

What is the Neuroscience for Systems Change - Training Program?

The Neuroscience for Systems Change program provides neuroscience education to equip individuals to:

- get new ideas for enhancing, discovering or changing career paths
- gain skills and feedback for presenting neuroscience and systems-change concepts to clients, staff, students or other audiences (such as for youtube, TikTok, etc.)
- create a project or initiative that promotes neuroscience, mindset, resilience and innovation research within their organization or community;
- use neuroscience, mindset, resilience and innovation research to support an existing project, presentation or initiative in order to increase buy-in from stakeholders and participants.
- increase flexibility in tackling complex challenges at work, at home and in society

What is the timeline for this program?

The training will begin in March with an intensive training weekend, followed by group monthly meetings, office hours twice a month, presentation of your project to your community or organization in September, and graduation in October.

Here is the timeline overview of the program:



What's included in this program?

The training program consists of monthly meetings, office hours (where you schedule 1-on-1 feedback sessions with me), a final project, and a graduation showcase (online):

Workshop Content

Students begin the program with the intensive training weekend in April (all day Saturday and Sunday, with a Friday evening 'meet-and-greet' beforehand). Each month, we'll meet as a group to go over monthly readings, Q&A and reflection assignments. Content will be focused on:

- how mindsets are formed AND how they can be intentionally changed through neuroscience-informed conditions and self-directed processes;
- how to minimize the negative effects of adversity and toxic stress on brain architecture;
- how learning about the neurobiology of oppression, trauma and idea-suppression can create buy-in from leaders, educators and parents to engage in new ways to positively influence brain activity in themselves and in students;
- how to create optimal learning conditions, projects, activities and interactions that maximize executive functioning, growth mindset, self-regulation and resilience
- how to integrate design-thinking, neurobiology, physics, emotion regulation, social impact and resilience education into a project, presentation or initiative that will produce measurable and sustainable impact within one's own organization.

Final Project

Within Month 2 of the program, students will choose to either develop their own project or initiative, or presentation framework so they can share this with the group and get feedback. Students have the option (and are highly encouraged) to present the overview or sample of their own project, initiative or workshop to their organization or to their community in August (with a month of rest & reflection in July). This will be a way to pilot-test and gain feedback so that they can then present this idea at the graduation showcase in September.

Office Hours

I will hold 1-2 days of office hours each month (depending on number of participants) in addition to the group meetings to give 1-on-1 consultations about the material and any questions you're having.

Graduation Showcase

The graduation showcase will be in September and will be a chance for students to present (online, to a wider audience) a short summary or a piece of what they have been working on throughout the program. The next day, we'll have a final group meeting to celebrate and review.

6-month Post-Training Follow-Up

Six months after the showcase, we'll have a follow-up group meeting. .

Completion Certificate

While I cannot officially provide Continuing Professional Development or Education Units, you will receive a certificate with number of training hours completed, and a reference from me (based on completion of program).

Alumni

Participants who complete this training will have the opportunity to help facilitate discussions within the private facebook group and other future possible programs.

What is the Format of Training?

Participants will be able to join via videoconference any of the workshops throughout the program. My hope is to host the intensive weekend and graduation weekend in person once larger gatherings are possible.

How big is the cohort?

The group will be limited so that I can devote my attention to each cohort. Many training and professional development programs tend to be either high or low cost, but with very little actual interaction between the program creator and the participants. This is highly convenient and profitable for the person running the program, but I feel that in order for this information to have the deep, authentic and transformative impact I personally know it has, I want to offer people a sense of community and collaboration with fellow participants and alumni. To do this, the group will need to remain relatively small. The maximum will likely be about 30 people.

How much does tuition cost?

In order to keep the cohort relatively small, and to attract people who are highly invested, the financial investment will be \$2221 for this 6-month program (plus the follow-up). Participants who cannot pay the fee in one payment can arrange a payment plan.

What's different about this program compared with other professional development trainings?

1) Neuroscience is the core curriculum, not an addition

The biggest difference is that the neuroscience and neurobiology information is the centerpiece of the curriculum, rather than a side-note.

The reason for this is that my experience and research show that when people truly understand and internalize the mechanics, and ‘inner workings’ of the mind, mental states, emotions, they are better able to a) replicate it because these processes are now conscious and b) explain it to others because they have the correct wording for it and a step-by-step explanation, rather than noticing things without knowing ‘why’.

2) Personalized, Authentic Connection-Building

I’m moving away from the increasingly popular model of an ‘expert’ getting people to pay for their knowledge, but then packaging it for the masses and having little to no actual interaction with the participants. This model goes against what I teach – presence, connection and ‘psychological safety’ are core needs for learning. This can be done through technology (for example, in the video conference sessions I will have with some students), but I hope to model trust- and empathy-building with students in *‘real time’* – because that is how *they* will be interacting with the people *they* are leading.

There is space for the powerful and positive effects of personalized learning through technology, and we will be exploring that (it’s how I personally have learned a lot over the decades!), but we will first establish a sense of trust and connection so that we can intentionally use technology in a more personal and impactful way.

3) Follow-Through and Follow-Up Incentives

Follow-Through: most training programs don’t give you incentive to actually take any action. Because this is a project-based experience, you will need to implement your insights and actually *create something new*.

Follow-Up: I rarely see training programs offer students the chance to re-connect and share insights and challenges after the training is over. I really want to see leaders amplify their impact. The post-training follow-up and connections on the facebook group will help me do that and will continue a sense of community and relationship with the group.

Who is this for and who is this not for?

This is for anyone who has some type of leadership role within their community or organization. It's for people who want to leave their mark and create positive change.

This training will not just be about 'improving performance' or 'improving behavior'. It will be about legacy-creation, consciously evolving humanity and dissolving illusions of our learned fears and ideas of separation and isolation. This will not be about how to only increase our scores based on the scales that perpetuate history and status quo, it will be about creating new scales, and new ways of interacting and compassionately disrupting old-views and old brain-wiring that hold people back.

Therefore, this training is not for people who only care about quick fixes, tweaking old systems to keep things as they are, test scores or performance. If you want 'behavior management' or performance enhancement without deep self-reflection, this is not for you.

This training is also not for you if you feel that you need someone to tell you exactly how and what to do to create change in your life or the lives of others.

There is an intentional *de-emphasis* on '*skill-building*' and an intentional focus on moments of '*oh, I never thought of it like that before*', and transforming *how we see* the world, ourselves an others, more than '*what should I do?*'...

The questions arising will be more like, 'how does the way I see myself and that person affect how I treat them, and where did that way of seeing them come from?'

If that kind of questioning doesn't interest you, this program is not for you.

Bonus Features

Projects Featured on Website

Some projects may be featured on the website so that they can further attract recognition and network-building with like-minded leaders. This will be decided on a case-by-case basis.

Lifelong Alumni Status

Graduates of the program will also get exclusive invitations to help facilitate or be a guest speaker for future programs and groups, so that they can continue to share their work, ideas, insights and stay connected with Stefanie and fellow graduates.