

Pre-Conference workshops
Sunday July 15th 9:30am to 3:00pm
(Includes Lunch, 11:30am to 12:30pm)

Promoting Resiliency in Abused and Traumatized Children and Adolescents: Current Research, Issues, and Intervention Techniques



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Robert Geffner, Ph.D. ABPP, ABN, is: Founding President of the Family Violence and Sexual Assault Institute dba Institute on Violence, Abuse and Trauma (IVAT), San Diego; Distinguished Research Professor of Psychology at Alliant International University; Licensed Psychologist and Licensed Marriage & Family Therapist; Editor of four internationally disseminated journals from two publishers; and former clinical director of a large private practice mental health clinic in East Texas for over 15 years. He has a Diplomate in Clinical Neuropsychology and Board Certified in Couple & Family Psychology. He served as an adjunct faculty member for the National Judicial College for 10 years, and was a former Professor of Psychology at the University of Texas at Tyler for 16 years. Dr. Geffner is a Past President and founding member of the Trauma Psychology Division of the American Psychological Association. He is currently Immediate Past President of the National Partnership to End Interpersonal Violence Across the Lifespan, and Past President of the American Academy of Couple & Family psychology. He has been a researcher, trainer, practitioner, and consultant for more than 35 years.

Description

Recent research has shown a connection between childhood maltreatment, family violence, and trauma. In addition, our understanding of the neurodevelopmental effects of these types of adverse childhood experiences on the brain has also expanded. However, some children and adolescents are more resilient to these adverse experiences. This workshop discusses current research on resiliency in youth, deals with some of the controversies and issues, presents the current research on the effects of adverse childhood experiences (ACEs) on psychological and neuropsychological functioning, and focuses on the techniques in promoting resiliency for children and adolescents that can be used also in intervention and prevention programs. The goal is to help mental health professionals and others better understand the dynamics, characteristics, research, and practical issues for children and adolescents exposed to adverse traumatic experiences to help them heal and recover based upon what we have learned from those who are more resilient. Implications for practice are presented, including specific suggestions concerning evidence-based, promising and psychodynamic practices to adequately address these issues for abused and traumatized children.

Learning Objectives: Participants will

- 1) be able to define “resiliency,” and describe 2 controversies about the definition;
- 2) list 3 outcomes of resiliency research that can be utilized in prevention programs;
- 3) list 2 outcomes of resiliency research that can be utilized in intervention programs;
- 4) describe 3 intervention techniques for helping children heal from abuse and trauma utilizing resiliency research;
- 5) describe 3 intervention techniques for helping adolescents heal from abuse and trauma utilizing resiliency research

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Batterer Intervention: Moving Forward with Evidence-Based Practice



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John Hamel, Ph.D., LCSW, has a Masters in Social Welfare from U.C.L.A., and a Ph.D. from the University of Central Lancashire, U.K., where he is currently a Research Fellow. He has worked with family violence perpetrators and victims since 1992, and is a court-approved provider of batterer intervention and parent programs in four San Francisco Bay Area counties. Mr. Hamel is the author of *Gender-Inclusive Treatment of Intimate Partner Abuse, 2nd Edition: Evidence-Based Approaches*, (Springer, 2014); co-editor with Tonia Nicholls, PhD, of *Family Interventions in Domestic Violence: A Handbook of Gender-Inclusive Theory and Treatment* (Springer, 2007); and editor of *Intimate Partner and Family Abuse: A Casebook of Gender Inclusive Therapy* (Springer, 2008.) He also has had dozens of his research articles published in various peer-reviewed scholarly journals, and is Editor-in-Chief of *Partner Abuse*, a journal published quarterly by Springer Publishing. Mr. Hamel regularly speaks at conferences on domestic violence, has trained mental health professionals, victim advocates social service organizations, law enforcement, attorneys and family court mediators, and has provided case consultation and expert witness testimony. He is a founding member of the Association of Domestic Violence Intervention Programs (ADVIP), an organization of mental health professionals and researchers dedicated to evidence-based practice (www.domesticviolenceintervention.net).

Description

Beginning about a decade ago, research began to emerge indicating only a modest effect of batterer intervention programs (BIPs) in reducing rates of domestic violence. Since then, there has been a renewed interest among probation officers, law enforcement, victim advocates, batterer intervention providers and mental health professionals in finding more effective ways to increase the effectiveness of BIPs. Recently, legislation has been proposed that would amend California PC 1203.097, the current statute that specifies how BIPs should be implemented and regulated, so that current interventions are more empirically sound, based on the best research evidence. Other states are poised to move forward in a similar direction. However, the term “evidence-based-practice” has not always been clearly understood or defined, raising concerns among some victim advocates and intervention providers. The purpose of this presentation is to shed light and clarity on these issues, so that stakeholders work together to make batterer intervention more accountable and effective.

Learning Objectives

1. Without having access to the course notes, trainees will identify three primary risk factors for domestic violence perpetration.
2. Given three sets of research findings, the first based on clinical observation, the second based on a quasi-experimental research design, and the third based on random-assignment-to-condition, trainees will list these in the order of least to most methodologically-sound.
3. Without reference to the presentation notes, trainees will recount at least two recommendations made by domestic violence scholars for national batterer intervention standards and best practices.
4. Of the five common factors known to increase positive outcomes in psychotherapy, and of relevance to batterer intervention, trainees will describe three of these without reference to the course notes.

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A Solution-Focused Approach to Working with Intimate Partner Violent Offenders

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Dr. Kate Walker is a Research Fellow at the Faculty Research Centre for Advances in Behavioural Science (CABS) at Coventry University. She completed her PhD in 2013 in which she examined the process of desistance in male offenders of intimate partner violence and abuse (IPVA) and is currently working with intervention providers to implement the findings within practice. Her research interests include the development and evaluation of primary and tertiary interventions for the prevention of violence and interpersonal aggression in both adult and adolescent populations. She has evaluated a range of different interventions for IPVA perpetrators including: a mentoring programme for high-risk serial perpetrators of IPVA; a one-to-one workbook for IPVA offenders; a solution focused approach to IPVA interventions; and a serious-game for tackling adolescent dating violence. She has also examined the characteristics of perpetrators of child sexual exploitation (CSE) and interventions for CSE.



Dr. Emma Holdsworth is a chartered psychologist, senior lecturer in forensic psychology, and course director of the MSc Forensic Psychology and Crime. Emma completed her MSc in forensic Psychology and her PhD in the engagement of offenders and facilitators in offending behaviour programmes at Coventry University. Emma's areas of teaching are psychology in the criminal justice system, forensic decision-making, and the treatment of offenders. Her research area is offender rehabilitation – particularly offenders' motivation to change, facilitator and offender engagement in offending behaviour programmes, the therapeutic alliance, and a solution-focused approach to offending behaviour programmes. Applied research projects Emma works on include the development of solution-focused programmes for short-sentence offenders, domestic violence offenders in the community and in prison (male and female), and the training of programme facilitators.

Description

Interventions for perpetrators of IPVA have been controversial, and intervention efficacy is questionable and well debated. Programme attrition is also an issue particularly in relation to IPVA programmes, indicating a lack of engagement and increasing the risk of reoffending. The focus of many approaches to working with IPVA perpetrators is on individuals' deficits. That is, taking a perspective that the problem behaviours associated with offending are due to some underlying inadequacy in the individual. Programmes adopting a deficits approach are based on an offence-focused practice that is retrospective and looks to change past attitudes and behaviours. The alternative approach is brief solution focused work, which rather than placing an emphasis on deficits, looks at offenders' existing skills and strengths that can be harnessed and utilised to prevent further offending. The focus is

on solution behaviours that will replace previously problematic behaviours associated with offending. The facilitators' task is therefore somewhat different to that of traditional programme work. The purpose of this workshop is to introduce delegates to the solution-focused approach to working with offenders in a behavioural change context. The workshop will comprise:

- Discussion of how offenders' motivation to change can be conceptualised in a way that is conducive to engagement and the change process.
- Discussion of the theory behind the solution-focused approach and how it differs from typical offence-focused approaches.
- Discussion of the evidence base for applying a solution-focused approach.
- What SF programmes 'look like' in practice, and what skills are required of facilitators.
- Role-play that will allow candidates to explore the 10 solution-focused principles and the 5 types of SF questions – this will be practiced in a variety of the most difficult client presentations in treatment in order to explore how the SF approach can work in the 'worse case scenarios'.

Learning Objectives

The learning objectives are that by the end of this half-day workshop candidates will:

- Be familiar with the 10 Principles of the solution-focused approach.
- Be familiar with, and have practiced, the five types of solution-focused questions.
- Have developed skills in holding conversations with the offenders who are resistant to treatment.
- Have considered the philosophy and benefits of using strengths-based approaches to the successful rehabilitation of intimate partner violence offenders, over traditional offence-focused approaches.
- Have reconsidered offenders' motivation to change in ways that are conducive to harnessing motivation to change.
- Understand the rationale for applying a solution-focused approach to treating IPV offenders.

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Resilience for Researchers: Strategies to Protect Investigators Studying Trauma and Violence from Secondary Traumatic Stress and Vicarious Trauma



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Patricia K. Kerig received her doctorate in clinical psychology from the University of California at Berkeley and currently is a Professor and the Director of Clinical Training in the Department of Psychology at the University of Utah. She is an author of over 120 books, chapters, scientific papers, and guest-edited special issues devoted to understanding the factors that predict risk, recovery, and resilience among youth and families coping with adversity and traumatic stress. Her works include a textbook on *Developmental Psychopathology* now in its 6th edition, and a forthcoming book to be published by the American Psychological Association on the role of relationships as sources of risk and resilience for girls on the pathway to delinquency. She has been the recipient of several research grants, including most recently a 4-year grant from the National Institute of Justice to support a longitudinal study of the emotional, cognitive, interpersonal, and psychophysiological factors underlying the link between childhood trauma exposure and adolescent involvement in the juvenile justice system. She is the Editor in Chief of the *Journal of Traumatic Stress* and serves as a Co-Director of the National Child Traumatic Stress Network's Juvenile Justice Consortium and Center for Trauma Recovery and Juvenile Justice (PI: Julian Ford) whose mission is to develop, evaluate, and disseminate trauma-informed assessment and intervention strategies to the juvenile justice system and the youth and families it serves.

Description

A wealth of empirical and clinical literature substantiates the importance of protecting those who interact with traumatized individuals from the potential negative effects of exposure to trauma-related material. Such potential risks include secondary traumatic stress (posttraumatic symptoms arising from exposure to another's trauma), vicarious trauma (empathic distress associated with learning of another's traumatic experiences), and compassion fatigue (emotional exhaustion related to the intense affective engagement involved in interacting with traumatized individuals or processing information about others' trauma). However, little recognition to date has been given to the fact that these concerns also are relevant to research contexts in which investigators who study trauma and violence—including research assistants, lab managers, interviewers, transcribers, coders, scorers, and other study staff—interact with traumatized

individuals or work with trauma-related information obtained during research protocols. The purposes of this workshop will be introduce participants from a broad range of backgrounds to promising techniques that have been developed to increase resilience and foster effective coping in the face of exposure to trauma-related material and to apply these skills to the research context. Learning outcomes will include assisting participants to: 1) understand the concepts of traumatic stress, vicarious trauma, and compassion fatigue and the factors that confer risk or resilience; 2) implement strategies designed to prevent the development of secondary traumatic stress and vicarious trauma by increasing preparedness to respond to challenging situations, such as research participants who choose to disclose traumatic experiences or who exhibit posttraumatic stress reactions; 3) use evidence-based tools designed to monitor our own stress reactions and detect the signs of secondary traumatic stress and vicarious trauma; 4) carry out effective affect regulation strategies and utilize resources to promote resilience.

Learning Objectives

1. Define and differentiate the concepts of secondary traumatic stress, vicarious trauma, and compassion fatigue
2. Implement strategies to prevent the development of secondary stress reactions
3. Carry out effective strategies for monitoring and reducing secondary stress reactions