

# The 31<sup>st</sup> Annual Door County Summer Institute

## Greetings!

Welcome to the Thirty-First Annual Door County Summer Institute. We hope this year's offerings will assist you in your on-going professional development while providing an opportunity to recharge and reinvigorate yourself in Door County. Please note the opportunity to fulfill the WI opioid CME requirements in Sessions 2 and 8.

Carlyle H. Chan, MD  
Institute Director

## About Door County

Door County, WI, is an area of captivating scenic beauty. From its steep limestone bluffs to the spacious sand beaches, the 250-mile shoreline is both dramatic and serene. Almost every kind of outdoor activity is available, as the area has four state parks and many local parks, beaches, hiking trails, and golf courses.

## Session Information

From July 24 to August 11, 2017, 12 separate sessions will comprise this year's Summer Institute. There will be six 5-day sessions and six 2-day sessions. The 5-day sessions are held from 9:00 am to 12:15 pm, and the 2-day sessions from 8:00 am to 12:15 pm, leaving participants and their families afternoons free to explore the wonders of Door County. All seminars are held at the Landmark Resort in Egg Harbor, WI. A continental breakfast will be served daily. Casual dress is the standard for all sessions.

## Tuition and Refunds

Tuition for 5-day sessions is \$599 for one week and \$499 for each additional week. Two-day sessions are \$340. Tuition for full-time graduate students and resident physicians is \$350 per week with a letter from the training director. Please note: A \$10.00 non-refundable processing fee is assessed on all registrations.

Tuition for 5-day sessions will be reduced to \$550, and to \$290 for 2-day sessions, if received by May 26, 2017. Groups of 3 or more may deduct an additional \$45 from each 5-day registration and an additional \$25 from each 2-day registration if submitted at the same time with payment.

Refunds, minus a \$50 administrative fee, may be obtained if requested in writing no later than 15 days prior to the beginning of each session. There will be no refunds thereafter.

## Accommodations

Lodging in July and August is in great demand; it is crucial that you make reservations early. A block of suites has been set aside for conference participants at the Landmark Resort. These suites will be held until June 16, 2017, or until they are filled. After that, the rooms are on a space available basis.

From its site on the bluff, the Landmark offers outstanding views of the waters of Green Bay with 294 units comprised of 1, 2, and 3 bedroom condominium suites. Facilities include the Carrington Pub and Grill, 10 meeting and function rooms, 1 indoor and 3 outdoor pools, 2 tennis courts, whirlpools and steam rooms, and a fitness center and game room. The Landmark Resort is Door County's largest and best full service facility. As of May 2017, all suites at the Landmark have been renovated! Visit their website for photos and details.

The Landmark Resort  
4929 Landmark Drive

Egg Harbor, Wisconsin 54209  
Reservations (800) 273-7877  
<http://www.thelandmarkresort.com>

Please indicate that you are attending the Summer Institute.

## **Accreditation**

The Medical College of Wisconsin is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

## **Designation of Credit**

The Medical College of Wisconsin designates each week-long session of this live activity for a maximum of 15 AMA PRA Category 1 Creditstm and each two-day session for a maximum of 8 AMA PRA Category 1 Creditstm. Physicians should claim only the credit commensurate with the extent of their participation in the activity. MCW designates each week-long session for up to 15 hours of participation and each two-day session for up to 8 hours of participation for continuing education for allied health professionals.

The Medical College of Wisconsin is approved by the American Psychological Association to sponsor continuing education for psychologists. MCW maintains responsibility for this program and its content. This activity contains content or processes that may be potentially stressful.

MCW is registered with the Illinois Department of Professional Regulation as a Continuing Education Sponsor for social workers (license number 159-000664).

Application for CME credit has been filed with the American Academy of Family Physicians. Determination of credit is pending.

## **Special Needs**

Please call our office at (414) 955-7250 at least two weeks in advance of any session if you have special needs.

## **Disclosure**

Consistent with ACCME policy, faculty for all MCW continuing education programs must disclose all relevant financial relationships with commercial organizations. MCW has a mechanism in place to identify and resolve conflicts in advance of the DCSI.

## **Registration**

Please note that we are no longer accepting payment by check. Please use Ethos to register and pay by credit card.

### **EthosCE Website:**

**<http://ocpe.mcw.edu>**

If you do not already have an EthosCE account, select Create Account in the upper right hand corner and enter all the required information.

You will need to access this account again to complete a course evaluation and print your CME certificate, so please make a note of your username and password.

The deadline for claiming CME credit is December 31, 2017, after which a \$25 late fee will be applied.

### Register and Pay for a Session

Log in to your newly created or existing Ethos account, then select:

Learning Groups

Behavioral Health

The 31st Annual Door County Summer Institute

Select a session you wish to attend

Add to cart

Click Checkout to pay or Continue Shopping to add another session

### Registration Fees:

#### 5-Day Sessions: 1, 2, 5, 6, 9, & 10

Before May 26, 2017      After May 26, 2017

\$550.00                      \$599.00

Additional Session (enter coupon code +DCSI)

\$450.00                      \$499.00

#### 2-Day Sessions: 3, 4, 7, 8, 11, & 12

Before May 26, 2017      After May 26, 2017

\$290.00                      \$340.00

#### Group Rate (Minimum 3 registrations)

Before May 26, 2017      After May 26, 2017

##### 5-Day Sessions

\$505.00 (per person)    \$550.00 (per person)

##### 2-Day Sessions

\$265.00 (per person)    \$315.00 (per person)

Please call (414) 955-7250 with names of group members and receive a coupon code before registering.

#### Full time students/residents

Before May 26, 2017      After May 26, 2017

\$300.00                      \$350.00

(call 414-955-7250 for coupon code)

### Session 1

**July 24-28, 2017**

**Donald Meichenbaum, PhD**

**Treating Victims of Interpersonal Violence: Practical Ways to Bolster Resilience Across the Lifespan**

Donald Meichenbaum, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, Canada, and Research Director of the Melissa Institute for Violence. He is one of the founders of cognitive behavior therapy, and in a survey of clinicians, he was voted "one of the ten most influential psychotherapists of the 20th Century." He has received a Lifetime Achievement Award from the Clinical Division of the American Psychological Association. Dr. Meichenbaum's presentation is based on his

wealth of experience working with and training psychotherapists who treat abused children, adolescents, and adults who have been victims of interpersonal violence. His recent book *Roadmap to Resilience* offers specific examples of ways to bolster patient's resilience.

### **Symposium Description and Objectives**

This advanced workshop will provide practical interventions and resources to help bolster resilience in abused children, adolescents, and adults who have experienced violence. Dr. Meichenbaum will provide a case conceptualization model of risk and protective factors that explain the high incidence of resilience in survivors of interpersonal violence and consider the implications for conducting treatment. He will provide a strengths-based constructive narrative treatment approach and demonstrate ways to implement the core tasks of psychotherapy that can be employed in a life-span manner to high-risk children, adolescents, and adults. Implementing evidence-based integrative interventions for patients with co-occurring disorders such as PTSD, substance abuse, grief disorders, and moral injuries will also be discussed. Specific populations to be considered include victims of sexual abuse, family, school, and community violence, and returning soldiers. Attendees will receive a comprehensive to-do list designed to facilitate their level of expertise.

Participants will:

- (1) Discuss the psychosocial and neurobiological sequelae of cumulative victimization experiences
- (2) Implement interventions that compensate for deficits and that bolster resilience
- (3) Learn to implement evidence-based interventions in a life-span perspective
- (4) Provide integrative treatments for patients with co-occurring psychiatric disorders

**Monday** Neurobiological and psychosocial impacts of interpersonal violence; Case conceptualization model of risk and protective factors; Addressing issues of safety; Therapeutic alliance; Patient-informed feedback; Risk assessments; Motivational interviewing and collaborative goal-setting

**Tuesday** Exposure-based interventions and adaptive disclosure procedures; Ways to include generalization guidelines; Integrative interventions for co-occurring disorders; Spirituality and psychotherapy

**Wednesday** Incidence and impact of victimization in high-risk children; Assessment issues; Cognitive behavior play therapy; Treating victims of child sexual abuse; Role of schools and principals

**Thursday** Interpersonal violence in adolescents; Suicide risk assessment; Implementing therapeutic alliance in adolescents; Trauma-informed treatment with victims of human trafficking; Bolstering resilience in LGBTQ youth

**Friday** Family and community-based resilience-engendering interventions; How to help the helpers; Putting it all together: A to-do list for attendees

## **Session 2**

**July 24-28, 2017**

**Philip Janicak, MD**

### **Advances in Psychopharmacotherapy and Therapeutic Neuromodulation**

Philip Janicak, MD, is the Director of the Transcranial Magnetic Stimulation Center and Consultant, Linden Oaks Medical Group at Edward-Elmhurst Healthcare, Adjunct Professor, Department of Psychiatry and Behavioral Sciences, North-western University Feinberg School of Medicine, and APA Distinguished Life Fellow. Dr. Janicak's primary research interests are the assessment and treatment of mood and psychotic disorders. He has conducted several clinical trials, most recently deep transcranial magnetic stimulation for major depression, maintenance of acute TMS antidepressive effects over one year, and lurasidone plus cognitive remediation for schizophrenia. He has been an NIMH grant awardee

as both principal and co-investigator. He has authored, co-authored, or edited over 500 publications and is first author of Principles and Practice of Psycho-pharmacotherapy

### **Symposium Description and Objectives**

This course will review the concepts of evidence-based and measurement-based care and use them to develop optimal treatment strategies for major psychiatric disorders. Participants will recognize the significant number of patients who are insufficiently responsive to initial therapeutic interventions and will utilize available biological treatments optimally, including the first and second generation antipsychotics, antidepressants, mood stabilizing agents, anxiolytic/sedative hypnotics, and therapeutic neuromodulation. Participants will also develop treatment strategies based on the results of randomized-controlled and pragmatic trials tempered by the realities of clinical practice, and incorporate clinically relevant issues related to drug therapy including pharmacokinetics, pharmacodynamics, and drug interactions.

Participants will:

- (1) Appreciate the role of evidence-based and measurement-based care in the development and use of treatment strategies for major psychiatric disorders
- (2) Consider the relative value of various psychotropic agents for the treatment of major psychiatric disorders
- (3) Appreciate the emerging role of therapeutic neuromodulation in the treatment of psychiatric disorders
- (4) Underscore the importance of developing strategies which enhance patient adherence to treatment
- (5) Consider strategies for the proper diagnosis and treatment of opioid use disorders

**Monday** Introduction; Treatment of high risk, prodromal, first-onset, early course, and multi-episode patients; Results from pilot studies of novel therapies, randomized controlled, and pragmatic trials

**Tuesday** Review recent changes in diagnosis and treatment of depressive disorders

**Wednesday** Review the concept of therapeutic neuromodulation including electroconvulsive therapy, vagus nerve stimulation, transcranial magnetic stimulation, and deep brain stimulation

**Thursday** Diagnosis and treatment of bipolar disorder; Results of STEP-BD trial; Diagnosis and drug therapy of neurocognitive disorders; Clinical implications of CATIE Alzheimer's Disease trial results

**Friday** Opioid training: Diagnosis and management of opioid use disorders, problems regarding patient adherence to treatment, strategies to improve adherence

### **Session 3**

**July 24-25, 2017 2-Day Session**

**Arthur Derse, MD, JD, & Rebecca Anderson, PhD**

#### **Ethics for Psychologists**

Arthur Derse, MD, JD, is Director of the MCW Center for Bioethics and Medical Humanities, Julia and David Uihlein Professor of Medical Humanities, and Professor of Bioethics and Emergency Medicine. He is a member of the board of the American Society for Law, Medicine, and Ethics, member and past chair of the Ethics Committee of the American College of Emergency Physicians, past president of the American Society for Bioethics and Humanities, and former chair of the National Ethics Committee of the Veterans Health Administration. He serves as chair of the Froedtert Hospital Ethics Committee and as a member of the Children's Hospital of WI Ethics Committee and the Milwaukee County Behavioral Health Ethics Committee.

Rebecca Anderson, PhD, is Professor in the Department of Anesthesiology and Director of Integrative Mental Health in Pain Management Center at MCW. She is the author of over 70 peer reviewed articles, 6 book chapters, and 2 books. She serves as the Secretary of the WI Examining Board. She serves on the Froedtert Hospital Ethics Committee. She utilizes CBT, mindfulness, apps, imagery recordings, and biofeedback as part of an integrated approach to address adjustment and improve function and quality of life for patients.

### **Symposium Description and Objectives**

This seminar will review major ethical issues in psychological practice with case discussion including cases from participants. Focus will start with ethical principles, methods for resolution of ethical dilemmas, and then will move to informed consent and determination of decision making capacity. Professional boundaries, confidentiality, and duty to warn/protect cases, as well as emerging ethical issues concerning electronic health records, interstate licensing requirements, new communication technologies such as social media, and legislative updates will be discussed.

Participants will:

- (1) Review major ethical issues including ethical principles, resolution of ethical dilemmas, informed consent, and decision making capacity
- (2) Describe ethical issues in professional boundaries, confidentiality, and duty to warn/protect cases
- (3) Explore emerging ethical issues concerning electronic health records, interstate licensing requirements, social media, and legislative updates
- (4) Discuss ethics cases from participants

**Monday** History of ethics; Analyzing and resolving ethical issues; Ethical principles of psychologists and code of conduct; In-formed consent; Roles of psychologists in health care; Determination of patient decision making capacity; Cases for discussion

**Tuesday** Professional boundaries; Knowing your limits; Confidentiality and duty to warn; Electronic health records, interstate licensing, new communication technologies, and legislative updates; Cases for discussion

### **Session 4**

**July 27-28, 2017 2-Day Session**

**Linda L.M. Worley, MD, & Gwendolyn Benedict, Life Coach**

**The Burnout Epidemic: Strategies and Tools to Replenish Our Patients and Ourselves**

Linda Worley, MD, is Adjunct Professor of Medicine at Vanderbilt University, Adjunct Professor of Psychiatry at the University of Arkansas, and Mental Health Chief of the South Central United States Veterans Administration. She is past President of both the Association for Academic Psychiatry and Academy of Psychosomatic Medicine. She is the APA 2018 Scientific Program Committee Chair and member of the APA Wellbeing and Burnout Ad-Hoc Workgroup. She is a sought-after speaker and educator having received awards at the regional, state, and national levels for her inspirational messages of hope, life balance, and fulfillment.

Gwen Benedict is an experienced life coach with a background in health and wellness. She is inspirational in her ability to incorporate practical tools to facilitate a depth of insight into ones' deepest calling. She then sets the stage to effectively fan the flames of passion and belief in one's ability to reach for and achieve their dreams.

### **Symposium Description and Objectives**

Prolonged, unrelenting stress raises the risk for burnout. Currently more than half of practicing physicians in the U.S. are believed to be afflicted. Common symptoms of burnout are physical and

emotional exhaustion, apathy, cynicism, and decreased effectiveness at work, all of which can lead to serious consequences. When the pain and suffering from burnout is faced head on, it can catalyze meaningful life change.

This symposium will identify the multitude of etiologies contributing to burnout and the full range of evidence based remedies. These concepts will be interwoven within an accessible and memorable nautical metaphor. Audiences have found this metaphor to be immediately instructive for identifying key problems and their solutions that when implemented bring about meaningful change, replenishment, and rejuvenation.

Participants will:

- (1) Recognize the many triggers contributing to burnout; its signs, symptoms, and consequences
- (2) Participate in mindfulness exercises to build skills in resilience and recognition of early warning signs
- (3) Identify personal aspirations and potential barriers
- (4) Map out an achievable plan to guide living a life of no regrets including important tools to navigate the stress in life

**Thursday** Overview; Sailing basics for land lovers; Nautical metaphor defined; Etiologies of burnout; Evidence based solutions; Mindfulness exercises; Anchor down time

**Friday** Check-ins; Self-assessment exercises (aspirations, challenges, and preparations); Personal navigational plans; Take home tools

## **Session 5**

**July 31-August 4, 2017**

**Francis Lu, MD**

### **The Resilience of the Family in Film: Epics of Love, Loss, and Recovery**

Francis Lu, MD, is the Luke & Grace Kim Professor in Cultural Psychiatry, Emeritus, at the University of California, Davis. As a Distinguished Life Fellow of the APA, Dr. Lu has contributed to the areas of cultural psychiatry, psychiatric education, film and psychiatry, and psychiatry/religion/spirituality. In 2008, the Association for Academic Psychiatry awarded him its Lifetime Achievement Award. At the 2016 APA Annual Meeting, he was presented with a Special Presidential Commendation “for extraordinary leadership and outstanding contributions to the field of cultural psychiatry.” Since 1987, he has co-led 32 film seminars at Esalen Institute, Big Sur, CA. He led 5-day film seminars at the DCSI in 2014 and 2015.

### **Symposium Description and Objectives**

“Although the world is full of suffering, it is also full of the overcoming of it.”— Helen Keller

This seminar focuses on the role of the family in teaching how resilience develops over a lifetime and across generations. Mindfully watching the way families express love, endure loss, and locate their own resilience helps us see how we and our patients may face life’s inevitable challenges. One film is shown each day with an introduction and centering process to begin and processing after the film focusing on the participant's own experience of the movie including silent reflection, journaling, dyadic sharing, and group discussion. Optional, non-CME Tuesday and Thursday evening sessions are offered in which an additional film is shown and processed. Tuesday night will feature “The River,” and Thursday night “Babette’s Feast.” The films are presented through Blu-ray video projection and six loudspeakers. Movies take on an exquisite cumulative power when shown over five days at the DCSI in a group setting that is truly remarkable and unforgettable.

Participants will:

- (1) Experience films from a mindfulness perspective for renewing resilience and enhancing well-being

- (2) Identify how families express love, endure loss, and locate resilience that will enable participants to identify these strengths in themselves and patients
- (3) Understand resilience in the family from the perspective of India, China, California, and Hawaii
- (4) Appreciate lessons learned in the seminar to work with patients, families, and colleagues

**Monday** "Pather Panchali" 1st film of the "The Apu Trilogy," 1955, directed by Satyajit Ray

**Tuesday** "Aparajito" 2nd film of the "The Apu Trilogy," 1956

**Wednesday** "Apur Sansar" 3rd film of the "The Apu Trilogy"

**Thursday** "The Joy Luck Club" 1993, directed by Wayne Wang

**Friday** "The Descendants" 2011, directed by Alexander Payne

## **Session 6**

**July 31-August 4, 2017**

**Ross Greene, PhD**

### **Collaborative and Proactive Solutions: Understanding and Helping Behaviorally Challenging Kids**

Dr. Ross Greene is the originator of the Collaborative & Proactive Solutions (CPS) model he first described in his book *The Explosive Child*, and in his subsequent books *Lost at School*, *Lost & Found*, and *Raising Human Beings*. He was on the faculty at Harvard Medical School for over 20 years and is now adjunct associate professor in the Department of Psychology at Virginia Tech and adjunct professor in the Faculty of Science at University of Technology in Sydney, Australia. He is also the Founding Director of the non-profit *Lives in the Balance* ([www.livesinthebalance.org](http://www.livesinthebalance.org)).

#### **Symposium Description and Objectives**

The CPS model focuses on lagging skills (rather than lagging motivation) as the primary contributor to challenging behavior, and emphasizes solving the problems that are causing this behavior (rather than on modifying the behavior). This empirically supported model has been applied in countless families, schools, and therapeutic facilities and is recognized as an empirically supported treatment. This symposium will focus on the key themes of the CPS model, the use of the assessment instrumentation of the model, and solving problems collaboratively. Dr. Greene will use videos to demonstrate the model and will provide lots of opportunity for questions and practice.

Participants will:

- (1) Become familiar with key themes of the CPS model and how they represent a departure from traditional discipline
- (2) Learn how to use the Assessment of Lagging Skills & Unsolved Problems, and why this instrument is crucial to intervention planning
- (3) Recognize how to deal with roadblocks commonly encountered in implementation
- (4) Understand what to do with kids who "won't talk" and how to apply CPS model to kids who are compromised in language-processing

**Monday** Key themes and introduction to the Assessment of Lagging Skills and Unsolved Problems (ALSUP)

**Tuesday** Practice and use of the ALSUP and introduction to the Plans and Plan B

**Wednesday** Video demonstration and practice of Plan B

**Thursday** Continued focus on Plan B, including how to apply it to kids who are reluctant participants

**Friday** Application in schools and treatment facilities; Application to special populations

## **Session 7**

**July 31-Aug 1, 2017 2-Day Session**

**Geri Fox, MD**

### **Learning Lifespan Development: Watching Real Kids (and their Parents) Grow Up**

Geri Fox, MD, MHPE, is Professor of Clinical Psychiatry at University of Illinois Chicago, where she serves as Director of Psychiatry Undergraduate Medical Education, as well as Assistant Dean for GME. She also served as the Director of Child and Adolescent Psychiatry Fellowship Training. Dr. Fox has been recognized as the Psychiatric Educator of the Year by multiple national organizations. She is author, director, and producer of a video curriculum for educators who teach normal child and adolescent development, and those who teach about attachment and loss at the end of life. Dr. Fox's Lifespan Development video curriculum is utilized by the majority of US medical schools and internationally.

#### **Symposium Description and Objectives**

Dr. Fox will review basic theories of normal lifespan development, illustrating these concepts with short video clips of her own son and daughter growing up, as well as of her father as he reaches the end of his life. The videos bring these concepts to life and are intended to stimulate discussion and promote learning. Emphasis is placed on useful wisdom that can be gleaned from these theories, to inform our efforts at parenting, and raising happy, well-adjusted, successful children. To maximize learning, we will use both topical and lifespan approaches, utilizing video clips throughout the course. We will review major developmental theories to provide participants with the broad concepts and then discuss challenges of old age, end of life issues, and losing a loved one. Finally, we will switch to a chronological approach, integrating the theories into each age and phase.

Participants will:

- (1) Gain familiarity with developmental lines attachment, cognitive, moral, psychosexual, psychosocial, theory of mind/ empathy, and identity
- (2) Apply basic principles of behavioral and social learning to common parenting challenges
- (3) Reflect on common psychological and emotional struggles at end of life and with losing loved ones
- (4) Review developmental hallmarks and challenges of various phases, from infancy through adolescence

**Monday** Principles of learning milestones; Definitions of "normal"; Overview of developmental theories: Attachment, emotional, identity formation, psychosexual, psychosocial, cognitive, and moral development, theory of mind/empathy, behavioral and social learning, parenting

**Tuesday** Group discussion regarding attachment and loss at end-of-life, utilizing Dr. Fox's video documentary about her father's decision-making at age 97; Integration of theories by age: Infant, toddler, preschool, middle childhood, pre-adolescence, adolescence, and young adult. Optional: If participants have brought their children, we might interview them, time permitting!

## **Session 8**

**August 3-4, 2017 2-Day Session**

**Robert Boland, MD**

### **Psychiatry Update and Self-Assessment: A Rapid-Fire Overview**

Robert Boland, MD, is Vice-Chair for Education at Brigham and Women's Hospital and Associate Professor at Harvard Medical School. He is Director of the Brigham and Women's Psychiatry Residency. Dr. Boland has more than 70 publications and is currently on the editorial board of Academic Psychiatry,

Psychosomatics, FOCUS (the APA's journal of continuing education), and Psychiatric Times. He has had leadership roles in several organizations devoted to psychiatry practice and education and is currently President of the Academy of Psycho-somatic Medicine. Dr. Boland has directed courses for the American Psychiatric Association, Association for Academic Psychiatry, American Association of Directors of Residency Training, and Brown University.

### **Symposium Description and Objectives**

Psychiatry is expanding at such a rapid pace that it has become difficult for anyone to keep track of what we know and how we know it. This course will be a broad over-view of the field. It will use an interactive approach making use of audience response and clinical vignettes coupled with brief presentations on specific disorders.

This course will move at a brisk pace, in-tended for learners who are already familiar with the subjects and wish to brush up on the field. It will be particularly useful for specialists, mainly focused on particular areas or patient groups who wish to broaden their knowledge of the rest of the field. It is recommended to bring a device that allows you to access the internet to reference supporting materials. This course will also fulfill the ABPN's requirement for Self-Assessment as a Maintenance of Certification Activity, providing 8 hours of Self-Assessment CME, upon approval. A status update will be provided in our online brochure.

Participants will:

- (1) Identify gaps in knowledge in psychiatry as part of an exercise in lifelong learning
- (2) Analyze multiple-choice questions pertinent to clinical topics
- (3) Become familiar with preparation strategies for lifelong learning
- (4) Demonstrate a working knowledge of various topical areas likely to be encountered during lifelong learning activities

**Thursday** Schizophrenia and psychotic disorders; Depression and bipolar disorder; Anxiety disorders; Obsessional disorders and trauma related disorders; Questions and discussion

**Friday** Opioid training; Substance use disorders and toxidromes; Child and geriatric disorders; Personality disorders; Questions and discussion

### **Session 9**

**August 7-11, 2017**

**James Gustafson, MD**

**To Imagine Accurately: The Fundamental Problem of Psychotherapy/Parallels Evolution**

Jim Gustafson, MD, is Professor of Psychiatry at the University of Wisconsin Medical School. He is a graduate of Harvard Medical School. He has published twelve books (Google James P. Gustafson for his website) and has thirty-six lectures of ten to fifteen minutes on YouTube to be found at the Jim Gustafson Channel. He is publishing his thirteenth book this spring with the same title as his symposium that will also be an electronic book available on his website.

### **Symposium Description and Objectives**

Dr. Gustafson has identified five crucial dynamics that are at the center of brief psychotherapy. Each dynamic is important to conceptualize because these interactions can govern whether the psychotherapy process improves the patient's situation or makes matters worse. Each morning will focus on one of these five concepts. Participants will then study and discuss two cases each day after viewing videos from Dr. Gustafson's Brief Psychotherapy Clinic.

Participants will:

- (1) Understand the five crucial dynamics of psychotherapy that parallel those of our species evolution

- (2) Recognize how these dynamics work with ten patients from Dr. Gustafson's Brief Psychotherapy Clinic
- (3) Identify how these patients are captured by abstract ideas like perfection
- (4) Learn how the dream instrument provides the most valuable map of the whole situation of these patients

**Monday** Not to stand in its danger, the first crucial dynamic

**Tuesday** To anticipate you are one or two steps from the catastrophe point, the second crucial dynamic

**Wednesday** To get the dream reading of the whole situation, the third crucial dynamic

**Thursday** Not to be eaten by ideas, the fourth crucial dynamic

**Friday** To open and to close accurately, the fifth crucial dynamic

## **Session 10**

**August 7-11, 2017**

**Fred Heide, PhD, & Lee Becker**

### **ACT, Psychological Flexibility, and Behavioral Improvisation**

Frederick Heide, PhD, is Associate Professor at the California School of Professional Psychology at Alliant International University, where he has won both the Master Teacher and Teacher of the Year Awards. Dr. Heide received the Outstanding Research Contribution Award from the Association for Advancement of Behavior Therapy for his work on relaxation-induced anxiety. Dr. Heide is also co-founder of and longtime performer with Door County's Northern Sky Theater, which was the 2012 recipient of the Wisconsin Governor's Award for Arts, Culture, and Heritage. He studied acting and created several shows with Paul Sills, founding director of Chicago's Second City Theater.

Lee Becker began improvising 30 years ago with ComedySportz while attending UW Madison. He helped found ComedySportz NYC, and also worked with the group in Milwaukee, running workshops in all three locations. He is a core member of Northern Sky Theater where he is a performer, musician, and playwright. Lee was a founding member of Door Shakespeare and has also performed and written for First Stage Children's Theater in Milwaukee.

### **Symposium Description and Objectives**

One of the most influential developments in cognitive-behavioral therapy is Acceptance and Commitment Therapy (ACT), which has been applied to disorders ranging from anxiety and depression to chronic pain and psychosis. ACT's central goal is the promotion of psychological flexibility, the ability to be fully present while pursuing valued outcomes. ACT therapists teach psychological flexibility via six core processes: Experiential acceptance, decreasing attachment to thoughts, contact with the present moment, seeing the self as a context for changing experience, identification of core values, and action to move toward values. These processes overlap with the principles underlying behavioral improvisation, a method that has been used to train actors, business leaders, and comedians.

This workshop explores behavioral improvisation as a novel and entertaining method of advancing psychological flexibility. After a brief overview of ACT, the bulk of the week will be devoted to improvisational exercises in a safe, supportive atmosphere. We'll utilize brief mindfulness inductions, classic theater games, and techniques modified to explore the ACT model. No previous experience with improvisation or ACT is needed.

Participants will:

- (1) Learn the basics of ACT including destructive normality and tracing origins of human suffering to cognitive fusion with symbolic language and experiential avoidance
- (2) Understand major ACT processes and the Hexaflex: Contact with present moment, acceptance, cognitive defusion, self-as-context, values, committed action
- (3) Review what psychological flexibility means and why it can be helpful
- (4) Explore how behavioral improvisation can be used to promote psychological flexibility

**Monday** Functional contextualism; Relational frame theory; Stimulus equivalence; Cognitive defusion; Experiential avoidance; Eastern philosophy; The central role of values; Applying ACT to clinical disorders; Introduction to behavioral improvisation

**Tuesday** Behavioral Improvisation I

**Wednesday** Behavioral Improvisation II; Psychological Flexibility I

**Thursday** Behavioral Improvisation III; Psychological Flexibility II

**Friday** Behavioral Improvisation IV; Wrap up; Summary and conclusions

## **Sessions 11 & 12**

**August 7-8 and August 10-11, 2017, Two, 2-Day Sessions**

**Sheldon Benjamin, MD**

**Practical Neuropsychiatry For Clinicians**

Sheldon Benjamin, MD, is Professor of Psychiatry and Neurology and Director of Neuropsychiatry at UMass Medical School, where he is also Vice Chair for Education. He is Director of the UMass Psychiatry Residency Program since 1995, co-directs the UMass Psychiatry/Neurology Residency, and is Director of the UMass Neuro-psychiatry Fellowship Program. He was recognized by the Massachusetts Psychiatric Society as the 2001 Psychiatric Educator of the Year, was elected by the UMass Medical School faculty to receive the Lamar Soutter Award for Lifetime Achievement in Education in 2008, and received the UMass Chancellors Medal for Distinguished Teaching in 2012. He has published and lectured widely on neuropsychiatric topics and is a national leader in neuropsychiatric education.

### **Symposium Description and Objectives**

An appreciation of the neurological and cognitive origin of difficult behaviors allows the clinician to develop an understanding of factors that cause behavioral syndromes to appear different in different individuals. Combining knowledge of behavioral neuroanatomy and pharmacology with careful bedside cognitive assessment and traditional psychiatric evaluation techniques can open doors to helping patients and families understand neuropsychiatric symptoms and helping clinicians implement individualized treatments.

Dr. Benjamin will review common neuropsychiatric syndromes with a focus on neurobehavioral presentation and bedside assessment of cognitive and neurological deficits. Sessions will include background material on the syndromes being discussed, imaging, video clips, instruction on bedside cognitive assessment, case discussion, and historical vignettes.

Participants will:

- (1) Identify frontal behavioral syndromes, understand the importance of executive function in rehabilitation, how to assess it at bedside, and apply this to patients with traumatic brain injury
- (2) Understand the neuroscience of memory, identify a variety of amnesias and hyperamnesias, and learn how to diagnose common dementias

(3) Learn the importance of autoimmunity and molecular mimicry as a possible cause of psychiatric syndromes, including auto-immune limbic encephalitis

(4) Review six important cases in neuropsychiatric history and understand the lessons for modern practice

**PART ONE: Prefrontal Function and Dysfunction, August 7-8, 2017**

**Monday** Frontal lobes: A users guide for clinicians; Executive function; Frontal syndromes; Bedside assessment; Case review; Testing prefrontal and executive function during psychiatric evaluation

**Tuesday** Neuropsychiatric sequelae of traumatic brain injury; Predicting behavior from TBI pathophysiology; Bedside assessment techniques workshop; Testing for deficits common in TBI

**PART TWO: Memory, Molecular Mimicry, and Memorable Maladies, August 11-12, 2017**

**Thursday** Memory disorders in literature and neuroscience; Practitioners guide to common dementias; Diagnosis and management of Alzheimer's Disease; Frontotemporal dementias; Dementias due to basal ganglia diseases

**Friday** Molecular mimicry in psychiatry; Encephalitis lethargica epidemic of 1916-1927; Autoimmune limbic encephalitis and the future of neuropsychiatry; Six neuropsychiatric cases that all psychiatrists should know; Lessons for modern neuropsychiatry