

## The 28th Annual Door County Summer Institute



### Greetings!

Welcome to the Twenty-Eighth Annual Door County Summer Institute. New this year is our CME Office's online registration system. We will do our best to assist in the transition. Please call us with any questions or concerns.

The format of the Door County Summer Institute is conducive to learning. Our seminars will address gaps in clinical knowledge and skills. In addition to didactic presentations, our workshops incorporate clinical case presentations and discussions. All provide the opportunity to interact with the instructor, promoting an active learning experience. The multi-day format also permits the consolidation of learning. Finally, the location of Door County facilitates the restoration of the soul.

These advanced seminars are geared to mental health and health professionals. I hope you can join us. Bring your family with you!

Carlyle H. Chan, MD  
Institute Director

Dr. Chan is Professor of Psychiatry and Vice Chair for Professional Development and Educational Outreach and is the Director of the Center for Psychotherapies

### MCW Psychiatry Department

The Medical College of Wisconsin is a private, independent medical school with a public mission of excellence in education, research, patient care, and community service. With more than 800 medical students, 700 residents and fellows, and 900 full-time faculty, MCW ranks in the top third of all U.S. medical schools for federal research funding.

The MCW Department of Psychiatry and Behavioral Medicine has a long history of clinical and teaching excellence, combined with a renewed focus on research. Under the new leadership of Chair Jon Lehrmann, MD, the department ranks nationally in the top quintile of medical school psychiatry departments that receive NIH funding. The fully accredited adult and child residencies and fellowships are part of a diverse and growing academic department.

### About Door County

Door County, a three hour drive north of Milwaukee, 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. The rock formations are part of the Niagara escarpment that extends across the Great Lakes into Canada. 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.

## General Session Information

From July 21 to August 8, 2014, 10 separate sessions will comprise this year's Summer Institute. There will be eight 5-day sessions and two 2-day sessions. The 5-day sessions are held from 9:00 am to 12:15 pm daily, and the 2-day sessions from 8:00 am to 12:15 pm, leaving participants and their family members the 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.

## Registration

The Medical College of Wisconsin has a new registration software called EthosCE that will allow you to enroll in any offered CME course, pay online, and manage your CME credits. You will need to create a "new user account" before registering for a session. Please follow the detailed instructions below and contact Brenda Konczal at (414) 955-7250 with any questions or concerns.

### Creating a new user account: <http://ocpe.mcw.edu>

Select Register in the upper right hand corner and enter all of the required information. You will need to access this account again to complete your session evaluation and print your CME certificate, so please make a note of your username and password.

### Register and pay for a session:

Log in to your newly created Ethos account

Select Learning Groups

Behavioral Health

The 28<sup>th</sup> 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

Visa, MasterCard, and Discover accepted

If paying by check, please register in Ethos first and make check payable to: **The Medical College of Wisconsin**

Mail to: MCW-Department of Psychiatry **Attn: DCSI 2014**

8701 Watertown Plank Road

Milwaukee, WI 53226

**Session 1**  
**July 21-25, 2014**

**Donald Meichenbaum, PhD**  
**Core Tasks of Psychotherapy: What "Expert" Psychotherapists Do**

Donald Meichenbaum, PhD, is Distinguished Professor Emeritus, University of Waterloo, Ontario, Canada and is presently Research Director of the Melissa Institute for Violence Prevention and Treatment of Victims of Violence in Miami ([www.melissainstitute.org](http://www.melissainstitute.org)). He is one of the founders of Cognitive Behavior Therapy and 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.

He has consulted at a variety of psychiatric and addiction treatment facilities, consulted for 15 years at a center for traumatic brain injuries, and has trained clinicians working with returning service members, high risk children and their families, and in school systems. He has published extensively, and his most recent book is *Roadmap to Resilience*. Dr. Meichenbaum has described this workshop as the "penultimate product of over 40 years of clinical practice and consultation."

**Symposium Description and Objectives**

In this advanced workshop, Dr. Meichenbaum will critically examine the controversy between those who advocate for evidence-based manualized interventions versus those who advocate for common factors relationship and outcome-focused interventions. He will propose a third alternative approach based on a model of expertise and on ways to implement the core tasks of psychotherapy. He will provide practical discussion and demonstrations of what works in psychotherapy using videos and a very detailed handout. Participants will have self-assessment checklists to evaluate their level of "expertise."

Participants will:

- (1) Implement the core tasks of psychotherapy
- (2) Use a case conceptualization model that informs assessment and treatment decision-making, including risk assessment toward others, as well as toward oneself (suicidality)
- (3) Bolster client's resilience using a "strengths-based" constructive narrative treatment perspective
- (4) Implement integrative treatment approaches of clients with co-occurring disorders in a gender and culturally sensitive fashion

**Monday** Controversies in the field of psychotherapy; Nature of "expertise" and implications for psychotherapy; Core tasks of psychotherapy: Initial phase, therapeutic alliance, effective communication, art of questioning, engagement strategies, psycho-education, outcome-informed procedures

**Tuesday** Case conceptualization model and client feedback; Risk assessment toward others and oneself; Nurturing hope using a constructive narrative perspective and collaborative goal-setting; Treating clients experiencing prolonged and complicated grief

**Wednesday** Emotion-focused interventions and behavioral skills training; Stress inoculation training; Ways to bolster collective efficacy and compassion; How to build in generalization guidelines

**Thursday** Treating traumatized and victimized clients; Ways to incorporate spirituality and psychotherapy; Integrative treatments for clients with co-occurring disorders; Relapse prevention and termination strategies

**Friday** Tailoring interventions in a cultural, gender, and developmentally sensitive fashion; Working with Native American, military, and Hispanic populations; Future of psychotherapy using computer technology; Helping the helpers: Vicarious resilience

**Session 2**  
**July 21-25, 2014**

**Marc Ackerman, PhD, Jonathan Gould, PhD, Nancy Olesen, PhD, & Jay Flens, PsyD**  
**Practicing in the Shadow of the Courts: Legal Issues for Mental Health Providers**

Marc Ackerman, PhD, is a clinical and forensic psychologist with involvement in over 2500 legal cases. He is a Professor and Chair of the Forensic Psychology program at the WI School of Professional Psychology. Dr. Ackerman has authored or coauthored 16 editions of books, published dozens of articles and chapters, and has given over 150 workshops and seminars.

Jonathan Gould, PhD, is a forensic psychologist specializing in family law. He provides review/critique services to attorneys assessing forensic psychological reports. Dr. Gould has written five books, several book chapters, and several dozen peer-reviewed articles on child custody.

Nancy Olesen, PhD, has conducted over 150 child custody and dependency evaluations in California and has provided expert testimony in child custody cases. She has taught courses in child custody issues such as abuse, domestic violence, and attachment. She has collaborated on a number of professional articles and served on the National Council of Juvenile and Family Court Judges.

Jay Flens, PsyD, is a clinical and forensic psychologist in Valrico, FL. He has published several peer-reviewed articles and book chapters on psychological testing and child custody. Dr. Flens is a member of the APA, Association of Family and Conciliation Courts, and is a fellow in the Society for Personality Assessment and the American Academy of Forensic Psychology.

**Symposium Description and Objectives**

Every mental health practitioner confronts forensic cases throughout one's career. We have all been involved with clients/patients involved in divorce, personal injury, maltreatment, substance abuse, and related cases. This workshop will address how to work with and understand clients/patients involved in these types of cases. We will focus not only on legal dynamics, but also on ethics, malingering, custody issues, models for evaluation, utility of psychological testing, and related mental health concerns. We will conclude with a mock trial to highlight some of the major issues.

Participants will:

- (1) Learn the ethics, rules of evidence, and legal dynamics of forensic cases
- (2) Understand custody, placement, court proceedings, alienation, attachment, removal cases, and related research in family law cases
- (3) Learn about damages, liability, malingering, and mental health issues in personal injury cases
- (4) Recognize the dynamics of maltreatment cases (intimate partner and domestic violence, sexual abuse, and physical abuse)

**Monday** Basics of forensic psychology; Ethics, subpoenas, testimony, and interacting with courts and attorneys; Record keeping, files, and confidentiality; Rules of evidence

**Tuesday** Separation and divorce: Alternate dispute resolution models, child custody evaluations; Research about the effects of divorce, alienation, attachment, and removal cases

**Wednesday** Personal injury/worker's compensation: Damages, liability, malingering, evaluation techniques, discovery, records, secondary gain, effects of mental illness

**Thursday** Intimate partner violence: Recent research, recognition, and assessment; Impact of domestic violence on children; Substance and child abuse; Interventions for victims, perpetrators, and their children

**Friday** Testing: Forensic circumstances, construction, standardization, psychometrics, reliability, validity, scoring, and interpretation; Mock trial

**Session 3**  
**July 21-25, 2014**

**Lanny Berman, PhD**  
**Empirically-Informed Suicide Risk Assessment: Understanding Risk, Planning Treatment, and Keeping Lawyers Away**

Dr. Berman is Executive Director of the American Association of Suicidology (AAS). He is a Past-President of the AAS (1984-1985) and their 1982 Shneidman Award recipient for Outstanding Contributions in Research in Suicidology. In 2006, Dr. Berman received the AAS's Louis I. Dublin Award for outstanding service and contributions to the field of suicide prevention. He frequently serves as an expert witness in legal cases involving suicide malpractice and wrongful death and has a national reputation as a teacher and professional workshop leader on suicide. In 2009, he was Board Certified in Forensic Suicidology by the AAS.

**Symposium Description and Objectives**

This interactive workshop will involve a number of case application exercises to teach knowledge and behavioral competencies that inform an evidence-based suicide risk assessment. The goal of these methods is to significantly challenge usual clinical practices and reframe outdated strategies in order to save lives and minimize risk of breaches in the standard of care. It will provide directives and significant opportunity to practice implementing a model for formulating suicide risk and making treatment decisions accordingly. Case illustrations and discussion of malpractice actions where clinicians have been taken to court because of alleged failures to reasonably implement a standard of care will be offered.

Participants will:

- (1) Identify a research-informed procedure for a suicide risk assessment capacity
- (2) Apply a model for conducting a suicide risk formulation
- (3) List evidence-based chronic and acute risk factors for suicide and the role of protective factors within these categories of risk
- (4) Understand the concept of standard of risk and apply skills in reviewing actual cases of alleged malpractice

**Monday** Orientation and history of prior training and experience with suicidal patients; Baseline case application exercises; Attitudes and approaches to working with the patient at risk for suicide; Core competencies

**Tuesday** Suicidal behaviors; Understanding the concepts of lethality and intent; Differentiating suicide from direct and indirect self-destructive behavior; Psychological autopsy case application exercises on equivocal deaths

**Wednesday** Patients at risk for suicide: Empirically-based perpetuating, predisposing, contributory, and acute risk factors and protective factors; Developmental pathways leading to suicidal behavior; Reasonable and prudent Suicide Risk Assessment [SRA]

**Thursday** Suicide Risk Formulation [SRF]; Case application exercises; Triage and treatment planning; Strategies for working with suicidal patients; Safety planning; Continuity of care; Collaborative care/split treatment recommendations; Effective documentation/charting

**Friday** Ethical and legal issues; Understanding the concept of standard of care; Identifying typically alleged breaches in malpractice actions instituted against inpatient and outpatient care providers; Translating practice errors into good practice behaviors

**Session 4**  
**July 28-August 1, 2014**

## **Len Sperry, MD, PhD**

### **How Master Therapists Work**

Len Sperry, MD, PhD, is Professor of Clinical Mental Health Counseling and Director of Clinical Training at Florida Atlantic University and also Clinical Professor of Psychiatry at MCW. He is a Fellow of the American Psychological Association and a Distinguished Life Fellow of the American Psychiatric Association. Board certified in Clinical Psychology and Psychiatry, he is a pioneer in psychotherapy outcomes research and editor of the Core Competencies in Psychotherapy book series. Among his 700+ publications is *How Master Therapists Work*.

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

Mental health clinicians are increasingly expected to demonstrate and document expertise in their clinical work. Master therapists are the “best of the best,” and research attests to their superior capacity to effect lasting therapeutic change.

This workshop provides an insider’s look at who master therapists are, what they do, and how they effect lasting change. It begins by profiling the traits, values, training, and early life experiences of those who become master therapists. It identifies the core strategies for therapeutic change, which are illustrated with actual cases. Videos and transcriptions will allow participants to become involved in the therapeutic process and understand these core strategies. Finally, strategies for increasing one’s clinical expertise are provided. This workshop can greatly enhance the therapeutic understanding and skills of both novice and experienced clinicians

Participants will:

- (1) Identify the stages of clinical expertise and who master therapists are, what they do, and how they bring about significant change in clients
- (2) List and explain how to implement the core therapeutic change strategies of master therapists
- (3) Describe three orders of change and how highly proficient therapists use each to effect change within and between sessions
- (4) Explain how highly proficient therapists terminate the treatment process while maintaining treatment gains

**Monday** Profiles of master therapists; Six core therapeutic change strategies used by highly proficient therapists; Introduction to the case and critical first session

**Tuesday** Equally critical second session; Enhancing therapeutic alliance and commitment for change; Case conceptualizations that guide interventions and anticipate treatment challenges

**Wednesday** Effecting first and second order change; Facilitating corrective experiences for effecting here-and-now change and there-and-then change

**Thursday** Focusing the treatment process; Effecting third order change; Monitoring progress and evaluating outcomes

**Friday** The last session and beyond; Termination; Strategies for becoming a master therapist

#### **Session 5**

### **July 28-August 1, 2014**

## **Francis Lu, MD**

### **Exploring the Positive Psychology Qualities of Mindfulness Through Film**

Francis G. Lu, MD, is the Luke & Grace Kim Professor in Cultural Psychiatry, Emeritus, at University of California, Davis. As a Distinguished Life Fellow of the APA, Dr. Lu has contributed to the areas of cultural

psychiatry, psychiatric education, media and psychiatry, and the interface of psychiatry and religion/spirituality. He was awarded the 2008 Association for Academic Psychiatry Lifetime Achievement Award. Since 1990, he has co-led 27 film seminars of 5 to 7 days at Esalen Institute, Big Sur, CA.

### **Symposium Description and Objectives**

This symposium will bring a mindfulness perspective to the experience of viewing 5 feature films in which luminous characters exemplify positive psychology qualities with the purpose of renewing these qualities in the lives of the symposium participants. One film will be shown in its entirety each of the five days with a brief introduction and centering to begin the session and individual and group processing after the film focused on the participants' experience of the film. Processing will include silent reflection, journaling, dyadic sharing, and group discussion.

An optional Tuesday evening session (non-CME) will be offered where an additional 6th film will be shown and processed. The six films are on the "Twenty Favorite Films" list from the Esalen Institute film seminars that Dr. Lu has co-led since 1990 described at [http://www.gratefulness.org/readings/twenty\\_films.htm](http://www.gratefulness.org/readings/twenty_films.htm).

Participants will:

- (1) Learn how to experience films from a mindfulness perspective
- (2) Understand positive psychology qualities such as compassion, courage, kindness, teamwork, gratitude, forgiveness, spirituality, and hope
- (3) Learn how films can renew positive psychology qualities in the lives of the participants through viewing films with memorable characters that embody these characteristics
- (4) Understand possible applications of lessons learned in the seminar to work with patients, families, and colleagues

**Monday** Compassion and courage in "City Lights"

**Tuesday** Kindness and teamwork in "Bagdad Café" with an optional evening film session (non-CME) on gratitude and spirituality in "Babette's Feast"

**Wednesday** Perseverance and forgiveness in "The Straight Story"

**Thursday** Integrity and spirituality in "Ikiru"

**Friday** Hope and gratitude in "Departures"

### **Session 6 2-Day Session** **July 28-29, 2014**

**Neil Purtell**

#### **The Violent Offender: Criminal Profiling and Major Case Management**

Neil Purtell retired from the FBI in 2002 after 30 years of service, at which time he was a Supervisory Special Agent assigned to the Critical Incident Response Group at Quantico, VA. He was responsible for the Crisis Negotiation program and was a liaison with the Department of State, Office of Counter-Terrorism. He was responsible for the assistance of American citizens who were kidnapped and being held hostage as well as American businesses that were being extorted. Prior to that, he was assigned to the FBI Offices in Madison, Toledo, Cleveland, and Detroit, where he was assigned a wide range of criminal investigations including assisting in the development of the FBI's Criminal Profiling program.

### **Symposium Description and Objectives**

This two-day course will present the behavior and thought process of various types of violent offenders and serial, mass, and spree killers, which is based on research experience of FBI and law enforcement agencies as they investigate and prosecute these subjects. To understand this behavior, it will be necessary to

observe their actions in violent crimes. Crime scene photos will be used to demonstrate behavior, and interviews of subjects will be discussed, which may not be appropriate for younger attendees. The use of a profile to assist in the identification of an unknown subject, the structure of an interview, and the interaction with prosecutors and the media will be presented. Participants will:

Participants will:

- (1) Understand the complex nature of the serial killer in America and the law enforcement response to his actions
- (2) Identify and describe the two opposite types of behavior displayed at crime scenes and the reason for them
- (3) Describe various methods that allow law enforcement to identify a violent offender
- (4) Understand the difficulty of successfully conducting major case investigation involving multiple agencies

**Monday** The nature of crime and justice in America; An examination of the violent offender: Motives, decision making, and efforts to avoid detection; Our history and where we hope to go with our research; Case studies of serial killers and their decision making

**Tuesday** Case studies and examples of the behavioral types encountered by police; How law enforcement organizes investigations and techniques to collect evidence; Profiling in various types of criminal investigations

### **Session 7 2-Day Session** **July 31-August 1, 2014**

**Ashok Bedi, MD**

#### **Crossing the Healing Zone-From Illness to Wellness: An Analytical, Jungian, and Neuroscientific Perspective on the Integrative Medicine**

Ashok Bedi, MD, is a Jungian psychoanalyst and a board certified psychiatrist. He is a member of the Royal College of psychiatrists of Great Britain, a diplomat in Psychological Medicine at the Royal College of Physicians and Surgeons of England, and a Distinguished Life Fellow of the American Psychiatric Association. He is a Clinical Professor in the Department of Psychiatry at the MCW and a training analyst at the Carl G. Jung Institute of Chicago. He leads the annual "A Jungian Encounter with the Soul of India" study group to several centers in India under the auspices of the New York Jung Foundation

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

The medicine of the 20th century was about the treatment of illness. The medicine of the 21st century is about wellness. As medical science has made strides in the detection and treatment of illness, we have reached a tipping point where the emphasis is upon wellness and living a fuller life to our personal best potential. The journey through the healing zone is guided by archetypes and myths, active imagination, dreams and synchronicities, and the neuroplastic mysteries of our physical reality. We will outline how to work with psychological and soul processes in our quest for healing and wholeness and will explore practical methods and techniques that can help to engage the healing zone and present guidelines and practices that can help create and manage our own personal wellness programs.

Participants will:

- (1) Summarize the integrative medical perspectives on the quantum consciousness and the psychoid space
- (2) Analyze archetypes of the Lion Man, Aditi, Ganesha, Hermes, and Bardo and how they apply to the healing and Individuation process



(3) Practice methods to access the healing zone, including Pranayama, Yoga, Meditation, Mindfulness, Balance, and Triune brain training

(4) Present the analytical psychology and neuroscience interface to get a deeper understanding of these methods

**Thursday** The healing zone and our mind, body, and relationships; Transitional consciousness; The Archetypes or timeless wisdom templates that guide us in navigating this healing zone will be explored; Pranayama practice

**Friday** The neuroscientific and archetypal foundations of the meditative practices; Clinical and psychodynamic paradigms to attend to our triune brain; Archetypes of the healing zone; Meditation and mindfulness practice

## **Session 8** **August 4-8, 2014**

### **John Greist, MD, James Jefferson, MD, and David Katzelnick, MD** **Mood and Anxiety Disorders 2014: Pharmacotherapeutic Advances**

John H. Greist, MD, and James W. Jefferson, MD, are Distinguished Senior Scientists at the Madison Institute of Medicine and Clinical Adjunct Professors of Psychiatry at the University of Wisconsin School of Medicine and Public Health. In addition, they are, respectively, CEO and President of Healthcare Technology Systems. David J. Katzelnick, MD, is Chair of the Division of Integrated Behavioral Health and Associate Professor at the Mayo Clinic in Rochester, MN.

Their major clinical and research interests are in mood and anxiety disorders, psychopharmacology, cognitive behavior therapy, treatment of mental illness in primary care settings, and the application of computer-based technology in clinical and research settings. They have authored and coauthored numerous articles in professional journals, chapters in books, patient education booklets, and books in their areas of expertise. They continue their extensive involvement in professional education through CME conferences.

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

This symposium will provide clinicians with a comprehensive overview and update on both conventional and novel treatment approaches to depressive and bipolar disorders, social anxiety disorder, panic disorder, OCD, and PTSD. Additional foci will be on suicidality, chronic pain, herbal psychopharmacology, computer therapies, and applying assessment-based care to clinical practice. The symposium will integrate case discussions and the informal exchange of information between faculty and participants.

Participants will:

- (1) Review and update pharmacological treatment approaches to depressive, bipolar, and anxiety disorders
- (2) Learn evidence-based approaches to overcoming treatment resistance
- (3) Consider risk factors for suicide and assessment of risk
- (4) Integrate measurement-based care into clinical practice

**Monday** Dr. Jefferson: Depressive disorders: Overview, neurobiology, pharmacologic profiles, comparative efficacies, side effects and their management, drug interactions, treatment resistance

**Tuesday** Dr. Katzelnick: The pharmacologic management of social anxiety disorder and panic disorder; Pros and cons of benzodiazepines; Non-pharmacologic treatment alternatives; Adjunctive therapies

**Wednesday** Dr. Greist: Comprehensive approaches to managing obsessive-compulsive disorder and PTSD; Factors affecting suicidality and its assessment; Computer therapies for depression and OCD

**Thursday** Dr. Jefferson: Bipolar disorder: Overview, exploration of the bipolar spectrum concept, controversies, comorbidity, managing mania and acute bipolar depression, maintenance, mood stabilizer pharmacology, side effects and drug interactions

**Friday** Drs. Jefferson, Katzelnick, and Greist: A realistic view of herbal psychopharmacology; Integration of measurement-based care into clinical practice; Computer therapies that improve practices and patient outcomes

## **Session 9** **August 4-8, 2014**

**Geri Fox, MD**

### **Stories that Stick: Learning Life-Span Development by Watching Real Kids Grow Up**

Geri Fox, MD, MHPE, is Professor of Clinical Psychiatry, University of Illinois at Chicago College of Medicine, where she is the Director of Psychiatry Medical Student Education. Dr. Fox is Board-certified in both general psychiatry and child and adolescent psychiatry. Dr. Fox is an award-winning teacher at both the university and national levels. In 2013, she received the Psychiatric Educator of the Year Award from the AAP. Dr. Fox is the author, director, and producer of a video curriculum resource for educators who teach normal child and adolescent development. The video series is currently in use at the majority of the medical schools in the USA and has won multiple awards.

#### **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 her father as he reaches the end of his life. The video clips will bring the concepts to life, and are intended to stimulate discussion and promote active learning. Emphasis will be placed on useful wisdom that can be gleaned from these theories, to inform our efforts at parenting and raising happy, well-adjusted, and successful children. Initially, we will review major developmental theories to provide broad concepts. We'll discuss challenges of old age, end of life issues, and losing a loved one. Next, we will switch to a chronological approach, integrating the theories into each age and phase.

Participants will:

- (1) Describe theories of moral development and empathy, as well as the development of identity, self concept, self-esteem, and self-regulation
- (2) List phases of cognitive development and the ages during which these phases typically occur
- (3) Understand the formation of secure attachment and the Strange Situation
- (4) Apply basic principles of behavioral and social learning to parenting techniques

**Monday** Introduction; Educational principles of teaching using stimulus video; Learning milestones; Definitions of "normal"; Attachment, bio-behavioral shifts, temperament, emotional development, and development of self

**Tuesday** Separation-individuation; Psycho-sexual development; Peer relationships; Psychosocial, cognitive, and moral development; Behavioral and social learning; Parenting

**Wednesday** Discussion of video documentary about Dr. Fox's father's decision-making at age 97; Common issues and theories regarding end-of-life

**Thursday** Infant, toddler, preschool, middle childhood; Optional: If participants have brought their children along, we might interview them!

**Friday** Pre-adolescence, adolescence, young adult; Optional: If participants have brought their children along, we might interview them!

## **Session 10** **August 4-8, 2014**

**Fred Heide, PhD, and Lee Becker**

### **“Be Willing to Have it So”: Exploring the Principles of Acceptance and Commitment Therapy via Behavioral Improvisation**

Frederick Heide, PhD, is Associate Professor at the CA 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 (AABT) for his work on relaxation-induced anxiety. Dr. Heide is also co-founder of and longtime performer with Door County’s American Folklore Theatre (AFT), and 2012 recipient of the Wisconsin Governor’s Award for Arts, Culture, and Heritage. Dr. Heide studied acting and created several shows with Paul Sills, founding director of Chicago’s Second City Theatre.

A veteran of improvisational acting for more than a quarter century, Lee Becker has performed in New York City as well as his home state of Wisconsin. He has been a member of several national championship Comedy Sportz teams in Comedy League of America’s annual competition, as well as a champion team in Montreal’s Just For Laughs Improv Tournament. Mr. Becker has also performed extensively with American Folklore Theatre, Door Shakespeare, Madison Rep, Milwaukee Rep, and First Stage Children’s Theatre of Milwaukee.

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

An exciting development in contemporary clinical psychology is the rise of an evidence-based approach called Acceptance and Commitment Therapy (ACT). Based in learning theory, ACT bears similarity to Eastern philosophy in its emphasis on staying in the present, pursuing valued action, and abandoning the struggle to eliminate problematic thoughts and emotions. ACT is found to be equivalent to cognitive-behavioral therapy in its impact on disorders ranging from depression to psychosis. Its goals also fit naturally with behavioral improvisation, an active relational approach that eschews conceptual thinking in favor of a spontaneous nonjudgmental frame of mind.

The co-leaders of this workshop will use behavioral improvisation to illustrate constructs from ACT. After a brief overview of ACT theory and research, the bulk of the week will be devoted to participating in and discussing simple improvisational exercises in a safe, supportive atmosphere. The goal is to learn about ACT philosophy by exploring one of its central tenets, what William James called being “willing to have it so.”

Participants will:

- (1) Learn theory and principles of ACT: Relational frame theory, stimulus equivalence, cognitive defusion, Hexaflex
- (2) Understand similarities and differences between ACT and traditional CBT
- (3) Discover the efficacy of ACT for a wide range of disorders including depression, anxiety, borderline personality disorder, and pain
- (4) Recognize the relationship between the ACT model and principles of behavioral improvisation

**Monday** Overview and definition of terms: Functional contextualism relational frame theory, stimulus equivalence, cognitive defusion, experiential avoidance, Hexaflex; Relationship of ACT to Eastern philosophy; What “acceptance” is and is not; The central role of values; Research applying ACT to clinical disorders; Introduction to behavioral improvisation

**Tuesday** Behavioral Improvisation I

**Wednesday** Behavioral Improvisation II; Cognitive Defusion I

**Thursday** Behavioral Improvisation III; Cognitive Defusion II

**Friday** Wrap up; Summary and conclusions

## **Tuition and Refunds**

The tuition fee is \$599.00 for one full week and \$499.00 for each additional full week. Tuition for full-time graduate students and resident physicians is \$350.00 per week with a letter from the program training director.

The first symposium tuition fee will be reduced to \$550.00 if postmarked by May 16, 2014. Groups of 3 or more may deduct an additional \$45.00 from each registration if all registrations are submitted at the same time with payment. Two-day sessions are \$280 before May 16 and \$320 after May 16, 2014.

Refunds, minus \$50.00 administrative fee, may be obtained if requested in writing and postmarked no later than 15 days prior to the beginning of each session. There will be no refunds thereafter.

## **Accommodations**

Door County offers a wide variety of accommodations including wilderness campgrounds, inns, cottages, motels, and condominium hotels and resorts.

Lodging in July and August is in great demand; it is absolutely crucial that you make reservations early. A block of suites has been set aside for conference participants at the headquarters resort, the Landmark Resort. These suites will be held until June 20, 2014 or until they are filled, whichever occurs first. 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. All rooms at the Landmark are non-smoking. Ask about their new lower rates starting at \$119 per night. Please be sure to indicate that you are attending the Summer Institute.

The Landmark Resort  
4929 Landmark Drive  
Egg Harbor, Wisconsin 54209  
(920) 868-3205, Fax (920) 868-2569  
Reservations (800) 273-7877  
E-mail: [stay@thelandmarkresort.com](mailto:stay@thelandmarkresort.com)  
<http://www.thelandmarkresort.com>

## **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 Credits*<sup>™</sup> and each two-day session for a maximum of 8 *AMA PRA Category 1 Credits*<sup>™</sup>. 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.

The Medical College of Wisconsin 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**

Participants needing special accommodations, please contact our office at (414) 955-7250 at least two weeks in advance of any session.

## **Disclosure**

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## **Registration:**

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