



# Education & Professional Development Institute

of the Pennsylvania Council of  
Children, Youth & Family Services

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January-March 2012

# PROFESSIONAL WORKSHOPS TRAINING CATALOG

for PCCYFS Member Agencies

PCCYFS Southeast Region  
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## WELCOME

The design and features of this catalog continue to be revised, as do our policies and procedures, representing enhancements to the training program. This restructuring enables PCCYFS to most effectively and comprehensively meet the changing needs for training and professional development of PCCYFS Southeast Regional member agencies.

We are proud of PCCYFS' established training program, yet recognize flexibility and responsiveness will enable our training to most effectively reflect the evolving needs of child- and family-serving staff. Modifications to the program are a direct result of trends within our regional child welfare system. PCCYFS is pleased to now provide workshops for licensed social workers to earn the three ethics continuing education units (CEUs) required by the state of Pennsylvania. Previous enhancements include: trauma-informed practice workshops, advanced and alternative skills workshops, trainer development, joint training of public and private staff, and incorporation of strength-based and Positive Youth Development practice and principles. Keep an eye on future catalogs as we continue to integrate this subject matter into the training program.

As our program evolves, we encourage your feedback through the following: evaluations distributed at the conclusion of every training; surveys periodically sent out to Training Liaisons, supervisors and directors; and direct contact with the PCCYFS Southeast Region Associate Director. We look forward to receiving both your suggestions and compliments!

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## OUR MISSION & PROGRAM PURPOSE

### **Our Mission**

PCCYFS is a leading membership organization of providers that works to improve the quality of life for Pennsylvania's youth and families who are at risk by supporting and promoting an accessible service delivery system within our communities.

### **Our Purpose**

PCCYFS Southeast Region Education & Professional Development Institute's purpose is to improve the quality of care for at-risk children, youth and their families in the five-county southeastern Pennsylvania area through education and professional development, which increases the knowledge, skills and competencies of child welfare professionals.

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## ORGANIZATION & FUNDING

The PCCYFS Southeast Region Education & Professional Development Institute provides training services to staff of the PCCYFS Southeast Region member agencies as well as other private provider agencies of child welfare services and the public sector. The Institute is committed to highlighting the talents and abilities of the employees of the PCCYFS regional membership as part of our collective mission by contracting with those individuals who have demonstrated experience and knowledge to conduct a number of the training courses. Many of the courses offered meet training requirements set forth by: state regulations (e.g., DPW); public-contracting agencies (e.g., DHS, CBH); and professional accrediting entities (e.g., State Board of Social Work Examiners, JACHO, COA). Many of these courses also meet Continuing Education requirements for Social Work licensing.

Funding for the PCCYFS Southeast Region Education & Professional Development Institute is provided by fees paid by participating agencies.

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# GENERAL SITE & TRAINING INFORMATION

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## LOCATION & TIME

All PCCYFS Education & Professional Development Institute training workshops will be held at 1520 Locust Street, 7th Floor, Philadelphia, PA 19102 unless otherwise noted. All classes will begin promptly as scheduled. Individuals will be allowed a 15-minute arrival grace period (with no penalty), after which time no one will be allowed entry. Please be courteous to the other workshop attendees and plan to arrive on time. Class participants are also expected to return in a timely manner from lunch and breaks. If attendees are delayed in their return, readmittance will be at the discretion of the PCCYFS staff, in consultation with the trainer(s).

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## DISCOUNTED PARKING

Parking is available as shown below. For the two "validated" parking options, ticket stubs must be validated by the PCCYFS office in order to receive the discounted rate. Please note that PCCYFS cannot guarantee space availability.

- CENTRAL PARKING, located at 1500 Locust Street, offers a \$10-per-day rate (must be in by 2:00 PM); *VALIDATION IS REQUIRED* for this rate.
- TOWN GARAGE (Park America), located at 1524 Latimer Street, offers a \$9-per-day rate (must be in by 10:00 AM; out by 6:00 PM); *VALIDATION IS REQUIRED* for this rate.
- LATIMER GARAGE, located at 1510 Latimer Street, offers a regular rate of \$11 per day (from 2-12 hours maximum); hourly parking is available at \$6 for the first hour.
- ACADEMY GARAGE, located at 251 S. 15th Street (at Latimer), offers a regular rate of \$9 per day (must be in by 10:00 AM or the full-day parking rate is \$12). An hourly parking is also available at \$4 for the first half hour and \$4 for each additional hour.

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## COURSE LISTINGS

For easy reference, course listings can be found within three different sections in the unabridged version of the catalog. For a course listing by:

- SUBJECT AREA - Refer to the *Training Content Areas* section.
- DATE - Refer to the *Course Calendar* section
- TITLE - Refer to the *Course Details* section, which includes full descriptions.

The catalog's abbreviated version contains only the *Course Calendar* and *Course Details* listings.

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## CONTACT

Your Training Liaison is the ONE staff member at your agency responsible for all communications with PCCYFS. This includes registrations, cancellations, and course questions. We will communicate any change to the date, time, location, facilitator, or course content as well as all course cancellations to the agency's Training Liaison. It is then the responsibility of the Training Liaison to contact staff members who are directly affected by the change.

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## TRAINING FEES

The following training fees will be applied based on member status:

- MEMBER AGENCIES - Full-day sessions are \$55 per person per day, and half-day sessions are \$35 per person per day.
- NON-MEMBER AGENCIES (for non-member agencies and those without a contract that entitles staff to PCCYFS training) - Full-day sessions are \$155 per person per day, and half-day sessions are \$75 per person per day. All fees must be paid in advance.



# POLICIES & PROCEDURES

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## REGISTRATION

All PCCYFS classes are limited in size to ensure maximum learning effectiveness. Most classes have a capacity of 25 participants. Registrations are accepted on a rolling basis: first-come, first-served. An individual agency may register up to a 50% maximum of the total class enrollment. For agencies with more than 12 attendees, consider our "PCCYFS: We Deliver!" training sessions as detailed on our web site.

### **Registration Deadlines**

The registration deadlines listed below are the dates after which confirmation reports will be sent out by our office. We strongly recommend that the registration deadline not be used as the target date for registering staff. Rather, the registrations should be sent to our office as soon as they are received in your office.

<u>For courses in...</u>	<u>Register before...</u>
January	December 22, 2011
February	January 20, 2012
March	February 24, 2012

### **Registration Forms** *(Please Print Clearly)*

The registration form provided to Training Liaisons, or similar format, must be used for all registrations. Be sure that each registration form is filled out completely, using the correct spelling of names. Keep courses separated by month. For example, place all January courses on a page and all February courses on another page. **DO NOT PUT COURSES FOR DIFFERENT MONTHS ON THE SAME PAGE.**

Also, please do not add new registrations to forms that have already been sent to PCCYFS for processing. Additional registrations should be forwarded on a new form to avoid duplicate entry and, therefore, duplicate billing.

Training Liaisons may fax or e-mail registrations to the PCCYFS Southeast Region Education & Professional Development Institute, if all the information is included. However, please **CALL TO CONFIRM** that we have received your fax or e-mail registration.

### **Late Registration**

Late registrations will be accepted based on space availability. Registrations received after the deadline will not be included on written confirmation from PCCYFS. It is the Training Liaison's responsibility to call and receive verbal confirmations and/or denials. Please note that the agency will be charged for late registrations even if the Training Liaison fails to confirm.

### **Non-registered Staff**

Please do not send non-registered staff members to any training sessions without first contacting the PCCYFS office. "Walk-ins" are not guaranteed entrance.

### **Prerequisites**

A number of courses require prerequisite training or experience. Please read the course descriptions carefully to be sure that staff members meet all the requirements for attendance.

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**CONFIRMATIONS**

Confirmation reports will be sent only to agencies adhering to the registration deadline. As previously noted, all others will have to contact PCCYFS directly for confirmation. If your agency submitted registrations in a timely fashion and does not receive a confirmation within one week of the registration deadline, please contact our office immediately.

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**CANCELLATIONS  
& SUBSTITUTIONS**

Cancellations will be accepted from the Training Liaison ONLY up to three (3) business days prior to the scheduled course date. Otherwise, non-attending registrants will incur for their agency the same fee as if they had attended the course. All cancellations and/or substitutions must be sent to PCCYFS in writing. Fax or e-mail is acceptable. Substitution of one staff for another must be done prior to the commencement of the scheduled course.

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**INCLEMENT  
WEATHER**

In situations of extreme inclement weather, Training Liaisons and/or staff should be instructed to call the PCCYFS office at 215-931-4482. By 7:00 AM, our outgoing office message will indicate whether the course(s) scheduled for that day will be canceled or delayed. We will also post detailed information of workshop status on the home page of the PCCYFS web site at [www.pccyfs.org](http://www.pccyfs.org). In addition, workshop cancellations and/or delays will be announced on KYW 1060. If a workshop is cancelled, your agency will not be charged, and the Training Liaison will be notified if and when the course is rescheduled.

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**ATTENDANCE  
CERTIFICATES**

Certificates of Attendance are produced only for staff members who attend a course for its full time duration as listed in this catalog. In order to receive an attendance certificate, all staff members registered for courses MUST:

- Sign in BEFORE the scheduled start time of the class.
- Return on time from breaks and lunch.
- Complete pre- and/or post-tests (upon request).
- Complete an evaluation at the conclusion of the class.
- Sign out.

Course sign-in will begin 45 minutes before the start time of each class. During sign-in, staff members should check that their names are spelled correctly on the printed workshop registrants list to ensure an accurate record of their attendance. For workshops being held over one-and-a-half, two, or three days, attendees will be required to sign in and out ALL days in order to receive credit. Certificates of Attendance are distributed to Training Liaisons at the beginning of the month following the training.

Courses will conclude at the time indicated in the catalog, unless designated otherwise by the trainer on the day of the course. Staff members who depart before completion of the workshop will not receive a Certificate of Attendance, and the agency will incur the regular training fee.

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## CONTINUING EDUCATION

Most of the courses listed in this catalog offer Continuing Education Units (CEUs) for **Licensed Social Workers, Licensed Clinical Social Workers, Marriage and Family Therapists, and Mental Health and Professional Counselors**. Workshops indicating that Continuing Education Units (CEUs) are cosponsored by Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR). Bryn Mawr College GSSWSR, as a CSWE-accredited School of Social Work, is a pre-approved provider of continuing education for Social Workers in Pennsylvania and many other states. Eligible courses will be notated as **PCCYFS/Bryn Mawr College GSSWSR** in the *Course Details* section of this catalog. CEU forms may be picked up at the PCCYFS office.

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## CELL PHONES, BEEPERS & COMMUNICATING WITH AGENCY STAFF WHILE IN TRAINING

First, while we cannot impose this as policy, we do strongly recommend that agencies make every attempt to relieve staff members who are attending training of on-call responsibilities during the hours of training. This will enable attendees to focus on their learning, making their attendance more productive.

Second, we recognize that it is sometimes necessary to contact staff members who are attending training. However, except in emergency situations, we request that this contact be limited. Class attendees are given sufficient break times during which, if necessary, they can check back with their agencies for messages.

Lastly, ringing beepers and cell phones are distracting to all those in attendance at training. Unless attendees must be on call, we strongly request that all beepers and cell phones be turned off during the training. If a staff member is on call, please ask them to put beepers and cell phones on silent or vibrate mode while in training.

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## FOOD & BEVERAGES

While PCCYFS may provide morning coffee, there are vending machines on site and participants are invited to bring their own snacks. There are also a number of restaurants in the area.

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# COURSE CALENDAR

## LOCATION & TIMES

All workshops will be held at 1520 Locust Street, 7th Floor, Philadelphia, PA, from 9:30 AM-4:30 PM, unless otherwise noted. Please be sure to check the *Course Details* section for the starting times for half-day classes (\*) since they may vary.

## JANUARY

<u>Date</u>	<u>Course Title &amp; Course Number</u>	<u>See Page</u>
1/10.....	Communication in Child Welfare: Essential Skills for Fostering Understanding and Good Outcomes for Children (CCW-11)	17
1/11.....	Attention Deficit Hyperactivity Disorder: Advanced Practice (ADHDCP-9)	16
1/13.....	Conflict Resolution: Communication, Conflict, and Problem Solving (CCRP-33)	18
1/13.....	Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11)	22
1/17*.....	Manage Your Priorities, Not Your Time (MYPNYT-2)	21
1/18.....	Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16)	19
1/19*.....	Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10)	24
1/20*.....	Children with Incarcerated Parents: Issues and Interventions (CIP-21)	17
1/24.....	<b>TRAUMA</b> Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2)	24
1/25.....	<b>TRAUMA</b> Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9)	15
1/27.....	Resistant Clients: Powerful Engagements (PEW-5)	22

## FEBRUARY

2/2.....	Classroom Behavior and Management: How Child Welfare Staff Can Help Students Succeed (CM-12)	17
2/3.....	Anxiety Disorders in Children and Adolescents (AD-14)	16
2/8.....	Sexual Abuse: Advanced Skills in Working with Children and Adolescents (SABACS-15)	23
2/10*.....	<b>NEW</b> Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1)	20
2/15.....	De-escalation Techniques: Cool Heads Always Prevail (DET-18)	18
2/16.....	Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3)	22
2/21.....	Adolescent Females: Using a Positive Youth Development Approach to Behavior Management (WWAG-32)	15
2/27.....	Strength-Based Approaches to Working with Children and Families: Implications for Case Planning (SBF-19)	23
2/28*.....	<b>TRAUMA</b> Grieving Children and Adolescents - Response and Recovery (GRR-2)	20
2/29*.....	Cross-Systems Navigation: How to Effectively Acquire Access to Services for Clients to Ensure Well-Being (CS-5)	18

MARCH

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<b><u>Date</u></b>	<b><u>Course Title &amp; Course Number</u></b>	<b><u>See Page</u></b>
3/2* .....	Ethics: Technology in Social Work Practice (ETSW-3) .....	20
3/2* .....	Making Ethical Decisions That Promote Engagement, ..... Child Safety, Permanency, and Well-Being (ETHMD-5)	21
3/6 .....	Suicide Prevention and Early Intervention with Children ..... and Adolescents (SPEI-2)	23
3/7 .....	DSM IV: An Overview (DSM-31).....	19
3/7 .....	Engagement Skills: Effectively Engaging Children and ..... Their Families - Implications for Case Planning (ES-11)	19
3/13 .....	Compassion Fatigue (CF-26).....	18
3/15 .....	<b>TRAUMA</b> Trauma and Young Children - Birth to Five Years of Age: ..... Its Impact on Brain Development, Behavior, and Case Planning (TYC-13)	24
3/20 .....	Adolescent Sexuality (AS-51) .....	15
3/20 .....	Child and Adolescent Development (CAD-7) .....	16
3/21 .....	Mental Health Disorders in Children and Adolescents: ..... An Overview (MHDC-25)	21
3/22 .....	Financial Stability: Helping Families to Achieve Financial ..... Stability on the Way to Permanency (SSR-21)	20
3/27* .....	<b>NEW</b> Sexuality: Managing Situations with Youth (SMS-1).....	23
3/30 .....	Homeless Children: Risk Factors, Impact, and ..... Interventions (HC-2)	21

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# TRAINING CONTENT AREAS

## OVERVIEW

This section is designed to assist participants with their course selections. Workshops are listed by topic concentration. Since there is overlap in determining the course content area, workshops may be listed in more than one. The courses that appropriately fit into more than one Training Content Area are followed by a superscript numerical footnote. The Footnote Cross-Reference Key indicates all of the Training Content Area(s) that will be addressed by the workshops. Refer to the *Course Details* section for full course descriptions.

NOTE: Half-day classes are indicated with an asterisk (\*).

### FOOTNOTE CROSS-REFERENCE KEY

- 1 - Sexual, Abuse & Violence Issues
- 2 - Cultural Consciousness & Competence
- 3 - Diagnosis
- 4 - Drug and Alcohol Issues
- 5 - Child & Human Development
- 6 - Legal
- 7 - Professional, Supervisory & Management Skills
- 8 - Social Service Systems & Cross-Systems Collaboration
- 9 - Youth Development & Transitioning Youth
- 10 - Family Systems & Engagement
- 11 - Advanced & Alternative Skills
- 12 - Mandated, Safety Issues & Certifications
- 13 - Trauma-Informed Practice & Impact on Brain Development

## 1) SEXUAL ABUSE & VIOLENCE ISSUES

<u>Course Title</u>	<u>Date</u>
Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>2,3,4,5,8,9</sup> .....	1/18
Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9) <sup>3,5,10,13</sup> .....	1/25
Sexual Abuse: Advanced Skills in Working with Children and Adolescents (SABACS-15) <sup>11</sup> .....	2/8
De-escalation Techniques: Cool Heads Always Prevail (DET-18) <sup>12</sup> .....	2/15
Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3) <sup>9,10,11</sup> .....	2/16
Grieving Children and Adolescents - Response and Recovery (GRR-2) <sup>3,5,9,13</sup> ....	2/28*
Adolescent Sexuality (AS-51) <sup>5,9</sup> .....	3/20

## 2) CULTURAL CONSCIOUSNESS & COMPETENCE

Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,3,4,5,8,9</sup> .....	1/18
Homeless Children: Risk Factors, Impact, and Interventions (HC-2) <sup>6,8,9,10</sup> .....	3/30

3) DIAGNOSIS

<b>Course Title</b>	<b>Date</b>
Attention Deficit Hyperactivity Disorder: Advanced Practice (ADHDCP-9) <sup>7,11</sup> .....	1/11
Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11) <sup>5,9,11</sup> .....	1/13
Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,2,4,5,8,9</sup> .....	1/18
Children with Incarcerated Parents: Issues and Interventions (CIP-21) <sup>10</sup> .....	1/20*
Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9) <sup>1,5,10,13</sup> .....	1/25
Classroom Behavior and Management: How Child Welfare Staff Can Help Students Succeed (CM-12) <sup>5,8</sup> .....	2/2
Anxiety Disorders in Children and Adolescents (AD-14) <sup>5,9</sup> .....	2/3
Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1) <sup>5,9,10</sup> .....	2/10*
Grieving Children and Adolescents - Response and Recovery (GRR-2) <sup>1,5,9,13</sup> .....	2/28*
Suicide Prevention and Early Intervention with Children and Adolescents (SPEI-2) <sup>5,9</sup> .....	3/6
DSM IV: An Overview (DSM-31) <sup>5,11</sup> .....	3/7
Compassion Fatigue (CF-26) <sup>7</sup> .....	3/13
Trauma and Young Children - Birth to Five Years of Age: Its Impact on Brain Development, Behavior, and Case Planning (TYC-13) <sup>5,10,13</sup> .....	3/15
Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25) <sup>5,8,9,10</sup> .....	3/21

4) DRUG & ALCOHOL ISSUES

Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,2,3,5,8,9</sup> .....	1/18
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5) CHILD & HUMAN DEVELOPMENT

Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11) <sup>3,9,11</sup> .....	1/13
Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,2,3,4,8,9</sup> .....	1/18
Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10) <sup>6,8,9</sup> .....	1/19*
Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2) <sup>8,9,10,13</sup> .....	1/24
Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9) <sup>1,3,10,13</sup> .....	1/25
Classroom Behavior and Management: How Child Welfare Staff Can Help Students Succeed (CM-12) <sup>3,8</sup> .....	2/2
Anxiety Disorders in Children and Adolescents (AD-14) <sup>3,9</sup> .....	2/3
Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1) <sup>3,9,10</sup> .....	2/10*
Adolescent Females: Using a Positive Youth Development Approach to Behavior Management (WWAG-32) <sup>9</sup> .....	2/21
Grieving Children and Adolescents - Response and Recovery (GRR-2) <sup>1,3,9,13</sup> .....	2/28*
Suicide Prevention and Early Intervention with Children and Adolescents (SPEI-2) <sup>3,9</sup> .....	3/6
DSM IV: An Overview (DSM-31) <sup>3,11</sup> .....	3/7
Engagement Skills: Effectively Engaging Children and Their Families - Implications for Case Planning (ES-11) <sup>9,10</sup> .....	3/7

	<b>Course Title</b>	<b>Date</b>
5) CHILD & HUMAN DEVELOPMENT (CONTINUED)	Trauma and Young Children - Birth to Five Years of Age: Its Impact on Brain Development, Behavior, and Case Planning (TYC-13) <sup>3,10,13</sup> .....	3/15
	Adolescent Sexuality (AS-51) <sup>1,9</sup> .....	3/20
	Child and Adolescent Development (CAD-7) <sup>9</sup> .....	3/20
	Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25) <sup>3,8,9,10</sup> .....	3/21
	Sexuality: Managing Situations with Youth (SMS-1) <sup>9</sup> .....	3/27*
6) LEGAL	Communication in Child Welfare: Essential Skills for Fostering Understanding and Good Outcomes for Children (CCW-11) <sup>7,8</sup> .....	1/10
	Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10) <sup>5,8,9</sup> .....	1/19*
	Cross-Systems Navigation: How to Effectively Acquire Access to Services for Clients to Ensure Well-Being (CS-5) <sup>8</sup> .....	2/29*
	Homeless Children: Risk Factors, Impact, and Interventions (HC-2) <sup>2,8,9,10</sup> .....	3/30
7) PROFESSIONAL, SUPERVISORY & MANAGEMENT SKILLS	Communication in Child Welfare: Essential Skills for Fostering Understanding and Good Outcomes for Children (CCW-11) <sup>6,8</sup> .....	1/10
	Attention Deficit Hyperactivity Disorder: Advanced Practice (ADHDCP-9) <sup>3,11</sup> .....	1/11
	Conflict Resolution: Communication, Conflict, and Problem Solving (CCRP-33) .....	1/13
	Manage Your Priorities, Not Your Time (MYPNYT-2) .....	1/17*
	Resistant Clients: Powerful Engagements (PEW-5) <sup>10</sup> .....	1/27
	Strength-Based Approaches to Working with Children and Families: Implications for Case Planning (SBF-19) <sup>9,10</sup> .....	2/27
	Compassion Fatigue (CF-26) <sup>3</sup> .....	3/13
	Ethics: Technology in Social Work Practice (ETSW-3) <sup>8</sup> .....	3/2*
	Making Ethical Decisions That Promote Engagement, Child Safety, Permanency, and Well-Being (ETHMD-5) <sup>10,11</sup> .....	3/2*
	8) SOCIAL SERVICE SYSTEMS & CROSS-SYSTEMS COLLABORATION	Communication in Child Welfare: Essential Skills for Fostering Understanding and Good Outcomes for Children (CCW-11) <sup>6,7</sup> .....
Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,2,3,4,5,9</sup> .....		1/18
Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10) <sup>5,6,9</sup> .....		1/19*
Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2) <sup>5,9,10,13</sup> .....		1/24
Classroom Behavior and Management: How Child Welfare Staff Can Help Students Succeed (CM-12) <sup>3,5</sup> .....		2/2
Cross-Systems Navigation: How to Effectively Acquire Access to Services for Clients to Ensure Well-Being (CS-5) <sup>6</sup> .....		2/29*
Ethics: Technology in Social Work Practice (ETSW-3) <sup>7</sup> .....		3/2*
Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25) <sup>3,5,9,10</sup> .....		3/21
Financial Stability: Helping Families to Achieve Financial Stability on the Way to Permanency (SSR-21) <sup>10</sup> .....		3/22
Homeless Children: Risk Factors, Impact, and Interventions (HC-2) <sup>2,6,9,10</sup> .....		3/30

9) **YOUTH  
DEVELOPMENT  
&  
TRANSITIONING  
YOUTH**

<b>Course Title</b>	<b>Date</b>
Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11) <sup>3,5,11</sup> .....	1/13
Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16) <sup>1,2,3,4,5,8</sup> .....	1/18
Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10) <sup>5,6,8</sup> .....	1/19*
Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2) <sup>5,8,10,13</sup> .....	1/24
Anxiety Disorders in Children and Adolescents (AD-14) <sup>3,5</sup> .....	2/3
Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1) <sup>3,5,10</sup> .....	2/10*
Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3) <sup>1,10,11</sup> .....	2/16
Adolescent Females: Using a Positive Youth Development Approach to Behavior Management (WWAG-32) <sup>5</sup> .....	2/21
Strength-Based Approaches to Working with Children and Families: Implications for Case Planning (SBF-19) <sup>7,10</sup> .....	2/27
Grieving Children and Adolescents - Response and Recovery (GRR-2) <sup>1,3,5,13</sup> .....	2/28*
Suicide Prevention and Early Intervention with Children and Adolescents (SPEI-2) <sup>3,5</sup> .....	3/6
Engagement Skills: Effectively Engaging Children and Their Families - Implications for Case Planning (ES-11) <sup>5,10</sup> .....	3/7
Adolescent Sexuality (AS-51) <sup>1,5</sup> .....	3/20
Child and Adolescent Development (CAD-7) <sup>5</sup> .....	3/20
Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25) <sup>3,5,8,10</sup> .....	3/21
Sexuality: Managing Situations with Youth (SMS-1) <sup>5</sup> .....	3/27*
Homeless Children: Risk Factors, Impact, and Interventions (HC-2) <sup>2,6,8,10</sup> .....	3/30

10) **FAMILY  
SYSTEMS &  
ENGAGEMENT**

Children with Incarcerated Parents: Issues and Interventions (CIP-21) <sup>3</sup> .....	1/20*
Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2) <sup>5,8,9,13</sup> .....	1/24
Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9) <sup>1,3,5,13</sup> .....	1/25
Resistant Clients: Powerful Engagements (PEW-5) <sup>7</sup> .....	1/27
Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1) <sup>3,5,9</sup> .....	2/10*
Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3) <sup>1,9,11</sup> .....	2/16
Strength-Based Approaches to Working with Children and Families: Implications for Case Planning (SBF-19) <sup>7,9</sup> .....	2/27
Making Ethical Decisions That Promote Engagement, Child Safety, Permanency, and Well-Being (ETHMD-5) <sup>7,11</sup> .....	3/2*
Engagement Skills: Effectively Engaging Children and Their Families - Implications for Case Planning (ES-11) <sup>5,9</sup> .....	3/7
Trauma and Young Children - Birth to Five Years of Age: Its Impact on Brain Development, Behavior, and Case Planning (TYC-13) <sup>3,5,13</sup> .....	3/15
Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25) <sup>3,5,8,9</sup> .....	3/21
Financial Stability: Helping Families to Achieve Financial Stability on the Way to Permanency (SSR-21) <sup>8</sup> .....	3/22
Homeless Children: Risk Factors, Impact, and Interventions (HC-2) <sup>2,6,8,9</sup> .....	3/30

11) **ADVANCED & ALTERNATIVE SKILLS**

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<b>Course Title</b>	<b>Date</b>
Attention Deficit Hyperactivity Disorder: Advanced Practice (ADHDCP-9) <sup>3,7</sup> .....	1/11
Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11) <sup>3,5,9</sup> .....	1/13
Sexual Abuse: Advanced Skills in Working with Children and Adolescents (SABACS-15) <sup>1</sup> .....	2/8
Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3) <sup>1,9,10</sup> .....	2/16
Making Ethical Decisions That Promote Engagement, Child Safety, Permanency, and Well-Being (ETHMD-5) <sup>7,10</sup> .....	3/2*
DSM IV: An Overview (DSM-31) <sup>3,5</sup> .....	3/7

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12) **MANDATED. SAFETY ISSUES & CERTIFICATIONS**

De-escalation Techniques: Cool Heads Always Prevail (DET-18) <sup>1</sup> .....	2/15
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13) **TRAUMA-INFORMED PRACTICE & IMPACT ON BRAIN DEVELOPMENT**

Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2) <sup>5,8,9,10</sup> .....	1/24
Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9) <sup>1,3,5,10</sup> .....	1/25
Grieving Children and Adolescents - Response and Recovery (GRR-2) <sup>1,3,5,9</sup> .....	2/28*
Trauma and Young Children - Birth to Five Years of Age: Its Impact on Brain Development, Behavior, and Case Planning (TYC-13) <sup>3,5,10</sup> .....	3/15

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# COURSE DETAILS

Below is an alphabetical listing of the courses available this quarter. Please read the descriptions thoroughly, paying particular attention to any prerequisites or special information. Half-day workshops are indicated by a ⊕ symbol. Courses specifically geared toward Trauma-Informed Practice are shown with a  icon.

## **Adolescent Females: Using a Positive Youth Development Approach to Behavior Management (WWAG-32)**

Description: This workshop was designed in response to the growing number of adolescent females entering our programs. Largely due to media pressures and certain socialization processes, girls are often faced with unique challenges during their adolescent years. To ensure that our services acknowledge and address these challenges, this workshop will look at how we currently serve teenage girls and how we might further enhance our programs. The workshop will use a positive youth development approach, covering normal adolescent development as well as behavior management and resources for the youth worker.

Date/Time: February 21 9:30 AM-4:30 PM

Presenter: Lisa Fraser

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **Adolescent Sexuality (AS-51)**

Description: Understanding adolescent sexuality is one key to successfully communicating with and effectively serving this population. This workshop focuses on the various aspects of adolescent sexual attitudes and behaviors, physical and emotional development, and reproductive health. Participants are given opportunities to clarify their own values regarding adolescents and sexuality and to examine the impact of these values in providing services to teens and their families.

Date/Time: March 20 9:30 AM-4:30 PM

Presenter: Lisa Fraser

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **Anger and Brain Development in Children: Implications for Case Planning and Child Well-Being (ABD-9)**

Description: As is often the case, anger dynamics between caregivers and children can involve and provoke ineffective, inappropriate, and often harmful responses that negatively impact child well-being and safety. This workshop defines and explores the basic principles and properties of both constructive and destructive anger and ways it can impact children and manifest in their behaviors. Basic information about brain structure, growth, and functioning is explained, noting how anger can be related to the brain's functioning and the impact of neurotransmitters and hormonal responses to outside stimuli. With this information, child welfare staff will gain a better understanding of the nature and origins of anger, ways to promote healthier expressions of anger in children and caregivers, and how to effectively manage and provide healthy and appropriate responses to anger. Suggestions will be provided to staff to help parents and caregivers understand this information and be better equipped to provide effective approaches to managing anger in healthful ways that enhance each child's safety and well-being.

Date/Time: January 25 9:30 AM-4:30 PM

Presenters: Robin Glasco-Jones, Suzanne Spanton

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Anxiety Disorders in Children and Adolescents (AD-14)**

Description: Anxiety disorders are among the most common mental conditions seen in the child welfare system. Anxiety impacts a child's ability to function appropriately in school, the community, and interpersonal relationships, all of which can directly affect his/her well-being. However, anxiety disorders are among the conditions most frequently undiagnosed or misdiagnosed due to their complex etiology and their often misleading presentation as medical conditions, disruptive behaviors and problems with hyperactivity. It is critical that child welfare staff have a basic understanding of anxiety conditions, what they look like, and how behavioral avoidance and "acting-out" may mislead us from viewing their behavior as an anxiety-driven response. Participants will learn about the most effective treatment interventions, as well as strategies to teach children how to manage their anxiety and identify practical interventions to share with family members and caregivers. Having an improved understanding of anxiety in children can assist in providing appropriate treatment support their safety and permanency. Resource and referral information will also be provided.

Date/Time: February 3 9:30 AM-4:30 PM

Presenter: Amy Young

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Attention Deficit Hyperactivity Disorder: Advanced Practice (ADHDCP-9)**

Description: This workshop is designed for professionals working with children diagnosed with ADHD and related conditions to further develop skills for addressing behavioral and academic needs across home and school settings. Workshop participants will receive a brief overview of ADHD, the impact of symptoms at school and home, and current treatment approaches. The workshop will then focus on building knowledge of skills and intervention approaches based on a model involving both parents/caregivers and teachers in joint problem solving. Participants will learn how such collaboration directly relates to development and application of interventions at school and home, thus helping parents/caregivers support the child's academic performance. Participants will learn to: facilitate parent/caregiver and teacher collaboration; understand and develop behavioral interventions such as token reinforcement systems and school-home daily report cards to address behavior and academic performance; as well as parenting approaches targeting completion of school homework, a common problem area for children with ADHD. The workshop concludes with a discussion of the potential challenges faced in interventions development.

Date/Time: January 11 9:30 AM-4:30 PM

Presenter: Stephen Soffer

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Child and Adolescent Development (CAD-7)**

Description: This workshop focuses on "normal" development of a youth from 8 to 18 years of age. Developmental abnormalities will also be discussed. The perspective will encourage a family-systems approach and one that is based on Positive Youth Development principles. Practical guidelines will be given to participants to understand development and what steps/action should be taken when youth are not developing within normal ranges.

Date/Time: March 20 9:30 AM-4:30 PM

Presenter: Marsha Richardson

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### 🕒 **Children with Incarcerated Parents: Issues and Interventions (CIP-21)**

**Description:** In the United States, there are an estimated 2 million children with an incarcerated parent. Children suffer from multiple losses when their parent is incarcerated—the trauma of the arrest, change in caregiver, embarrassment, sadness, and powerlessness. This workshop has been designed to highlight the impact of incarceration on the child, the parent, and the alternate caregiver. It will include a videotaped panel of teens and young adults replying to questions about strategies that helped to lessen the negative implications of the parental absence. This interactive workshop will examine in depth both individual and group interventions, as well as highlight the challenges and issues of family reintegration.

**Date/Time:** January 20 9:30 AM-12:30 PM (half-day workshop)

**Presenter:** Brenda Hess Rich

**CEUs:** Three - PCCYFS/Bryn Mawr College GSSWSR

### **Classroom Behavior and Management: How Child Welfare Staff Can Help Students Succeed (CM-12)**

**Description:** This interactive and practical workshop is appropriate for child welfare, behavioral health, and consultation and education staff working towards helping their young clients to appropriately manage behavior while in a classroom setting. Discussion will focus on both skills and techniques for the client (child) as well as the classroom teacher. Discussion will include issues such as developmental factors, individual program design, and positive behavioral interventions. Since it is vital to engage the teacher in this process, this workshop also will review effective methods to achieve this goal. Classroom management techniques and verbal crisis interventions, as well as other practices that can assist teachers in designing an effective, structured, and educational environment, will be highlighted.

**Date/Time:** February 2 9:30 AM-4:30 PM

**Presenter:** Lori Lancaster

**CEUs:** Six - PCCYFS/Bryn Mawr College GSSWSR

### **Communication in Child Welfare: Essential Skills for Fostering Understanding and Good Outcomes for Children (CCW-11)**

**Description:** It takes a great deal of skill to communicate effectively with all the individuals that you may encounter within the child welfare system, including clients, coworkers, and other professionals serving your clients. The skills needed to communicate effectively during a crisis are different than the skills needed when meeting with your supervisor to discuss ongoing case management. Individual personality styles also impact communication. This workshop explores effective ways of communicating using the Myers-Briggs Personality Inventory as a tool to assist child welfare staff in achieving positive outcomes for children and families. With a focus on using a trauma-informed approach in communicating with clients, participants will learn the importance of non-verbal communication as well as how to give and receive feedback.

**Date/Time:** January 10 9:30 AM-4:30 PM

**Presenter:** Chris Coward

**CEUs:** Six - PCCYFS/Bryn Mawr College GSSWSR

### **Compassion Fatigue (CF-26)**

Description: This course is designed for professionals who often hear stories filled with pain, fear, and suffering. The instructor will explore the effects of trauma on the direct service worker, assess self-care strategies, and discuss practical ways to handle the effects of compassion fatigue. Participants will also explore creativity and activism as effective strategies for coping with compassion fatigue.

Date/Time: March 13 9:30 AM-4:30 PM

Presenter: Sheila Fox

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Conflict Resolution: Communication, Conflict, and Problem Solving (CCRP-33)**

Description: In this workshop, child welfare professionals will explore communication and conflict management skills and learn: 1) that conflict is normal, 2) that how we deal with conflict affects the outcome, and 3) that there are positive ways to respond to conflict, especially in the workplace.

Date/Time: January 13 9:30 AM-4:30 PM

Presenter: Randy Duque

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **⊕ Cross-Systems Navigation: How to Effectively Acquire Access to Services for Clients to Ensure Well-Being (CS-5)**

Description: Increasingly, social workers are expected to produce change in client situations in a short amount of time. Despite problems assessing public services and difficulties obtaining cooperation from collateral parties involved in cases, frontline workers must ensure that children (and their families) get access to services in a timely manner. Participants will benefit from a "cross-systems" approach to navigating the systems from which clients need services. This training emphasizes good communication, interpersonal, and conflict-resolution skills that together support family-centered practice by child welfare professionals with the skills to manage conflict and negotiate access for positive outcomes. Videos, small-group exercises, and handouts will be used to provide opportunities to experience problem solving in various settings. In addition, participants will have an opportunity to assess their own conflict management styles.

Date/Time: February 29 9:30 AM-12:30 PM (half-day workshop)

Presenter: Millicent Carvalho

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

### **De-escalation Techniques: Cool Heads Always Prevail (DET-18)**

Description: Staff working with children, youth and families involved in the child welfare and delinquency systems must understand the importance of being safe while helping to ensure the safety of others. Many harmful incidents can be avoided if staff recognize and respond appropriately to potentially volatile situations. Through participation in this workshop staff will: understand the interrelationship between the client and staff behaviors; enhance awareness regarding how their own behavior affects the client; learn strategies to protect themselves from injury while maintaining the safety of the client; and acquire techniques to mitigate and, when necessary, de-escalate a crisis situation for the safety of the client and staff.

Special Info: This workshop does NOT include teaching physical restraint techniques.

Date/Time: February 15 9:30 AM-4:30 PM

Presenter: Sandi Hollie

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **Delinquency, Substance Abuse, and Early Sexual Activity in Children and Adolescents (DSAE-16)**

Description: Children and adolescents involved in delinquent, substance abuse, and early sexual activity have become a significant and pressing problem. Research shows that children and youth involved in these activities are at an increased risk for exploiting/endangering others as well as for becoming victims themselves. They are not only subject to failure in education and relationships, they also are severely challenged in learning life skills. Such behaviors and increased risks become complicating factors when the youth are involved in child welfare. Workshop participants will learn the possible origins of these delinquent, substance abuse, and early sexual behaviors as well as recognize the signs and symptoms of those who have either experienced or perpetrated such behaviors. Appropriate resources, referral information, and effective engagement strategies in working with these youth will be highlighted.

Special Info: Portions of this workshop may be considered graphic by some attendees.

Date/Time: January 18 9:30 AM-4:30 PM

Presenter: Bruce Schaffer

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **DSM IV: An Overview (DSM-31)**

Description: This course, designed for non-clinicians, provides an overview of the system used for psychiatric diagnoses; the "Diagnostic and Statistical Manual of Mental Disorders - Fourth Edition" (DSM-IV). Participants will be provided with an understanding of the multiaxial system used in making a psychiatric diagnosis and the decision-making process that clinicians use in determining the "best-fit" diagnosis for the presenting systems.

Date/Time: March 7 9:30 AM-4:30 PM

Presenter: Stephen Soffer

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **Engagement Skills: Effectively Engaging Children and Their Families - Implications for Case Planning (ES-11)**

Description: This course provides the basics of family engagement for child welfare staff. Participants will learn to recognize and understand key concepts of family dynamics and structure, including roles, rules, rituals, and relationships. Participants will also be able to articulate the impact of family dynamics on their ability to engage families in the work of providing positive, structured, secure, and nurturing home and community-involved environments for youth in child welfare. This workshop will then provide tools to assist staff in guiding families through the process of self-assessment of strengths, needs, assets, and resources. Participants will learn how to most effectively develop and implement family engagement plans that enhance child well-being through in-class exercises. In addition, accessing community resources to foster positive development for youth will be highlighted.

Date/Time: March 7 9:30 AM-4:30 PM

Presenter: Alicia Smith

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Ethics: Technology in Social Work Practice (ETSW-3)**

Description: Participants will discuss implications and boundaries surrounding today's technology and service practice. Participants will discuss social networking (Facebook, MySpace, Twitter), texting, emailing, and use of both personal and company cell phones and computers in relation to client and professional communications. Participants should expect to discuss real-life examples of use of today's technology and possible ethical implications both on and off agency time.

Date/Time: March 2 1:30-4:30 PM (half-day workshop)

Presenter: June Fisher

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

### **Financial Stability: Helping Families to Achieve Financial Stability on the Way to Permanency (SSR-21)**

Description: With the purpose of providing professionals with the necessary resources to empower low- to middle-income working families to achieve financial independence and stability, this training will instruct participants on key financial topics, including, but not limited to: banking options, budgeting, public benefits, debt management, and asset-building strategies. Participants will gain the knowledge necessary to assist families in improving their short- and long-term financial outlook.

Date/Time: March 22 9:30 AM-4:30 PM

Presenter: Chris Rahemtulla

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Foster Children: Attachment, Separation, Loss, and Loyalty (AFC-1)**

Description: This is an interactive workshop designed to empower and train child welfare professionals on a topic known as, "The Ambiguous Foster Child." Ambiguous loss is a critical concept that many foster children are struggling with on a daily basis. The concept is based on the belief that even though a foster child is physically separated from his/her biological family members, they continue to remain psychologically alive within the foster child's mind as (s)he remains in care. Child welfare professionals will learn helpful techniques that they can apply to their work with foster children and their families. Other topics to be reviewed in the workshop include: foster children's attachment trauma, exploration of the differences between grief and ambiguous loss, separation from biological families, loss of ethnic identity, and loyalty issues. The workshop is ultimately designed to improve child welfare professionals' skills in connecting with foster children.

Date/Time: February 10 9:30 AM-12:30 PM (half-day workshop)

Presenter: Sue Cornbluth

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

### **Grieving Children and Adolescents - Response and Recovery (GRR-2)**

Description: This workshop explores the ways that children and adolescents experience grief and trauma and the impact of death on a child's growth, development, and school performance. Participants will learn how children and adolescents respond to trauma and the different types of grief that children and adolescent can experience. Participants will examine the theoretical conceptualization of grieving and learn about the different ways that trauma and grief are addressed.

Date/Time: February 28 9:30 AM-12:30 PM (half-day workshop)

Presenter: Nicole Nardone

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

## **Homeless Children: Risk Factors, Impact, and Interventions (HC-2)**

Description: This interactive course explores the epidemic of child homelessness as well as possible interventions to prevent children from becoming homeless, while effectively serving children who are currently homeless. Human behavior and the social environment as it relates to children's developmental stages, bullying trends, the importance of attachments regarding children, and the role of politics concerning homeless children will also be discussed. This course is primarily directed at those who work with children and families where risk factors regarding homelessness are present. A special emphasis will be placed on exploring these risk factors and the research surrounding child homelessness as well as collaborating with various micro and macro systems to both prevent and mitigate the causes and consequences of child homelessness.

Date/Time: March 30 9:30 AM-4:30 PM

Presenter: Annette Owens-Johnson

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

## **⊕ Making Ethical Decisions That Promote Engagement, Child Safety, Permanency, and Well-Being (ETHMD-5)**

Description: This workshop provides child welfare professionals with an opportunity to have open discussion regarding ethical dilemmas that may occur in the course of their work. Using their own case situations, participants will employ a framework for ethical decision-making. A focus on the importance of client engagement and achieving "Child and Family Service Review" outcomes will be emphasized.

Date/Time: March 2 9:30 AM-12:30 PM (half-day workshop)

Presenter: June Fisher

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

## **⊕ Manage Your Priorities, Not Your Time (MYPNYT-2)**

Description: We all know that there are only 24 hours in a day, yet there is so much to do! The balancing act of serving clients, completing documentation, and managing all the complexities of a child welfare job is challenging. This webinar helps child welfare staff identify what is most important in their professional role as well as how to prioritize activities that support the attendee's most important professional and personal goals. In addition, attendees will learn how to use their mental, physical, and emotional energy to be more productive, purposeful, and fulfilled.

Date/Time: January 17 9:30 AM-12:30 PM (half-day workshop)

Presenter: Chris Coward

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

## **Mental Health Disorders in Children and Adolescents: An Overview (MHDC-25)**

Description: This full-day workshop will provide an overview of common mental health disorders in children and adolescents, such as understanding their symptoms, overall prevalence, and strategies for accessing effective treatment. Other relevant issues will be explored including: the impact of culture on diagnosis and treatment; indicators that a child should be referred for a mental health assessment; and ways in which families, foster parents, child care workers, and social workers can play an active role in treatment.

Date/Time: March 21 9:30 AM-4:30 PM

Presenter: Pete Watkins

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Mixing Oil and Water: Safely Reunifying Child Victims of Sexual Abuse with Their Adolescent Perpetrators (SRV-3)**

Description: Providers working with sexually abused children will likely encounter the question of whether a victim should be reunified with his or her perpetrator. This is a probable occurrence because children are significantly more likely to be abused by a family member or a friend of the family than by a stranger. Additionally, a sizeable number of children are abused by family members who are themselves under the age of 18. In order to act in the best interest of the children, particularly the victim, providers need to be aware of the latest evidence-based practice for sexual trauma and sexual behavior problems, basic childhood development, and guidelines for reunification. This training will expose providers to best practice and treatment benchmarks that will assist with making the safest decision.

Date/Time: February 16 9:30 AM-4:30 PM

Presenter: Margaret White

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Oppositional Defiant Disorder in Children and Adolescents: Advanced Skills (ODDACS-11)**

Description: Healthy youth seek positive reinforcement from authority figures and peers through cooperation and compliance with the rules and demands of these relationships. Oppositional and defiant youth seem to purposefully seek out negative responses through repeated arguing, noncompliance, and stubborn behaviors. This workshop provides a comprehensive review of Oppositional Defiant Disorder (ODD), including the key features, causes, and unique challenges associated with developing positive outcomes in (clinical) relationships. Participants will learn how to identify and differentiate ODD from other psychiatric disorders. Treatment options, practical behavioral interventions, and additional skills for promoting clinical competence in the management of ODD will also be covered.

Date/Time: January 13 9:30 AM-4:30 PM

Presenter: Marsha Richardson

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Resistant Clients: Powerful Engagements (PEW-5)**

Description: Most if not all social services staff work with resistant adult clients at one time or another. These may be individuals and families who have not chosen the service, or who are working with caseworkers reluctantly perhaps in prevention or child welfare capacities, or who are ambivalent about changing. Though required to provide help, often staff are frustrated and challenged by these clients. This workshop goes beyond typical, voluntary counseling approaches to help staff engage resistant clients, assuring individual and family development as well as child protection when needed, while de-emphasizing as much as possible the differential in power between the helper and client. Participants will learn to recognize why resistance is normal in involuntary situations and how to respond in supportive, non-threatening ways.

Date/Time: January 27 9:30 AM-4:30 PM

Presenter: Robert Isaacson

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Sexual Abuse: Advanced Skills in Working with Children and Adolescents (SABACS-15)**

Description: This practice-oriented skills workshop is designed for advanced-level workers who are engaged in interventions with individuals and families dealing with issues of sexual abuse. The workshop focuses on therapeutic skills and techniques for working with individuals, parents, and families. There will be some attention given to reuniting a juvenile perpetrator with his/her family and on the group process. This workshop is for master-level staff, but can be useful for bachelor-level staff who counsel children, youth, and families with sexual abuse histories.

Date/Time: February 8 9:30 AM-4:30 PM

Presenter: Joan Haldeman

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **NEW Sexuality: Managing Situations with Youth (SMS-1)**

Description: When working with youth, sexuality is often an ongoing theme, and the adults that are responsible for addressing the issues are not always prepared for the level of sensitivity that can be present. Sensitive sexuality situations can occur in almost any type of environment with youth. In this workshop, participants will have the opportunity to examine these different "real" situations, assess their level of comfort and how their personal perspectives interact, develop strategies for managing situations, and identify resources for support. Special emphasis will be placed on youth in care and the impact of trauma on sexuality and how this can affect behavior.

Date/Time: March 27 9:30 AM-12:30 PM (half-day workshop)

Presenter: Lisa Fraser

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

### **Strength-Based Approaches to Working with Children and Families: Implications for Case Planning (SBF-19)**

Description: Evidence-based research proves that strength-based work is integral to positive outcomes for children and their families—especially in child welfare. Therefore, though often a difficult task, it is imperative that child welfare professionals have the skills to see through the challenges a child and family faces to find the strengths. This workshop will explore the elements of a strength-based mind-set and outline strategies that will assist the professional in their casework. Special attention will be paid to viewing the child and family from a "non-normed" developmental perspective, while pursuing strength-based objectives. Participants are asked to bring difficult cases to discuss and be prepared to participate in role-play and other exercises.

Date/Time: February 27 9:30 AM-4:30 PM

Presenter: June Fisher

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **Suicide Prevention and Early Intervention with Children and Adolescents (SPEI-2)**

Description: Participants will discuss the prevalence of child and adolescent suicide, the warning signs and risk factors, and how to evaluate and intervene in a suicidal crisis. The workshop utilizes both experiential and didactic modalities. This course is provided by the Project PRIDE staff of Jewish Family and Children's Services, a PCCYFS member agency.

Date/Time: March 6 9:30 AM-4:30 PM

Presenter: Adrienne Tomlinson

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **⚠️ Teenage Mothers: Strategies for Professionals Who Work with Them (WTM-2)**

Description: This workshop identifies and discusses some of the unique issues that adolescent parents encounter as they navigate the multiple roles of teenager, parent, girlfriend, student, and daughter. It explores the traumatic impact pregnancy can have on the emotional and cognitive development of teens and provides strategies that can assist professionals who engage directly with these young women. The facilitator will underscore how teen pregnancy and parenting pose enormous challenges to personal identity and how informed educational practices can positively shape a young mother's ability to parent consciously and effectively.

Date/Time: January 24 9:30 AM-4:30 PM

Presenter: Sara Wenger

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **⚠️ Trauma and Young Children - Birth to Five Years of Age: Its Impact on Brain Development, Behavior, and Case Planning (TYC-13)**

Description: The impact of trauma on children and their brain development is increasingly becoming a recognized and relevant area of study and practice, especially for those involved in child welfare. Research proves that trauma affects brain development, directly affecting the child's development and behavior. Previously missed diagnoses of "difficult" or "different" behavior patterns in infants and young children can now be directly linked to trauma and impacted brain development. Examples of trauma experienced by infants and young children can include those which are related, but not limited to: attachment, environment, senses (sound, touch, taste), care (feeding, holding), etc. Workshop participants will learn the stages of brain development and how trauma at different stages of development can and will have behavioral and psycho-emotional impact on infants and young children. Signs of trauma impact will be highlighted, along with strategies to assist families and caregivers in working with these children and helping to increase safety, well-being, and permanency.

Date/Time: March 15 9:30 AM-4:30 PM

Presenter: Virginia Peckham

CEUs: Six - PCCYFS/Bryn Mawr College GSSWSR

### **⊕ Truancy Basics for Child Welfare Staff: Implications for Case Planning (TBI-10)**

Description: This workshop is targeted for all child welfare staff whose caseload includes children who are at risk for truancy. Participants will have the opportunity to examine both the causes of truancy and appropriate interventions. Staff will also learn how the services they provide can be effectively coordinated with truancy services and linked back to the educational and family setting.

Date/Time: January 19 9:30 AM-12:30 PM (half-day workshop)

Presenter: Katie Wilson

CEUs: Three - PCCYFS/Bryn Mawr College GSSWSR

# TRAINER BIOGRAPHIES

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## **MILLICENT CARVALHO, PhD, MSS, LSW**

Dr. Carvalho is a professional mediator, facilitator, and conflict coach with over 25 years of experience. An expert in problem solving, she has been trained in most mediation models and studied with national experts. Dr. Carvalho was a unit social worker in a residential school for children with emotional and behavioral problems. She has coordinated and developed mediation and conflict resolution training for the School District of Philadelphia (students and staff) and mediated cases (coordinating placement, visitation, and service agreements for children in foster care among attorneys, social workers, child advocates, and birth parents) in the Family Court of Philadelphia. In addition, Dr. Carvalho spent over 10 years coordinating educational services at the university level. She is the founder and director of Pennsylvania Conflict Resolution and Mediation Services, Inc. and currently chair of the Social Work department at Virginia Union University. Dr. Carvalho earned her Doctor of Philosophy and Master of Social Work degrees at Bryn Mawr College.

## **SUE CORNBLUTH, PhD**

Dr. Cornbluth is an adjunct psychology professor at Temple University. She received her doctoral degree in clinical psychology from Chestnut Hill College in 2006 with a specialization in marriage and family therapy. Dr. Cornbluth received the award of Who's Who among Teachers and Educators in 2007 and has worked extensively with and provided psychotherapy to children in the Philadelphia foster care system. She is the national foster care/adoption expert on [www.examiner.com](http://www.examiner.com), where she writes a weekly column on pertinent issues affecting foster care youth. She also published her first foster care training manual this year titled, "The Ambiguous Foster Child: Attachment, Separation, Loss & Loyalty."

## **CHRISTINE COWARD, MSW, LCSW, ACC**

Ms. Coward has over 20 years of experience in child welfare and is a leadership coach and facilitator. Until 2007, Ms. Coward worked in the non-profit, private sector of Human Services, with her most recent role directing foster care, treatment foster care, and other community-based programs. She received her Master's in Social Work from UNC-Chapel Hill in 1991 and is a credentialed coach with the International Coach Federation.

## **RANDY DUQUE, MA**

Mr. Duque, as court and community services manager at Good Shepherd Mediation Program (GSMP), supervises their Juvenile Offender Diversion Programs and the Victim Offender Conferencing Program. He holds a BA in Biological Anthropology and an MA in Applied Communication and Conflict Processes, both from Temple University, where he was also an adjunct faculty member for the Department of Psychological Studies. Mr. Duque gained conflict-resolution experience and training skills from his work as a university instructor, as a graduate-peer educator for Temple's Conflict Education Resource Team, and through his association with GSMP since 2003.

**JUNE FISHER, MSW, LSW**

Ms. Fisher has spent her entire professional career (20+ years) providing professional services and/or training staff to provide professional services to children, youth, families and their communities. She has extensive child welfare, mental health, drug and alcohol, and educational experience. She has been named the Central Region Trainer of the Year by the Pennsylvania Child Welfare Training Program. She provides dynamic, interactive workshops for line staff, supervisors, and administrators. She is the president of Dynamic Training Solutions as well as an adjunct faculty member at Temple University School of Social Work.

**SHEILA FOX, LCSW, LMFT**

Ms. Fox is a social worker and family therapist with over 25 years of experience as a clinician. She is on the faculty of Drexel's Marriage and Family Therapy Program specializing in trauma and recovery. She is also a clinical member of The American Association of Marriage and Family Therapists (AAMFT) and is an AAMFT-approved supervisor. She has a private practice in Media, PA.

**LISA FRASER, MEd**

Ms. Fraser is the community education programs manager for Planned Parenthood, Southeastern Pennsylvania. She has over 20 years of experience working in the field of sexuality education. Her experience ranges from working with teens in peer education programs to helping parents talk to their children about sexuality. In addition to working with members of the community, Ms. Fraser has extensive experience with professionals who work with youth, offering them the tools and resources needed to connect with pre-teens, teens, and parents.

**ROBIN GLASCO-JONES, CPE**

Ms. Glasco-Jones contributes over 20 years of experience as an educator and education program specialist. She holds a BA in English from Rutgers University and continues to work with the university in conjunction with the LEAP Academy School District, where she is active in several roles. In Camden, NJ, she has developed artistic programs for city community centers and directed the Ed-U-Arts Program, which serves over 800 participants. Additionally, Robin is director for the "I Have a Dream" foundation of Camden, where she has supervised family education programs for nearly 100 families and has facilitated many scholarships for these at-risk youth. For the Parents Academy for School Reform in Camden, Robin has designed educational projects and events and has supervised family programs. Robin is currently a certified family educator facilitating professional development through the Institute for Family Professionals (IFP) program, and she participates as a trainer for New Paradigm Training Institute (NPTI) Program.

**JOAN HALDEMAN, LSW**

Ms. Haldeman has over 30 years experience in child welfare programming and has directed various residential and child welfare programs since 1985. She worked for PathWaysPA for 12 years, overseeing their residential and child welfare programs. She also was employed by Silver Springs-Martin Luther School for 3 years as social services supervisor and by Valley Youth House in Lehigh Valley, PA, for 16 years, where she primarily served adolescents and their families. Ms. Haldeman has worked as an individual, group, and family therapist and specializes in sexual abuse. She provided individual counseling to sexually abused adolescents for 15 years and facilitated sexual abuse groups for 7 to 12 year olds for 2 years. She also specializes in domestic violence as well as positive-relationship and life-skill building with children and adolescents. Ms. Haldeman received her master's degree in Social Work from Rutgers University, New Brunswick, NJ.

**SANDI HOLLIE, MEd, MS**

Ms. Hollie has been an education administrator for 20+ years and currently holds the position of lead incident manager for the 200,000+ student population of Philadelphia Public Schools. She is a certified specialist and trainer in various safety fields, including but not limited to crisis intervention, trauma and loss, and the Olweus Bully Prevention Program. Ms. Hollie is the co-founder of Life Links, a safety and recovery consulting organization.

**ROBERT A. ISAACSON, LSW**

Mr. Isaacson is a coach, trainer, organizational expert, and clinical social worker with over 20 years of experience. He worked with families at the city of Philadelphia's Department of Human Services for over 12 years. Mr. Isaacson, an executive and business coach, is president of Full Circle Solutions. He coaches, trains and consults with individuals, businesses, hospitals, universities, and governmental entities.

**LORI LANCASTER, MHS**

Ms. Lancaster has worked in the Human Services field for the past 20 years as a therapist, trainer, residential unit coordinator, and mental health supervisor. Her passion is providing interactive and informative trainings for professionals and child welfare staff working with children and adolescents. Currently, Ms. Lancaster is the executive director of Staff Training Solutions, LLC, a consulting firm that provides trainings for child welfare agencies.

**NICOLE NARDONE, MSW, LSW (PCCYFS Member Agency Trainer!)**

Ms. Nardone is a Pennsylvania Licensed Social Worker, receiving a Master's in Social Service and a Masters in Law and Social Policy from Bryn Mawr Graduate School of Social Work and Social Research. She currently works for Jewish Family Children Services as a prevention specialist within various Philadelphia public schools and for Community Council as an adolescent therapist. Ms. Nardone's has prior experience working as a therapist with refugees, survivors of torture, and asylum seekers in Cairo, in Egypt at African Middle East Refugee Assistance (AMERA); and as an adolescent therapist for Congreso de Latinos Unidos.

**ANNETTE OWENS-JOHNSON, MSW, LCSW**

Annette Owens-Johnson is a Licensed Clinical Social Worker (LCSW), who obtained both her undergraduate degree (BA in Criminal Justice) and graduate degree (MSW) from Temple University. Ms. Owens-Johnson's career has always focused on the Human Services field in some way. She is currently an adjunct professor, teaching Human Growth and Development for Lincoln University as well as Human Behavior and the Social Environment for LaSalle University. She also provides fee-for-service therapy to clients of NHS Human Services. Ms. Owens-Johnson is in the process of starting a private practice in Delaware County, PA, providing education and training consultation; individual, couples', group, and family therapy; and clinical supervision. She has additional goals to start a holistic health care center for the uninsured in her community and publish her literary works.

**VIRGINIA PECKHAM, PhD**

Dr. Peckham has been involved in the lives of our region's at-risk children for over three decades. Most recently, for 16 years she was executive director of Family Support Services, Inc., a private, nonprofit social service and educational agency serving families with young children in Philadelphia and Delaware counties.

Dr. Peckham has been on the faculty of Cabrini College and Temple University, teaching both undergraduate and graduate courses in special education. While an educational specialist at the Children's Hospital of Philadelphia, she coordinated a school reintegration program for survivors of childhood cancer and supervised graduate students in psychology and special education. Dr. Peckham received her MA in Education from George Washington University and her PhD in Human Service Administration, Special Education, from Temple University.

**CHRIS RAHEMTULLA (PCCYFS Member Agency Trainer!)**

Mr. Rahemtulla is the lead financial educator for PathWays PA, Inc., providing one-on-one financial counseling and financial education workshops. Before joining PathWays PA, he was an institutional investment analyst at The Vanguard Group, Inc., for four years, helping 401(k) participants save for retirement. Mr. Rahemtulla graduated from Albright College with a BS in Business Management. He is currently obtaining the Chartered Financial Consultant designation from the American College, the Certified Educator in Personal Finance designation from the Institute on Financial Literacy, and an MS with a concentration in Finance from Penn State University.

**BRENDA HESS RICH, MSW, LSW (PCCYFS Member Agency Trainer!)**

Ms. Rich is the quality coordinator for Turning Points for Children. Having worked in the field of child welfare for over 25 years, she specifically focused on kinship issues for over 14 years. Ms. Rich was selected to present at the 2006 National Child Welfare League of America (CWLTA) conference on the topic of working with children of incarcerated parents. Other presentations have included CWLA's national conference in March 2002, CWLA's Kinship Care Conference in July 2003, and their regional conference in September 2004.

**MARSHA RICHARDSON, PsyD**

Dr. Richardson has over 20 years of experience working in the mental health field in Philadelphia and Chester counties, particularly in residential and outpatient settings as a clinician and administrator. She teaches cultural basis of genetic counseling at Arcadia University. As a clinical supervisor, she assisted in the development of a diversity curriculum for Devereux's Institute for Clinical Training and Research for pre-doctoral psychology students and has participated in multicultural competency research.

**BRUCE SCHAFFER, MEd**

Mr. Schaffer has over 30 years of experience in the human service field, primarily in drug and alcohol rehabilitation and forensics (jail, prison, criminal justice involvement). He is a consultant to an AIDS service organization in Chester, PA, and is a member of the Pennsylvania Department of Health's HIV Training Team. Mr. Schaffer has extensive experience training professionals, including child welfare professionals, in various human service systems regarding chemical dependency and human sexuality.

**ALICIA SMITH, MSW, LSW**

Ms. Smith is currently an organizational and clinical human services consultant, providing services in the areas of program and staff development, clinical training and oversight, and grant writing. She has worked in various areas within the Human Services arena, primarily with children, youth, and families. Her experience includes work in juvenile justice, child welfare, school-based violence prevention, and mentoring programs to at-risk youth. Ms. Smith is a certified Olweus Bullying Prevention trainer and has helped implement the Olweus program in several Philadelphia elementary and middle schools, as well as training community groups on issues related to bullying. Ms. Smith earned her Master's degree in Social Work from Temple University.

**STEPHEN SOFFER, PhD**

Dr. Soffer is a clinical child and adolescent psychologist at the Children's Seashore House of The Children's Hospital of Philadelphia. He is a staff psychologist for the Center of Management of ADHD, providing assessment and treatment services for children and adolescents with attention, behavior, and learning problems.

**SUZANNE SPANTON, CPE, PQAS**

Ms. Spanton received a degree in Early Childhood Education from William Patterson University in New Jersey, and she currently holds certification in Early Childhood Education in Pennsylvania and New Jersey. She is a certified parenting educator and brings over 17 years of experience as a teacher, training specialist, program director, and program coordinator. Ms. Spanton has developed and implemented community family centers as well as participated in the development of curriculum for topical workshops for families. She has also co-facilitated training courses for paraprofessional and professional family educators to expand her certification with Early Childhood Education. Ms. Spanton is the primary trainer for New Paradigm Training Institute (NPTI) Program. She received certification as a Pennsylvania Quality Assurance System (PQAS) instructor in 2007.

**ADRIENNE GAVERN TOMLINSON, MSW (PCCYFS Member Agency Trainer!)**

Ms. Tomlinson, assistant director of Project Pride, a program of Jewish Family and Children's Services, is co-creator of a suicide prevention and early intervention workshop for professionals. She has over 25 years of experience working with children, adolescents, and their families in outpatient, residential, and school-based settings.

**PETE WATKINS, MSW**

Since 1990, Mr. Watkins has held a variety of direct-care, supervisory, clinical, and administrative positions in child welfare and mental health organizations. Currently, he is on the faculty of the Community College of Philadelphia, where he develops curriculum and teaches undergraduate courses in Human Services and Youth Development. Mr. Watkins has a Bachelor's degree in psychology, a Master's degree in social work, and graduate-level certificate in Child Abuse and Neglect.

**SARA H. WENGER, MS (PCCYFS Member Agency Trainer!)**

Ms. Wenger has worked in the Education and Outreach Services department of Jewish Family and Children's Service for the past 14 years. She is currently a supervisor as well as an active prevention specialist in the Philadelphia Public Schools. She is the coordinator of Wee Care, a program that facilitates workshops for pregnant and parenting teens and mothers in Philadelphia Public Schools and community sites. A former English teacher and reading specialist, Ms. Wenger was also a trained workshop leader for Parents Network, a parenting education center, and has been an educator in the Philadelphia community for over 25 years.

**MARGARET WHITE, LCSW**

Ms. White is the clinical coordinator of the Child and Adolescent Program at the Joseph J. Peters Institute, a nationally recognized agency offering services to sexual abuse victims and perpetrators. Ms. White provides supervision to clinical staff and direct care to children and their families. She also acts as a liaison with providers in the child welfare system. A practicing social worker who has worked with at-risk youth; the Gay, Lesbian, Bisexual, Transgender, and Questioning (GLBTQ) community; and sexual trauma, Ms. White has considerable experience with integrating evidence-based treatment modalities into the counseling process.

**KATIE WILSON, MSW (PCCYFS Member Agency Trainer!)**

Ms. Wilson has been employed in the field of social work as a direct service provider, trainer, supervisor, and director. Currently, Ms. Wilson is the director of the Case Management Division at United Communities in Philadelphia. She oversees multiple case management programs focusing on child welfare and truancy issues. She holds a Masters in Social Work from Rutgers University.

**AMY YOUNG, PsyD**

Dr. Young works for The Anxiety and Agoraphobia Treatment Center (AATC). She joined AATC following her pre-doctoral internship at the Institute of Living in Connecticut and her clinical psychology doctoral training at Philadelphia College of Osteopathic Medicine. Dr. Young has extensive training and experience in providing cognitive-behavioral therapy and has worked in numerous clinical settings, including outpatient, home-based, and school-based programs as well as inpatient and partial hospitalization programs. She holds a faculty position at Drexel University College of Medicine and has specialized in providing therapy for children, adolescents, and families since 1994. Dr. Young has been involved in several pediatric psychology studies, including work with diabetes, chronic illness, and cancer.



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