psychotherapy is a moral, linguistic, and political enterprise. Medical therapy is a materialist, rational-scientific, remedial enterprise. Modern science led to the divorce of medical healing from faith healing. Psychotherapy as dialogic engagement leads to its divorce from medical treatment.
A critic may assert that prayer does not “work,” meaning that it fails to cure lung cancer or pneumonia, without implying – much less asserting – that there is no God. He thus avoids being categorized and calumniated as an atheist. Similarly, a critic may assert that psychiatric drugs do not “work,” meaning that they fail to cure depression or schizophrenia, without implying – much less asserting – that there is no mental illness. He thus avoids being categorized and calumniated as a know-nothing denying the reality of diseases of the mind.
Educational Objectives: 1) Present the case for rejecting the so-called “medical model” - actually, the pediatric model – of psychotherapy and its legal-social implications. 2) Present the case for an understanding of psychotherapy as a conversation between two equals rather than a cure of mental diseases.
SUNDAY, DECEMBER 12

WORKSHOPS 34-44

8:30 AM - 11:30 AM  FUNDAMENTAL HYPNOSIS WORKSHOP 4 • STEPHEN GILLIGAN, PhD  INTERNATIONAL BALLROOM SOUTH

FH4  The Principle of Utilization in Ericksonian Hypnotherapy
This workshop provides an overview of the Ericksonian theory of utilization and then explores through demonstration, clinical examples, and a brief group exercise how to incorporate a client's processes—positive and negative associations, positive goals, desired futures, ongoing behaviors—in both the induction and utilization parts of Ericksonian hypnotherapy.

Educational Objectives: 1) Demonstrate how, given a client's presentation, both a hypnotic induction and hypnotherapy plan can be developed based on its unique and outstanding features. 2) Describe how therapists can create a ritual space where symptoms can be altered into new identities. 3) Demonstrate how to develop a hypnotic trance by incorporating a client's ongoing experiences.

8:30 AM - 11:30 AM  GRAND BALLROOM SALON 2

WS 34  ELLYN BADER, PhD
The Developmental Model of Couples Therapy: Integrating Attachment, Differentiation and Neuroscience in Couples Therapy
Using a developmental lens is powerful to lead couples to make sustained change. Learn to use developmental principles to assess what is wrong and to direct your treatment decisions. Videotapes and clinical case examples will be used throughout the workshop to demonstrate how to promote development in hostile and conflict avoidant couples.

Educational Objectives: 1) Delineate 5 stages of couples' development. 2) List 3 methods of managing sessions along a productive course. 3) Describe how to utilize neuroscience findings to interrupt hostility in angry couples.

8:30 AM - 11:30 AM  INTERNATIONAL BALLROOM NORTH-CENTER

WS 35  BILL O'HANLON, M.S.
The Science of Persuasion and Brief Therapy
In brief therapy, we have to be better than long-term therapists in getting people to change and cooperate with treatment. Recent research from social psychology, behavioral economics and new brain science show three powerful principles for being persuasive. Why do marketers know this and most therapists do not? Learn how to be at least as persuasive as marketers.

Educational Objectives: 1) List the three experimentally documented methods of influence and persuasion. 2) Demonstrate an ability to apply at least one method of persuasion and influence in therapy. 3) Describe how therapists can interpret client's needs much as marketers interpret an audience segment.

8:30 AM - 11:30 AM  GRAND BALLROOM SALON 4-5

WS 36  JEFFREY ZEIG, PhD
The Art of Impact
The purpose of art is to impact, whether it is painting, theatre, movies, music, dance, poetry, literature. Psychotherapist can take methods from the creative arts and use them to empower the healing arts to empower emotional impact.

Educational Objectives: 1) List five methods from the arts that can be applied in psychotherapy to make it briefer. 2) Given a therapeutic maneuver, explain how to use an artistic device to enhance its effect. 3) List examples where a classic hypnosis process such as seeding is common in the arts.

8:30 AM - 11:30 AM  GRAND BALLROOM SALON 1

WS 37  JEFFREY KOTTLER, PhD
Changing People’s Lives While Transforming Your Own
Therapy processes often affect all participants in the room, clients and clinicians alike. This experiential workshop helps participants to examine the reciprocal change processes that take place, fostering deep level personal and professional changes. Examples are presented from prominent practitioners, as well as interventions initiated within communities and social action projects. Therapists are encouraged to promote their own growth and development as a model for what they expect from their clients.

Educational Objectives: 1) Apply concepts of brief therapy to initiate social justice projects in community or globally. 2) List ways that parallel process occurs in therapy affecting all participants. 3) Describe five specific methods for self-growth.
SUNDAY, DECEMBER 12

8:30 AM - 11:30 AM WORKSHOPS 34-44 (CONT’D)

WS 38
ERNEST ROSSI, PhD
GRAND BALLROOM SALON 3
The New Neuroscience of Therapeutic Hypnosis & Psychotherapy

What Makes Us Human?

Live demonstrations of “The Creative Psychosocial Genomic Healing Experience,” our new, easy-to-learn 20 minute protocol for facilitating the ideo-plastic faculty of therapeutic hypnosis & brief psychotherapy. Why bust your chops trying to make sense of the old, out-of-date Stanford and Harvard Hypnotic Susceptibility Scales that never were appropriate for optimizing “What makes us human?”


WS 39
LYNN LYONS, LICSW
GRAND BALLROOM SALON 8
Brief Therapy for the Treatment of Anxious Children

Anxious children, and often their parents, engage in predictable cognitive processes and coping strategies that create a cycle of avoidance, social isolation, and depression. This workshop will identify these common patterns, and focus on the development of interventions that help shift the anxious family toward flexibility, creativity, and the tolerance of uncertainty.

Educational Objectives: 1) List three cognitive patterns of anxious children. 2) Describe two possible homework assignments that promote the tolerance of uncertainty. 3) Identify at least 3 “stumbling blocks” to treatment occasionally placed by parents.

WS 40
FRANK M. DATTILIO, PhD, ABPP
GRAND BALLROOM SALON 6
Cognitive-Behavioral Techniques with Couples

This workshop focuses on the specific use of cognitive-behavioral strategies as an adjunct to the many treatment modalities of couples therapy. It offers a basic overview of the theories of cognitive-behavioral therapy, particularly as it applies to couples. Participants will learn first-hand techniques and strategies for working with difficult couples and how to integrate these strategies with their respective modes of treatment. The presentation is followed by a videotape that demonstrates the implementation of techniques and interventions.

Educational Objectives: 1) Describe three cognitive-behavioral strategies with couples. 2) Describe how these strategies can be integrated into other modalities. 3) Explain the warning signs that an intervention is not succeeding before it fails.

WS 41
WENDEL RAY, PhD
NARCISSUS-ORANGE BLOSSOM
Competency Based Brief Therapy - John Weakland and Richard Fisch at Work

John Weakland and Richard Fisch’s MRI brief therapy is among the most influential models of practice in use today. Original writings and clinical recordings will be used to outline Weakland and Fisch’s contributions to interactional theory and therapy. MRI Brief Therapy conceptual framework and clinical techniques for competency based brief therapy will be demonstrated.

Educational Objectives: 1) Describe the basic problem formation/attempted solution framework and related concepts of Weakland and Fisch’s MRI brief therapy. 2) Demonstrate a working understanding of therapeutic strategies for evoking change pioneered by Weakland and Fisch in the practice of effective brief therapy. 3) Explain how to terminate treatment without termination.

WS 42
MICHAEL HOYT, PhD
CAMILLIA-DOGWOOD
Single-Session Psychotherapy: Enhancing One-Meeting Potentials

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

Educational Objectives: 1) List the tasks and skills involved in different phases of treatment. 2) Describe brief therapy techniques that may be useful in different clinical situations. 3) List the 8 guidelines for successful SST.
Hypnosis harnesses the powerful imaginations of children to interrupt problematic cognitive and physical patterns. Participants will learn how to use hypnotic techniques to manage common childhood problems, such as phobias, sleep issues, school/test anxiety, and fear of medical treatment. How to include parents as subjects and hypnosis “assistants” will be addressed.

Educational Objectives: 1) List three benefits of using hypnosis with children. 2) Describe three hypnotic techniques that could be used to treat common childhood problems. 3) Identify examples when hypnosis with children should not be utilized.

Please be considerate of others. Do not use cell phones, and please turn off your cell phone ringers during sessions.
**Educational Objectives:**

1) Describe a continuum in the development of empathy during couples therapy. 2) Demonstrate a communication process that illuminates developmental impassess. 3) List three predictive communication breakdowns and how to resolve them.

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**WS 47**  
**Robert Dilts**  
**Grand Ballroom Salon 7**

A key issue in brief therapy involves clients’ regression into survival strategies. Survival strategies are activated by a perceived threat to our physical or psychological survival, and include: fight (attack), flight (escape), freeze (paralysis) or surrender (submit). Updating survival strategies involves reviewing key life situations and bringing new resources into these experiences at several levels.

**Educational Objectives:**

1) Define and illustrate the role of survival strategies in the process of psychotherapy. 2) Present a model and method for transforming survival strategies into a more generative approach to dealing with threatening situations. 3) List the survival strategies that can’t be successfully transformed and what new resources can be utilized in experiences.

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**WS 48**  
**Wendel Ray, PhD**  
**Narcissus-Orange Blossom**

Knowledge of Interaction Focused Therapy (IFT) equips the therapist with skill in immediately understanding problematic behavior. Derived from the Communication Theory of Don Jackson, Gregory Bateson and colleagues, and effective with the widest range of problems, basic premises of this evidence-based approach will be taught, with emphasis on specific strategies for promoting change.

**Educational Objectives:**

1) Describe four basic premises of Interactional Theory for making sense of individual behavior as part of patterns of relationship dynamics. 2) Demonstrate at least 4 specific strategies for evoking constructive change in symptom evoking interpersonal contexts.

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**WS 49**  
**Jeffrey Zeig, PhD**  
**Grand Ballroom Salons 4-5**

Experiential methods enliven therapy through dynamic experiences that promote dynamic realizations. We will explore methods that make therapy a visual art, recognizing the visual realizations are neurologically encoded more robustly than words, hence more easily accessed when needed. We will explore the use of gestures, objects, and even sounds to empower change. We will learn the latest advances in therapist sculpting. Lecture, demonstration, and small group exercises will be used.

**Educational Objectives:**

1) Explain how to take a therapy goal and create a living sculpture of a part or process of that goal. 2) Given a problem or solution, describe how to use gestures to enhance the therapeutic moment, making the words "scaffolding." 3) Describe how to assist the patient to establish change through his/her own resources.
WS 51

CASEY TRUFFO, MS, LMFT

GRAND BALLROOM SALON 6

Beyond One to One Sessions: How to Create Multiple Streams of Therapy Income

The current model of delivering psychotherapy services—one fee for one session—may not sustain us as we move further into the 21st century. One answer is a “multiple streams of therapy income” business - to create passive income for therapists. This workshop will discuss the steps to creating your first information product.

Educational Objectives: 1) List 2 ways in which our current method of delivering services limits private practitioners. 2) Explain how the new technologies create new opportunities. 3) Describe how current socio-cultural changes make this an ideal time to create and sell information products.

WS 52

MICHAEL D. YAPKO, PhD

INTERNATIONAL BALLROOM NORTH-CENTER

Process Oriented Hypnosis: Blending Positive Psychology, Mindfulness and Hypnotic Treatments

Positive Psychology suggests a shift in focus to what’s right with people. Mindfulness suggests a shift in focus toward acceptance and being more fully present. As soon as suggestion and focal shifts are employed in treatment, the patterns of hypnosis are inevitably involved. How can hypnosis amplify the merits of Positive Psychology and Mindful Meditation? In this workshop, we will explore the roles of selective attention and unconscious processes in engaging people in experiential learning.

Educational Objectives: 1) List and describe three core components of hypnosis in experiential methods of mindfulness. 2) Explain how suggestion impacts the effect of hypnotic treatments. 3) Describe and model a technique of hypnosis to access personal resources in applying Positive Psychology.

WS 53

JON CARLSON, PsyD, EdD, ABPP

CAMILLIA-DOGWOOD

Buddhist/Mindful Marriage

Mindfulness is a deceptively simple way of relating to experience that has been successfully practiced for over 2500 years to alleviate human suffering and to increase awareness. Recently clinicians are discovering that mindfulness holds great promise as an add-on to couples therapy and education leading to greater kindness, love and acceptance. This program will discuss, demonstrate and offer experiential activities on how mindfulness can facilitate brief changes when working with couples.

Educational Objectives: 1) Demonstrate three basic mindfulness meditation exercises. 2) Identify the short-comings of mindfulness in couple therapy. 3) List three reasons couples can benefit from the practice of mindfulness.

WS 54

MICHAEL MUNION, MA

GRAND BALLROOM SALON 1

Strategic Intervention

This course combines lecture and experiential exercises to teach the skills of accurate case conceptualization, that is the foundation for development of effective strategic interventions. The inter-relationship among brief, solution focused, and strategic therapy is explored. A model for assisting clients in the development of planned positive outcome is presented.

Educational Objectives: 1) Explain the relationship of accurate case conceptualization and strategic intervention. 2) Describe how to identify the major pitfalls to strategic intervention. 3) Demonstrate enhanced case conceptualization skills.

WS 55

RICHARD MILLER, MSW

AZALEA-BEGONIA

Brief Therapy with Gay Men

Successful brief psychotherapeutic work with gay men includes the use of clinical hypnoses as well as an accepting compassionate stance of the psychotherapist. Ego state work and positive self-representations create healing from years of internalized sham. Specific psychosocial issues for game men, core issues common in the gay male community, customized hypnosis scripts, and effective short-term treatment strategies will be discussed.

Educational Objectives: 1) Describe and utilize at least three successful hypnotic techniques or short-term interventions specific for gay men. 2) List the five special challenges in working with groups. 3) Describe how a therapist’s bias can affect treatment outcomes.
Ericksonian hypnotherapy and the Self-Relations approach 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. Gilligan and Zeig will engage with each other and the participants to examine commonalities and differences in their work.

**Educational Objectives:**
1. Describe the ten therapeutic patterns of Ericksonian influence communication.
2. Explain the five aspects of therapeutic sponsorship.
3. Describe how the pattern of the relational self connects personality differences.
4. List the four “slogans” for self-relations work.
5. What are Ericksonian therapeutic rituals?
6. Describe the ten therapeutic patterns of Ericksonian influence communication.
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1. A 200-word presentation summary,
2. A 50-word abstract,
3. Two educational objectives,
4. Two true/false questions to be used for continuing education purposes,
5. Curriculum vitae of all presenters in your program.

Two copies of each submission, except CVs, should be included in your packet. Send only one CV for each presenter. Preference will be given to proposals that address the theme “Brief Ericksonian Solutions” (please see “Information for Presentation Development & Composing Educational Objectives” guide).

There will be approximately 40 Solicited Short Courses with one and a half hours allotted for each Course on Thursday, December 8, 2011. Short Course faculty receive complimentary registration for the Congress, but pay their own expenses for food and lodging.

1) Individual submitting proposal: (All correspondence will be sent to this address)

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- 200 word presentation summary
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- Curriculum vitae of all presenters (One copy only)

If my proposal is accepted and placed on the program, I will be present at the Conference.

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The Couples Conference is open to professionals in health-related fields, including physicians, doctoral-level psychologists and dentists who are qualified for membership in, or are members of, their respective professional organizations (i.e., AMA, APA, ADA), and to professionals with mental health-related graduate degrees (i.e., MSW, MA, MS, MSN) from accredited institutions. Applications also will be accepted from full-time graduate students in accredited programs in the above fields who supply a letter from their department certifying their full-time student or intern status as of April 2011.

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Register online at www.couplesconference.com. By mail to AMEDCO personnel at the Brief Therapy registration booth, or mail to AMEDCO c/o Couples Conference, 90 County Rd C West #300, St Paul, MN 55117. You can also fax them to: 1-651-489-3387. Make checks payable to Milton H. Erickson Foundation. For information regarding registration or cancellations, contact AMEDCO at 651-789-3740. For questions about programming or any other inquiries should be made to The Milton H. Erickson Foundation at 602-956-6196 or visit www.couplesconference.com. Email: miltonerickson@cmehelp.com.

Requests for refunds MUST BE MADE IN WRITING and are subject to a $50 administrative fee. Full refunds, less the service charge, will be made if the request is postmarked by February 15, 2011. Requests postmarked from February 16 to March 1, 2011, will receive a 50% refund of paid fees. No refunds after March 1st, 2011. No exceptions to this policy can be made. Please allow 8-10 weeks for processing. Cancellations received after March 1, 2011, will be processed in May 2011. If paying by check, all non-sufficient funds check will be charged a $20 service fee payable by issuer. For credit card payments, your credit card statement for the conference will be listed as “CE Education Class.”
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The Couples Conference

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