LEARN.
GROW.
GIVE.

Learning and Organizational Development for Behavioral Health and Social Service Providers

2017-2018 Course Catalog

The Jewish Board
Health and Human Services for All New Yorkers

Martha K. Selig
Educational Institute
The Martha K. Selig Educational Institute is the training and organizational development center of The Jewish Board, one of the nation’s leading behavioral health and social service agencies. Selig Institute trainers are community practitioners who merge academic expertise with practice-based wisdom to create smart, flexible, hands-on trainings that are relevant to today’s behavioral health and social service environment. This synergy brings the best of behavioral health and human service knowledge to the professionals we train and the clients we serve.

The Jewish Board’s professional development program is enhanced through its commitment to a set of core values including trauma-informed care, culturally affirming care, recovery-oriented practice, person-centered care, and care coordination. These core values ensure that training is relevant to the lives of our clients and the communities in which they live.

The Selig Institute is chartered by the New York State Board of Regents and is recognized by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for licensed social workers.

The Martha K. Selig Educational Institute offers you the opportunity to earn continuing education credits, satisfy your specific training objectives and professional development goals, meet client needs, and be part of our learning community.

Our courses are targeted to meet the learning needs of professionals across a range of disciplines, from mental health professionals to educators and administrators. We tailor course offerings to serve individuals and organizations.
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The training and organizational development center of The Jewish Board, one of the nation’s leading behavioral health and social service agencies.
FROM THE SENIOR DIRECTOR

Understanding the Selig Difference

The essential role of behavioral health and social service providers in ensuring the wellness of individuals and communities cannot be overstated. Their work not only improves the emotional, social and physical well-being of the clients they serve, but it also leads to a greater sense of hope and recovery for families and communities that have been touched by behavioral health concerns. Simply put, they are agents of change and healing.

Given their vital role in enhancing the health of others, extensive knowledge and advanced skill is crucial in the provider workforce. As healthcare reform continues to change the landscape of service delivery, creating opportunities for providers to grow in their existing knowledge and capabilities becomes more critical.

The Selig Institute strives to improve the quality of behavioral healthcare and social services by providing training that is cutting-edge, evidence-based, and grounded in principles of adult learning and performance improvement. The Institute works to enhance the practice of providers through training and consultation that are delivered within a framework of core values focused on recovery-oriented practice, culturally competent care, person-centered planning, and trauma-informed care.

All individuals have a basic human right to high-quality behavioral healthcare that offers effective methods for enhancing wellness and partnering in successful recovery. The work of The Institute ensures that practitioners are equipped with the current knowledge to provide these high-quality services and deliver the greatest impact as they help clients to change and heal.

I am honored to play a role in the development of providers and, subsequently, in the recovery of clients.

Sincerely,

Elizabeth Joseph, Psy.D.
Senior Director, Organizational Development
Martha K. Selig Educational Institute, The Jewish Board
OUR SERVICES
Providing the increased knowledge and skills necessary for improving practice and enhancing clients’ lives

TRAINING AND DEVELOPMENT
The Selig Institute is committed to serving both the staff of The Jewish Board and the broader behavioral health and human service community. The Institute is equipped to meet the needs and challenges of today’s multi-disciplinary practitioners through a broad range of educational programs consisting of specialized, advanced training seminars, community lectures and conferences, internship placements, and research initiatives. We work with educators, social workers, mental health workers, milieu counselors, program supervisors and managers, community advocates, psychologists, expressive arts therapists, child welfare workers, and more to support their development in delivering best-practice work in real-world time frames.

SERVICES AND SUPPORT
In addition to classroom work, we professional toolkits, train-the-trainer courses, and in-depth mastery programs that combine coursework and individualized consultation. We design and conduct customized training programs to meet the needs of particular organizations.

INITIATIVES AND INNOVATION
The Institute is guided by client-centered and outcome-driven principles that focus training on person-centered and recovery-based programming using evidence-based and evidence-informed interventions.
CONTINUING EDUCATION
Contact Hours for Social Workers

The Selig Institute is chartered by the New York State Board of Regents and is recognized by the New York State Education Department’s Office of the Professions State Board for Social Work as an approved provider of continuing education for licensed social workers #0077.

As an approved provider of continuing education for licensed social workers (LMSW and LCSW) in New York State, The Selig Institute is responsible for providing training participants with CE numbers that are consistent with the number of training hours attended. Participants are required to sign-in on time and sign-out at the end of all trainings in order to be eligible to receive a CE certificate.

All training offerings contained in this catalog are CE approved and will list the number of CE contact hours participants will receive.

Approval to provide continuing education hours to Mental Health Practitioners including Creative Arts Therapists, Marriage and Family Therapists, and Mental Health Counselors is pending and coming soon.

All courses are free for employees of The Jewish Board. External training participants and agencies should consult course descriptions for individual class fees. Contact Selig Institute staff to hear about group rates.
OUR FACULTY

Our trainers merge academic excellence with practice-based wisdom to create hands-on educational experiences

ALY ST. FLEUR

Mr. St. Fleur is a Training Specialist with the Rita Markus Institute. Mr. St. Fleur comes with 10 years of experience in direct care work. Eight of those years were spent as the Recreational Coordinator at Kaplan House, a young adult residential foster care treatment center that prepares the youth for independent living. Mr. St. Fleur was part of the leadership team that incorporated The Sanctuary Model of Care and PBIS to Kaplan House staff and residents. He also is certified by the Cornell Institute as a TCI trainer for The Jewish Board.

EMILY GROSSMAN, MA, CPRP

Ms. Grossman is an Organizational Development Specialist for the Martha K. Selig Educational Institute at the Jewish Board. She facilitates training on recovery-oriented topics such as person-centered planning and shared decision making. Ms. Grossman has a special focus on Peer Workforce development at the agency. She brings many years of experience, first as a peer provider and then as a trainer, in training providers in treatment models such as OnTrackNY and ACT. Finally, Ms. Grossman brings her lived experience as a person in recovery for the last 15 years to each training that she facilitates.

CHRISTINA GROSSO, LCAT, ATR-BC, BCETS

Christina Grosso is the Director of the Rita Markus Institute at the Jewish Board where she oversees training planning and implementation for the Child & Adolescent, Adult Residential and Developmental Disabilities Divisions. She has worked as a clinician, supervisor, administrator and trainer specializing in the treatment of complex trauma in children and adolescents with mental illness and intellectual & developmental disorders. Ms. Grosso has extensive experience in the practice, implementation and training of Trauma Informed Care, trauma based assessment and evidence based and evidence informed practices. Ms. Grosso’s work has also focused on system change and has worked with the NYS Office of Mental Health to disseminate Trauma Informed Care to child psychiatric centers and residential treatment facilities statewide. Ms. Grosso serves as the Admissions Coordinator and Adjunct Faculty at New York University in the Steinhardt School Graduate Art Therapy Department and maintains a private practice in
OUR FACULTY

Westchester.

SUSAN HAACKE, LCSW
Ms. Haacke is an Organizational Development Specialist with the Martha K. Selig Educational Institute at the Jewish Board. She provides training and consultation to agency staff on a broad range of topics and treatment modalities, specializing in supervisor training, work with adolescents and families, trauma treatment, and cognitive behavioral therapy. Ms. Haacke has 12 years clinical and managerial experience providing assessment and treatment services to high-risk/high-need children with complex and problematic family backgrounds. She is experienced in providing consultation and supervision to clinicians. Her previous role was managing a national, multidisciplinary service based in London, UK.

DOROTHY HENDERSON, PH.D., LCSW
Dr. Henderson is the Director of the Infant, Child and Family Institute at The Jewish Board. She is a senior, national Child Parent Psychotherapy (CPP) trainer and provides CPP training and case consultation to community-based mental health and ACS funded preventive service programs. Dorothy has 37 years of experience in infant and early childhood mental health and started her career at Harlem Hospital’s Division of Infant and Developmental Psychiatry in 1979 and went on to develop two ACS funded early childhood focused preventive service programs, the Harlem Center for Family Development run by VNS at Harlem Hospital and the VIPS Family Rehab Prevention Program for women in recovery and their infants at St. Luke’s/Roosevelt Hospital. Dorothy was the Assistant Director of the Infant-Parent Study Center, The Jewish Board’s two-year, post-graduate training program from 1995-2008. She has been instrumental in developing trauma-informed infant mental health programs for court-involved families nationally and locally. She is a member of the Zero to Three Academy of Fellows, was a founding board member of the New York Zero-to-Three Network and a member of the New York City Early Childhood Mental Health Strategic Work Group. The Institute is part of the Irving Brooks Harris Foundation’s Professional Development Network—a network of 17 early childhood training sites around the country and in Israel.

ELIZABETH JOSEPH, PSY.D.
Elizabeth Joseph, Psy.D. is the Senior Director, Organizational Development at The Jewish Board. She facilitates training in a number of areas including risk management, clinical supervision, DSM-5 and diagnostic practice, and evidence-based models including Cognitive Behavioral Therapy, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), Motivational Interviewing, and Solution-Focused Brief Therapy. Dr. Joseph is a certified TF-CBT supervisor and clinician and has extensive experience treating trauma in children and adolescents. She has a particular interest in systems change, practice improvement, outcomes-driven treatment, family therapy, and the treatment of trauma. She maintains a private practice providing therapy for all ages, psychological testing of children and adolescents, and supervising practitioners in the use of evidence-based practices.
JOANIKO KOCHI, MPHIL, LCSW
Ms. Kohchi is an Organizational Development Specialist at the Martha K. Selig Educational Institute. Ms. Kohchi is an infant and early childhood mental health specialist with experience spanning several regions of the United States. Ms. Kohchi has worked with young children and families who have survived traumatic events, often leading to out-of-home care and court involvement. Ms. Kohchi has also worked in a variety of early care and educational settings providing direct service to children and families, consultation to teachers and staff, and supporting all who guide infants and children to realize their optimal learning and developmental milestones in all domains.

DEBORAH LANGOSCH, PH.D., LCSW
Dr. Langosch is the Project Director of the Loss and Bereavement Program for Children and Teens and the Kinship Care Program at The Jewish Board. She is responsible for program development and direction, training, supervision, consultation, fundraising, and policy initiatives. She received her Ph.D. in Clinical Social Work at NYU. Dr. Langosch has an extensive background in the field of loss, trauma, and bereavement for children and families and lectures both locally and nationally on these topics. She co-chairs the New York City Kincare Task Force and is the chairperson of the Brooklyn Grandparents’ Coalition. Over the past 30 years, she has worked in mental health settings, community service agencies, private practice and in psychiatric and medical hospitals.

SARARIVKA LIBERMAN, LCSW-R, CGP
Ms. Liberman is an Organizational Development Specialist at the Martha K. Selig Educational Institute and an Administrative Supervisor at the Boro Park Clinic of The Jewish Board. A clinician for over 30 years, Ms. Liberman has conducted individual, family, and group therapy in health, mental health, rehabilitation, and family service settings in both the US and in Israel. For the past 20 years, she has provided supervision, consultation, and training workshops to mental health professionals. She has taught practice electives at Touro College’s Graduate School of Social Work and served as a field instructor for over fourteen social work interns from New York, Yeshiva, Adelphi, Fordham, and Long Island Universities.

LISA MARTIN, PH.D.
Dr. Martin is Director of the Martha K. Selig Educational Institute. As a clinical psychologist, Dr. Martin specializes in trauma and emotion regulation issues. She is trained in Dialectical Behavioral Therapy, mindfulness approaches, and the Skills Training in Affect and Interpersonal Regulation (STAIR-NST) treatment model. Martin also has experience conducting research and training in the area of racial identity, internalized oppression, and cultural competence. She blends her background in trauma work, culturally affirming care, and recovery perspectives to deliver engaging courses and consultation packages to help programs meet the goals of their clients. Prior to joining the Jewish Board, Dr. Martin was a supervising
psychologist at Jacobi Medical Center and she still maintains a private practice centered on adult survivors of childhood abuse.

INGRID MCKENZIE
Ms. McKenzie is a Training Specialist with the Rita Markus Institute and comes with 29 years of direct care experience. Prior to her role at the training institute, Ms. McKenzie worked at the Goldsmith Center RTF beginning in 2006 as a Transition Coordinator. She became the department supervisor in 2014 and was also part of the Sanctuary CORE team. Prior to her arrival at the Jewish Board, Ms. McKenzie worked for 17 years at Green Chimneys RTC as a Milieu counselor, moving to the school as a teacher assistant and then to the clinical department as a case manager and counselor. She is a certified TCI trainer and became a certified Yoga Teacher in 2013.

ERYNN SOSINSKI, LCSW
Ms. Sosinski is an Organizational Development Specialist at the Martha K. Selig Educational Institute. She facilitates trainings in Motivational Interviewing, Trauma-Focused Cognitive Behavioral Therapy, substance-related disorders, transitional age youth, and client engagement. In addition to her work at the Jewish Board, Ms. Sosinski is a psychotherapist at Chamin Ajjan Psychotherapy working with adult individuals and groups. Prior to MKSEI, Ms. Sosinski worked full-time at The Jewish Board’s Kaplan House, a group residence for older adolescent male youth in foster care. Ms. Sosinski has experience facilitating multidisciplinary treatment teams, crisis intervention, Positive Behavioral Incentive Systems, and trauma-focused therapy with adolescents, families, and adults.

NUREEN WOHL, LMSW
Ms. Wohl is a Training Specialist with the Rita Markus Institute where she develops and delivers curriculum for the child and adolescent division of The Jewish Board. Most recently, she was a Social Worker Intern in a psychiatric emergency room where she conducted evaluations, obtained collateral information, and determined disposition for an array of patients. Additionally, she worked as a Social Work Intern at a public school where she provided counseling and ran groups for school-aged youth. Previously, she was a home-based educator and a child care professional with children and adolescents living with severe behavioral and mental health diagnoses.
CUSTOMIZED TRAINING
Providing individuals and organizations with personalized, practical training solutions to optimize professional learning and development

OUTSOURCE YOUR TRAINING DEPARTMENT
The Jewish Board is renowned in New York and across the country as a leader in behavioral health and social services training. Now, The Selig Institute can bring its history of training expertise to your organization and staff.

OUR STAFF WILL PARTNER WITH YOUR ORGANIZATION
Whether providing specialized training for a unique service niche, or preparing staff for credentialing exams, our team can design an individualized training program to meet your unique needs. We are able to provide ongoing consultation and support to promote continuous learning and growth. Just tell us what you’d like to accomplish, and we’ll make it happen.

WE WILL TAILOR PROGRAMS TO ACCOMMODATE YOU
Training modules, offered singly or in a series, can be developed or modified to meet the needs of your agency, your staff, and the changing needs of the populations you serve. Along with customized curriculum, we can tailor pre- and post-training knowledge assessments, class exercises and case studies.
The Jewish Board is a learning organization and places a high value on continuing education and professional development. Commitment to staff training and education is a means of better meeting the needs of the diverse populations served.
Most staff in all divisions are expected to complete Foundations in Client Care: Part 1 within the first three months of employment. The course will be offered 2X/month at HQ and at borough-based locations throughout the year. Guidelines for staff participation in Foundations in Client Care: Parts 2 and 3 will be determined at the division or program level. Foundations 2 and 3 will be offered quarterly at HQ and borough-based locations.

Foundations in Client Care is a three course series designed to orient providers to the core competencies of client care.

<table>
<thead>
<tr>
<th>Community Services</th>
<th>Foundations in Client Care: Part 1</th>
<th>Foundations in Client Care: Part 2</th>
<th>Foundations in Client Care: Part 3</th>
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</thead>
<tbody>
<tr>
<td>• All staff</td>
<td>• All staff providing client care and all office managers</td>
<td>• All staff providing client care and all office managers</td>
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<thead>
<tr>
<th>Adult and Family Residential</th>
<th>Foundations in Client Care: Part 1</th>
<th>Foundations in Client Care: Part 2</th>
<th>Foundations in Client Care: Part 3</th>
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<tr>
<td>• All staff providing client care</td>
<td>• As determined by program</td>
<td>• As determined by program</td>
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<td>• Direct service professionals attend Rita Markus training developed specifically for the milieu-based role (and are welcome in Foundations series)</td>
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<td>• All staff providing client care</td>
<td>• As determined by program</td>
<td>• As determined by program</td>
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<tr>
<td>• Milieu counselors attend Rita Markus training developed specifically for the milieu-based role (and are welcome in Foundations series)</td>
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<td>• As determined by program</td>
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<tr>
<td>• Direct support professionals are welcome in Foundations series</td>
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<tr>
<td>Month</td>
<td>Course Details</td>
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<tr>
<td>January</td>
<td>Foundations in Client Care: Part 1</td>
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<tr>
<td>February</td>
<td>Foundations in Client Care: Part 1 / Part 2</td>
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<tr>
<td>March</td>
<td>Foundations in Client Care: Part 1 / Part 3</td>
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<td>April</td>
<td>Foundations in Client Care: Part 1 / Part 2</td>
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<td>May</td>
<td>Foundations in Client Care: Part 1 / Part 3</td>
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<td>Foundations in Client Care: Part 1 / Part 2</td>
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<tr>
<td>July</td>
<td>Foundations in Client Care: Part 1 / Part 3</td>
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<tr>
<td>August</td>
<td>Foundations in Client Care: Part 1</td>
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Foundations in Client Care: Part 1
This course introduces new employees to the agency’s Strategic Plan and Core Values and provides trainees with an overview of the agency’s organizational structure including its four program divisions, support departments, senior staff, and regulatory bodies. Essential tools for client and family engagement are addressed with a focus on evidence-based engagement strategies and the importance of providing culturally affirming, recovery-oriented, and trauma-informed care. Trainees will also receive an overview of the Clinical Risk Management Policy and associated protocols.
Jan 17, 2018 | $180 | CE Hours: 6
Jan 25, 2018 | $180 | CE Hours: 6
Feb 8, 2018 | $180 | CE Hours: 6
Feb 14, 2018 | $180 | CE Hours: 6
Mar 14, 2018 | $180 | CE Hours: 6

Foundations in Client Care: Part 2
Part 2 of the Foundations Series focuses on the importance of providing goal oriented, outcome-driven client care. Strategies for successfully implementing this active approach to service will be discussed. This includes a focus on the use of structured assessment measures to inform client care. Tools for meaningful integration of documentation into client care, including collaborative documentation with clients, will also be presented.
Feb 22, 2018 | $180 | CE Hours: 6

Foundations in Client Care: Part 3
The essential skills needed for making client diagnosis, including use of the DSM-5, are covered in Part 3 of the Foundations Series. A recovery-oriented approach to diagnosis is presented and trainees will learn strategies for discussing diagnosis with clients and their families. Core competencies for working with clients with substance related concerns are also addressed. Trainees will learn skills related to substance use assessment, treatment planning, and basic interventions.
Mar 21, 2018 | $180 | CE Hours: 6
SUPERVISOR DEVELOPMENT

Preparing supervisors for leadership roles in behavioral health and social service.
Supervisor Development consists of a 4-course training series and program-based coaching calls. Trainings focus on core competency areas for all supervisors in any program type. Each course is followed by program-based coaching provided through phone calls. Supervisors will be grouped by program type and offered coaching that is specific to supervisory issues related to course concepts.

Beginning next academic year, one course will be offered at the start of each quarter (September, December, March, June), followed by 2 months of bi-weekly coaching calls. For this training year, Supervisor Development course 1 will be offered in January, with course 2 and 3 scheduled for March and June respectively. Course 4 will not be taught this academic year.

Participation in Supervisor Development is expected for all new supervisors (newly hired or newly promoted). Once hired or promoted, supervisors should register for the next scheduled Supervisor Development course and continue through completion of the series. Other supervisors can participate based on program need.
### SUPERVISOR DEVELOPMENT

Courses and Course Schedules

<table>
<thead>
<tr>
<th>Month</th>
<th>Course</th>
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<tbody>
<tr>
<td>January</td>
<td>Essentials of Supervision</td>
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<td></td>
<td>Coaching Calls for Essentials of Supervision</td>
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<tr>
<td>February</td>
<td>Coaching Calls for Essentials of Supervision</td>
</tr>
<tr>
<td>March</td>
<td>The Supervisory Relationship and Managing Teams</td>
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<tr>
<td>April</td>
<td>Coaching Calls for The Supervisory Relationship and Managing Teams</td>
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<tr>
<td>May</td>
<td>Coaching Calls for The Supervisory Relationship and Managing Teams</td>
</tr>
<tr>
<td>June</td>
<td>Risk Management and Quality Improvement</td>
</tr>
<tr>
<td>July</td>
<td>Coaching Calls for Risk Management and Quality Improvement</td>
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<tr>
<td>August</td>
<td>Coaching Calls for Risk Management and Quality Improvement</td>
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</tbody>
</table>
**Essentials of Supervision**

This course begins with a focus on the critical role of supervisors in teaching and modeling the agency’s Core Values and furthering the Strategic Plan in their work with supervisees. Foundational elements of supervision are then taught including strategy for prioritization and delegation, use of agendas, and management of dual role (clinical and administrative). Personal learning style differences and communication skills are also discussed including tools for giving feedback to supervisees.

*Jan 23, 2018 | $90 | CE Hours: 3*

**The Supervisory Relationship and Managing Teams**

This course focuses on key elements that are critical in navigating any successful supervisory relationship. Topics including culturally competent supervision, power, and boundaries will be covered. Strategies for managing challenges associated with new promotion to a supervisory position or being new to the agency are also discussed. Finally, skills for team management will be presented.

*Mar 20, 2018 | $90 | CE Hours: 3*

**Risk Management and Quality Improvement**

This course begins with a review of the agency Clinical Risk Management Policy and Protocols, with a focus on the crucial role of supervisors in supporting the use of program-based protocols by supervisees. The focus of the course then shifts to the basics of quality improvement, including how to assess the quality of program service related to program processes and client outcomes and how to implement a quality improvement model at the program level. Emphasis will be placed on the meaningful use of client outcomes data and specific quality improvement tools will be shared.

*TBA | $90 | CE Hours: 3*

**Mentoring and Care for Self**

This course focuses on refining supervisor and leadership skills. Strategies for developing a personalized professional career path for self and supervisees are addressed. This includes discussion on the role of and methods for mentoring supervisees. Recognizing the impact of organizational trauma and methods for self-care for supervisees and self are also explored. Finally, skills for managing up are presented.

*TBA | $90 | CE Hours: 3*
RITA MARKUS INSTITUTE FOR MILIEU AND DIRECT SERVICE PROFESSIONAL DEVELOPMENT

Provides training and consultation for milieu and direct service professionals towards career development
Originally created with a commitment to those working in residential settings with children and adolescents, The Institute has expanded to serve direct service professionals working with transition aged youth and adults in residential programs.

The Institute offers certificate programs for staff that encompass the Jewish Board’s approach to client care including person-centered planning, recovery-oriented practice, care coordination, trauma-informed care, and culturally competent care. Courses range from foundation to specialized content reflecting the requisites of the work including engagement and skill building with youth and adults, conflict resolution and self care. Attention is also given to increasing knowledge of mental health diagnoses and approaches to treatment such as harm reduction models and health literacy. Advanced training in supervisory and management practices is available to staff who have completed the Milieu and Direct Service Professionals courses listed.
# Courses and Course Schedules

<table>
<thead>
<tr>
<th>Courses for Adult Residential Programs</th>
<th>Courses for Child and Adolescent Residential Programs</th>
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<tr>
<td><strong>September</strong></td>
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<tr>
<td>Substance Use</td>
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<td><strong>October</strong></td>
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<tr>
<td>Substance Use</td>
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<td><strong>November</strong></td>
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<tr>
<td>Documentation</td>
<td>Sanctuary</td>
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<tr>
<td><strong>December</strong></td>
<td></td>
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<tr>
<td>Documentation</td>
<td>Sanctuary</td>
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<tr>
<td><strong>January</strong></td>
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<tr>
<td>Crisis De-Escalation</td>
<td>Therapeutic Crisis Intervention</td>
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<tr>
<td>Safety in the field</td>
<td>CPR &amp; First Aid (ARC for OCFS programs)</td>
</tr>
<tr>
<td>Substance Use Consultation</td>
<td>CPR (AHA for RTFs)</td>
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<tr>
<td><strong>February</strong></td>
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<tr>
<td>Core Values</td>
<td>Therapeutic Crisis Intervention</td>
</tr>
<tr>
<td>Cultural Competence</td>
<td>Therapeutic Crisis Intervention Refresher</td>
</tr>
<tr>
<td>Crisis De-Escalation Consultation</td>
<td>CPR &amp; First Aid (ARC for OCFS programs)</td>
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<tr>
<td><strong>March</strong></td>
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<tr>
<td>Recovery Oriented Practice: Foundations</td>
<td>Therapeutic Crisis Intervention</td>
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<tr>
<td>Recovery Oriented Practice: Implementation</td>
<td>Therapeutic Crisis Intervention Refresher</td>
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<tr>
<td>No Consultation</td>
<td>CPR (ARC for OCFS programs)</td>
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<tr>
<td>Courses for Adult Residential Programs</td>
<td>Courses for Child and Adolescent Residential Programs</td>
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<td>• CPR (AHA for RTFs)</td>
<td>• Therapeutic Crisis Intervention</td>
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<tr>
<td>• Foundations of Direct Care in a Milieu Setting: Part 1</td>
<td>• Therapeutic Crisis Intervention Refresher</td>
</tr>
<tr>
<td>• Foundations of Direct Care in a Milieu Setting: Part 2</td>
<td>• CPR (ARC for OCFS programs)</td>
</tr>
<tr>
<td>• Sanctuary Orientation</td>
<td>• CPR (AHA for RTFs)</td>
</tr>
<tr>
<td>• Sanctuary Refresher (Topic 3)</td>
<td>• Foundations of Direct Care in a Milieu Setting: Part 1</td>
</tr>
<tr>
<td>• Skill Building to Enhance the Wellbeing of Residents and Self</td>
<td>• Foundations of Direct Care in a Milieu Setting: Part 2</td>
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<tr>
<td>April</td>
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<tr>
<td>• Building Effective Relationships with Clients</td>
<td>• Sanctuary Refresher (Topic 1)</td>
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<tr>
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<td>• Recovery Consultation</td>
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<td>• Substance Use</td>
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<td>• Therapeutic Crisis Intervention</td>
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<td>• Cultural Competence</td>
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<td>• CPR (ARC for OCFS programs)</td>
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<td>Consultation</td>
<td>• CPR (AHA for RTFs)</td>
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<td>June</td>
<td>• Foundations of Direct Care in a Milieu Setting: Part 1</td>
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<td>• Crisis De-Escalation</td>
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<tr>
<td>• Safety in the Field</td>
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<tr>
<td>• Substance Use Consultation</td>
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<td>• Self- Care in a Milieu Setting</td>
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<td>Courses for Adult Residential Programs</td>
<td>Courses for Child and Adolescent Residential Programs</td>
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<td>• Working with Families</td>
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<td>• Core Values</td>
<td>• Therapeutic Crisis Intervention</td>
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<tr>
<td>• Culturally Affirming Care &amp; Structural Oppression</td>
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July

August

| Make-up sessions TBD                   | • Therapeutic Crisis Intervention                  |
|                                       | • Therapeutic Crisis Intervention Refresher       |
|                                       | • CPR (ARC for OCFS programs)                      |
|                                       | • CPR (AHA for RTFs)                               |
|                                       | • Foundations of Direct Care in a Milieu Setting: Part 1 |
|                                       | • Foundations of Direct Care in a Milieu Setting: Part 2 |
|                                       | • Sanctuary Orientation                            |
|                                       | • Sanctuary Refresher (Topic 2)                    |
|                                       | • Understanding Mental Health Challenges           |
|                                       | • Working with Families                            |
Crisis De-Escalation
3 hours
Participants will learn intervention techniques to de-escalate a crisis at all stages of the crisis cycle, including strategies to identify early signs of distress and prevent escalation. Participants will develop a larger sense of self-awareness through grounding skills and personal safety management to best assess and intervene with clients in crisis.

Documentation
3 hours
Documentation training is a mandated course for all staff providing direct client care. This course teaches industry standard documentation skills—such as treatment planning, SOAP notes and collaborative documentation along with agency core values and risk management. Emphasis is placed on creating a unified record, linking all stages of treatment with documentation.

Safety in the Field
3 hours
This course will build upon skills taught in Crisis De-Escalation and focus on approaches to increase safety and reduce risk in the field. Participants will discuss agency and program policy for responding to incidents in the field and will learn and develop protocols for keeping staff safe during home visits.

Culturally Affirming Care & Structural Oppression
3 hours
This course provides information and guidance on the ways in which race, ethnicity, gender identity, sexual orientation, and power are present and intersect in individual, program and agency practice. Participants will learn about the specific challenges that our youth experience in the child welfare and mental health care systems, how to work more effectively with this population, and how to create a safe and affirming environment for all youth and staff.

Core Values
3 hours
Participants will learn the core values that guide client care at The Jewish Board, including person centered planning, recovery-oriented practice, care coordination, trauma-informed care, and culturally competent care. Participants will identify ways to integrate these core values into their work with clients. This course will utilize experiential and collaborative learning strategies.

Recovery Oriented Practice: Foundations
3 hours
This course provides foundational knowledge in theoretical principles of recovery oriented practice. Participants will learn how to develop a personal recovery plan with their clients that emphasizes hope, a secure base, a durable sense of self, supportive relationships, empowerment and inclusion, coping strategies, and a valued sense of meaning.

Recovery Oriented Practice: Implementation
3 hours
This course will build on recovery-oriented theory and presents strategies for infusing work with a recovery lens. Specific tools will be presented to engage and collaborate with clients. The training will also include best practices for working with
### Courses for Adult Residential Programs

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Duration</th>
<th>Description</th>
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<tbody>
<tr>
<td>Building Effective Relationships with Clients</td>
<td>3 hours</td>
<td>This course will teach trainees evidence-based strategies for engaging clients, and establishing an effective working relationship. Participants will learn strategies for successfully engaging clients and increase their knowledge of barriers to engagement by learning factors that contribute to establishing and maintaining a successful working relationship. In addition, this course will instruct how to recognize and manage disruptions of engagement and understand the role of race and culture when engaging with clients.</td>
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<tr>
<td>Understanding Mental Health Challenges</td>
<td>3 hours</td>
<td>This course will teach trainees foundational knowledge in mental health disorders commonly seen in Jewish Board programs including depressive disorders, anxiety disorders, post-traumatic stress disorder, and schizophrenia. Trainees will learn DSM 5 criteria for each disorder and skills for recognizing mental health symptoms in clients. Trainees will learn how mental health challenges can affect clients’ lives including the impact on functioning and will also learn how to engage with clients as a recovery partner.</td>
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<tr>
<td>Substance Use</td>
<td>3 hours</td>
<td>This course will teach foundational knowledge in common substances of use, including their methods for use and effects on the user. Participants will learn how to screen and assess for substance use in clients through the use of interview techniques and structured assessment measures. Common barriers for assessment and strategies for overcoming them will also be discussed.</td>
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</tbody>
</table>

consumers/clients, and the system in this model, as well as troubleshooting common missteps. Working towards discharge with relapse prevention and maintenance planning will also be presented.
Courses for Child and Adolescent Residential Programs

**Sanctuary Orientation**
**12 hours**
This two-day training introduces you to the Sanctuary Model, a premier model for working with a clientele that has suffered significant, repeated adversity and trauma. Significant trauma affects people’s world view, their coping skills, their interpersonal relationships, their social perception, and can have significant impact on the structures and wiring of the brain. As such, trauma has a strong impact on how the trauma-informed practitioner must provide care. During these two days, attendees will be introduced to the concepts and tools of the Sanctuary Model. Through lecture, discussion and participatory activities, attendees will have multiple opportunities to look at how to apply these concepts and tools to their own setting, on behalf of the people served, and on behalf of the staff and the agency, which are also vulnerable to the effects of repeated stress.

**Sanctuary Refresher**
**6 hours** (For programs not using Sanctuary)
These refresher courses delve into specific topic areas of the Sanctuary Model, a premier model for working with a clientele that has suffered significant, repeated adversity and trauma. During the refresher course, attendees will gain a deeper understanding of specific topic areas of the Sanctuary model that are program or unit specific. Through lecture, discussion and participatory activities, attendees will have multiple opportunities to look at how to apply these concepts and tools to their own setting, on behalf of the people served, and on behalf of the staff and the agency, which are also vulnerable to the effects of repeated stress.

**Trauma Informed Care**
**6 hours** (For programs not using Sanctuary)
This course serves as an introduction to trauma theory and Trauma-Informed Care (TIC). TIC is a framework that involves understanding, recognizing, and responding to the effects of trauma. It emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment. Implementation strategies and steps for program sustainability will be discussed.

**Therapeutic Crisis Intervention (TCI)**
**28 hours**
This course provides child care workers with the skills, knowledge and confidence to help children and young people in crisis facilitate change and growth. The course focuses on the concept of the direct care work as a catalyst of change to help young people recognize and modify maladaptive behavior patterns. Key competencies include: prevention and de-escalation of potential crisis situations; safety and therapeutic management of crisis; and helping young people develop and improve coping strategies. The use of therapeutic holds are taught and practiced. Upon completion of this course, participants will be certified in Therapeutic Crisis Intervention from Cornell University- a mandate for most child care workers.

**TCI Refresher**
**6 hours**
This course provides a refresher for child care workers with the skills, knowledge and confidence to help children and young people in crisis and to be in control of the situation in order to bring about change
Courses for Child and Adolescent Residential Programs

and growth. The course focuses on the concept of the
direct care work as a catalyst of change to help young
people recognize and change maladaptive behavior
patterns. Key competencies include: prevention and
de-escalation of potential crisis situations; safety and
therapeutic management of crisis; and helping young
people develop and improve coping strategies. The
use of therapeutic holds are taught and practiced. This
course is an annual mandate to maintain certification.

CPR/ First Aid (ARC for OCFS programs)
6 hours
The primary purpose of the American Red Cross First
Aid/CPR/AED program is to help participants recog-
nize and respond appropriately to cardiac, breathing
and first aid emergencies. The courses in this program
teach participants the knowledge and skills needed
to give immediate care to an injured or ill person and
to decide whether advanced medical care is needed.
This program offers a choice of first aid, CPR and
AED courses to meet the various training needs of a
diverse audience. This course offers a 1 year certifica-
tion upon completion.

CPR/ First Aid (AHA for RTFs)
6 hours
This course will train healthcare professionals to save
lives of infant/ child and adult victims in cardiac arrest
through high quality cardiopulmonary resuscitation
(CPR). Participants will learn how to recognize and
relieve choking, recognize cardiac arrest, give chest
compressions, deliver appropriate ventilations, and
provide early use of an automated external defibril-
lator as part of a team and individually. This course
offers a 2 year certification upon completion.

Foundations of Direct Care in a Milieu
Setting - Part I
3 hours
Participants will learn about the impact of trauma
on cognitive development and attachment and
understand how to build effective relationships with
hard-to-reach youth. Trainees will also learn the
core values that guide client care at The Jewish
Board, including person-centered planning, recovery-
oriented practice, care coordination, trauma-informed
care, and culturally competent care. Participants will
identify ways to integrate these core values into their
work with clients, especially in engaging hard-to-
reach youth. Participants will develop a conceptual
understanding of residential treatment and learn
where residential treatment fits in a basic continuum
of care model. Participants will also understand
the role of race and culture on building effective
relationships. By gaining awareness into their own
identities, participants will identify how shared and
different identities can be used to engage residents.
This course will utilize experiential and collaborative
learning strategies.

Foundations of Direct Care in a Milieu
Setting - Part II
3 hours
Participants will understand the importance of
boundaries, consistency, and empathy and will learn
to assess appropriate professional actions in the
gray areas of boundaries. Trainees will learn and
practice a six-step model to better guide professional
decision-making regarding boundaries and learn
about the importance of flexible boundaries when
working with hard-to-reach youth. This course will
Courses for Child and Adolescent Residential Programs

also teach trainees evidence-based strategies for engaging clients, and establishing an effective working relationship. Participants will learn tangible skills for successfully engaging clients and increase their knowledge of barriers to engagement by learning factors that contribute to establishing and maintaining effective relationships. Finally, participants will get a brief introduction to self-care as it relates to engaging youth. This course will utilize experiential and collaborative learning strategies.

Skill Building to Enhance the Wellbeing of Residents and Self
3 hours
Participants will learn and use skills to engage the residents and enhance the wellbeing of the residents and self. Trainees will learn skills to build effective relationships as well as emotional regulation techniques that can be utilized by the staff and then taught to youth. Techniques include learning and practicing using reinforcement and punishment to increase desired behaviors and decrease undesired behaviors in youth. Trainees with also gain insight into how active and reflective listening can express understanding of what is being said by the resident and show empathy towards the resident. Finally, participants will understand how exploring emotions, reducing emotional vulnerability, and decreasing emotional suffering can help to regulate emotions of staff and residents.

Understanding Mental Health Challenges
3 hours
This course will teach trainees foundational knowledge in mental health disorders commonly seen in residential programs including depressive disorders, anxiety disorders, post-traumatic stress disorder, psychotic disorders and developmental delays. Trainees will learn DSM 5 criteria for each disorder, skills for recognizing mental health symptoms in clients, and treatment options including an introduction to evidence based models and medication. Trainees will learn how mental health challenges can affect clients’ lives including the impact on functioning and will also learn how to engage with clients as a recovery partner.

Self-Care in a Milieu Settings
3 hours
Building upon the foundations course, participants will gain insight into how working in a milieu setting may impact their wellbeing. Participants will identify ways they can incorporate self-care into the following areas of their lives: physical, mental, emotional, spiritual, social, intellectual, financial, occupational, and environmental. Trainees will discuss the risk factors of working in a milieu setting including compassion fatigue, secondary trauma, and burnout. Participants will learn specific skills and techniques of self-care that they can use in a milieu setting to reduce stress and enhance wellbeing. The impact of racism on self-care and cross-cultural techniques will also be explored. This course will utilize experiential and collaborative learning strategies.

Culturally Affirming Care & Structural Oppression
3 hours
This course provides information and guidance on the ways in which race, ethnicity, gender identity, sexual orientation, and power are present and intersect in individual, program and agency practice. Participants
Courses for Child and Adolescent Residential Programs

will learn about the specific challenges that our youth experience in the child welfare and mental health care systems, how to work more effectively with this population, and how to create a safe and affirming environment for all youth and staff.

**Working with Families**

3 hours

With the hopes of reinforcing a family-oriented practice, this training will reiterate the importance the role of families in treatment. Trainees will learn how their role can positively impact the relationship between youth and their families in their program. By adopting a culturally-informed lens and establishing positive attitudes, trainees will understand that youth functioning, success in the program, and positive future outcomes are dependent on building and maintaining significant relationships within families. By the end of the training, participants will feel competent to provide psycho-education to family members surrounding trauma, resiliency, and recovery. This course will utilize experiential and collaborative learning strategies.
Provides skill development, establishes a conceptual framework for the peer role, and builds connections among peer staff and supervisors alike.
This exciting, interactive in-house training series is one of the things that makes working at The Jewish Board a unique and enriching experience for peer specialists, youth advocates, parent advocates and their supervisors. Peer support requires a specialized skill-set that is developed through these trainings. The series is designed to foster unity among peers and those who supervise peers. The peer training program also serves to ensure that there is a consistency throughout the agency about the type of services that peer supporters provide.

There is one training track for peer specialists, youth advocates, and parent advocates and another track for peers’ direct supervisors.

Peers will attend 8 courses, 1 per month. Most courses will be run twice during the month for scheduling convenience. One course will be held at headquarters, the other will be held on Staten Island at the SI Counseling Center.

Direct supervisors of peers will attend 3 courses, 1 per month. These courses will be held at headquarters. Program directors will be asked to attend 1 course, entitled “The Supervision of Peers.” This course will be held at headquarters.

Case consultation follows the trainings. Peer Specialists and Youth Advocates will sign up for one of 2 consultation tracks in the first training that they attend.
<table>
<thead>
<tr>
<th>Month</th>
<th>Course Topic</th>
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| September | Understanding Mental Health Challenges  
|          | Effective Peer Supervision                           |
| October  | Relationships, Engagement, Communication, and Boundaries |
| November | Coping Skills to Empower Your Client’s Recovery       |
| December | Culturally Affirming Care & Structural Oppression     |
| January  | Trauma-Informed Care                                  |
| February | Self-Care                                             |
| March    | Recovery                                              |
| April    | Peer Support 101                                      |
| May      | Effective Peer Supervision                            |
Understanding Mental Health Challenges
(for peer specialists, youth advocates, and parent advocates)
This course will explore the various mental health challenges that clients may face. Participants will learn about a variety of mental health diagnoses and treatment options including medication. Participants will also explore mental illness stigma, and why this stigma prevents people from coming into treatment. Warning signs of suicidality and psychosis will also be presented and discussed.

Headquarters | Sep 5, 2017 | $90 | CE Hours: 3
Staten Island Morris Black Counseling Center and HCBS Waiver | Sep 14, 2017 | $90 | CE Hours: 3

Effective Peer Supervision
(for peers’ direct supervisors)
This course will help peer supervisors to supervise peers effectively. Participants will explore peer supervision through case examples, role plays, and videos. Participants will also learn different strategies to recruit peers, parent advocates, and youth advocates. Strategies to ready the team for the arrival of a peer, and also help the peers assimilate to the team will be discussed. Participants will learn about micro-aggressions, and how to address them if they happen on their team. Participants will leave with an understanding of how to make good use of supervision time.

Headquarters | Sept 19, 2017 | $90 | CE Hours: 3

Relationships, Engagement, Communication, and Boundaries
(for peer specialists, youth advocates, and parent advocates)
In this training, participants will learn how to form effective and healthy relationships with their clients, fellow coworkers, and supervisors. This training will focus on engagement skills, disclosure, and how to appropriately share their stories. Participants will also learn about how to set healthy boundaries with clients. Effective listening techniques will be discussed, along with reflective responding. Participants will also learn conflict management skills.

Headquarters | Oct 17, 2017 | $90 | CE Hours: 3
Staten Island Morris Black Counseling Center and HCBS Waiver | Oct 19, 2017 | $90 | CE Hours: 3

Coping Skills to Empower Your Client’s Recovery
(for peer specialists, youth advocates, and parent advocates)
This course will teach peers how to help their clients develop valuable coping skills. Participants will explore the importance of using coping strategies to manage emotions and live an empowered life. They will learn a variety of coping strategies including breathing techniques, mindfulness, cognitive reframing, radical acceptance, and many others. Participants will also understand how technology can be used to help clients make use of the coping strategies.

Headquarters | Nov 2, 2017 | $90 | CE Hours: 3
Staten Island Morris Black Counseling Center and HCBS Waiver | Nov 7, 2017 | $90 | CE Hours: 3

Culturally Affirming Care & Structural Oppression
(for peer specialists, youth advocates, and parent advocates)
This course will teach participants how to look at their work through a culturally affirming lens. By the completion of the training, participants will have increased ability to effectively serve clients from diverse backgrounds. They will also have an increased awareness of their own identity and context. Participants will discover their feelings and
Trauma-Informed Care
(for peer specialists, youth advocates, and parent advocates)
This course will provide an overview of trauma and its impact on clients, staff, and programs. Participants will learn ways of understanding and responding to client behaviors through a trauma informed lens. Course includes case examples, videos, and other tools to increase skill attainment.

Self-Care
(for peer specialists, youth advocates, and parent advocates)
This training will help peers to be mindful of their own self-care at work. Participants will learn about compassion satisfaction, compassion fatigue, and how to assess where they are within this spectrum. They will then learn about a variety of ways to plan for better self-care. The course will culminate with the creation of a self-care plan.

Recovery
(for peers’ direct supervisors)
This training will help peers to be mindful of their own self-care at work. Participants will learn about compassion satisfaction, compassion fatigue, and how to assess where they are within this spectrum. They will then learn about a variety of ways to plan for better self-care. The course will culminate with the creation of a self-care plan.

Peer Support 101
(for peers’ direct supervisors)
This training will provide peer supervisors with an overview of peer support and how to supervise their peer staff to provide. Participants will learn about the different roles of peer providers, whether they are peer specialists, parent advocates, or youth advocates. An overview of the history of the peer movement will also be detailed. Through engaging videos and dialog, participants will learn how and why peer support works, as well as understand evidence base for the efficacy of peer support.

Effective Peer Supervision
(for peers’ direct supervisors and their program directors)
This course will help peer supervisors to supervise peers effectively. Participants will explore peer supervision through case examples, role plays, and videos. Participants will also learn different strategies to recruit peers, parent advocates, and youth advocates. Strategies to ready the team for the arrival of a peer, and also help the peers assimilate to the team will be discussed. Participants will learn about micro-aggressions, and how to address them if they happen on their team. Participants will leave with an understanding of how to make good use of supervision time.
Elective Workshops are offered at least monthly and provide opportunities for staff to pursue additional training in specific areas of interest.
<table>
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<tr>
<th>Month</th>
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<tbody>
<tr>
<td>September</td>
<td>Trauma Informed Care</td>
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<td>October</td>
<td>Solution Focused Brief Therapy</td>
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<tr>
<td>November</td>
<td>NO TRAINING</td>
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<tr>
<td>December</td>
<td>Recovery Oriented Care</td>
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<tr>
<td>January</td>
<td>Self-Care and Secondary Trauma Prevention</td>
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<tr>
<td>February</td>
<td>Acceptance and Commitment Therapy for Adolescents</td>
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<tr>
<td>March</td>
<td>Culturally Affirming Care &amp; Structural Oppression</td>
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<tr>
<td>April</td>
<td>Essentials of Cognitive Behavioral Therapy for Children, Adolescents, and Adults</td>
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<tr>
<td>May</td>
<td>Adolescent Development and Interventions</td>
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<tr>
<td>June</td>
<td>Essentials in Behavioral Health</td>
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<td>July</td>
<td>Essentials in Group-Based Interventions</td>
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<tr>
<td>August</td>
<td>Psychopharmacology for Non-Prescribers</td>
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</tbody>
</table>
Trauma-Informed Care
This course is an introduction to trauma theory and Trauma-Informed Care (TIC)—a treatment framework that involves understanding, recognizing, and responding to the effects of trauma. It emphasizes physical, psychological and emotional safety for both consumers and providers, and helps survivors rebuild a sense of control and empowerment.

Sep 28, 2017 | $105 | CE Hours: 3

Essentials of Solution Focused Brief Therapy (SFBT)
Solution-focused therapy is an empowering, client-centered, strength-based model with broad applicability to diverse clients and settings. An evidence-based practice demonstrated to be effective as a short-term intervention; it can be used as a primary therapeutic model, or integrated with other approaches. The basic goal of SFBT is for clients to discover and implement “solutions” (i.e. behaviors) that help them achieve their goal state. This workshop will discuss the value in making the paradigm shift of becoming solution- rather than problem-focused, as most clinicians were trained to be. Participants will learn and practice straightforward, collaborative, and exploratory methods for helping clients set motivating goals and then identify and implement practical, individualized strategies to achieve them.

Oct 18, 2017 | $210 | CE Hours: 6

Recovery-Oriented Care
This course provides foundational knowledge in theoretical principles of recovery-oriented practice. Participants will learn how to develop a personal recovery plan with their clients that emphasizes hope, a secure base, a durable sense of self, supportive relationships, empowerment and inclusion, coping strategies, and a valued sense of meaning. Trainees will learn strategies for infusing work with a recovery approach, including specific tools that will help them to engage and collaborate with clients. The training will also include best practices for working with consumers/clients and the system, in this model, as well as troubleshooting common missteps. Working towards discharge with relapse prevention and maintenance planning will also be presented.

Dec 10, 2017 | $210 | CE Hours: 6

Self-Care and Secondary Trauma Prevention
This course teaches participants how to recognize compassion satisfaction and fatigue in their work with traumatized clients, and how to mitigate vicarious traumatization and burnout through the creation and practice of self-care strategies. Participants will learn how to identify risk factors for compassion fatigue, recognize sources of compassion satisfaction derived from their work, assess for and learn strategies to prevent burnout, and create a personal self-care plan in order to enhance their overall well-being.

Jan 23, 2018 | $105 | CE Hours: 3

Essentials of Acceptance and Commitment Therapy for Adolescents
ACT (pronounced as the word “act”, not as the letters A-C-T) is an empirically based model of psychotherapy incorporating mindfulness and behavioral interventions. This training will introduce participants to ACT, emphasizing its application to adolescents. Through discussion, experiential exercises, and role plays, we will review the six core processes of psychological flexibility. We will share practical examples of mindfulness skills and how adolescents can use them to handle painful inner experiences more effectively. These include:
1) contact with the present moment: engaging fully with the here-and-now experience, with an
### Elective Workshops

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<tr>
<td><strong>COURSE INFORMATION</strong></td>
<td><strong>ELECTIVE WORKSHOPS</strong></td>
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<tr>
<td></td>
<td>attitude of openness and curiosity</td>
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<td>2) acceptance: making room for painful feelings, urges and sensations, and allowing them to come and go without a struggle</td>
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<td>3) defusion: distancing from, and letting go of, unhelpful thoughts, beliefs and memories -- looking at thoughts instead of looking through them</td>
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<td>We will focus on eliciting adolescents’ personal values and how they can use them to motivate and guide action plans. We will address goal setting, decision-making, and problem-solving from the ACT perspectives of values-congruence and workability. As adolescents respond to school and social pressures, navigate a changing and increasingly complex network of social relationships, move into greater independence, develop their identities, and transition to adulthood, ACT tools offer practitioners practical, creative ways to tap into their unique potential for growth.</td>
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<tr>
<td><strong>Part 1:</strong> Feb 15, 2018 (6 hrs)</td>
<td><strong>Part 2:</strong> Feb 27, 2018 (6 hrs)</td>
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<td><strong>Culturally Affirming Care &amp; Structural Oppression</strong></td>
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<td>This course provides information and guidance on the ways in which race, ethnicity, gender identity, sexual orientation, and power are present and intersect in individual, program and agency practice. Participants will gain an understanding of how to incorporate these lenses into practice, and will learn skills for responsibly addressing and working with these power dynamics.</td>
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<tr>
<td>Mar 21, 2018</td>
<td>$210</td>
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<td>Mar 28, 2018</td>
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<tr>
<td><strong>Essentials of Cognitive Behavioral Therapy for Children, Adolescents, and Adults</strong></td>
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<tr>
<td>This course will serve as a foundation in cognitive behavioral therapy (CBT) and teach participants how to use a CBT conceptualization to formulate treatment, develop a collaborative therapeutic alliance, structure sessions to maximize progress and help clients solve or cope with current problems and achieve their goals using a variety of techniques to facilitate behavioral change.</td>
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<tr>
<td>Apr 18, 2018</td>
<td>$210</td>
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<tr>
<td><strong>Adolescent Development and Interventions</strong></td>
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<td>This course will provide a basic understanding of the changes that take place during adolescence and explore particular challenges faced by youth. Participants will be provided with an overview of effective interventions and have the opportunity to practice some specific skills. In addition, the course will discuss the impact of environmental contexts affecting youth using a culturally affirming, trauma-informed, and social justice lens.</td>
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<tr>
<td>May 15, 2018</td>
<td>$210</td>
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<tr>
<td><strong>Understanding Child &amp; Adolescent Behavioral Health Diagnoses</strong></td>
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<td>This course will provide a basic understanding of common mental health disorders affecting children and adolescents. In addition the course will look at the impact of trauma on children's learning and behavior. Participants will develop 'recovery-based' skills to support youth in accessing help. The course will incorporate didactic and experiential learning to engage and challenge participants to consider how issues of race, culture and other social issues impact on how we view youth. This course is open to all levels of staff.</td>
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<tr>
<td>Jun 5, 2018</td>
<td>$210</td>
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**Essentials of Group-Based Interventions**
This training facilitates participants’ development of a conceptual framework for considering group work for their clients and basic skills for delivering effective group services. Participants will identify the unique advantages of working in a group modality, and how they can capitalize on them. They will identify some of the challenges of group work, on both a group and an organizational level, and how they can respond to them. We will discuss how to translate individual helping skills to helping group members, and how to work with the group-as-a-whole. Utilizing an evidence-based framework, we will identify practical interventions that focus on the group goals and collaborative contracting. We will consider basic questions for any model of group work, including the theoretical understanding of the problem, the change process, the role and function of the group, and the role and function of the leader. We will address effective group formation, including working within the system, deciding on group composition and structure, and preparing members for group work. We will discuss the universal human needs – dealing with feelings, dealing with problems, dealing with relationships—that members bring to any specific group, and the common questions and concerns – about the group, the leader, and the other members – that they bring as well. Participants will address how to create a culture of work in groups, and how to respond to typical barriers and challenges to the group serving as a context and vehicle for change and growth. Training methods will include didactic teaching, group discussion, sharing examples of group work, and experiential exercises.

**Psychopharmacology for Non-Prescribers**
This course will introduce participants to general concepts on the use of medications in treating behavioral disorders. Emphasis will be on non-prescribers as part of a treatment team where medications are part of the treatment plan. Families of medications will be discussed, including their actions and possible side effects, and basic regulations regarding their use. Reference materials, for more detailed information, will be distributed.

**Jul 10, 2018 | $210 | CE Hours: 6**
Learn evidence-based models, participate in consultation for support during implementation, and use client outcome data to inform practice.
<table>
<thead>
<tr>
<th>TBA</th>
<th>Trauma Focused Cognitive Behavioral Therapy</th>
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<tr>
<td>TBA</td>
<td>Motivational Interviewing</td>
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<tr>
<td>TBA</td>
<td>Skills Training in Affective and Interpersonal Regulation-Narrative Storytelling</td>
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<tr>
<td>TBA</td>
<td>Brief Strategic Therapy</td>
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<tr>
<td>TBA</td>
<td>Cognitive Behavioral Therapy</td>
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<tr>
<td>TBA</td>
<td>Solution Focused Brief Therapy</td>
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Trauma Focused-Cognitive Behavioral Therapy (TF-CBT)
This three-day training will teach practitioners all components of TF-CBT, an evidence-based model for treating PTSD and other trauma-related symptoms in children and adolescents. The training focuses on teaching the core goals of the PRACTICE components of the model and ensuring basic competency in trauma theory/trauma assessment. Participants will gain competency in assessing for trauma exposure/trauma symptoms in children and adolescents, and actively practice many interventions used in TF-CBT including relaxation techniques, skills for affect management, and cognitive restructuring.

Sep 14, 20, 29, 2017 | $720 | CE Hours: 18

Motivational Interviewing (MI)
This interactive course provides participants with an overview of basic Motivational Interviewing principles and core concepts and includes experiential practice of MI skills. Participants will learn skills for recognizing clients’ ambivalence, assessing readiness for change, and will learn interventions for motivating change and initiating action planning. Trainees will gain an understanding of the underlying principles of MI micro-skills. Participants will also learn strategies for intervening with clients as they move into later stages of change including how to recognize clients’ stages of change, and become familiar with and practice the use of MI micro-skills, learn how to elicit change talk and how to assist clients in developing an action plan for change.

TBA | $240 | CE Hours: 6

Skills Training in Affective and Interpersonal Regulation-Narrative Storytelling (STAIR-NST)
An evidence-supported treatment for adult survivors of childhood physical abuse, sexual abuse, and domestic violence. STAIR/NST systematically addresses both difficulties in daily functioning (compromised capacities in emotional awareness, emotion regulation, and healthy attachment) and the more evident post-traumatic symptoms such as PTSD (dissociation, self-injury and anger problems). STAIR/NST is a 16-session, two-phase treatment that focuses on building emotional and interpersonal skills, and helping the client process their traumatic experiences and devise a coherent and meaning-based life narrative. The August 2011 issue of the *Journal of American Psychiatry* contained a study which showed that this “phase-based skills-to-exposure treatment was associated with greater benefits and fewer adverse effects than treatments that excluded either skills training or exposure.”

TBD | $720 | CE Hours: 18

Brief Strategic Therapy (BST)—in Partnership With the Center for Systemic Action
Brief Strategic Therapy is an evidence-based practice that takes a non-normative and ahistorical stance in the treatment of clients. It is designed to help the practitioner understand the client’s problem from the client’s position and help the client apply alternative solutions to help them get “un-stuck.” This two-day training will focus on providing practitioners with an overview of the foundations of the Brief Strategic Therapy Model. The training will focus on teaching participants how to conceptualize a case from the BST stance and learn the framework and steps of the model. Case examples and role plays will be used to help participants acquire basic competency in the application of the BST model with clients with a wide variety of problems and diagnoses.

TBA | $480 | CE Hours: 12
Cognitive Behavioral Therapy (CBT)
This course focuses on the essential foundational components and interventions of cognitive behavioral therapy. Topics addressed include a brief history of CBT, CBT case formulation, client assessment through a CBT lens, and cognitive and behavioral interventions used to treat a variety of mental health symptoms. Participants will have a basic understanding of how CBT developed in its historical context, understand and be able to utilize a CBT approach to case formulation, become familiar with foundational elements of any CBT treatment including assessment, treatment structure, session structure, goal formulation, and homework.

**TBA | $240 | CE Hours: 6**

Solution Focused Brief Therapy (SFBT)
Solution-focused therapy is an empowering, client-centered, strength-based model with broad applicability to diverse clients and settings. An evidence-based practice demonstrated to be effective as a short-term intervention; it can be used as a primary therapeutic model, or integrated with other approaches. The basic goal of SFBT is for clients to discover and implement “solutions” (i.e. behaviors) that help them achieve their goal state. This workshop will discuss the value in making the paradigm shift of becoming solution-, rather than problem-focused, as most clinicians were trained to be. Participants will learn and practice straightforward, collaborative, and exploratory methods for helping clients set motivating goals and then identify and implement practical, individualized strategies to achieve them.

**TBA | $240 | CE Hours: 6**
Enhancing knowledge of infant and childhood mental health and well-being concepts.
The Institute will provide workshops, seminars and lectures on cutting edge knowledge within the infant, child, and family field. While the Institute will focus on social emotional development and mental health, many of our infant and child development offerings will be of interest to non-clinicians as well, both to those in direct service and in administrative positions.

In addition, the Institute can tailor a workshop to meet the needs of a clinic, childcare center, school, or other child-focused system.

Professionals with an interest in the infant mental health endorsement system that is coming to New York State are encouraged to contact us with questions.
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<tr>
<th>TBA</th>
<th>Attachment Theory and Parent-Child Relationship</th>
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<td>Engagement</td>
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<td>TBA</td>
<td>Welcoming Babies and Toddlers in a Therapeutic Play Environment</td>
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<td>TBA</td>
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<td>TBA</td>
<td>Developmental and Trauma Screening for Children Birth–Five</td>
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<tr>
<td>TBA</td>
<td>Diagnosing &amp; Treatment Planning for Young Children and Their Families</td>
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<td>Trauma-Informed Child-Parent Psychotherapy</td>
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<td>TBA</td>
<td>Positive Parenting Strategies: Birth to Five</td>
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<td>TBA</td>
<td>Impact of Trauma on Infants and Caregiving Relationships</td>
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Attachment Theory and Parent-Child Relationship Development
Attachment theory will be the cornerstone for this course. The class will examine how relationships between parents and young children come into being, how they develop within the context of family and community, and how different environments either nurture and promote, or challenge and impinge on relationships. The course will use video and case vignettes to help participants increase their parent-child observation skills and to promote the development of clinical thinking and case formulation. Participants are encouraged to bring their own case material for classroom discussion.

TBA | $270 | CE Hours: 6

Engagement
Family engagement in child mental health treatment is the cornerstone to best practice. This course will start with a discussion of the Diversity-Informed Infant Mental Health Tenets developed in order to ground our work in our own self-awareness as we reflect on how our own culture, values and beliefs impact on our engagement skills. The course will then proceed to review the engagement research literature and the factors that influence engagement and treatment attendance rates. Specific engagement strategies will be shared as well as strategies for observing our impact in creating a welcoming environment, particularly with fathers and setting shared goals for engagement.

TBA | $135 | CE Hours: 3

Infant and Early Childhood Development Observing the Whole Baby
Infant development occurs in a caregiving environment; how and with whom the infant masters milestones is as important as what the infant does. This foundational workshop begins with the who, what, where, when and how you see a baby, and progresses to choosing language to describe the information you gather. Learning to work with infants entails honing these close observation skills as well as understanding expectable developmental milestones. We will cover an overview of growth within the framework of social emotional environments.

TBA | $270 | CE Hours: 6

Welcoming Babies in a Therapeutic Play Environment
This foundational workshop will provide guidelines to making a baby-friendly play space where parents and their children feel welcome and free to explore play themes. We will learn about the space and toys conducive to expressive play, guidelines to observing and supporting play, and basic skills for narrating and documenting play and behavior. The morning session will be appropriate for both direct service practitioners and administrators, while the afternoon will focus on the direct clinical work with a young child, family, or dyad.

TBA | $270 | CE Hours: 6

Development Part 1: Observation
Infant and toddler development occurs in a caregiving environment; how and with whom the infant masters milestones is as important as what the infant does. This foundational workshop begins with infant and toddler milestones and how you see a baby, and progresses to choosing language to describe the information you gather. Learning to work with young children entails honing these close observation skills as well as understanding expectable developmental milestones. We will cover an overview of growth within the framework of social-emotional environments and expectations, including the development of gender identity.

TBA | $135 | CE Hours: 3

Development Part 2: Assessment
This workshop will continue the review of
**Developmental and Trauma Screening for Children Birth-Five**

**Part 1—Developmental Assessments**
This workshop will review developmental milestones for infants, toddlers and young children, and introduce participants to using selected developmental screening measures as part of the learning process. Among the evidence-based tools offered, we will focus specifically on the Ages and Stages Questionnaire, the Ages and Stages Questionnaire: Social-Emotional, and the Child Behavior Checklist.

The course will end with an overview of developmental resources that are readily available to professionals and to parents, guidelines for choosing an appropriate resource for families, and practice implementing the resource including how to document these assessments and resources in myAvatar.

TBA | $135 | CE Hours: 3

**Part 2—Trauma Screening and Observation**
This second topic will focus on trauma screens for infants and young children that are completed with a parent or caregiver, such as the Traumatic Events Screening Inventory for Children (TESI-C). Clinical assessment techniques will include consideration of the infant’s or young child’s behavioral symptoms that may be identified as arising from trauma.

TBA | $135 | CE Hours: 3

**Part 3—Guidance Tools**
The third topic in this series will provide an overview of developmental resources that are readily available to professionals and to parents, guidelines for choosing an appropriate resource for families, and practice implementing the resource.

TBA | $135 | CE Hours: 3

**Diagnosing & Treatment Planning for Young Children and Their Families**
Diagnosing very young children is a complex process given that young children grow so rapidly in the first five years of life. This course will introduce DC: 0-5, a new and improved classification system, revised from DC: 0-3R, which utilizes a multiaxial approach, and expands the age range from 0-3 to 0-5. The course will include a crosswalk to DSM-5 diagnoses and discuss the most common diagnoses used for very young children. We will discuss working collaboratively with families to determine family priorities in creating focused treatment plans. The course will also discuss when a child with a possible developmental delay needs to be referred to the Early Intervention system or the Department of Education for a Committee for Preschool Special Education (CPSE) evaluation and how best to discuss this type of referral with the family.

TBA | $135 | CE Hours: 3

**Trauma-Informed Child-Parent Psychotherapy (Agency-Based Training Only)**
Child-Parent Psychotherapy (CPP) is an intervention model for children aged 0-5 who have experienced at least one traumatic event (e.g. maltreatment, the sudden or traumatic death of someone close, a serious accident, sexual abuse, exposure to domestic violence, etc.) and/or behavioral problems, including post-traumatic stress disorder (PTSD). The treatment is based in attachment theory but also integrates psychodynamic, developmental, trauma, social learning, and cognitive behavioral theories.
Therapeutic sessions include the child and parent or primary caregiver. A goal of CPP is to support and strengthen the relationship between a child and a caregiver as the vehicle for restoring the child’s sense of safety, attachment security, and appropriate affect. Treatment will also work towards improving the child’s cognitive, behavioral, and social functioning, and focus on contextual factors that may affect the caregiver-child relationship, such as cultural norms and socioeconomic and immigration-related stressors.

Cost Per Agency Contract | CE Hours: 42

Cognitive-Behavioral Play Therapy Techniques
This workshop is for clinicians treating children who are unable to benefit from therapies that require them to talk about their problems. Cognitive behavioral play therapy helps children develop more adaptive thoughts and coping strategies through the modality of play. The training teaches providers the theoretical framework of CBT and how it can be used with children of different ages through play. Participants will be able to identify emotional and behavioral dysregulation, understand the theory behind cognitive-behavioral play therapy interventions, and be able to design cognitive-behavioral play therapy interventions tailored to their clients’ developmental level, interests, strengths, and areas of dysfunction.

TBA | $270 | CE Hours: 6

Positive Parenting Strategies: Birth to Five
This training is designed to help providers working with parents who are having difficulty managing their young children’s behaviors. This training helps providers design interventions with the parents that address these and other areas: improving emotional communication skills, creating positive parent-child interactions, setting clear and consistent expectations, and establishing routines. This training also teaches providers how to help parents successfully implement behavior modification strategies such as time-out/time-in and planned ignoring. The Course will also include the science behind the skills adults need to succeed in parenting and the workplace based on the work of the Harvard Center on the Developing Child.

TBA | $135 | CE Hours: 3

The Impact of Trauma on Infants and Caregiving Relationships
This workshop will introduce human service personnel to the stunting effects of acute trauma, chronic trauma or toxic stress, and environmental stressors, and demonstrate why complex trauma is particularly injurious to infants and young children.

TBA | $135 | CE Hours: 3
CERTIFICATE PROGRAM

Our Certificate Training Series offers participants the opportunity to gain a deeper understanding of a specific topic area of relevance to the field of behavioral health.
Certificate programs cover broad foundational knowledge of a topic area, including theoretical foundations, social, cultural and racial considerations, as well as practical tools, skills, and interventions that participants can apply in their respective roles. Certificate program curriculum is based on current best evidence and is taught by leaders in the field.

Participants who complete a certificate training program will also gain valuable networking and partnership opportunities with their classmates over the course of completing all program modules.

Participants are welcome to take any number of individual modules; however, all program modules are required in order to obtain a series certificate.

External individuals and agencies are welcome to contact Selig Institute staff to learn about how certificate training programs can be offered ‘to go’ and tailored to meet specific learning needs. Group discount rates, as well as discounted rates for registering for a full series, may also apply.
# LOSS AND BEREAVEMENT SERIES

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<td>October &amp; January</td>
<td>Coping with Loss: Grief Groups for Children and Teens</td>
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The Loss and Bereavement Program at the Jewish Board offers a six-part training series for professionals who work with bereaved children and youth. This series is designed to develop a theoretical and practical foundation in childhood loss and bereavement as well as to provide usable skills, strategies, and activities for working with bereaved children and youth. Participants who complete the full series will learn about different forms of loss, including ambiguous loss and traumatic loss, and their effects on children, youth, and families, along with practical implications for professionals working with these types of losses. Interwoven with each training offering, participants will have an opportunity to learn and practice creative interventions for working with bereaved children and youth.

Participants who complete the entire series will receive a certificate in Childhood and Adolescent Loss and Bereavement along with Continuing Education hours. Participants who complete Parts 1 or 2 will receive a partial, three-course certificate in Childhood and Adolescent Loss and Bereavement as well as CE credits.

This series is designed for any professional or volunteer who is in a position to influence the support received by a grieving child or youth, or youth who have experienced the following categories of losses: caregiver/family member incarceration, caregiver deportation, family dissolution and separation foster care placement, etc. This includes, front-line workers and volunteers such as counselors, medical professionals, educators, clergy, social workers, psychologists, residential workers, administrators, funeral service providers, hospice volunteers and interns.

The series is divided into two parts, with the first three courses serving as an introduction to the field of loss and bereavement, and the second portion providing a more detailed look at specific types of loss and grief.
PART 1

1.1 Foundation in Childhood Loss and Bereavement
This training helps participants to understand the differences between child, adolescent and adult grief, along with the key tasks of mourning. It describes different types of losses children and adolescents experience and the factors that can influence their grieving process. At the end of the training, participants will be able to: understand the process of mourning in children and how it differs from that of adults; select approaches that explore the role that cultural diversity plays in the grieving process; demonstrate familiarity with basic treatment interventions including expressive arts techniques; select resources and supports available to children and youth who have experienced a death; identify factors that influence adults’ response to grieving children and ways to care for the caregivers; develop strategies for self-care. Teaching methods will include didactic teaching, small group activities, experiential learning, role plays and group discussion.

Sept 12, 2017 | $180 | CE Hours: 6

1.2 Foundation in Childhood Traumatic Grief
This training supports participants in distinguishing childhood traumatic grief from other forms of loss and from healthy, adaptive forms of grieving. The training explains the impact that this type of loss can have on children’s and adolescent’s thoughts, feelings and behaviors. Specific strategies and approaches for working with children, families and adolescents impacted by childhood traumatic grief will be discussed. At the end of this training, participants will have learned to: distinguish childhood traumatic grief from other forms of loss; recognize the impact of these types of losses on children, adolescents and families; build upon a repertoire of skills and strategies targeting safety and stabilization and affect regulation; learn and practice clinical interventions; develop strategies for self-care. Teaching methods will include didactic teaching, small group activities, experiential learning, role plays and group discussion.

Nov 14, 2017 | $90 | CE Hours: 3

1.3 Foundation in Adult Loss and Bereavement
This training will teach participants to understand the characteristics of adult grief and to develop strategies and tools for supporting adult members of bereaved families. At the end of this training, participants will be able to: distinguish the characteristics of adult grieving from childhood and adolescent grieving; identify the impact of previous losses on adult bereavement; recognize the impact of grief throughout the lifecycle; identify approaches and techniques for working with bereaved adults. Teaching methods will include didactic teaching, small group activities, experiential learning, role plays and group discussion.

Dec 5, 2017 | $90 | CE Hours: 3

PART 2

2.1 Working with Ambiguous Loss
This training supports participants in distinguishing ambiguous loss (e.g. loss through incarceration, deportation, family separation, etc.) from other forms of loss and grief, and explains the impact that these can have on children’s and adolescent’s thoughts, feelings and behaviors. Strategies and approaches specific for working with children, families and adolescents impacted by ambiguous loss will be discussed. At the end of this training, participants will have learned to: distinguish ambiguous loss from other forms of loss and bereavement; recognize the impact of these types of losses on children, adolescents and families; identify strategies for supporting children, adolescents and families through these types of losses; develop strategies for self-care. Teaching methods will include didactic teaching, small group activities, experiential learning, role plays and group discussion.

March 6, 2018 | $120 | CE Hours: 3
2.2 Working with Disenfranchised Grief: Supporting Children, Teens and Families Impacted by Loss Through Suicide, Homicide or Family Violence
This training supports participants in understanding the unique grieving challenges that accompany different forms of disenfranchised grief for children, youth and families as well as the implications for professionals working with this form of grief. Strategies and approaches specific for working with children, families and adolescents impacted by death through suicide, homicide and family violence will be examined. At the end of this training, participants will have learned to: distinguish disenfranchised loss from other forms of loss and bereavement; recognize the impact of these types of losses on children, adolescents and families; identify strategies for supporting children, adolescents and families through these types of losses; select resources and supports available to support these populations of grieving children and youth; develop strategies for self-care. Teaching methods will include didactic teaching, small group activities, experiential learning, role plays and group discussion.
April 17, 2018 | $120 | CE Hours: 3

Additional Courses Available
Note: These courses are stand-alone and do not directly contribute towards participants’ completion of the Certificate Program in Childhood and Adolescent Loss and Bereavement

3.1 Coping With Loss: Grief Groups for Children and Teens
This two-day training develops participants’ capacity to facilitate short-term loss and bereavement groups for children and adolescents as well as parallel groups for parents, caregivers and milieu counselors in residential settings. Group members are oriented to group assessment and startup practices and are supplied with practical considerations for implementing a group within their programs. Group curriculum through the beginning, middle and termination phases of group is discussed and participants are provided the opportunity to complete expressive arts activities and engage in small group discussions to enhance their knowledge of group tasks and activities. Group members are supplied with information on potential challenges and obstacles to initiating groups and to moving through group phases. At the end of this training, participants will have learned to: explore the benefits of group support for grieving children, adolescents and families; conceptualize the structure of loss and trauma groups and consider differential interventions; learn practical implications for starting loss and bereavement groups; recognize and modify group activities accordingly.
Oct 3 and 17, 2018 | $540 | CE Hours: 12
Jan 23 and 30, 2018 | $540 | CE Hours: 12
The following policy applies to all MKSEI courses and events. For questions please contact MKSEI at 212.632.4624 before registering for the course or event.

**PAYMENT**
Participants can elect to enroll in the full certificate program, Parts 1 or 2, or any individual course.

**Loss and Bereavement Certificate Program**
- Full Program = $576 (20% savings)
- Part 1 = $306 (15% savings)
- Part 2 = $306 (15% savings)

Individual course fee listed below course description

**Full or partial certificate program**: Payment for enrollment in the full or partial certificate program is due one week before the first course date and accepted by credit card by phone or in person, or by check in person. Payment for enrollment in an individual course can be paid in advance or on the course date by credit card or check.

**REFUNDS**

**Loss and Bereavement Certificate Program**

**Full or partial certificate program**: MKSEI must receive notice of cancellation one week before the first course date by email to SeligInstitute@jbfcs.org. A full refund will be provided when cancellations are received at least one week before the first course date. For cancellations received prior to 48 hours of the first course date but less than one week before the first course date, participants will be refunded 75% of payment. 50% of payment will be refunded for cancellations received within 48 hours of the first course date. No refunds will be offered for any registered persons who do not attend and do not give notice of cancellation.

**Individual courses:**
Cancellation requests submitted in writing to SeligInstitute@jbfcs.org at least five business days before the start of the workshop will receive a full refund. For cancellations received prior to 48 hours of the first course date but less than one week before the first course date, participants will be refunded 75% of payment. 50% of payment will be refunded for cancellations received within 48 hours of the first course date. No refunds will be offered for any registered persons who do not attend and do not give notice of cancellation.