

**THE  
EDUCATIONAL  
INSTITUTE**

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**2010-2011**

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**WESTCHESTER  
JEWISH COMMUNITY  
SERVICES**

## **Education for the 21st Century: A WJCS Commitment**

WJCS has a 67-year mission of providing quality services to the people of Westchester County. We have created, enhanced and reinvented these services to meet the changing needs of the people we serve. As a result, WJCS offers programs and services that target mental and physical illness, sexual abuse and sexual offenders, developmental disabilities, HIV/AIDS, bereavement, gay/lesbian/bisexual/transgender youth, learning differences, adolescent pregnancy, parenting, women, homecare, aging, daycare, domestic violence, addictions, multi-stressed families, and adjudicated minors, among others. Our programs have won numerous awards and citations.

Maintaining quality service in a rapidly evolving environment is the mission of our Educational Institute. Our system of behavioral healthcare services must accommodate new approaches to providing care, including brief, evidence-based interventions; community-based programs; and individualized care plans. Although the focus on evidence-based practice serves as one impetus for some of the changes that have occurred, our continuing wish has been to provide quality and proven services that are highly effective for the increasingly varied people we serve. We offer training for our own staff and the professional community that we believe will help individuals and agencies learn these new skills.

The Educational Institute program includes courses, clinical conferences, the annual Edythe Kurz Conference, the Nina Evans Lecture, the Dr. Samuel Kahn Memorial Lecture, and Family Forums. The Institute also helps to coordinate internships for prospective social workers, psychologists and forensic mental health professionals, research, professional seminars and workshops, and community education.

We invite the professional community and the public to join in our pursuit of excellence.

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# **Edythe Kurz Annual Clinical Conference**

## **“Child Psychopharmacology”**

Peter Jensen, MD  
November 11, 2010  
8:30 A.M. – 12:00 P.M.  
Reid Castle  
Manhattanville College  
Purchase, NY

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## **Sixth Nina Evans Lecture**

TBA

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## **Dr. Samuel Kahn Memorial Lecture**

TBA

9:00-10:15 A.M.  
WJCS Headquarters

## COURSE OFFERINGS

The Educational Institute offers three types of courses:

- Mandatory foundation courses.
- Specialized treatment courses with didactic and practicum sessions.
- Short-term electives.

## REGISTRATION

Educational Institute catalog, including registration form, is available at [www.wjcs.com](http://www.wjcs.com)

**WJCS staff:** Submit registration form with supervisory approval.

**Community professionals:** Submit registration form and fee to Educational Institute Director at address on registration form.

**Course Location:** 845 North Broadway, White Plains, unless otherwise indicated.

**Deadline:** Submit enrollment form at least one month before beginning of course.

**For Information Contact:** John Alterman, LCSW, Director of Educational Institute  
(914) 949-7699 Ext. 374

## CORE CURRICULUM

The Core Curriculum courses are designed and mandated for WJCS clinical staff, depending on practice setting. **WJCS staff who enroll in specialized treatment courses carry a commitment to attend all course sessions and follow-up supervision groups and to implement the course content.** Unless otherwise noted, instructors are WJCS staff members.

### FOUNDATION COURSES:

Addictive Disorders

Child Abuse Identification and Reporting

The Impact of Trauma Across the Life Span

Adult Diagnostic Interviewing

Introduction to Early Child Development: Birth to Age Seven (available on DVD)

Initial Assessment and Risk Evaluation/Adults

Initial Assessment and Risk Evaluation/Children

Interviewing, Evaluating, and Treating Children

Working with Diversity

Diagnostic Manual for Early Childhood: DC: 0-3R

### SPECIALIZED TREATMENT COURSES:

Cognitive-Behavioral Treatment of Anxiety in Children/Coping Cats

Cognitive-Behavioral Treatment of Depression in Children

Cognitive-Behavioral Treatment of Depression/Anxiety in Adults

Introduction to Dialectical Behavior Therapy

Parent Management Training

Problem-Solving Skills Training for Older Adults

Stair/NST Evidence-Based Treatment for Adult Survivors of Childhood Abuse

Trauma-Focused Cognitive-Behavioral Treatment for Children

Parent Child Interaction Therapy (offered in 2011-2012)

Intensive Treatment of Childhood Anxiety Disorders

Person-Centered Treatment Planning

**COURSE SCHEDULE**  
**CORE CURRICULUM**  
**FOUNDATION COURSES**

C-1001	1/11/11, 1/18/11	9:00-10:30	<b>Initial Assessment and Risk Evaluation/Adults</b> A. Levin, MD
C-1001A	1/25/11, 2/1/11, 2/8/11, 2/15/11	9:00-10:30	<b>Adult Diagnostic Interviewing</b> A. Levin, MD
C-1002	10/12/10, 10/19/10, 11/2/10	9:00-10:30	<b>Initial Assessment and Risk Evaluation/Children</b> L. Bogen, JD, PhD
C-1002A	Instructional DVDs	Varies	<b>Early Child Development: Birth to Age Seven</b> WJCS/Non-WJCS Staff
C-1002B	11/3/10, 11/10/10, 11/17/10	11:00 -	<b>Basic Principles in the Interviewing, Evaluating, and Treating of Children and Adolescents</b> L. Aaron, MD
C-1003	10/7/10	9:00-11:30	<b>Child Abuse Identification and Reporting</b> K. Lau, LCSW
C-1004	5/3/11, 5/10/11, 5/17/11, 5/24/11	9:00-10:00	<b>Addictive Disorders</b> J. Spitz, LCSW
C-1005	10/14/10, 10/21/10, 10/28/10, 11/4/10 11/11/10, 11/18/10	11:00 - 12:30	<b>The Impact of Trauma Across the Life Span</b> E. Fross, LCSW L. Nelson, PhD S. Trabout, LCSW
C-1006	TBA		<b>Working with Diversity</b> C. Murphy, LCSW K. Griffin, LCSW C. Guerrero, LCSW M. Velez-Green, LCSW

## SPECIALIZED TREATMENT COURSES

C-1007	Not offered in 2010-2011		<b>Trauma-Focused Cognitive-Behavioral Treatment for Children</b> E. Fross, LCSW C. Guerrero, LCSW
C-1008	Not offered in 2010-2011		<b>Cognitive-Behavioral Treatment of Depression/Anxiety In Adults</b> A. Levin, MD L. Nelson, PhD
C-1008A	Monthly	Varies	<b>Continuing Supervision Group For Cognitive –Behavioral Treatment Of Depression/Anxiety in Adults</b> A. Levin, MD
C-1009	TBA	Varies	<b>Parent Management Training</b> S. Must, PhD A. Kuras, LCSW N. Kennedy, LCSW N. Litman, LCSW C. Kunin, LCSW
C-1010	Not offered in 2010-2011		<b>Cognitive Behavioral Treatment for Children with A Depressive Disorder: The ACTION Program</b>
C-1010A	Not offered in 2010-2011		<b>Continuing Supervision Group for Cognitive-Behavioral Treatment for Children with a Depressive Disorder: The ACTION program</b>
C-1011	1/26/11, 2/2/11, 2/9/11, 2/16/11	9:00-10:30	<b>Coping Cats: A CBT Model for the General Population of Anxious Children Ages 6-13.</b> B. Thompson, LCSW
C-1011A	TBA	TBA	<b>Continuing Supervision Group for Cognitive Behavioral Treatment of Anxiety in Children</b> B. Thompson, LCSW
C-1012	10/7/10, 10/14/10, 10/21/10, 10/28/10, 11/4/10, 11/11/10	9:00-10:30	<b>Treatment for the Interrupted Life: The Stair/NST Evidence-Based Treatment for Adult Survivors of Childhood Abuse</b> T. Gordon, PhD A. Levin, MD

C-1012A	TBA	TBA	<b>Continuing Supervision Group for Stair/NST Treatment for Adult Survivors of Childhood Abuse</b> T. Gordon, PhD
C-1013	Mondays/Weekly	9:00-10:30	<b>Consultation Group for Dialectical Behavior Therapy</b> J. Wekar, LCSW
C-1013A	TBA	9:00-10:30	<b>Introduction to Dialectical Behavior Therapy</b> J. Wekar, LCSW E. Guttman, LMSW
C-1014	3/29/11, 4/05/11, 4/12/11, 4/26/11	9:00-10:30	<b>Intensive Treatment of Childhood Anxiety Disorders</b> C. Libby, PhD
C-1014A	TBA	TBA	<b>Continuing Supervision Group for Intensive Treatment of Childhood Anxiety Disorders</b> C. Libby, PhD

### ELECTIVES

M-1015	3/3/11, 3/10/11	9:00-10:30	<b>Child Psychopharmacology</b> M. Munoz-Dummit, MD
M-1016	TBA	TBA	<b>Multiple Challenges: Working with DD/SED Children and their Families</b> WJCS and Community Staff
M-1017	9/27/10, 10/4/10	9:00-10:30	<b>Helping Children Cope with Death and Dying</b> K. Dreher, LCSW H. Weiss, LMSW
M-1018	10/13/10, 1/5/11, 4/13/11, 7/6/11	9:00-10:30	<b>MR/DD Clinical Case Conferences</b> A. Levin, MD Staff Presenters
M-1019	10/18/10, 11/22/10, 1/03/11, 2/21/11, 4/04/11. 5/16/11	9:30-10:50	<b>WJCS Learning Center: Lessons in Learning</b> M. Malow-Iroff, PhD

M-1020	Not offered in 2010-2011.		<b>Treatment of Children And Adolescents with Sexually Aggressive Behavior Problems</b> R. Donat, LCSW S. Must, PhD
M-1021	TBA	TBA	<b>Problem-Solving Therapy for Older Adults</b> K. Dreher, LCSW N. Ruggeri, PhD
M-1022	TBA	TBA	<b>Person-Centered Planning For Adults with Serious Mental Illness</b> Mental Health Assoc. Staff

## COURSE DESCRIPTIONS

### Foundation Courses

#### **C-1001 INITIAL ASSESSMENT AND RISK EVALUATION/ADULTS** (Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:00- 10:30</i>	<i>1/11/11, 1/18/11</i>	<i>3hrs.</i>

Participants will learn to perform an initial mental health assessment, using the WJCS assessment form for the agency electronic records system. The essential information to be gathered as well as the organization of the resulting report will be covered. Identification of specific risk factors and best practices to respond to them will be emphasized.

**Method:** Lecture; discussion.

**Learning Objectives:**

1. Learn to perform a thorough mental health assessment.
2. Learn to organize the material for maximum usefulness to other clinicians.
3. Learn to elicit and identify specific risk factors and best practices to respond to them.

**Instructor:** Andrew Levin, MD

**Location:** 845 North Broadway, White Plains

#### **C-1001A ADULT DIAGNOSTIC INTERVIEWING** (Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:00- 10:30</i>	<i>1/25/11, 2/1/11, 2/8/11, 2/15/11</i>	<i>6hrs.</i>

This course will focus on approaches to the Initial and Comprehensive Assessments. With the use of videotaped interviews the course will demonstrate and discuss techniques and interview strategies for general evaluation as well as strategies and approaches for specific disorders, e.g. mood, anxiety, psychosis, personality disorders, and substance abuse. Where possible the course will also highlight evidence-based treatments for disorders commonly seen at WJCS.

**Method:** A series of videotapes will serve as the starting point for elucidation and discussion of diagnostic evaluation. Overview articles will also be utilized to provide a survey of diagnostic and treatment considerations.

**Learning Objectives:** At the end of the course the participant will:

1. Be able to utilize strategies to reach the three major goals of the Initial Assessment.
2. Understand techniques to elucidate diagnostic distinctions in mood, anxiety, personality, and psychotic disorders.
3. Be familiar with evidence-based treatments for disorders commonly seen at WJCS.

**Instructor:** Andrew Levin, MD

**Location:** 845 North Broadway, White Plains

**C-1002**

**INITIAL ASSESSMENT AND RISK EVALUATION/CHILDREN**  
(Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Wednesday</i>	<i>9:00- 10:30</i>	<i>10/12/10, 10/19/10, 11/2/10</i>	<i>4.5 hrs.</i>

Participants will learn to perform a thorough mental health assessment of, and risk evaluation for, child clients. This class will address the goals and methods of initial evaluations, and the information that should be obtained. Risk evaluations will be discussed, including eliciting and identifying risk and protective factors, making appropriate responses, and preparing documentation that protects the client, clinician, and agency.

**Method:** Lecture; discussion.

**Learning Objectives:**

1. To perform a thorough mental health assessment for child clients.
2. To elicit and identify risk and protective factors, make evidence-based responses, and prepare appropriate documentation.

**Instructor:** Leslie Bogen, JD, PhD

**Location:** 845 North Broadway, White Plains

**C-1002A**

**EARLY CHILD DEVELOPMENT: Birth to Age 7**

**Day and Time:** *Independent Study Tapes*

**Dates:** *Self Paced Viewing*

Target Audience: mental health professionals, early childhood and school program specialists

This course is provided this year through child development tapes available for loan. Tapes may be checked out for self paced, independent learning to agency staff. Supervisors may also request the tapes for staff who may have limited knowledge of early childhood development, children 3-7 years, or for viewing portions for on site staff development. The tapes provide a brief overview of basic child development to provide a framework for the observation and understanding of young children across key developmental domains. Child development handbooks are also available to staff to maintain on site in clinics or programs for reference.

**Method:** Contact John Alterman or Megan Flynn to access child development tapes for independent viewing.

**Learning Objectives:**

1. Participants will increase their knowledge of early child development, birth to age seven.
2. Participants will strengthen their observational skills across multiple developmental domains. Increased child development knowledge will support future training in early childhood assessment, diagnosis and treatment

Note: Individual seminars in specialty areas related to early childhood may be scheduled for a single session through the year or by request. They may include: sensory motor integration, techniques for engaging young children, resilience models, family literacy, diagnosis in early childhood, culture and family, effective treatment with young children, Early Intervention, CPSE and CSE process etc.

**Instructors:** *Multiple and to be determined based on professional area of expertise through WJCS staff: social workers, psychologists, learning specialists, child psychiatrists and early intervention specialists.*

**C-1002B**

**BASIC PRINCIPLES IN THE INTERVIEWING, EVALUATING,  
AND TREATING OF CHILDREN AND ADOLESCENTS**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Wednesday</i>	<i>11:00</i>	<i>11/3/10, 11/10/10, 11/17/10</i>	<i>hrs.</i>

This course will explore the process of interviewing, evaluating, and treating children and adolescents and ways that children and adolescents are different than adults. Through the use of clinical vignettes and possibly videotaped interviews the course will illustrate techniques and strategies for better communication with children and adolescents in the process of evaluating and treating them. The sharing of personal examples from participants' own experiences in working with children will be encouraged.

*Method:* Clinical vignettes and possibly videotaped interviews will serve as a starting point for the exploration and discussion of the process of getting to know children and adolescents by interviewing them in the course of their evaluation and treatment.

*Learning Objectives:* At the end of the course the participant will:

1. Be more aware of the differences encountered in communicating with children and adolescents.
2. Have a better sense of how children and adolescents respond to an adult interviewer and how the interview can be helpful in making diagnostic determinations.
3. Be aware of the more frequent diagnostic categories that children and adolescents present with and what they look like.
4. Be familiar with some of the treatment issues that flow from the interviewing and evaluating of children and adolescents.

*Instructor:* Lisa Aaron, MD

*Location:* 487 South Broadway, Yonkers

**C-1003**

**CHILD ABUSE IDENTIFICATION AND REPORTING**  
(Core Curriculum)

<b>Day:</b> <i>Thursday</i>	<b>Time:</b> <i>9:00- 11:30</i>	<b>Dates:</b> <i>10/7/10</i>	<b>Total hrs</b> <i>2.5 hrs.</i>
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This two and a half hour workshop will focus on the identification and reporting of child abuse and maltreatment in NYS. Participants will have the opportunity to increase their sensitivity and awareness of the dynamics and factors which contribute to child maltreatment as well as sharpen their skills in assessing the physical and behavioral indicators. Participants will learn about their legal requirements and issues related to confidentiality when considering whether to make a report or not. An overview of the reporting and investigation process will be discussed.

This course meets the training requirements of the New York State Department of Education for all licensed professionals who are required to complete this course in order to be licensed or re-licensed in the State of New York. All participants who complete this course will be provided a “*Certificate of Completion*” that can be submitted to the New York State Department of Education and/or employer when required.

**Method:** Lecture, Power Point, video.

**Learning Objectives:**

**Identification:**

1. Define what constitutes “abuse”, “maltreatment”, and “neglect” according to New York State Family Court Act and Social Services Law.
2. Distinguish among various behavioral and environmental characteristics of abusive parents or caretakers.
3. Identify physical and behavioral indicators of physical abuse.
4. Identify physical and behavioral indicators of maltreatment and neglect.
5. Contrast the physical and behavioral indicators of sexual abuse.

**Reporting:**

1. Describe situations in which mandated reporters must report suspected cases of child abuse or maltreatment.
2. Describe what constitutes “reasonable cause to suspect” that a child has been abused and maltreated.
3. Outline the proper procedure for making a report of suspected child abuse and issues related to confidentiality.
4. List what actions certain mandated reporters may take to protect a child in addition to filing a child abuse report.
5. Describe the legal protections afforded reporters and the consequences for failing to report.

**Instructor:** *Kenneth Lau, LCSW, Project Director, Children FIRST, Fordham University GSS*

**Location:** 141 North Central, Hartsdale

**Specialized Treatment Courses**

**C-1004                      ADDICTIVE DISORDERS (Core Curriculum)**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:00- 10:30</i>	<i>5/3/11, 5/10/11, 5/17/11, 5/24/11</i>	<i>6 hrs.</i>

Increasingly clients seeking mental health treatment may also have a coexisting substance abuse problem. This may be apparent at intake or emerge during treatment. Symptoms of one disorder are often mistaken for the other. Successful treatment of the dually diagnosed client requires understanding the impact of disease and how it affects the client’s functioning. This course will focus on the diagnosis of addictive disorders utilizing DSM-IV criteria, and treatment of addictive disorders within the mental health setting. Participants will become familiar with assessment tools, understand the impact of substance abuse on the client’s emotional, social, vocational, and physical functioning, as well as on family members. Participants are encouraged to present case material from their own caseloads.

**Method:** Didactic; case studies; handouts.

**Learning Objectives:**

1. Understand and assess the impact of chemical dependency using a biopsychosocial model.
2. Identify signs and symptoms of addiction.
3. Understand and frame motivational intervention strategies.
4. The complexities of dual diagnosis; assessment and intervention.

**Instructor:** Jennifer Spitz, LCSW

**Location:** 845 North Broadway, White Plains

**C-1005**

**THE IMPACT OF TRAUMA ACROSS THE LIFE SPAN**  
(Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Thursday</i>	<i>11:00- 12 :30</i>	<i>10/14/10, 10/21/10, 10/28/10, 11/4/10 11/11/10, 11/18/10</i>	<i>9 hrs.</i>

The course will sensitize clinicians to the subject of child sexual abuse and provide an overview of family violence for clinicians. We will examine *both* the multiple systems that clients interact with and the clinical awareness necessary for appropriate assessment and treatment. Clinical intervention with child victims of sexual abuse, offenders, non-offending parents, and adult survivors will be explored. We will also examine the emotional and psychological impact on children who live with domestic violence, and the standard of care in a clinical setting.

**Method:** Lecture; film; class discussion; case examples and readings.

**Learning Objectives:**

1. Clinicians will learn signs and symptoms of sexual abuse and family violence.
2. Participants will gain a theoretical and practice framework for treatment of abused children.
3. Participants will understand dynamics and treatment of incestuous families.
1. Attendees will learn how to develop and use safety plans for adults and child clients.
5. Clinicians will understand the role of the CPS and the legal system (both criminal and family courts).
6. Participants will learn about police reports, orders of protection and the Crime Victims Board.
7. Learn appropriate interventions for victims of domestic abuse and their families.

**Instructor:** *Liane E. Nelson, PhD; Sylvana Trabout, LCSW; and Erica Fross, LCSW*

**Location:** 141 North Central Avenue, Hartsdale

**C-1006****WORKING WITH DIVERSITY**

(Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>TBA</i>	

*(This course is being redesigned for 2010-2011. Details will be announced separately.)*

This newly redesigned course focuses on issues of difference (racial, cultural, gender, sexual orientation, religious, class, etc.) between colleagues in the work environment. We will explore the richness of our many differences, while acknowledging that difference in this society is not value free. There will be an examination of the dynamics of “privilege” and a discussion of the experience of being part of a group that is stigmatized by a dominant culture. The goal of this course is to provide opportunities to make differences explicit, celebrated and to reduce unintended power inequities in our workplace.

**Method:** Lecture and experiential exercises.

**Learning Objectives:**

1. Increased capacity for WJCS staff to communicate about difference;
2. Improved comfort zone regarding addressing and acknowledging difference in the workplace;
3. Increased capacity for strong professional alliances among staff.

**Instructors:** Carolyn Murphy, LCSW; Kay Griffin, LCSW; Consuelo Guerrero, LCSW;  
Maria Velez-Green, LCSW

**Location:** 845 North Broadway, White Plains

**C-1007****TRAUMA FOCUSED COGNITIVE BEHAVIORAL TREATMENT FOR CHILDREN** (Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>NOT OFFERED</i>	<i>13.5 hrs.</i>

This course will teach a cognitive behavioral approach to address issues related to the trauma of child sexual abuse. Participants will develop skills and techniques for utilizing this model. The format will be a combination of didactic and experiential learning. **PREREQUISITE:** Participant should have a case to which he/she can apply his/her learning. Participant should also have some type of training or experience working with victims of child sexual abuse, e.g. WJCS Child Sexual Abuse course, other workshop or training programs. **Participants in this course are required to enroll in the follow-up monthly supervision course for the remainder of the academic year.**

**Method:** Lecture, discussion, supervision

**Learning Objectives:**

1. Participants will learn a cognitive behavioral approach to address issues related to the trauma of child sexual abuse.
2. Participants will develop skills and techniques for utilizing this model.

**Instructors:** Erica Fross, LCSW; Consuelo Guerrero, LCSW

**Location:** 141 North Central Avenue, Hartsdale

C-1008

**COGNITIVE-BEHAVIORAL TREATMENT OF DEPRESSION  
AND ANXIETY IN ADULTS**

(Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:00- 10:30</i>	<i>NOT OFFERED</i>	<i>7.5 hrs.</i>

This course will provide an introduction to the principles and practice of Cognitive Behavioral Therapy for depression and anxiety conditions in adults. The course will devote 4 lectures to principles and introduction to treatment of depression and then two sessions to anxiety disorders. . **Participants in this course are required to enroll in the follow-up monthly supervision course for the remainder of the academic year.**

**Method:** Lecture and case discussion.

**Learning Objectives:**

1. Participants will understand the principles of cognitive therapy including collaborative empiricism, self-monitoring, cognitive restructuring, use of homework, and problem solving.
2. Participants will learn the principles and specific methods for the treatment of depression and anxiety in adults.

**Instructors:** Andrew Levin, MD, Liane Nelson, PhD

**Location:** 845 North Broadway, White Plains

C-1008A

**CONTINUING SUPERVISION GROUP FOR COGNITIVE-  
BEHAVIORAL TREATMENT OF DEPRESSION AND ANXIETY  
IN ADULTS**

(Core Curriculum)

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Varies</i>	<i>Varies</i>	<i>Monthly</i>	

This monthly supervision group will utilize a case discussion model. Clinicians will present cases in which they are applying cognitive techniques including collaborative empiricism, self monitoring, cognitive restructuring, use of homework, and problem solving. Four separate monthly meetings will be offered in Peekskill, Hartsdale, Yonkers, and Mount Vernon Family Mental Health Clinics.

**Method:** Case discussion.

**Learning Objectives:**

1. Participants will learn to apply the principles of cognitive therapy including collaborative empiricism, self monitoring, cognitive restructuring, use of homework, and problem solving in the treatment of adult depression.

**Instructor:** Andrew Levin, MD

**Location:** Hartsdale, Central Yonkers, Mount Vernon Family Mental Health Clinics

C-1009

**PARENT MANAGEMENT TRAINING SERIES (PMT) 101:  
INTRODUCTION, METHODS, AND TECHNIQUES**  
(Core Curriculum)

<i>Day:</i> TBA	<i>Time:</i> Varies by course segment	<i>Dates:</i> TBA	<i>Total hrs</i>
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This training and supervision series will provide professional staff with the fundamentals of Parent Management Training, one of the most effective evidence-based models for children with a range of behavioral challenges. The “team taught” course will provide the techniques for professionals to support and coach parents/guardians in the positive management techniques demonstrated to be effective with children from age 2 to 14. Course emphasis and expectation is on immediate “implementation” of the techniques taught in order for supportive class supervision to help staff refine their use of PMT for the benefit of families.

All participants will be required to have either a new, appropriate family to begin PMT with or a supervisor prepared to assign a family case at the outset of training. The course will be offered in two week segments, with a two week break for implementation of the techniques taught. Phone support/supervision will be provided by the trainers during each two week implementation phase. A second, two week course segment will then refine the PMT methods and add the next tier of PMT techniques with a two week implementation break etc. The first 3-4 classes provide PMT basic skills training, the second set of PMT classes focuses on the successful development of PMT behavioral charts and individualized plans for home-school and related community implementation and the final 2-3 glasses focus on the effective development and implementation of PMT Family PMT.

Those WJCS staff who previously completed the PMT training with Yale may opt to take a segment of the course as a “brush up” or to take one of the later segments which focus on either effective development and use of behavioral charts or the establishment of PMT Family Groups. Those who have not had PMT training previously will be expected to complete the entire series unless special exemption is made by the training “team” for significant experience related to the model.

**Method:** Highly interactive training series with written materials, implementation take aways, modeling of methods, in class practice/supervision of techniques as well as training team availability via phone for implementation supervision. PMT books should currently be available in all clinic and relevant program sites.

**Learning Objectives:**

1. Participants will learn to effectively implement the PMT model for effective work with children and youth through their parents/guardians.

**Instructors:** Shoshanna Must, PhD; Alan Kuras, LCSW; Nanci Kimmel Kennedy, LCSW; Norma Litman, LCSW; and Cathy Kunin, LCSW

**Location:** 845 North Broadway, White Plains

**C-1010****COGNITIVE BEHAVIORAL TREATMENT FOR CHILDREN WITH A DEPRESSIVE DISORDER: The ACTION Program**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>NOT OFFERED</i>	<i>9hrs.</i>

This course will teach a cognitive-behavioral approach for treating children with a depressive disorder. This is a manualized treatment program developed by Kevin Stark, Ph.D., et al. and is gaining increasing attention in the literature. The intervention has been shown efficacious for girls ages 9 to 14, but could easily be adapted for boys by the therapist. It was originally designed as a group-based treatment, but has also been applied individually with success. Course will begin with educating participants on cognitive conceptualization and its role in treatment. Then, participants will enhance their skills in using developmentally appropriate coping, problem-solving, and cognitive restructuring strategies. The final part of the course will teach the parent training component of this treatment. The format will be a combination of didactic and experiential learning. **PREREQUISITE:** Participant should have a basic understanding of cognitive-behavioral theory and treatment. . **Participants in this course are required to enroll in the follow-up monthly supervision course for the remainder of the academic year.**

**Method:** Lecture, discussion, group activities

**Learning Objectives:**

1. Participants will learn a cognitive behavioral approach to treating depression in children.
2. Participants will develop skills in using developmentally appropriate coping, problem-solving, and cognitive restructuring strategies.

**Instructor:** Brooke Hersh, PhD

**Location:** 845 North Broadway, White Plains

**C-1010A****CONTINUING SUPERVISION GROUP FOR COGNITIVE-BEHAVIORAL TREATMENT FOR CHILDREN WITH A DEPRESSIVE DISORDER: The ACTION Program**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>NOT OFFERED</i>	

This is an informal supervision group in which participants will have an opportunity to present cases, ask questions, and receive feedback from the course instructor and their colleagues. As time permits, the supervision time may be devoted to practicing skills through exercises and/or role plays. It is an important tool for gaining facility using the ACTION treatment program.

**Method:** Case presentations, group discussion and experiential activities (as time permits).

**Learning Objectives:**

1. Enhance confidence and competence using the ACTION treatment program.
2. Clarification of program's activities and skills.

**Instructor:** Brooke Hersh, PhD

**Location:** 141 North Central Avenue, Hartsdale

**C-1011****COPING CATS: A CBT MODEL FOR THE GENERAL POPULATION OF ANXIOUS CHILDREN AGES 6-13.**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Wednesday</i>	<i>9:00- 10:30</i>	<i>1/26/11, 2/2/11, 2/9/11 2/16/11</i>	<i>6 hrs.</i>

This Cognitive-Behavioral model is effective for children presenting with generalized anxiety, separation anxiety, school avoidance, simple phobias. It involves graduated exposures in treatment. It is not suited for more intensive anxiety disorders, such as OCD.

**Method:** Lecture, discussion, case supervision

**Learning Objectives:**

1. Participants will learn the cognitive behavioral Coping Cats model of anxiety treatment for children.
2. Participants will develop skills in the application of this model.

**Instructors:** Beth Thompson, LCSW

**Location:** 845 North Broadway, White Plains

**C-1011A****CONTINUING SUPERVISION GROUP FOR COPING CATS**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>TBA</i>	<i>hrs.</i>

This is an informal supervision group in which participants have an opportunity to present cases, ask questions, and receive feedback from the course instructor and their colleagues. It is an important tool for fine-tuning the use of the Coping Cats treatment method.

**Method:** Discussion.

**Learning Objectives:**

1. Clarification of Coping Cats, and feedback for improving treatment.

**Instructor:** Beth Thompson, LCSW

**Location:** 845 North Broadway, White Plains

C-1012

**TREATMENT FOR THE INTERRUPTED LIFE: THE  
STAIR/NST EVIDENCE-BASED TREATMENT FOR  
ADULT SURVIVORS OF CHILDHOOD ABUSE**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Thursdays</i>	<i>9:00- 10:30</i>	<i>10/7/10, 10/14/10, 10/21/10, 10/28/10, 11/4/10, 11/11/10</i>	<i>9 hrs.</i>

This course will present Marylene Cloitre's STAIR/NST treatment for adult survivors of childhood abuse. Participants will learn methods for teaching clients skills never learned in childhood, including *emotion identification and regulation, interpersonal skills, schema therapy, and assertiveness*. In addition, we will learn how to use *exposure therapy* in the treatment of complex PTSD. Please note that variations of exposure therapy are also used in the treatment of other anxiety disorders, and of traumatic bereavement.

The first few classes will be appropriate for participants interested in gaining a more in-depth understanding of cognitive-behavioral techniques useful in many disorders. It is suggested that class participants purchase "Treating Survivors of Childhood Abuse: Psychotherapy for the Interrupted Life," by Cloitre, Cohen, and Koenen. In addition, Andrew Levin, M.D. will teach about diagnostic evaluation of PTSD, complex PTSD, and co-morbid disorders, and about the uses of medication in the treatment of PTSD and complex PTSD. . **Participants in this course are required to enroll in the follow-up monthly supervision course for the remainder of the academic year.**

**Method:** Lecture, with some in-class practice of techniques and case discussions.

**Learning Objectives:**

1. Participants will gain facility in an evidence-based cognitive-behavioral treatment for trauma survivors.
2. Participants will learn more about diagnosis and treatment of complex PTSD.

**Instructors:** Tamar Gordon, PhD; Andrew Levin, MD

**Location:** 487 South Broadway, Yonkers

**C-1012A**

**CONTINUING SUPERVISION GROUP FOR STAIR/NST  
TREATMENT FOR ADULT SURVIVORS OF  
CHILDHOOD ABUSE**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>TBA</i>	<i>TBA</i>	<i>TBA</i>	<i>hrs.</i>

This is an informal supervision group in which participants have an opportunity to present cases, ask questions, and receive feedback from the course instructor and their colleagues. It is an important tool for fine-tuning the use of the STAIR/NST treatment method.

**Method:** Discussion.

**Learning Objectives:**

1. Clarification of STAIR/NST, and feedback for improving treatment of difficult trauma cases.

**Instructor:** Tamar Gordon, PhD

**Location:** 487 South Broadway, Yonkers

**C-1013**

**CONSULTATION GROUP FOR DIALECTICAL BEHAVIOR  
THERAPY**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Monday</i>	<i>9:00- 10:30</i>	<i>Weekly</i>	<i>hrs.</i>

This is a continuing DBT consultation meeting for DBT clinicians at WJCS. The meeting is used to clarify DBT concepts, hone mindfulness skills, discuss ongoing high risk cases and challenges within the skills groups as well as to identify and discuss challenges in implementing this treatment in an outpatient mental health clinic setting.

**Method:** Discussion, case presentation self study required.

**Learning Objectives:**

1. Participants will develop and enhance skills to effectively practice Dialectical Behavior Therapy.
2. Participants will discuss and improve ability to implement Dialectical Behavior Therapy strategies to clients.
3. Participants will enhance motivation to practice this treatment with high risk clients.

**Leader:** Johanna Wekar, LCSW-R

**Location:** 141 North Central Avenue, Hartsdale

**C-1013A**

**INTRODUCTION TO DIALECTICAL BEHAVIOR THERAPY**

<b>Day:</b> <i>Thursday</i>	<b>Time:</b> <i>9:00- 10:30</i>	<b>Dates.</b>	<b>Total hrs</b> <i>6hrs.</i>
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Dialectical Behavior Therapy (DBT) is an Evidence Based Practice (EBP) initially utilized to treat the chronically suicidal and self injurious client meeting criteria for Borderline Personality Disorder (BPD). In recent years, DBT has been effective at treating clients with difficulties with emotional regulation and who exhibit wide range of maladaptive behaviors used to regulate themselves. This course will cover the theoretical underpinnings of DBT, how DBT differs from standard Cognitive Behavior Therapy (CBT) as well as ways to help support clients that are currently in WJCS DBT Skills Groups.

**Method:** Lecture, experiential.

**Learning Objectives:**

1. Understand and be able to explain the biosocial theory of BPD.
2. Understand the theoretical underpinnings of DBT.
3. Understand how DBT differs from standard CBT.
4. Increase familiarity with skills modules of Mindfulness, Distress Tolerance, Emotion Regulation and Interpersonal Effectiveness.

**Instructor:** *Johanna Wekar, LCSW-R; Emily Shulman, LMSW*

**Location:** 141 North Central Avenue, Hartsdale

**C-1014****INTENSIVE TREATMENT OF CHILDHOOD ANXIETY DISORDERS**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:00- 10:30</i>	<i>3/29/11, 4/05/11,4/12/11,4/26/11</i>	<i>6 hrs.</i>

This course will focus on empirically supported treatments for several childhood anxiety disorders, particularly focusing on cognitive-behavioral therapy which includes exposure and response prevention. Participants will learn advanced methods for treating obsessive-compulsive disorder (OCD), specific phobias, selective mutism, social anxiety, and school anxiety. The course will include lecture and case discussion. Participants are encouraged to present case material from their own caseloads and are required to carry at least one child anxiety case during the time period covered by the course and follow-up supervision meetings. **Participants in this course are required to enroll in the follow-up bi-monthly supervision course for the remainder of the academic year.**

**Method:** Lecture, discussion

**Learning Objectives:**

1. Participants will have a better understanding of diagnosis and case conceptualization for childhood anxiety disorders, including functional analysis of what stimuli are maintaining anxiety.
2. Participants will learn empirically-supported treatments including exposure therapy, stimulus fading, and behavior modification.
3. Participants will learn to avoid common mistakes in exposure and response prevention treatment and be able to problem-solve challenges that arise during this treatment.

**Instructors:** Christopher Libby, PhD; Meredith Grossman, MEd.; Melanie Moretz, PhD

**Location:** 141 North Central Avenue, Hartsdale

**C-1014A CONTINUING SUPERVISION FOR INTENSIVE TREATMENT OF CHILDHOOD ANXIETY DISORDERS**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>10:00- 11:00</i>	<i>1<sup>st</sup> Tuesday of month</i>	

Continuing from the seminar on CBT with exposure and response prevention for treating OCD and the other childhood anxiety disorders, this supervision group will meet once per month to discuss cases.

**Method:** Case presentation with group discussion and consultation regarding cases.

**Learning Objectives:**

1. Develop skill in designing an exposure hierarchy, conducting assessment of children with OCD and other anxiety disorders, implement evidence-based treatments.

**Instructor:** Christopher Libby, PhD

**Location:** 6 Gramatan Avenue, Mount Vernon and teleconference with other sites.

**ELECTIVES**

**M-1015 CHILD PSYCHOPHARMACOLOGY**

<b>Day:</b> <i>Thursday</i>	<b>Time:</b> <i>9:00- 10:30</i>	<b>Dates:</b> <i>3/3/11, 3/10/11</i>	<b>Total hrs</b> <i>3hrs.</i>
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This course offers an overview of medication subgroups used for behavioral problems in children—their efficacy and side effects.

**Method:** Lecture; handouts; discussion.

**Learning Objectives:**

1. Identify subgroups of medications.
2. Develop understanding of their uses and benefits.
3. Identify risks and side effects.
4. Learn some risks and benefits of drug combinations.

**Instructor:** Margarita Munoz-Dummit, MD

**Location:** 845 North Broadway, White Plains

**M-1016 MULTIPLE CHALLENGES: WORKING WITH DD/SED CHILDREN AND THEIR FAMILIES**

<b>Day:</b> <i>TBA</i>	<b>Time:</b> <i>TBA</i>	<b>Dates:</b> <i>TBA</i>	<b>Total hrs</b> <i>hrs.</i>
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This multi-session course, taught by WJCS staff and community professionals, offers an annual presentation of the latest evidence-based practices for working with DD/SED children and their families.

**Method:** Lecture, handouts, discussion.

**Learning Objectives:**

1. Participants will learn the latest evidence-based practices for working with DD/SED children and their families.

**Instructors:** WJCS Staff and Community Professionals

**Location:** 845 North Broadway, White Plains

**M-1017**

**HELPING CHILDREN COPE WITH DEATH AND DYING**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Monday</i>	<i>9:00- 10:30</i>	<i>9/27/10, 10/4/10</i>	<i>3hrs.</i>

This is a two-part course with one session devoted to helping children cope with terminal illness in the family and the other focusing on helping bereaved children cope with loss.

Part 1 of the course will introduce clinicians and staff to a range of experiences their young clients may encounter when facing the life threatening illness of a loved one, and ultimately, the loss of a loved one.

**Method:** Lecture, discussion, case examples

**Learning Objectives:**

1. Participants will become familiar with the concepts that influence children’s conception of death.
2. Participants will learn about the questions family have when they are anticipating or are faced with a death in the family
3. Participants will become familiar with resources that are available for additional support

Part 2 of the course will introduce participants to skills and techniques specific to clinical work with bereaved children and adolescents, and will provide an understanding of the psychological impact of loss on children at different developmental stages, as well as how they may express their grief differently than adults.

**Learning objectives:**

2. Participants will learn how loss effects children depending on current life experience, self-image, age and the quality of relationship with the deceased.
2. Participants will gain an understanding of how children grieve differently than adults.
3. Participants will learn strategies and techniques to help children and adolescents develop skills for coping, adaptation, and movement through the grieving process.

**Instructors:** *Karen Dreher, LCSW; Heidi Weiss, LMSW*

**Location:** 141 North Central Avenue, Hartsdale

**M-1018****MR/DD CLINICAL CASE CONFERENCES**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Wednesday</i>	<i>9:00- 10:30</i>	<i>10/13/10, 1/5/11, 4/13/11, 7/6/11</i>	<i>6hrs.</i>

It is common for adults with developmental disabilities or mental retardation to have a co-existing psychiatric disorder. These dually diagnosed individuals may present a very interesting and unique clinical picture along with challenging behaviors for families and caregivers to manage. Recognizing the symptoms and understanding the diagnosis/pathology are key elements for clinicians, management, and direct care staff. Developing successful treatment interventions often requires a collaborative approach especially for those that may be considered ‘at risk’ or ‘hard to treat.’

This program will be a forum for clinical staff as well as supervisors and direct care staff. Through the presentation and clinical review, participants will learn more about psychiatric disorders and discuss the implications for treatment and management. Each session will focus on a different psychiatric disorder and a staff person/treatment team will present clinical information that will be the basis for discussion.

**Method:** The format for this program will consist of three parts: Lecture/didactic, case presentation, discussion.

***Learning Objectives:***

1. Recognize and understand common psychiatric disorders seen in adults with developmental disabilities
2. Increase familiarity with psychotropic medications
3. Develop and implement more effective treatment interventions
4. Increase understanding of how cognitive impairments interrelate with psychiatric disorders

**Instructor:** *Andrew Levin, MD*

**Location:** 845 North Broadway, White Plains

**M-1019****WJCS LEARNING CENTER: LESSONS IN LEARNING**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Monday</i>	<i>9:30- 10:50</i>	<i>10/18/10, 11/22/10, 1/03/11, 2/21/11, 4/04/11, 5/16/11</i>	<i>7.2hrs.</i>

Current trends in evaluation and psycho-education will be looked at through presentations, readings and group work. Participants may be asked to discuss and apply concepts individually or in a small group format. Classes will cover a variety of topics including psycho-educational evaluation practices, development and learning, intervention and remediation practices, parental involvement in learning practices, and coordination with the schools.

**Method:** Presentation of concepts, application and discussion.

**Learning Objectives:**

1. To develop strong psycho-educational evaluation skills.
2. To broaden understanding about the variability of learning and how learning impacts on the overall functioning of the individual.
3. To keep up to date on current psycho-educational findings, legislation and trends.

**Instructor:** *Micheline Malow-Iroff, PhD*

**Location:** 141 North Central Avenue, Hartsdale

**M-1020****TREATMENT OF CHILDREN AND ADOLESCENTS WITH SEXUALLY AGGRESSIVE BEHAVIOR PROBLEMS**

<i>Day:</i>	<i>Time:</i>	<i>Dates.</i>	<i>Total hrs</i>
<i>Tuesday</i>	<i>9:15- 10:45</i>	<i>NOT OFFERED</i>	<i>6hrs.</i>

This course will teach basic information about working with Juvenile Sex Offenders. Participants will learn the basics of assessment, evaluation, treatment and the current research regarding this population.

**Method:** Lecture, discussion

**Learning Objectives:**

1. Participants will learn about Juvenile Sex Offenders in the community.
2. Participants will develop a basic understanding of this population.

**Instructors:** *Rhonda Donat, LCSW; Shoshanna Must, PhD*

**Location:** 141 North Central Avenue, Hartsdale

**M-1022**

**“IT’S ALL ABOUT YOU”: IMPLEMENTING PERSON-CENTERED CARE IN A MENTAL HEALTH AGENCY**

<i>Day:</i> TBA	<i>Time:</i> TBA	<i>Dates:</i> TBA	<i>Total hrs</i> 4.5hrs.
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A “Person-centered” focus has been identified as an essential component of high quality in medical care. It has been adopted by providers of mental health services who recognize that it is effective, cost saving, and most of all, is an approach that respects the rights and dignity of the individuals who receive mental health services and supports.

This 3 session class will provide direct service staff and supervisors with an understanding of how a person-centered philosophy of treatment delivery is translated into day-to-day work with individuals who have psychiatric diagnoses, and how offering person-centered services impacts those individuals and their families as well as staff, and other providers.

Topics to be covered include the research that supports adoption of a recovery-oriented person-centered approach, a discussion of the philosophy of recovery-oriented, person-centered mental health services and the multiple concrete ways in which person-centered services are reflected in the day-to-day range of services and supports that an individual may experience. These concrete manifestations of person-centered services include careful attention to what an individual seeking services is likely to encounter from their first contact with a provider agency, the qualities of interactions that facilitate developing relationships between service providers and individuals receiving services, the process of assisting individuals articulate their goals, and the process of developing a unique plan to progress toward those goals. Issues and challenges that may arise when developing person-centered plans that include multiple providers will be addressed. In addition, documentation that accurately reflects the work done and that explicitly connects an individual’s goals and the work to achieve those goals to medical necessity, which is necessary for billing and payment, will be discussed. The importance of language in interactions and documentation will also be addressed.

Throughout the discussions, the ways in which agency-wide coordinated systems of person-centered care differ from prior models of treatment will be highlighted. Particular attention will be paid to the challenges of working in a person-centered model, particularly the challenge of using one’s professional expertise and training while respecting and facilitating an individual’s choices, especially when the provider feels the individual’s choice is not the best available option.

**Method:** Lecture, discussion.

**Learning Objectives:**

1. Participants will learn about the research which supports a person-centered approach.
2. Participants will learn the philosophy of the person-centered approach, how it differs from previous approaches, and how it is implemented in many types of services and supports.
3. Participants will learn the issues and challenges of developing a treatment plan with a client and how to document the work efficiently and effectively.

**Instructors:** Staff from the Mental Health Association of Westchester

**Location:** 845 North Broadway, White Plains

## TRAINING ON AUTISM SPECTRUM DISORDERS IN EARLY CHILDHOOD

This workshop series provides an overview of early childhood ASD with a focus on the three key symptom domains: communication, social behaviors, repetitive behaviors and an assessment update. The training series has been designed to address the needs of varied professional staff: clinical staff in the day sessions and early childhood and early intervention professionals in the evening sessions. (Please register accordingly with the expectation that the course is designed for registrants to attend ALL sessions). The series will include didactic materials, handouts as well as extensive use of video training materials.

Training on Autism Spectrum Disorders in Early Childhood	
Evening Sessions <u>Strand 1: Early Childhood Staff and Others:</u> <u>two-hour sessions in the evening</u> Wednesdays, 6:30-8:30 PM	Daytime Sessions <u>Strand 2: WJCS Professional Staff and</u> <u>Community Providers</u> Mondays or Wednesdays, 9:00-10:30 AM
9/15/10 Overview of ASD I	9/13/10 (Mon) Overview of ASD in Young Children
9/22/10 Overview of ASD II	9/27/10 (Mon) Understanding the Three Symptom Domains
11/3/10 Communication in ASD I	11/10/10 (Wed) Communication in ASD in Young Children
11/10/10 Communication in ASD II	12/8/10 (Wed) Social Behavior in ASD in Young Children
1/12/11 Social Behaviors in ASD I	2/9/11 (Wed) Repetitive Behaviors in ASD in Young Children
1/19/11 Social Behaviors in ASD II	3/9/11 (Wed) Update on Assessment for ASD in Young Children
4/6/11 Repetitive Behaviors in ASD I	
4/13/11 Repetitive Behaviors in ASD II	

**Instructor:** Patricia Towle, Ph.D.  
Training/Research Psychologist, Westchester Institute of Human Development  
Assistant Professor of Psychiatry: New York Medical College

**Location:** 845 North Broadway, White Plains

## TRAINING ON EARLY CHILDHOOD MENTAL HEALTH: BIRTH TO AGE 7

<i>Days/Times</i>	<i>Total hrs</i>
10/12/10 9:00 a.m. – 12:00 p.m.	5. hrs.
10/12/10 6:00 p.m.– 8:00 p.m.	

The sessions will focus on continued professional development in the use of the DC: 0-3R Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood: Revised Edition. Participants will review video tapes of young children and parents in interaction, break into small groups and use the DC: 0-3R to work toward consensus for diagnosis, treatment planning and therapeutic work with parents/guardians.

The morning workshop is designed for clinical staff and the evening workshop for early intervention professionals and early childhood professionals. Please register accordingly.

Participants are expected to have completed the previous DC: 0-3R workshops at WJCS with the trainer, or register with approval of a supervisor that the registrant has equivalent prior training, and to bring their copy of the DC:0-3 R manual with them to the session. Our goal is to continue this training series twice per year for the next 2 years in order that professionals work to competency in their use of the manual.

**Instructor:** Molly Witten, Ph.D.  
National Zero to Three Trainer  
Faculty, The Erikson Institute  
DIR Institute Trainer

**Location:** 845 North Broadway, White Plains

# ENROLLMENT 2010 - 2011

Date: \_\_\_\_\_

NAME: \_\_\_\_\_

AGENCY: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

*(For WJCS Staff) I agree to attend the following course(s) and the follow-up supervision sessions (if applicable) and implement the treatment methods in my clinical work at WJCS.*

STAFF MEMBER \_\_\_\_\_

SUPERVISOR APPROVAL \_\_\_\_\_

ASSISTANT EXECUTIVE DIRECTOR APPROVAL \_\_\_\_\_

**Please enroll me in the following courses:**

COURSE # \_\_\_\_\_ TITLE \_\_\_\_\_ # OF HOURS \_\_\_\_\_ FEE\* \_\_\_\_\_

COURSE# \_\_\_\_\_ TITLE \_\_\_\_\_ # OF HOURS \_\_\_\_\_ FEE\* \_\_\_\_\_

COURSE# \_\_\_\_\_ TITLE \_\_\_\_\_ # OF HOURS \_\_\_\_\_ FEE\* \_\_\_\_\_

TOTAL FEE \_\_\_\_\_

\*\*\*\*\*

**\*FEES:** **Community Participants:** Courses \$25 per hour. \$300 Maximum.

**WJCS Staff:** No fee.

**Please fax or mail form (and fee if applicable) to:**

John Alterman, LCSW  
Director of Educational Institute  
Westchester Jewish Community Services  
141 North Central Avenue  
Hartsdale, NY 10530  
(914) 949-7699 Ext. 374  
Fax: (914) 949-3224  
Email: [jalterman@wjcs.com](mailto:jalterman@wjcs.com)

*Courses subject to cancellation if enrollment is insufficient.*

## **PROFESSIONAL SEMINARS AND COMMUNITY EDUCATION**

### **Professional Seminars**

WJCS provides seminars, workshops and lectures to the professional community and the community at large on topics such as child sexual abuse, bereavement, women's issues, gay and lesbian issues, developmental disabilities, gambling, AIDS/HIV, family violence, and trauma. Special workshops are designed upon request.

#### ***To Arrange a Specific Workshop or To Receive Additional Information Contact***

*John Alterman, LCSW, Director of Educational Institute (914) 949-7699 Ext. 374*

### **Family Life Education and Family Forums**

Lectures and programs held at synagogues, churches, schools and community organizations cover such topics as adolescent depression, adoption, mid-life crises, parenting, issues related to working or aging parents and interfaith relationships. WJCS staff members and consultants with specific expertise are available to make presentations on various topics. A grant from the New York Council of Child and Adolescent Psychiatry will continue to enable WJCS child psychiatrists to participate in a series of informal meetings (Family Forums) with groups of families throughout the county on topics concerning their children's mental health.

#### ***For Information Contact***

*John Alterman, LCSW, Director of Educational Institute (914) 949-7699 Ext. 374*

### **Community Relations**

Responsible for increasing community awareness of WJCS' programs and services, the Community Relations Department handles publicity, creates brochures, newsletters and promotional materials and assists with fundraising and special events. Community Relations assists all agency services in organizing and promoting conferences, workshops and programs.

#### ***For Information Contact***

*Dale Wang, MEd, Director, Community Relations (914) 761-0600 Ext. 205*

### **Center for Women's Issues**

With funding from the Leir Charitable Foundations, WJCS has launched a new program, Women-Helping-Women, designed to provide opportunity, encouragement, information, resources and services through a series of workshops for women who are unemployed. The goal is to reach out to diverse women in Westchester, whose lives are affected by the current downturn in the economy and offer useful and practical information that they can easily apply to help improve their lives as they search for new employment. Workshops represent a variety of topics related to the job search. In the interim, a focus group for unemployed women meets monthly to provide a venue for a lively, informal, supportive, networking opportunity.

#### ***For Information Contact***

*Lenore Rosenbaum, MS, Director (914) 761-0600 Ext. 308*

## **WJCS INTERNSHIP PROGRAMS**

### **Social Work Internship Program**

The Agency accepts first- and second-year graduate students from schools of social work for field work placements in the Clinic-Based Services, Community-Based Services, and Community Residential Care Divisions. The interns are supervised by experienced social workers and can participate in training seminars provided by in-house staff and guest professionals.

#### ***For Information Contact***

*John Alterman, LCSW, Coordinator, Social Work Intern Training (914) 949-7699 Ext. 374*

### **Psychology Doctoral Internship Program**

Full-time internships in psychology are offered to doctoral students enrolled in American Psychological Association-accredited clinical, school and counseling psychology programs. The internship is intended to provide intensive, closely supervised and diverse experience in the delivery of psychological services at a large community mental health center. Clients of all ages and diagnoses are seen in outpatient clinics, and specialized rotations, such as a community day treatment program, parent-child center, treatment center for trauma and abuse, groups for children on the autism spectrum, dialectical behavior therapy, juvenile firesetters, teens with a history of sex offenses, and forensic evaluations. Broad experience in psychological assessment, including autism evaluations, is provided through consultation with all WJCS programs. Extensive didactics are offered, including through the Educational Institute. Opportunities are also provided to develop teaching, research, consultation, supervisory, and administrative skills in the context of diverse programs that meet community needs.

#### ***For Information Contact***

*Leslie Bogen, JD, PhD, Chief Psychologist (914) 949-7699 Ext. 328*

### **Psychology Pre-Doctoral Externship Program**

Psychology externships are offered to second-, third- and fourth-year doctoral candidates enrolled in clinical, school, and counseling psychology programs. The extern's placement will be for 2 or 3 days a week (16-21 hours) for a ten-month period, depending on individual doctoral program requirements. Opportunities are available for externs to provide direct clinical services (psychotherapy and psychological assessment) to clients of all ages through the family mental health clinics and specialty programs of WJCS (e.g., developmental disabilities, trauma, forensic). Externs will be closely supervised by psychology interns, licensed psychologists and, as needed, specialty supervisors. Opportunities to participate in agency research and courses offered through the Educational Institute are available to externs as well.

#### ***For Information Contact***

*Marna Cohen, PhD, Coordinator, Psychology Externship (914) 949-7699 Ext. 372*

### **Undergraduate Internship**

The Agency accepts students enrolled in Bachelor of Social Work (BSW) programs for field work placement. Students learn to provide case management services through the network of resources available in a community, participate in linking patients to resources and assimilate the functioning and interfacing of services and procedures within the Agency.

#### ***For Information Contact***

*John Alterman, LCSW, Coordinator, Social Work Intern Training (914) 949-7699 Ext. 374*

### **Forensic Psychiatry Fellowship Training Program**

The WJCS Court Assessment Program (CAP) serves as a training site for Forensic Psychiatry Fellows from the Bronx Psychiatric Center Forensic Fellowship Program. Forensic fellows spend one day per week at the CAP learning to conduct evaluation in matters pertaining to Custody/Visitation, Delinquency/PINS, and abuse-neglect, as well as evaluations in collaboration with legal assistance agencies in the metropolitan area. The fellows are supervised by the director of the CAP and the WJCS Medical Director. Rotation time for each fellow is approximately 4-6 months.

#### ***For Information Contact***

*Andrew P. Levin, MD, Medical Director, WJCS (914) 949 6761 Ext. 376*

### **Forensic Psychology Externship**

The WJCS Court Assessment Program (CAP) hosts Masters and Doctoral level Externs from a variety of graduate programs in the New York Metropolitan Area who are seeking specific experience in Forensic Evaluation. The externship satisfies the required 300 hours required of Masters level students and provides training in psychometric assessment of adults and children who are party to Juvenile Delinquency, Abuse/Neglect or Custody/Visitation matters. The externs are supervised by the Director of the CAP and are given opportunity to observe consulting clinicians conduct diagnostic and forensic interviews as well as court proceedings. Externships are typically completed during the summer months, however, half-year or year-long externships can be arranged.

#### ***For Information Contact***

*Kathleen E. McKay, Ph.D., Coordinator/Training Director, WJCS Court Assessment Program. (914) 949 6761 Ext. 352*

## **RESEARCH**

The breadth of services at WJCS provides many opportunities for research. Depending on the circumstances, prospective researchers, both inside and outside the agency, may be given permission to use case records and/or recruit subjects for a research project or dissertation. Specific guidelines are required to minimize risks and provide benefits to participant, WJCS, and the community. Each request to conduct research using WJCS staff or consumers is reviewed and must be approved by the Research Committee.

#### ***For Information Contact***

*Jeffrey Apotheker, PhD, Chair of Research Committee (914) 761-0600, Ext. 216*

## **IN-SERVICE AND TRAINING PROGRAMS: HOME HEALTH AIDES**

Home Health Services of WJCS (HHS of WJCS) is approved by the New York Department of Health to offer basic course work and clinical field experience leading to certification as a Home Health Aide. HHS is approved to conduct personal care aide equivalency testing of persons with direct care experience. Courses to upgrade the certification of personal care aides to home health aides are also available.

In addition to basic and supplementary training courses, HHS offers over 100 hours of In-Service continuing education for aide personnel to choose from annually. All training and in-service classes are offered at the White Plains training center. The Home Health Aide training course is a minimum of 75 hours (13 days) of classroom and lab and 14 hours of supervised practical work in the field. The class is offered free-of-charge. The in-service courses are also offered free-of-charge to WJCS staff and are available for a fee to aides from other agencies.

### **Core Training**

- Introduction to Home Care
- Working Effectively with Home Care Clients
- Working with the Elderly
- Working with Children
- Working with People who are Mentally Ill
- Working with People with Developmental Disabilities
- Working with People who have Physical Disabilities
- Food Nutrition and Meal Preparation/Complex Modified Diets
- Family Spending and Budgeting
- Care of the Home and Personal Belongings
- Safety and Injury Prevention
- Personal Care
- Orientation to Health Related Tasks
- Performing Simple Measurements and Tests
- Assisting with a Prescribed Exercise Program
- Assisting with the use of Prescribed Medical Equipment, Supplies and Devices
- Assisting with Special Skin Care, with a Dressing Change and with Ostomy Care

### **Specialized In-Service Training**

- Working with People with Challenging Behaviors
- Fall Prevention
- Chronic Disease and Long Term Care
- Working with Clients with Dementia
- Preparing for Emergencies
- Identifying Abuse and Neglect
- Caring for People who are Dying
- Care of People with Traumatic Brain Injuries

### **For Information Contact**

*Anna Cavaliere, Administrative Secretary, Home Health Services (914) 761-0600 Ext. 311*

## COMMUNITY RESIDENTIAL CARE STAFF TRAINING

Community Residential Care offers a variety of skills training courses for agency staff who work with adults who are developmentally disabled. The courses provide an overview of the agency and an understanding of the special needs of the consumers. Additional training and annual refresher courses are provided within each residential site.

### ORIENTATION PROGRAM

This 2-day course is given quarterly. The following training topics are **required** for all new clinical and residential care staff within the first three months of employment.

- Overview of mental retardation and developmental disabilities  
Characteristics of Persons Served  
Principles of Human Growth and Development
  
- Consumer Protection  
Abuse Prevention  
Identification, Reporting, and Processing of Allegations of Abuse  
Laws, Regulations, and Policies/Procedures Governing Protection from Abuse  
Incident Reporting and Processing  
HIPAA Regulations/Corporate Compliance
  
- Values and Philosophy  
Communicating Effectively with Consumers  
Individualization, Independence, Inclusion, and Productivity (3IP)  
Programs, Goals, and Behavior Plans  
Active Treatment
  
- Facility Safety and Security Procedures  
Fire Safety  
Vehicle Safety
  
- Safety and Welfare  
Infection Control, Hepatitis, HIV/AIDS, and Tuberculosis  
Signs and Symptoms of Illness/Disease  
Pain Management  
Emergency Nursing Procedures  
First Aid

### Other Courses for Residential Staff

- Strategies for Crisis Intervention and Prevention-Revised (SCIP-R)
- Medication Administration Certification

### *For Information Contact*

*Rich Jones, Coordinator of Training and Quality Assurance, Community Residential Care  
(914) 761-0600 Ext. 121*

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*In 2009, WJCS served over 18,000 people.*

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