

# Looking for referrals? WORK WITH US

We recognize that a continuum of care is critical for the ongoing success of our clients at SCHC and GSWC. For this reason, every one of our clients' post-treatment plan includes a recommendation for skilled, caring therapists in their home community who are able to continue the work clients started here.

Kerry

Mandy

## WE WANT TO HEAR FROM YOU

If you are a therapist or a coach who is interested in partnering with us contact us at 866.487.9010

### TESTIMONIALS

"Working with Sunshine Coast has been a wonderful collaborative process, and so important for the clients to maintain their journey towards sobriety. I am very happy to continue serving our mutual clients and helping them live their best lives!" —Rod Jordao, MC

As a practitioner with a private practice I have been lucky to collaborate with an organization such as SCHC.

Although being my own boss and working for myself is really important to me, I still feel like I am part of a team that believes in me and what I do and whose philosophy is one that resonates with mine. I have also really enjoyed working with the clients of SCHC as their post treatment counsellor as these become men and women who have undergone profound personal transformation at the Centre and I get to share in the honour of continuing to walk with them in their journey towards a better future. — Ana Claudia Noufal, RCC

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POST

### IN PERSON TRAINING

#### 2 DAY SKILLS PRACTICE INTENSIVE

Strengthening Executive Skills  
to Promote School Success

CALGARY - MAY 1 & 2, 2023

PEG DAWSON, ED.D., NCSP

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#### 2 DAY SKILLS PRACTICE INTENSIVE

Brain-Based Strategies and Interventions  
to Help Children and Adolescents with Reading  
and Writing Disorders

EDMONTON - MAY 4 & 5, 2023

STEVEN G. FEIFER, D.ED., ABSNP

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#### 2 DAY INTRODUCTION TO THE INTERNAL FAMILY SYSTEMS (IFS) MODEL

Theory & Skills Practice

EDMONTON - MAY 25 & 26, 2023

ALEXIA ROTHMAN, PH.D.

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#### 2 DAY SKILLS PRACTICE INTENSIVE TO TREAT ANXIETY DISORDERS: Proven and Effective

Techniques and Intervention Strategies with  
Children, Adolescents and Adults

BANFF - JULY 11 & 12, 2023

MARGARET WEHREBERG, PSY.D.

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### ONLINE TRAINING

2 Day Grief Treatment Intensive - Christina Zampitella Psy.D., FT.....	P.6
Evidenced Based Approaches to Regulate Arousal & Integrate Traumatic Memories - Daphne M. Fatter, Ph.D.....	P.6
Trauma-Informed Recovery for Emotional Eating - Ann Saffi Biasseti, Ph.D.....	P.7
Differential Diagnosis and the DSM-5-TR - Margaret L. Bloom, Ph.D.....	P.7

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**PEG DAWSON, ED.D., NCSP**  
In over 40 years of clinical practice, Dr. Peg Dawson

has worked with thousands of children who struggle at home and in school. At the center of their struggles are often weak executive skills. Along with her colleague, Dr. Richard Guare, she has written numerous books on this topic for educators, mental health professionals, and parents, among them *Smart but Scattered*

**Calgary - May 1 & 2, 2023**  
Riviera Plaza and Conference Centre Calgary Airportt  
3515 26 Street N.E.  
*Early Bird Cutoff: April 17, 2023*

REGISTRATION FEE		
Fee Type	Early Bird	Regular
Individual	\$469	\$489
Group: 3-7	\$449	\$469
Group: 8-14	\$429	\$449
Group: 15+	\$409	\$429
Ft Student	\$409	\$429

Tax not included



**STEVEN G. FEIFER, D.ED., ABSNP**, is an internationally renowned speaker and author in the field of learning disabilities, and has authored eight books on learning and emotional disorders in children. He has more than 20 years of experience as a school psychologist, and is dually certified in school neuropsychology. Dr. Feifer was voted the Maryland School Psychologist of the Year in 2008.

**Edmonton - May 4 & 5, 2023**  
Royal Hotel West Edmonton  
10010 – 178 St. NW  
*Early Bird Cutoff: April 20, 2023*

REGISTRATION FEE		
Fee Type	Early Bird	Regular
Individual	\$469	\$489
Group: 3-7	\$449	\$469
Group: 8-14	\$429	\$449
Group: 15+	\$409	\$429
Ft Student	\$409	\$429

Tax not included

**Calgary - May 1 & 2, 2023**

**12 CEUs | 8:30am – 4pm**

## 2 DAY SKILLS PRACTICE INTENSIVE: Strengthening Executive Skills to Promote School Success

*Letter from Dr. Peg Dawson,*

Dear Colleague,

Many students struggle in school, not because they have problems acquiring academic skills but because they struggle with a key set of skills that underlie academic performance in a fundamental way. I'm referring to executive skills. Executive skills are critical to the acquisition of academic skills, but, more importantly, they are the skills students need to get things done. They are brain-based skills such as task initiation, sustained attention, working memory, planning, organization, and goal-directed persistence that are absolutely critical to school success. Some students seem to acquire them naturally, but many students don't.

This workshop, which offers intensive training in how to help these students, will provide a model for understanding what these skills are and how they develop. The primary focus of the workshop, though, will be to give participants the opportunity to practice an array of practical interventions that can be incorporated into the classroom or into clinical practice.

If you have attended one of my 1-day trainings, this workshop will allow you to extend your learning by practicing strategies and applying those strategies to your setting and the students you work with. You will walk away with an understanding of interventions that you will be able to use the day after the workshop ends! Hope you will join me at the two-day skills training workshop!

Peg Dawson

### LEARNING OBJECTIVES

1. To describe the brain processes involved in executive skill development both in typically developing children and those with executive dysfunction (such as ADHD).
2. To identify how executive skills impact school performance and daily living.
3. “Best practices” in assessing executive skills, including both formal and informal measures.

**Edmonton - May 4 & 5, 2023**

**12 CEUs | 8:30am – 4pm**

## 2 DAY SKILLS PRACTICE INTENSIVE: Brain-Based Strategies and Interventions to Help Children and Adolescents with Reading and Writing Disorders

The fundamental aim of this 2-day course will be to utilize cognitive neuroscience to better understand language-based learning disorders in children and adolescents. Each lecture has been designed to examine reading and written language disorders from a brain-based educational perspective. The primary learning objectives will be to classify learning disabilities into distinct subtypes based upon neural pathways in the brain. There will be a detailed discussion linking each learning disability subtype with scores of evidenced based interventions. Lastly, all participants will have a “hands on” opportunity to meet in small groups and review case studies in order to develop additional recommendations for struggling learners.

**Day 1 Reading:** This lecture will begin by discussing the current state of literacy in Canada, as well as to differentiate dyslexia from other reading disorders. There will be an emphasis on examining reading from a brain-based educational perspective, with the goal being to classify developmental reading disorders into four distinct subtypes. Specific cognitive constructs will include phonemic awareness and phonological processing, working memory, executive functioning, and orthographical processing skills. A brief review of the Feifer Assessment of Reading (FAR) battery will be shared, as well as other key instruments used to screen and diagnose children with reading disorders consistent with dyslexia. Lastly, specific case studies will be presented to participants working in small groups in order to develop a “hands on” opportunity to generate targeted intervention strategies for struggling learners.

**Day 2 Writing:** This lecture will examine the cognitive underpinnings inherent within the writing process. There will be a discussion on national trends in written language, as well as gender differences in achieving proficient writing skills. In addition, three specific subtypes of writing disorders will be outlined, with particular emphasis on how “frontal lobe” processes such as attention, working memory, and executive functioning impact each subtype.



**ALEXIA ROTHMAN, PH.D.,** is a clinical psychologist in private practice in Atlanta, GA,

since 2004. She is a Certified Internal Family Systems therapist, an international speaker and educator on the IFS model, and a professional consultant for clinicians seeking to deepen their knowledge and practice of IFS through theoretical discussions, case consultation, technique practice, and deep, personal experiential work with their own internal systems.

**Edmonton - May 25 & 26, 2023**  
Royal Hotel West Edmonton  
10010 – 178 St. NW  
*Early Bird Cutoff: May 11, 2023*

REGISTRATION FEE		
Fee Type	Early Bird	Regular
Individual	\$469	\$489
Group: 3-7	\$449	\$469
Group: 8-14	\$429	\$449
Group: 15+	\$409	\$429
Ft Student	\$409	\$429

Tax not included



**MARGARET WEHRENBURG, PSY.D.,** is a clinical psychologist, author, and international

trainer. She is a practicing psychotherapist and coaches professionals for anxiety management. Margaret has been a trainer of therapists for 25 years, and she is a sought-after speaker for continuing education seminars, consistently getting the highest ratings from participants for her dynamic style and high-quality content.

**Banff - July 11 & 12, 2023**  
Banff Park Lodge Resort Hotel & Conference Centre  
222 Lynx Street  
*Early Bird Cutoff: June 27, 2023*

REGISTRATION FEE		
Fee Type	Early Bird	Regular
Individual	\$469	\$489
Group: 3-7	\$449	\$469
Group: 8-14	\$429	\$449
Group: 15+	\$409	\$429
Ft Student	\$409	\$429

Tax not included

**Edmonton - May 25 & 26, 2023**

**12 CEUs | 8:30am – 4pm**

## TWO-DAY INTRODUCTION TO THE INTERNAL FAMILY SYSTEMS (IFS) MODEL: Theory & Skills Practice

After decades of clinical innovation and recent scientific research, the empirically validated Internal Family Systems (IFS) model has been shown to be effective at improving clients' general functioning and well-being. This paradigm-shifting model provides clinicians with procedures for helping clients with the most challenging mental health profiles compassionately connect with the wounded, burdened, and traumatized parts of their systems.

The IFS model provides a compassionate, respectful, non-pathologizing approach to understanding the organization and functioning of the human psyche.

IFS embraces and celebrates the natural multiplicity of the mind. Its assumption that every part of the internal system has good intention and valuable resources allows clinicians to approach even the most troubling of “symptoms” with curiosity and respect. IFS offers therapists a powerful and effective set of tools for empowering clients with a wide range of clinical profiles to work effectively with their wounded parts, resulting in:

1. A way to enter clients' inner ecology without an overemphasis on containment and stabilization
2. Symptom reduction, increased internal harmony and improved functioning for clients
3. Deep self-healing within even the most troubled clients

### LEARNING OBJECTIVES

1. Theorize regarding the multiplicity of the mind as a spontaneously and naturally occurring and observed phenomenon in human personality and self-concept.
2. Describe the origins and development of the Internal Family Systems Model, including empirical support for the model and the current status of research using IFS to treat depression and posttraumatic stress disorder.
3. Provide an in-depth overview of IFS theory, including the basic principles and assumptions of the model.
4. Perform IFS techniques for helping clients to differentiate from and form compassionate, collaborative relationships with the proactive and reactive protective parts of their internal systems.

**Banff - July 11 & 12, 2023**

**12 CEUs | 8:30am – 4pm**

## 2 DAY SKILLS PRACTICE INTENSIVE TO TREAT ANXIETY DISORDERS: Proven & Effective Techniques & Intervention Strategies with Children, Adolescents & Adults

If you have treated people with anxiety disorders, you how much of a problem it is to help clients and students navigate through their anxiety. Over time, too many have entered therapy for anxiety having been told over and over by exasperated friends and family to Just.Stop.Worrying>About. It. They have felt terrified by panic and ashamed to admit how keenly they fear being afraid. They know they are competent but entirely freeze when asked to speak in a group meeting, and they feel weak for being unable to force the words out. Many have been in psychotherapy and have made gains dealing with family of origin issues, addiction, personality concerns, self-esteem or other psychological complaints, but they still are debilitated by worry, panic or social anxiety. For people of all ages who suffer anxiety, good psychotherapy may take some time, but their suffering can immediately be relieved if treatment begins with symptom management. So many competent therapists can benefit from a clear, symptom management approach to anxiety disorders that will work seamlessly with other psychotherapeutic needs.

In this 2-Day Intensive Workshop, Dr. Margaret Wehrenberg, author of The 10 Best-Ever Anxiety Management Techniques will share her best-selling ideas for how to eliminate panic, worry and social anxiety for clients and students of every age. These techniques really work and can be immediately applied by seminar participants in their school, medical or office settings. Through discussion, demonstration, and participant interactive practice, not to mention fun, participants will gain a compendium of methods they can utilize with their specific clientele.

**Dr. Wehrenberg will cover a range of anxiety issues, including:**

1. The purpose of worry and how to interrupt rumination
2. Health anxiety, using “Worry Well and Only Once” among other methods
3. Exploring the origins of panic to adjust treatment and apply 3 immediate ways to stop panic in its tracks
4. When and how to apply “energy tapping” to reduce phobic reactions that keep anxiety in place





**CHRISTINA ZAMPITELLA PSY.D., FT,** is a licensed clinical psychologist in both Delaware and California, made a Fellow of Thanatology (death, loss, and bereavement) by the Association for Death Education and Counseling, owner of The Center for Grief Therapy and Education, co-owner and director of clinical services at Integrative Psychology Group, professor/faculty member, and professional speaker. She works as an adjunct faculty member at Marian University's Masters in Thanatology program.

**May 8 & 9, 2023**  
Registration will close on May 7, 2023.

REGISTRATION FEE

Individual **\$449** (Tax not included)  
FT Student **\$359** (Tax not included)

All fees are in Canadian dollars.  
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**DAPHNE M. FATTER, PH.D., PLLC,** is a licensed psychologist, international speaker and consultant in private practice in Dallas, Texas. Having trained under the direct supervision of Dr. Bessel van der Kolk, MD., international pioneer in research on traumatic stress, Dr. Fatter is gifted at translating meaning from research to clinical utility to support best practices for effective trauma treatment.

**June 6, 2023**  
Registration will close on June 5, 2023.

REGISTRATION FEE

Individual **\$249** (Tax not included)  
FT Student **\$199** (Tax not included)

All fees are in Canadian dollars.  
For group rates please contact [webinars@jackhirose.com](mailto:webinars@jackhirose.com)

Live Streaming on May 8 & 9, 2023

12 CEUs | 8:30am - 4pm (PT)

## 2 DAY GRIEF TREATMENT INTENSIVE: Clinical Tools for Building Resiliency & Moving Toward Post-Traumatic Growth

Mental health professionals are faced with the often misunderstood and misdiagnosed symptoms of uncomplicated and complicated grief. With the COVID-19 pandemic, more clinicians are likely to see individuals impacted by grief. Grieving clients may present with other diagnoses, because symptoms of uncomplicated or complicated grief can mimic symptoms of other disorders. It is essential to be versed in identifying grief-related constructs that may underlie, or even cause, mental health difficulties. This presentation aims to provide current information on the grieving process, clarify misconceptions of outdated theories, and differentiate between uncomplicated and complicated grief. Also, the class examines the changes in conceptualization, differential diagnosing, treatment planning, and interventions used with grieving individuals. Attendees will leave with an improved clinical skill set they can immediately use to identify and treat their clients.

### LEARNING OBJECTIVES

1. Define both complicated and uncomplicated bereavement
2. Describe how to work more effectively with individuals experiencing disenfranchised loss
3. Describe why the stage model of the grieving process is no longer utilized to inform treatment planning or develop interventions
4. Describe how to make effective and accurate differential diagnoses to inform appropriate interventions

### AGENDA

#### Definitions

- Grief, bereavement, and mourning
- Uncomplicated versus complicated
- Types of losses

#### Uncomplicated grief

- The 7 domains
- Indicators and mediators

#### Disenfranchised grief

- Types
- Impact on the grieving process

#### Grief theories

- Older theories
- Modern theories

#### Attachment styles and impact of the grieving process

- Complicated grief

Live Streaming on June 6, 2023

6 CEUs | 8:30am - 4pm (PT)

## EVIDENCED BASED APPROACHES TO REGULATE AROUSAL & INTEGRATE TRAUMATIC MEMORIES IN TRAUMA TREATMENT

One of the biggest challenges in trauma recovery is helping clients effectively regulate nervous system arousal so that clients can tolerate and benefit from trauma processing. In this webinar, Dr. Fatter will discuss why arousal regulation is crucial for effective trauma treatment. This webinar will review the impact of traumatic stress on the brain in tangible ways to help clinicians better conceptualize how trauma alters the body's arousal system. In addition, this webinar will explain in detail symptoms of hyper-arousal, hypo-arousal and calm states of the autonomic nervous system based on Polyvagal Theory. This will help clinicians know signs of what state clients are in and help clinicians be able to educate clients about their nervous system. Clinicians will learn a phase-oriented evidence-based structure for pacing the intensity of trauma treatment. In addition, this webinar will explore three research-informed adjunctive therapies to help clients maintain stabilization and regulate arousal.

This webinar will also specifically focus on the second phase of trauma recovery which is integrating traumatic memories in trauma treatment. Many clinicians struggle with understanding what actually happens during trauma processing. This webinar will review how traumatic memory differs from non-traumatic memory. Culturally relevant factors to discuss with clients before trauma processing will be explored. The two gold standard evidence-based "top down" models for trauma exposure therapy will be presented: prolonged exposure therapy and cognitive processing therapy. In addition, eye movement desensitization and reprocessing (EMDR) and internal family systems (IFS), two evidenced-based "bottom up" models, will also be discussed. This webinar will include case examples and describe how each model differs in its conceptualization of trauma and specific treatment approach in integrating traumatic memories. Clinical considerations including strategies to know your client is or is not ready for trauma processing will be presented in addition to ways to determine your client is "done" with the trauma processing stage of treatment. Clinicians at any stage of their career will benefit from this webinar!



**ANN SAFFI BIASETTI, PH.D.,** as been a practicing Psychotherapist for over 30 years. She has a private practice in Saratoga Springs, NY, specializing in somatic psychotherapy. She has a PhD in Transpersonal Psychology, is licensed as a Clinical Social Worker, and is a Certified Eating Disorder Specialist (CEDS). She is an author and speaker on embodiment, women's empowerment, body image, self-compassion, mind/body duality and recovery.

**June 8, 2023**  
Registration will close on May 7, 2023.

REGISTRATION FEE

Individual **\$249** (Tax not included)  
FT Student **\$199** (Tax not included)

All fees are in Canadian dollars.  
For group rates please contact [webinars@jackhirose.com](mailto:webinars@jackhirose.com)

Live Streaming June 8, 2023

6 CEUs | 8:30am - 4pm (PT)

## TRAUMA-INFORMED RECOVERY FOR EMOTIONAL EATING

Emotional eating. Stress eating. Comfort eating. When your clients struggle with eating, your first move as a therapist may be to develop plans for specific behavioral changes they can implement... a list of things they can do instead of reaching for the fork or limiting food intake. But these efforts won't work over the long term. Emotional eating - and the eating disorders it can become - are rooted in nervous system dysregulation and disembodiment that behavior change strategies alone will fail to shift. The body needs to be included for treatment to be effective. Without it, your clients' disembodiment will continue, keeping them stuck in the cycle of disordered eating and losing hope in your work with them. Join Ann Saffi Biasetti, PhD, LCSWR, CEDS, for this in-depth training where you'll discover how to integrate the body in treatment in a way that fosters real change in your clients' relationships with food and their bodies! Packed with practical interventions based in somatic psychotherapy, self-compassion, and mindfulness practice, this comprehensive seminar will provide you with strategies to:

1. Teach clients what happens inside their bodies that drives disordered eating
2. Shift from shame to empowerment from the very beginning of treatment
3. Calm the nervous system and regulate emotions without turning to food
4. Help clients re-establish body cues for hunger and fullness
5. Reconnect clients with their bodies to promote self-compassion and self-care
6. Replace the harsh inner critic with self-compassion and curiosity

### LEARNING OBJECTIVES

1. Conduct psychoeducation about the nervous system and oppression-related cultural factors impacting eating and body image.
2. Employ the evidence-based practice of body literacy to improve clients' interoceptive awareness.
3. Apply somatic and nervous system tracking in session to improve emotion regulation.
4. Utilize co-regulation interventions to improve treatment outcomes.
5. Investigate the three components of self-compassion and utilize evidence-based self-compassion skills to reduce shame.

Live Streaming on June 12 & 13, 2023

12 CEUs | 8:30am - 4pm (PT)

## 2 DAY ADVANCED INTENSIVE: Differential Diagnosis & the DSM-5-TR

Nearly 40% of clients with serious mental disorders are misdiagnosed. This course is designed to help mental health professionals effectively and more accurately diagnosis clients across the lifespan using a differential diagnosis process and the DSM-5-TR. This course is hands-on, providing knowledge and practice making differential diagnoses. The course consists of four hours focused on the essential basics of the differential diagnosis process DSM-5-TR additions and changes and eight hours covering advanced knowledge about differential DSM-5-TR diagnoses and potential comorbid disorders for the following common client symptom-patterns: depression, anxiety, anger, psychosis, cognitive impairment, anger, impulsivity, hyperactivity, and disruptive behaviors. The differential diagnosis considerations for clients with a history of trauma are included. Included across the course are opportunities to practice differential diagnosis for Client Case Studies.

### LEARNING OBJECTIVES

1. Describe new mental disorders and other conditions of clinical attention in the DSM-5-TR.
2. Explain the steps in the differential diagnosis process leading to an initial DSM-5-TR diagnosis list.
3. Identify DSM-5-TR diagnoses that should be considered in the differential diagnosis list for clients with symptom patterns of anxiety, depression, anger, psychosis, or abnormal cognitive symptoms.
4. List commonly occurring comorbid disorders with depression, bipolar and anxiety disorders.
5. Conduct a differential diagnosis process to accurately diagnose clients with prominent dysfunctional behaviors, disruptive, impulsive or hyperactive behavior.
6. Identify the necessary information to differentiate among the DSM-5-TR Trauma- and Stressor-Related diagnoses.