

**THE  
EDUCATIONAL  
INSTITUTE**



**2008-2009**



**WESTCHESTER  
JEWISH COMMUNITY  
SERVICES**

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

WJCS has a 65-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**  
**“Resilient Youth: Helping Children Cope with Adversity”**

Kenneth Hardy, PhD  
November 13, 2008  
8:30 A.M. – 12:00 P.M.  
Reid Castle  
Manhattanville College  
Purchase, NY



**Sixth**  
**Nina Evans Lecture**  
TBA



**Dr. Samuel Kahn Memorial Lecture**  
**“Bipolar Disorder in Children:**  
**Exploring the Controversy”**

Candida Fink, MD  
October 15, 2008  
9:00-10:15 A.M.  
WJCS Headquarters



**NYU Silver School of Social Work/WJCS Educational Institute**  
**Professional Forum**

**“When the Professional is the Personal: Shared Trauma and the Question of**  
**Self-Disclosure in the Therapeutic Relationship”**

Carol Tosone, PhD  
November 6, 2008  
9:30 A.M.-11:30 A.M.  
WJCS Headquarters

## COURSE OFFERINGS

Course offerings consist of:

- A mandatory basic Core Curriculum for all new WJCS clinical staff.
- A series of short-term electives.
- Several extended courses with didactic and practicum sessions.

### REGISTRATION:

**Internet:** Educational Institute program information is available on the Internet at [www.wjcs.com](http://www.wjcs.com).

**WJCS staff:** Review course catalog with supervisors and register for approved courses.

**Community professionals:** Submit registration form and fee.

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

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

## CORE CURRICULUM

The Core Curriculum courses are designed for new WJCS clinical personnel who have been on staff at WJCS two years or less. Registration is open to the outside professional community. Unless otherwise noted, instructors are WJCS staff members.

*The following Core courses are mandated for new clinical staff, depending on their work settings:*

### FOUNDATION COURSES:

Addictive Disorders  
Child Abuse Identification and Reporting  
Child Sexual Abuse /Family Violence Across the Life Span  
Adult Diagnostic Interviewing  
Child Diagnostic Interviewing  
Early Child Development: Birth to Age Seven  
Initial Assessment and Risk Evaluation/Adults  
Initial Assessment and Risk Evaluation/Children  
Working with Diversity

### SPECIALIZED TREATMENT COURSES:

Cognitive-Behavioral Treatment of Anxiety in Children  
Cognitive-Behavioral Treatment of Depression in Children  
Cognitive-Behavioral Treatment of Depression/Anxiety in Adults  
Dialectical Behavior Therapy  
IPT for Adolescents  
Parent Management Training  
PSST for Older Adults  
Stair/NST Evidence-Based Treatment for Adult Survivors of Childhood Abuse  
Trauma-Focused Cognitive-Behavioral Treatment for Children

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

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

# COURSE SCHEDULE

## FOUNDATION COURSES

### CORE CURRICULUM

C-1001	1/13/09, 1/20/09	9:00-10:30	<b>Initial Assessment and Risk Evaluation/Adults</b> A. Levin, MD
C-1001A	1/27/09, 2/3/09, 2/10/09, 2/17/09	9:00-10:30	<b>Adult Diagnostic Interviewing</b> A. Levin, MD
C-1002	10/7/08, 10/28/08,11/4/08	9:00-10:30	<b>Initial Assessment and Risk Evaluation/Children</b> L. Bogen, JD, PhD
C-1002A	TBA	TBA	<b>Early Child Development: Birth to Age Seven</b> WJCS/Non-WJCS Staff
C-1002B	TBA	TBA	<b>Basic Principles in the Interviewing, Evaluating, and Treating of Children and Adolescents</b> K. Kessler, MD
C-1003	10/16/08	9:00-11:30	<b>Child Abuse Identification and Reporting</b> K. Lau, LCSW
C-1004	5/6/09, 5/13/09, 5/20/09 5/27/09	9:00-10:30	<b>Addictive Disorders</b> J. Spitz, LCSW
C-1005	1/8/09, 1/15/09, 1/22/09 1/29/09, 2/5/09, 2/12/09	9:00-11:00	<b>Trauma in the Family: Incest and Domestic Abuse</b> E. Fross, LCSW L. Nelson, PhD S. Trabout, LCSW
C-1006	TBA	TBA	<b>Working with Diversity</b> WJCS Staff

### SPECIALIZED TREATMENT COURSES

C-1007	3/3/09, 3/10/09, 3/17/09 3/24/09, 3/31/09, 4/7/09 4/14/09, 4/21/09, 4/28/09	9:00-10:30	<b>Trauma-Focused Cognitive-Behavioral Treatment for Children</b> E. Fross, LCSW C. Guerrero, LCSW
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C-1008	3/3/09, 3/10/09, 3/17/09 3/24/09, 3/31/09	9:00-10:30	<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	Alternate months	Varies	<b>PMT Training for Supervisors</b> Yale Child Study Center Staff
C-1010	7/23/08,7/24/08, 7/30/08	9:00-12:00	<b>Cognitive Behavioral Treatment for Children with a Depressive Disorder: The ACTION Program</b> B. Hersh, MA
C-1010A	TBA	TBA	<b>Continuing Supervision Group for Cognitive-Behavioral Treatment for Children with a Depressive Disorder: The ACTION Program</b> B. Hersh, MA
C-1011	1/14/09,1/21/09,1/28/09 2/4/09	9:00-10:30	<b>Introduction to Cognitive-Behavioral Treatment Of Anxiety in Children: The Coping Cats Model</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	9/11/08,9/18/08,9/25/08 10/2/08,10/23/08,10/30/08	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	Monthly/3 <sup>rd</sup> Thursday	9:00-10:00	<b>Continuing Supervision Group for Stair/NST Treatment for Adult Survivors of Childhood Abuse</b> T. Gordon, PhD
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C-1013	Mondays/Weekly	9:00-10:30	<b>Consultation Group for Dialectical Behavior Therapy</b> J. Wekar, LCSW
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**ELECTIVES**

M-1014	3/5/09,3/12/09	9:00-10:30	<b>Child Psychopharmacology</b> M. Munoz-Dummit, MD
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M-1015	TBA	TBA	<b>Multiple Challenges: Working with DD/SED Children and their Families</b> WJCS and Community Staff
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M-1016	Not offered in 2008-2009.		<b>Family Therapy</b> A. Newman, LCSW
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M-1017	Not offered in 2008-2009.		<b>Family Therapy Practicum</b> A. Newman, LCSW
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M-1018	Not offered in 2008-2009.		<b>How to Develop and Maintain Groups For School-Age Children</b> J. Coscia, LCSW
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M-1019	Not offered in 2008-2009.		<b>Helping Children Cope with Death and Dying</b> K. Dreher, LCSW H. Weiss, LMSW
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M-1020	9/17/08, 1/21/09, 3/18/09 6/10/09	9:00-10:30	<b>MR/DD Clinical Case Conferences</b> A. Levin, MD Staff Presenters
M-1021	10/20/08, 11/24/08, 1/5/09 2/23/09, 4/6/09, 5/18/09	9:30-10:50	<b>WJCS Learning Center: Lessons in Learning</b> M. Mallow-Iroff, PhD
M-1022	Not offered in 2008-2009.		<b>Coaching the AD/HD Client</b> P. Santa Donato, LCSW
M-1023	TBA	TBA	<b>Second Step—Support and Technical Assistance Group</b> N. Kennedy, LCSW
M-1024	1/13/09, 1/20/09, 1/27/09	9:15-10:45	<b>Juvenile Sex Offenders: An Overview</b> R. Donat, LCSW S. Must, PhD

**COURSE DESCRIPTIONS**  
**Foundation Courses**

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

**Day:** *Tuesday*                      **Time:** *9:00-10:30*                      **Dates:** *1/13/09, 1/20/09*                      *3 hrs.*

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)

**Day:** *Tuesday*                      **Time:** *9:00-10:30*                      **Dates:** *1/27/09, 2/3/09, 2/10/09,*                      *6 hrs.*  
*2/17/09*

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)

**Day:** *Tuesday*      **Time:** *9:00-10:30*      **Dates:** *10/7/08, 10/28/08, 11/4/08*      *4.5 hrs.*

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:** *Varies*

**Time:** *TBA*

**Dates:** *Winter- Spring 2009*

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

This course is being re-designed to allow both independent, long-distance, film and small group, on-site learning in regard to child development. It will overview early childhood development from birth to age seven, with emphasis on ages 3-7 years providing a framework for the observation and understanding of young children across key developmental domains. Observations or films may serve as the basis for child development learning or intake of young children with use of the developmental domains materials provided to support participants in their learning. The course sequence may include didactic presentation, written materials (including current research) and direct observations of children and/or caregiver child interactions. A central component of the series is participants' selection of approved observation sites (child care programs, playgrounds, markets, drop in centers) for rich, direct observations of young children. **PREREQUISITE:** Participants will have either attended or viewed the Yale child development tapes available through the Educational Institute. The tapes may be checked out from WJCS Headquarters for independent viewing.

**Method:** Film, discussion and direct observations.

***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 WJCS and non-WJCS professional staff: social workers, psychologists, learning specialists, child psychiatrists and early intervention specialists.*

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

**C-1002B**

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

**Day:** TBA

**Time:** TBA

**Dates:** TBA

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:** Kenneth J. Kessler, MD

**Location:** 487 South Broadway, Yonkers, New York

**C-1003**

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

**Day:** *Thursday*

**Time:** *9:00-11:30*

**Date:** *10/16/08*

*2.5 hrs.*

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)**

**Day:** *Wednesday*      **Time:** *9:00-10:30*      **Dates:** *5/6/09, 5/13/09, 5/20/09, 5/27/09 6 hrs.*

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**

**TRAUMA IN THE FAMILY: INCEST AND DOMESTIC ABUSE**  
(Core Curriculum)

**Day:** *Thursday*

**Time:** *9:00-10:30*

**Dates:** *1/8/09, 1/15/09, 1/22/09,  
1/29/09, 2/5/09, 2/12/09*

*12 hrs.*

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, Ph.D., Sylvana Trabout, LCSW and Erica Fross, LCSW*

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

C-1006

**WORKING WITH DIVERSITY**  
(Core Curriculum)

*Day:* TBA

*Time:* TBA

*Dates:* TBA

*(This course is being redesigned for 2008-2009. 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; WJCS Staff

*Location:* 845 North Broadway, White Plains

C-1007

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

*Day:* Tuesday

*Time:* 9:00-10:30

*Dates:* 3/3/09, 3/10/09, 3/17/09

13.5 hrs.

3/24/09, 3/31/09, 4/7/09

4/14/09, 4/21/09, 4/28/09

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-1009**

**PMT TRAINING FOR SUPERVISORS**  
(Core Curriculum)

**Day:** *Alternate Months TBA*      **Time:** *Varies*      **Dates:** *July 2008 – Jan 2009*

This training and supervision series will complete the Agency “train the supervisor” model to sustain WJCS capacity to support staff in the continued use of the PMT model, one of the most effective models from children/youth with disruptive behavior disorders, ages 2 to 14. Clinic and program staff who have completed the 18 month PMT training with Yale have been identified by their respective clinic or program directors/coordinators to complete the supervisors training. Several advanced PMT techniques, discussion of PMT model adaptation, and PMT family groups will be included in the training.

**Method:** Discussion of current WJCS PMT cases under supervision of Agency staff PMT supervisors.

**Learning Objectives:**

1. Participants will learn to supervise the PMT model used by Agency staff in their work with children and families.

**Instructors:** *Yale Child Study Center Staff*

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

**C-1010**

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

**Day:** *Wednesday, Thursday* **Time:** 9:00-12:00 **Dates:** 7/23/08, 7/24/08, 7/30/08 9 hrs.

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, M.A., Psychology Intern.*

*Throughout graduate school, the instructor was a therapist on the project investigating the efficacy of this intervention, under the supervision of Dr. Stark. Dr. Stark is affiliated with the Beck Institute (founders of CBT) and provides phone supervision to therapists nationwide.*

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

The ACTION treatment program was evaluated in a five year investigation funded by the NIMH. The sample consisted of 158 girls between the ages of 9 and 14 who were experiencing Major Depressive Disorder (n=134), Dysthymia (n=22), or DDNOS (n=2). The majority of the participants (64%) were experiencing at least one additional comorbid disorder. The sample was racially and ethnically diverse. Results indicate that the ACTION program is very effective as 82% of the participants who completed the program were no longer depressed at posttesting. In comparison, only 47% of the participants in the minimal contact control condition were no longer depressed following the 11 week no treatment period.

**C-1010A**

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

**Day:** *TBA*

**Time:** *TBA*

**Dates:** *TBA*

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, M.A. (PhD expected late August 2008) with supervision from Kevin Stark, PhD as needed.*

**Location:** 141 N. Central Ave., Hartsdale

C-1011

**INTRODUCTION TO COGNITIVE-BEHAVIORAL  
TREATMENT OF ANXIETY IN CHILDREN: The Coping Cats  
Model**

*Day: Wednesday*

*Time: 9:00-10:30*

*Dates: 1/14/09, 1/21/09, 1/28/09  
2/4/09*

*6 hrs.*

This course will introduce participants to an evidenced-based model of anxiety treatment for children. Attendees will develop knowledge and skills to apply this model. We will then work together to develop skills and apply the model to actual cases. Pre-requisites are solid child treatment skills and a relevant case to share. **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, 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 COGNITIVE-  
BEHAVIORAL TREATMENT OF ANXIETY IN CHILDREN**

*Day: TBA*

*Time: TBA*

*Dates: TBA*

*hrs.*

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**

*Day: Thursday*

*Time: 9:00-10:30*

*Dates: 9/11/08, 9/18/08, 9/25/08  
10/2/08, 10/23/08, 10/30/08*

*9 hrs.*

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**

**Day:** 3<sup>rd</sup> Thursday of every month      **Time:** 9:00– 10:00      **Dates:** TBA

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:**

2. 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**

**Day:** Monday      **Time:** 9:00-10:30      **Dates:** Weekly

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.

**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

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

## ELECTIVES

### **M-1014 CHILD PSYCHOPHARMACOLOGY**

**Day:** *Thursday*      **Time:** *9:00-10:30*      **Dates:** *3/5/09, 3/12/09*      *3 hrs.*

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-1015 MULTIPLE CHALLENGES: WORKING WITH DD/SED CHILDREN AND THEIR FAMILIES**

**Day:** *TBA*      **Time:** *TBA*      **Dates:** *TBA*      *hrs.*

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-1016 FAMILY THERAPY**

*(Not offered in 2008-2009.)*

**Day:**

**Time:**

**Dates:**

This course is intended to increase the therapist's level of comfort and competence in utilizing family therapy as a treatment modality. The primary focus will be on understanding how families function as systems and the impact of larger societal systems on clients and service providers. The primary goal is to shift clinical view from individual (intra-psychic) focus to interpersonal (transactional) focus.

**Method:** Lecture; case presentations; readings; videotapes.

**Learning Objectives:**

1. Engaging Families- Reframing presenting problems as interactional.
2. Family Assessment- Developing Structural hypotheses, family life cycle stages, impact of larger socio-cultural context on family functioning.
3. Introduction of therapeutic techniques and strategies.

**Instructor:** Aaron Newman, LCSW

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

**M-1017 FAMILY THERAPY PRACTICUM**

*(Not offered in 2008-2009.)*

**Day:**

**Time:**

**Dates:**

Prerequisite: M-1013 or permission of the instructor. This monthly course allows participants to apply the learning in the Family Therapy course to families with whom they are working.

Note: If you have previously taken the Family Therapy course, you may participate in the practicum.

**Method:** Case material; videotapes; live family interviews\*.

*\*NOTE: Live observation room available in Hartsdale office*

**Learning Objectives:**

1. Participants will increase their skills in engagement and assessment of families.
2. Participants will utilize learned family therapy techniques and interventions.
3. Participants will enhance their understanding of impact of social systems on families.

**Instructor:** Aaron Newman, LCSW

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

**M-1018**

**HOW TO DEVELOP AND MAINTAIN SUCCESSFUL GROUPS  
FOR SCHOOL-AGE CHILDREN**

*(Not offered in 2008-2009.)*

**Day:**

**Time:**

**Date:**

This course is designed for participants with a range of experience running groups for children. While its primary focus is on starting and maintaining effective groups for children, it can also serve as a refresher and provide a forum for rich class discussion from which all participants can benefit.

Participants will learn how to conceptualize the group process from understanding the purpose, selecting and interviewing children, measuring outcomes as well as basic structuring of the group along the various stages. Many examples from actual group experiences will be woven throughout the course in order to “bring to life” the many unique features involved in running groups with children ages 6-12.

**Method:** Didactic; handouts; evidence-based treatment information; class discussion.

***Learning Objectives:***

1. Understand how to conceptualize, implement and maintain groups for children.
2. Understand basic group theory in context of working with children.
3. Unique features of running groups with children ages 6-12 that have additional concerns including but not limited to: behavioral issues, impaired social skills, different learning abilities, and varying degrees of mental illness.
4. Provide hands-on activities that can be used successfully within groups for children.

**Instructor:** *Jamie Coscia, LCSW*

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

**M-1019**

**HELPING CHILDREN COPE WITH DEATH AND DYING**

*(Not offered in 2008-2009.)*

**Day:**

**Time:**

**Dates:**

*hrs.*

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:**

1. 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-1020****MR/DD CLINICAL CASE CONFERENCES**

**Day:** *Wednesday*      **Time:** *9:00-10:30*      **Dates:** *9/17/08, 1/21/09, 3/18/09, 6/10/09*      *6 hrs.*

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-1021****WJCS LEARNING CENTER: LESSONS IN LEARNING**

**Day:** Monday      **Time:** 9:30 -10:50      **Dates:** 10/20/08, 11/24/08, 1/05/09, 2/23/09, 4/06/09, 5/18/09      8 hrs.

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

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

**Learning Objectives:**

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

**Instructor:** *Micheline Mallow-Iroff, Ph.D.*

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

**M-1022****COACHING AND THE AD/HD CLIENT**

*(Not offered in 2008-2009.)*

**Day:**      **Time:**      **Dates:**  
hrs.

Increasingly coaching is considered an essential part of the treatment of Attention Deficit/Hyperactivity Disorder. This course will give a brief overview of AD/HD and the impact it has on an individual's life and/or the family or partner of an individual with the disorder. Participants will learn how coaching works, how it is different from therapy, why coaching is particularly effective with AD/HD clients, and the core principles and techniques of coaching. This course will focus on helping the older adolescent, adults, and parents of children with AD/HD.

**Method:** Lecture, discussion.

**Learning Objectives:**

1. Participants will learn the impact of AD/HD on individuals and families.
2. Participants will learn about the core principles and techniques of coaching
3. Participants will learn the difference between coaching and therapy.
4. Participants will understand why coaching is particularly effective with AD/HD clients.

**Instructor:** *Paula Santa Donato, LCSW*

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

**M-1023**

**SECOND STEP—SUPPORT AND TECHNICAL ASSISTANCE  
GROUP**

**Day:** *TBA*

**Time:** *TBA*

**Dates:** *TBA*

*hrs.*

This course will provide continuous support for the successful implementation of Second Step - Violence Prevention Curriculum. The Second Step curriculum is designed to promote social competence and reduce children's social and emotional problems by teaching several skills central to healthy social and emotional development, including: impulse control and problem solving; anger/emotion management; and empathy. Second Step: A Violence Prevention Curriculum is listed as an effective, evidence-based model by the U.S. Dept of Education, SAMSHA, OJJDP and CASEL. It was developed for children ages 4 through middle school and includes a parent component. Participants will advance the following skills and techniques for strategically planning implementation: tailored to each participants work site; specifics on what to do next; partnerships and collaboration. The format will be a combination of didactic and experiential learning.

**PREREQUISITE:**

1. **Participants must have completed the basic Second Step Training** prior to enrolling in this group.
2. Participants are utilizing Second Step at their work site or are in the initial implementation of the Second Step Model.

**Method:** Lecture, discussion, role-play, and practice

***Learning Objectives:***

1. Participants will develop skills and techniques for effectively utilizing Second Step at current site/work location.
2. Participants will receive support and encouragement to successfully implement Second Step.

**Instructors:** *Nanci Kennedy, LCSW and other Second Step Trainers*

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

**M-1024**

**SEX OFFENDERS—AN OVERVIEW**

**Day:** *Tuesday*

**Time:** *9:15-10:45*

**Dates:** *1/13/09, 1/20/09,1/27/09*

*4.5 hrs.*

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

## **EDUCATIONAL INSTITUTE/PURCHASE COLLEGE/BOCES EDUCATIONAL COLLABORATION**

### **Social, Emotional, and Behavioral Challenges for Children and Youth: Causes and School-Based Interventions to Improve Outcomes**

This course is to be offered Spring Semester through Purchase Teacher's College for graduate credit and winter through BOCES for In-Service as well as credit to Westchester school districts. The course is a combination of lecture, technical training and classroom application of methods taught in the course to foster and maximize positive child and youth function. The listing below represents topics and instructors from the previous presentation of the course. An updated listing with dates will be distributed closer to the beginning of the course for 2008-2009.

#### **Identification and Understanding of Social, Emotional and Behavioral Problems in Children and Youth**

Kenneth Kessler, MD, Child Psychiatrist, WJCS

#### **Crisis Management and De-Escalation**

Nanci Kennedy, LCSW, Program Coordinator, WJCS

#### **Behavior Management Planning and Implementation**

WJCS Staff

#### **Functional Behavioral Assessment and Individualized Plans**

Liz Scafidi, PhD

#### **School-wide Prevention/Intervention Models and Effective Community Treatment**

Beth Thompson, LCSW, Program Coordinator, WJCS

#### **Partnering with Parents: Communication and Building Positive School-Home Support Plans**

Bert Littlejohn, Site Manager, Family Ties

# ENROLLMENT 2008 - 2009

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

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

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

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

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

SUPERVISOR APPROVAL (WJCS Personnel): \_\_\_\_\_

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

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

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

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

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

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

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

\*\*\*\*\*

**Clinical staff conferences are free of charge.**

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

**WJCS Staff:**      No fee

*\*Courses given through Community Residential Care and Home Health Services have a separate fee structure. For information, please call contact listed in catalog.*

**Please 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**

The WJCS Center for Women's Issues provides services to Westchester's women by offering workshops in the spring and fall, related to personal, family and career concerns. The workshops are facilitated by professionals in their field and are free to women who live and work in Westchester. The Center reaches out to and serves diverse populations with community-based programming utilizing WJCS' expertise. Information and referrals to services that address women's health, financial and legal issues are available.

A workshop series will be held in Fall, 2008 and will be posted nearer that time.

#### ***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-approved clinical, school and counseling psychology programs. The internship is intended to provide intensive, closely supervised and diverse experience and training in the delivery of psychological services. Clients of all ages are seen in community mental health clinics, and specialized rotations, such as a community day treatment program, parent-child center, residence for developmentally disabled adults, treatment center for trauma and abuse, and forensic program. Broad experience in psychological assessment is provided through consultation with all WJCS programs. Opportunities are also provided to develop leadership, research, consultation, 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 2 or 3 days a week for a nine- or 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 level externs from the John Jay College of Criminal Justice. 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. Externships are typically completed during the summer months.

#### ***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/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 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 offered free-of-charge. The in-service courses are offered free-of-charge to WJCS staff and are available for a fee to aides from other agencies.

### **Core Training**

- Orientation to Home Care and Working in the Community
- Understanding Basic Human Needs
- Communication Skills and Confidentiality
- Home Management and Budgeting
- Standard Precautions and Infection Control
- Observing, Reporting, and Recording Skills
- Home Safety, Accident Prevention, and Emergency Procedures
- Working with Infants and Children
- Working with Dysfunctional Families and Children-at-Risk
- Aging Process and Working with the Elderly
- Mental Health and Mental Illness
- Basic Elements of Body Structure and Function
- Care for Adults with Alzheimer's, Cardiovascular, Diabetes, and Other Chronic Illnesses
- Personal Care Nursing Skills and Vital Signs
- Working with Individuals who have Disabilities
- Role in Assisting with Medications
- Rehabilitative Activities for Daily Living and Assistive Devices
- Good Nutrition, Food Handling Safety, Special Diets, and Meal Preparation Basics

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

- Psychiatric Home Care
- Infant and Child Care
- Chronic Disease and Long Term Care
- Working with Clients with Alzheimer's Disease
- Cancer Care
- Care of People with Diabetes
- Care of People with HIV/AIDS Infection
- 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

Communicating Effectively with Consumers

Abuse Prevention; Identification, Reporting, and Processing of Allegations of Abuse  
Laws, Regulations, and Policies/Procedures Governing Protection from Abuse  
Incident Reporting and Processing

- Values and Philosophy

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

### 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*

**WESTCHESTER JEWISH COMMUNITY SERVICES**

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