Four Ways To Register

1. Internet: www.ibpceu.com
2. Mail: PO Box 2238, Los Banos, CA 93635 (make check payable to IBP)
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NURSES: Institute for Brain Potential (IBP) is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. Institute for Brain Potential is approved as a provider of continuing education by California Board of Registered Nursing, Provider #CEF2396, and Florida Board of Nursing. This program provides 6 contact hours.

PHYSICIANS: Institute for Brain Potential is approved by the American Medical Association to sponsor continuing medical education for physicians. Institute for Brain Potential maintains responsibility for this educational activity. This activity is approved for a maximum of 6.00 AMA PRA Category 1 Credits™.

PHARMACISTS & PHARMACY TECHNICIANS: Institute for Brain Potential is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. The interactive webinar is a knowledge-based activity (NABP-CE#07-0524-2019). The on-demand webinar and home study CDs/DVDS are knowledge-based activities with NABP-CE#07-0524-2019. This program provides 6 contact hours. Current License Professions: Pharmacy.

PHYSICAL THERAPISTS: Institute for Brain Potential is approved as a provider of physical therapy continuing education by the California State Board of Physical Therapy. This program provides 6 CE hours. The physical therapy board in AK, AZ, CA, DC, GA, IN, IL, KS, ME, MI, MN, MO, MT, NE, NH, NJ, NM, NY, NC, ND, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, WI, WV, WY, and the District of Columbia recognizes this program. This program meets the criteria for 6 contact hours of physical therapy continuing education in CE, MO, MT, NE, NH, NJ, NM, NY, NC, ND, OH, OK, PA, RI, SC, SD, TN, TX, UT, VA, WI, WV, and WY.

MIXED DISCIPLINES: Institute for Brain Potential is approved as a provider of continuing education for the American Dental Association. Provider #: 7781271. This program provides 6 CE hours of continuing education credit.

DENTAL HYGIENISTS: Institute for Brain Potential is approved by the Florida Board of Dentistry as an approved provider of continuing education. Provider #: 0461. This program provides 6 CE hours. Florida Board of dentistry website www.FloridaBoardofDentistry.org

DIETITIANS: Institute for Brain Potential is approved by the American Dietetic Association, provider #708718 for 6 contact hours.

DIETITIANS: Institute for Brain Potential is approved by the American Dietetic Association, provider #7781271 for 6 contact hours of continuing education for dietetic professionals. This program contains pre-requisite content. This program is approved as a provider of continuing education by the Florida Board of Dietetics, Provider #: CPE.191019-012002-8636-000000-P, and by the Florida Board of Dietetics, Provider #: CPE.191019-012002-8636-000000-T.

MUSIC THERAPISTS: Institute for Brain Potential is approved by the American Music Therapy Association, Inc., to offer music therapy continuing education. Provider #: MT-0068. This program provides 6 contact hours. This program is for music therapists, registered music therapists, associate registered music therapists, music therapists-in-training, music therapists-in-training, and music therapists-in-training.

OCCUPATIONAL THERAPISTS: Institute for Brain Potential is approved by the American Occupational Therapy Association, Inc. (AOTA), to offer occupational therapy continuing education. This program is approved for 6 contact hours. This program is for occupational therapists, occupational therapy assistants, and supervisors of occupational therapy assistants.

MENTAL HEALTH COUNSELORS: Institute for Brain Potential is approved by the National Board for Certified Counselors, Inc. (NBCC), to offer continuing education. Institute for Brain Potential is an approved provider of continuing education by the Florida Board of Marriage and Family Therapists, Provider #: CEF15312. This program provides 6 contact hours. Florida Board of Marriage and Family Therapists, Provider #: CEF15312.

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Roots of Anger and Developmental Trauma

- Development of Mindsight: the ability to recognize what another person is thinking or feeling.
- Development of Stress Resilience: role of secure attachment between the infant and caregivers.
- Maladaptive Attachment Styles: neglect, maltreatment or inconsistent treatment produce avoidant, anxious or disorganized forms of attachment and alter threat-based brain circuitry.
- Anger Scripts: habitual dysfunctional beliefs about self and others fuel anger arousal and expression.
- Anger Flowchart: from habits and beliefs to aversive outcomes.

Understanding Anger-Related Disorders

- Passive Aggression: when a person withholds intimacy, praise, or affection when upset and acts in ways known to upset the other person.
- Sarcasm: making humorous or cutting remarks about others, revealing embarrassing personal information, causing public humiliation.
- Cold Anger: withdrawal, avoidance of intimacy; refusal to reveal what is wrong; avoidance of emotional discussions.
- Hostility: impatience, frustration, unrealistic standards and rules.
- Diagnosis: keys to identifying anger-related conditions not included in the DSM-5.

Key Steps to Anger Regulation and the Brain

Stop: learning to shift attention away from anger-generating thoughts and acts by reducing arousal (e.g., cue-controlled rapid relaxation); altering posture, signal breathing, improving awareness; engaging the wisdom of the slower and wiser prefrontal cortex.

Think: assessing social, emotional and somatic cues and self-aware emotions to re-interpret anger-related thoughts and cognitive distortions; using the social intelligence of the orbitofrontal cortex.

Observe and Objectify: (“camera checking”) and restructuring dysfunctional thinking; what are the costs and benefits of engaging in anger-related behavior (am I hurting myself by trying to hurt another person? health risks of harboring, expressing and receiving anger).

Plan: identifying the range of behaviors that can lead to immediate calming and goal-directed change; key role of the dorsal prefrontal cortex.

Practice: developing anger-control habits by restraining impulses and retraining the habit brain, the basal ganglia, to reign in the rapid and distorted threat-related detection of the amygdala.

Rules of Engagement When Interacting With an Angry Person

- Agreeing on Terms of Engagement: selecting a mutually agreeable time and place; allowing for time-outs; using “I” instead of “you” statements; avoiding attacking/defending or using non-verbal forms of aggression.
- When to Delay Interactions: employing “Nay’s FiveS’s” to evaluate biological factors that contribute to arousal and limit resilience (e.g., insufficient sleep, excess stress, insufficient sustenance (e.g., hunger, substance use, and sickness).
- When to Avoid Engagement: a review of people with neurocognitive disorders who present a risk for anger or violence including substance use, especially alcohol, brain injury, PTSD, severe personality disorders (e.g., borderline, sociopathic), or psychosis associated with schizophrenia, major depression, bipolar disorders, episodic dyscontrol or acute confusion.
- Assessing Risk of Violence: methods and issues in determining risk from records and current behavior.
- Psychopharmacology: the use and misuse of drugs to treat anger in combination with major depression, bipolar disorders, alcohol-related disorders and related substance use disorders; beta blockers, anti-depressants, psychostimulants, atypical antipsychotics, and opioid antagonists.
- How to Prevent or Defuse Risk and When to Get Help: 10 key warning signs for when to seek a first responder (police, paramedic, medical or psychological emergency); when and how to warn a client while attempting to preserve a therapeutic relationship.