

## Course Catalogue

**Title:**

Feeling Stuck: Unmet Expectations Uncovered

**Instructional Level:**

Introductory to Intermediate — appropriate for mental health professionals, educators, and parents or caregivers interested in practical strategies for managing expectations and improving relational dynamics.

**Target Audience:**

Mental health clinicians, educators, school-based professionals, parents, and caregivers seeking tools to address unmet expectations, improve executive functioning skills, and navigate challenging interpersonal dynamics.

**Course Description:**

This 60–90 minute training, led by **Dr. Michelle Magida**, focuses on understanding and addressing **unmet expectations** in personal and interpersonal contexts. Participants will explore how executive functioning skills—such as emotional regulation, attention, and problem-solving—impact feelings of being “stuck” and contribute to relational challenges. The course provides practical strategies for managing expectations, resolving power struggles, and creating solutions that foster personal growth and more effective interactions, particularly in parent-child relationships. Attendees will leave equipped with actionable tools to navigate expectations thoughtfully, enhance collaboration, and strengthen relationships.

**Learning Objectives:**

By the end of this course, participants will be able to:

1. Develop strategies for managing expectations through clear communication and accountability.
2. Apply executive functioning skills to improve emotional regulation, focus, and problem-solving.
3. Implement practical conflict resolution techniques to address power struggles, particularly in parent-child interactions, while promoting mutual respect and empowerment.

**References:**

- Dawson, P., & Guare, R. (2018). *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* (3rd ed.). Guilford Press.
- Siegel, D. J. (2012). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (2nd ed.). Guilford Press.
- Barkley, R. A. (2012). *Executive Functions: What They Are, How They Work, and Why They Evolved*. Guilford Press.

**Title:**

From Safety to Strategy: Linking the Nervous System to Executive Skills in Children and Adolescents

**Instructional Level:**

Intermediate — designed for mental health professionals with foundational clinical experience seeking to integrate neurobiological and executive functioning frameworks into work with children and adolescents.

**Target Audience:**

Mental health clinicians, school-based therapists, psychologists, counselors, social workers, and other professionals working with children and adolescents who experience challenges with self-regulation and executive functioning.

**Course Description:**

This 3-hour training explores how understanding the brain-body connection and the autonomic nervous system can provide a framework for supporting executive functioning in children and adolescents. Participants will examine how physiological regulation influences attention, flexibility, emotional control, and goal-directed behavior. The workshop bridges the gap between creating a sense of safety and strengthening higher-order cognitive skills, emphasizing practical, developmentally-informed strategies that can be applied directly in clinical work. Attendees will leave with tools to help young clients strengthen self-regulation and executive functioning through co-regulation, mindful awareness, and skill-building interventions.

**Learning Objectives:**

By the end of this program, participants will be able to:

1. Describe how autonomic nervous system states influence executive functioning in children and adolescents.
2. Explain how disrupted safety cues and early stress experiences can impact regulation and higher-order cognitive processes.
3. Apply neurobiologically-informed strategies to support self-regulation and executive functioning in children and adolescents.

**References:**

- Dana, D. (2018). *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation*. W. W. Norton & Company.
- Dawson, P., & Guare, R. (2018). *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention* (3rd ed.). The Guilford Press.
- Porges, S. W. (2011). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation*. W. W. Norton & Company.
- Siegel, D. J. (2012). *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (2nd ed.). The Guilford Press.

**Title:**

Understanding and Implementing School-Based Interventions

**Instructional Level:**

Intermediate — designed for mental health professionals, school-based clinicians, and educators seeking practical strategies to support students' academic, emotional, and behavioral success within educational settings.

**Target Audience:**

School psychologists, counselors, social workers, special education teachers, general education teachers, and other professionals involved in designing, implementing, or monitoring interventions for students with diverse learning and behavioral needs.

**Course Description:**

This 3-hour training provides a comprehensive overview of **school-based interventions**, emphasizing the integration of legal frameworks, evidence-based strategies, and practical application. Participants will explore **Multi-Tiered Systems of Support (MTSS)**, Individualized Education Programs (IEPs), Functional Behavioral Assessments (FBAs), and Behavior Intervention Plans (BIPs), while understanding the roles of school professionals in identifying and addressing student needs. Through a combination of theory, applied strategies, and interactive activities, attendees will gain tools to design, monitor, and evaluate interventions that promote academic, behavioral, and social-emotional success for students across diverse educational settings.

**Learning Objectives:**

By the end of this course, participants will be able to:

1. Explain the legal and historical foundations of school-based interventions, including IDEA, Section 504, and ESSA, and their impact on service delivery.
2. Apply evidence-based frameworks such as MTSS, RTI, and PBIS to support academic and behavioral outcomes for students.
3. Develop and implement data-informed intervention plans, including SMART goals, FBAs, and BIPs, while collaborating effectively with multidisciplinary teams and families.

**References:**

- Friend, M., & Cook, L. (2016). *Interactions: Collaboration Skills for School Professionals* (8th ed.). Pearson.
- O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (2015). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook* (3rd ed.). Cengage Learning.
- Sailor, W., Dunlap, G., Sugai, G., & Horner, R. (2009). *Handbook of Positive Behavior Support*. Springer.
- Turnbull, H. R., Turnbull, A. P., Shank, M., & Leal, D. (2015). *Exceptional Lives: Special Education in Today's Schools* (8th ed.). Pearson.

**Title:**

Bullying Prevention: Strategies for Supporting Youth

**Instructional Level:**

Intermediate — designed for mental health professionals, educators, and other professionals working with children and adolescents in clinical, school, or community settings.

**Target Audience:**

School counselors, psychologists, social workers, educators, and mental health clinicians who work with children and adolescents and aim to implement effective bullying prevention and intervention strategies.

**Course Description:**

This 3-hour training explores the prevalence, impact, and prevention of bullying among children and adolescents. Participants will learn to identify the various forms of bullying—including physical, verbal, social, and cyberbullying—and understand the psychological, social, and behavioral consequences. The course emphasizes **evidence-based prevention and intervention strategies** that can be applied across clinical, educational, and community settings. Participants will also examine risk and protective factors, trauma-informed approaches, and systemic considerations such as implicit bias, legal protections, and cultural responsiveness. Through case examples and applied discussion, attendees will gain practical tools to create safer and more supportive environments for youth.

**Learning Objectives:**

By the end of this course, participants will be able to:

1. Define and differentiate the various forms of bullying and their impact on youth.
2. Apply evidence-based prevention and intervention strategies in clinical, educational, and community settings.
3. Identify systemic and contextual factors, including cultural responsiveness and trauma-informed considerations, to support youth effectively.

**References:**

- Espelage, D. L., & Swearer, S. M. (Eds.). (2008). *Bullying in American Schools: A Social-Ecological Perspective on Prevention and Intervention*. Routledge.
- Olweus, D. (1993). *Bullying at School: What We Know and What We Can Do*. Blackwell.
- Hinduja, S., & Patchin, J. W. (2018). *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. Corwin.
- Swearer, S. M., Wang, C., Berry, B., & Myers, D. (2014). *Psychology of Bullying: Theoretical Perspectives and Practical Approaches*. Springer.

**Title:**

From Formation to Transformation: Foundations of Leading Therapeutic Groups

**Instructional Level:**

Introductory — designed for mental health professionals seeking foundational skills for leading effective and ethical therapeutic groups.

**Target Audience:**

Counselors, psychologists, social workers, therapists, and other mental health clinicians who facilitate or plan to facilitate group therapy with children, adolescents, or adults.

**Course Description:**

This 3-hour training provides an introduction to **foundational competencies for leading therapeutic groups**. Participants will explore the stages of group development, the evolving role of the facilitator, and strategies for creating a safe, cohesive, and ethically grounded group environment. Emphasis is placed on establishing group norms, managing interpersonal conflict, and integrating best practices and evidence-based approaches. Through discussion, case examples, and applied exercises, attendees will gain practical tools to enhance confidence, effectiveness, and ethical decision-making in group facilitation.

**Learning Objectives:**

By the end of this course, participants will be able to:

1. Identify the key stages of group development and apply strategies to foster safety, cohesion, and engagement.
2. Implement group norms and facilitation techniques that support ethical and effective group functioning.
3. Apply strategies for managing conflict and addressing common ethical challenges in group therapy.

**References:**

- Burlingame, G. M., Strauss, B., & Joyce, A. S. (2013). Change mechanisms and effectiveness of small group treatments. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change* (6th ed., pp. 640–689). Wiley.
- Yalom, I. D., & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books.
- Chen, E. C., Kakkad, D., & Balzano, J. (2020). Multicultural considerations in group therapy. *International Journal of Group Psychotherapy*, 70(3), 363–387. <https://doi.org/10.1080/00207284.2019.1706547>
- Malhotra, M., & Baker, S. (2021). Ethical challenges in group psychotherapy: Navigating confidentiality, boundaries, and cultural considerations. *Journal of Clinical Psychology*, 77(9), 2005–2018. <https://doi.org/10.1002/jclp.23189>