



FAMILY INTERVENTION
SERVICES, INC.

FIS Center for Family Success 2010 Training Series

Family Intervention Services' Center for Family Success is pleased to announce the availability of training to meet the needs of human service professionals serving children and families throughout New Jersey. Our trainings are provided by professionals working in the field with years of direct service experience and training expertise

FIS has expanded our training sites!! We now offer scheduled training in Morris, Essex and Burlington Counties! Workshops can also be scheduled at your organization for the convenience of your staff.

TRAINING CERTIFICATE IN CLINICAL SUPERVISION

Trainers: Maureen Braun Scalera, LCSW, Susan Sterling, LCSW, Elizabeth Dunlap, LCSW and Diane Williams, LCSW

March 5, 12, and 19, 2010	9 am – 5 pm	South Orange, NJ
April 21, 28 and May 5, 2010	9 am – 5 pm	Lumberton, NJ
May 12, 19 and 26, 2010	9 am – 5 pm	Denville, NJ

The Certificate in Clinical Supervision is a 3 day (20-hours) strength-based and skill-focused advanced level training that meets the NJ Board of Social Work Examiners' requirement for Clinical Social Work Supervisors. The course provides an overview of supervisory models and explores the use of an integrated approach to clinical supervision – one that utilizes a developmental context while infusing a strength-based, solution-focused approach. The training offers a wealth of knowledge and a variety of hands-on skills to meet the various demands of a clinical supervisor. The series explores three important areas of clinical supervision: relationship building, administrative tasks and teaching supervisees. Important topic areas discussed throughout the three day course also includes: Establishing Boundaries; Parallel Process; Motivating Employees; Exploring Legal and Ethical Issues; and Evaluating Supervision. Course may be taken by non-social work supervisors.

[Participants must attend all 3 days for certificate! 17.5 Clinical CEHs and 2.5 Ethics CEHs](#)

Workshop Objectives: By the end of the 3-day training, participants will be able to:

Day One

- ▣ Define the terms supervision, clinical supervision and clinical social work practice,
- ▣ Identify three important functions of clinical supervision (to provide a 'check and balance' in social work practice; to teach, guide and develop skills in social workers; and to evaluate and enhance staff performance),
- ▣ Describe three roles (educator, administrator and supporter) of a clinical supervisor,
- ▣ Describe a number of different supervision models for use in clinical supervision and determine the specific model(s) supervisors can use in their work,
- ▣ Discuss the application of strength-based and solution-focused strategies to clinical supervision,
- ▣ Define the use of the term "emotional bank account" and explain the importance of building and maintaining a positive emotional bank account with supervisees,
- ▣ Demonstrate the use of active and reflective listening skills with supervisees (within a role play),
- ▣ Demonstrate how to give and receive feedback within a supervisory (role play) session,
- ▣ Select and give examples of different skills supervisors can use to respond to supervisees' cultural and other differences, and

- Apply resiliency tips and strategies to everyday work situations and demonstrate the use of at least two stress management skills.

Day Two

- Identify a number of personal and professional boundary issues that can occur within supervisory relationships and predict how to constructively address them,
- Describe the importance of using evidence-based practice and interventions in the provision of clinical services,
- Identify four Adult Learning Styles and explain how to match the appropriate teaching style to accommodate different learning styles of supervisees during clinical supervision,
- Describe a number of instructional techniques to use with supervisees during clinical supervision,
- Explain the terms parallel process, transference and countertransference, and discuss how to identify and manage each within supervisor-supervisee relationships,
- Identify a number of supervisory administrative tasks and explain steps needed to complete them,
- Identify, describe and consider use of several time management techniques in everyday work situations for supervisors and supervisees, and
- Discuss strategies to use with supervisees to improve accountability in the completion of documentation and other work tasks.

Day Three

- List characteristics of successful leaders that enable them to inspire and motivate their supervisees,
- Describe strategies used to enhance supervisee motivation,
- Identify ethical issues that might arise between a clinical supervisor and her/his supervisees, and describe how to resolve them in an ethical manner,
- Discuss a number of legal and liability issues related to clinical supervision, and
- Identify and discuss the use of different tools to conduct an evaluation of supervision and the clinical supervisor's skills.

ADVANCED TRAINING IN MANAGEMENT & CLINICAL SUPERVISION

Trainers: Sandra McBeth, LCSW, Maureen Braun Scalera, LCSW and Susan Sterling, LCSW
June 16, 23, and 30, 2010 9 am – 5 pm Denville, NJ

Social workers assuming supervisory and managerial roles have many responsibilities. The transition from practitioner to supervisor/administrator is riddled with relationship dilemmas. It is essential that new skills be learned in order to be an effective "middle manager", while at the same time providing opportunity for growth. This 3 day (20 hours) course will help those working in management positions learn skills and apply organizational concepts to their job using a Solution Focused lens. Participants will explore a range of ethical issues and the role of countertransference.

The workshop will explore how our personal and professional boundaries factor into implementing ethical work practices. Moving beyond our use of self, participants select policies and practices needed to establish an ethical work environment and to enhance our relationships with co-workers. The workshop encourages social work administrators to serve as "ethical role models" in their agencies.

Social Workers and their agencies have been working to become culturally competent in their work with families for a number of years. There is now a need to move beyond competence to a term known as *cultural reciprocity*, that is, "holding cultural differences and diversity in the highest esteem, pro-actively regarding cultural differences and promoting improved cultural relations among diverse groups." Participants will gain an understanding of this new movement and will learn how to move themselves and their agencies toward achieving cultural reciprocity.

[Participants must attend all 3 days for certificate!](#)

[Certificate provides 12 Clinical CEHs, 5 Ethics CEHs & 3 Cultural Competence CEHs](#)

Workshop Objectives: By the end of the 3-day training, participants will be able to:

- ◆ Explain the important role appropriate boundaries have in implementing ethical work practices,
- ◆ Identify a number of workplace barriers that challenge the development of an ethical work climate,
- ◆ Discuss seven steps needed to create an ethical work culture,

- ◆ Describe skills, policies and practices needed to establish an ethical work environment to enhance our relationships with co-workers,
- ◆ Discuss strategies used to implement cultural reciprocity as a practitioner and within an agency,
- ◆ Define and discuss supervisee/client countertransference and supervisor/supervisee countertransference,
- ◆ Define key factors in assessing the readiness of a supervisee to address countertransference,
- ◆ Describe skills necessary to help a supervisee recognize and manage countertransference responses,
- ◆ Demonstrate skills necessary to assist a supervisee to engage in affect management through use of a case vignette and role plays,
- ◆ Describe factors necessary to create a context for Solution Focused Supervision to occur,
- ◆ Describe key constructs of Solution Focused Supervision,
- ◆ Demonstrate skills central to Solution Focused Supervision through use of a case vignette and role play,
- ◆ Discuss the obstacles and strategies to successfully transition from practitioner to supervisor/administrator,
- ◆ Identify key systems concepts that can be applied to organizational structure to assist in effective management of supervisees, and
- ◆ Demonstrate skills needed to become an effective middle manager.

ETHICS COURSES

ETHICS: CREATING AN ETHICAL WORK ENVIRONMENT

Trainer: Maureen Braun Scalera, LCSW

March 18, 2010	10 am – 4 pm	Denville, NJ
April 29, 2010	10 am – 4 pm	South Orange, NJ
May 20, 2010	10 am – 4 pm	Mt. Holly, NJ

This workshop moves participants beyond boundary issues with clients and explores boundary issues that arise among co-workers and in the supervisor-supervisee relationship. Boundary issues will be viewed through a culturally diverse lens and processed within the context of ethical social work practice. The workshop explores agency practices and policies, and how they relate to ethical best practices. Participants will have the opportunity to discuss ethical best practice skills within a variety of work-related scenarios.

[5 Ethics CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Identify a number of boundary situations that arise between colleagues and co-workers,
- Describe boundary issues that emerge within a supervisor-supervisee relationship,
- Discuss how culture, gender and age impact how a person defines and adheres to ethical behaviors,
- Explain the important role appropriate boundaries have in implementing ethical work practices, and
- Demonstrate skills needed to establish appropriate ethical practices in supervisor-supervisee relationships and with co-workers.

ETHICS: THE CHALLENGES OF WORKING WITH CHILDREN AND FAMILIES

Trainer: Sandra McBeth, LCSW

June 9, 2010	10 am – 4 pm	Denville, NJ
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Most clinicians struggle with how to address the ethical dilemmas that commonly emerge when working with children and families. This workshop will provide the participant with information regarding confidentiality and ethical decision making. A special focus will be given to working with minors. Relevant HIPAA information will also be reviewed.

[5 Ethics CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Discuss confidentiality issues as they relate to working with children,
- Discuss use of healthy boundaries within family relationships, and
- Explain one formal process of ethical decision-making.

ETHICS: MAKING CRITICAL DECISIONS IN END-OF-LIFE CARE

Trainer: Patricia Sherman, LCSW, Ph.D.

June 22, 2010

10 am – 4 pm

Denville, NJ

Facing end-of-life issues is challenging for most clinicians. Handling our personal reactions must also take into consideration ethics and decision making. This workshop will take participants through decision-making involving end-of-life issues and incorporate ethical practices into their work.

[5 Ethics CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Identify ethical principles relevant to end-of-life care,
- Discuss issues involved in passively/actively hastening death,
- Describe seminal cases in end-of-life medical ethics,
- Discuss the complexities and challenges of end-of-life decision-making, and
- Appreciate how culture influences end-of-life ethical decision-making.

ETHICS: CONFIDENTIALITY CHALLENGES IN SCHOOL SETTINGS

Trainer: Sandra McBeth LCSW

July 22, 2010

10 am – 4 pm

Denville, NJ

This workshop will focus on confidentiality in the school setting. It will identify strategies school personnel can employ to decrease liability. The ethical decision-making process will be introduced, and issues concerning confidentiality, duty to protect and duty to warn will also be discussed.

[5 Ethics CEH's](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Identify strategies to decrease liability through an increase in knowledge of confidentiality and value conflicts,
- Explain one formal process of ethical decision-making,
- Discuss school related issues concerning confidentiality, duty to protect, and duty to warn, and
- Develop strategies to address confidentiality between counseling and non-counseling school personnel.

CULTURAL COMPETENCE

USING A CULTURAL LENS TO UNDERSTAND FAMILY DYNAMICS

Trainer: Natalie Contreras, LPC

March 16, 2010

10 am – 1 pm

Denville, NJ

Although families throughout the world have been evolving for decades, it is important to understand the influence of culture on child-rearing practices. This workshop will examine the cultural and psychological factors that influence how people relate to their environment and develop as social beings. Through small group discussions and large group participation, participants will increase their knowledge of the impact of culture on family dynamics. The child-caretaker relationship and attachment patterns will be reviewed among various cultures as well as children's temperaments and their impact on family functioning.

[3 CEHs in Cultural Competence](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Describe the role of bonding/attachment in parent/child relationships within different cultures,
- Discuss the impact of culture on separation/individuation, and
- Explain the role of culture on parenting issues.

MOVING FROM CULTURAL COMPETENCE TO CULTURAL RECIPROCITY

Trainer: Maureen Braun Scalera, LCSW

April 22, 2010

10 am – 1 pm

Denville, NJ

July 28, 2010

10 am – 1 pm

South Orange, NJ

Social Workers and their agencies have been working to become culturally competent in their work with families for a number of years. There is now a need to move beyond competence to a term known as cultural reciprocity, that is, holding cultural differences and diversity in the highest esteem, pro-actively regarding cultural differences and promoting improved cultural relations among diverse groups. Participants will gain an understanding of this movement and will learn how to move themselves and their agencies toward achieving cultural reciprocity.

[3 CEHs in Cultural Competence](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Define the terms cultural competence and cultural reciprocity,
- Describe five key features and four steps associated with cultural reciprocity, and
- Discuss strategies to implement cultural reciprocity as a practitioner and within an agency.

ENHANCING OUR CULTURAL COMPETENCE WITH IMMIGRANT FAMILIES

Trainer: Dahiana Cajiao, LCSW

May 6, 2010

10 am – 1 pm

Denville, NJ

Immigration poses a number of issues for both the persons involved and the professionals trying to help them. This workshop takes participants through the legal and social maze of documented and undocumented persons. Participants will be asked to explore their own issues and biases regarding immigration. The workshop will look at the feelings children and families experience as a result of discussions concerning their legal status. Culturally competent practice strategies will be presented to assist practitioners working with a clientele new to this country.

[3 CEHs in Cultural Competence](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Differentiate between documented and undocumented status,
- Increase their own awareness and sensitivity towards immigration, documented and undocumented persons, and
- Demonstrate effective self-evaluation of their own biases and its impact on their work with this population.

CULTURALLY COMPETENT WORK WITH GLBT PERSONS

Trainer: Kate Memoli, LCSW

May 27, 2010

10 am – 1 pm

Denville, NJ

June 3, 2010

10 am – 1 pm

Mt. Holly, NJ

This workshop will assist professionals working with gay, lesbian, bi-sexual and transgendered persons. Participants will explore their biases and attitudes concerning sexual orientation within social, cultural, religious and emotional contexts. Emphasis will be placed on therapeutic strategies to assist in the “coming out” process and how it impacts individuals within their personal and professional relationships.

[3 CEHs in Cultural Competence](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ▣ Discuss biases and attitudes associated with sexual orientation,
- ▣ Identify issues associated with the “coming out” process for GLBT persons,
- ▣ Describe therapeutic strategies to help individuals in the “coming out” process in relation to their family and other members of their support system, and
- ▣ Identify resources for GLBT individuals and their families and friends.

RELIGION AS A RISK FACTOR AND SOURCE OF RESILIENCY FOR VICTIMS OF DOMESTIC VIOLENCE

Trainer: Bryn Markovich, LCSW

June 29, 2010

10 am – 4 pm

Denville, NJ

For many female victims of domestic violence, religion can serve as either a deterrent to accessing services or as a means of empowerment. This workshop will present the basic tenets of Christianity, Islam and Judaism and each religion's beliefs about the role of women. Participants will learn about the role of these three religions in lives of domestic violence victims and how religious beliefs can significantly affect decision-making regarding the issue of whether to stay or leave. This workshop is intended for practitioners who already have working knowledge of domestic violence.

[5 CEHs in Cultural Competence](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ▣ Identify and discuss the three major religions in the US and their basic beliefs,
- ▣ Discuss the beliefs about the role of women in each of the religions,
- ▣ Describe how these beliefs and roles have the potential to contribute to domestic violence,
- ▣ State how religious beliefs and institutions can be used to assist domestic violence victims, and
- ▣ Develop culturally sensitive interventions and identify resources to utilize with victims of domestic violence.

CLINICAL COURSES

MAKING SENSE OF KIDS' DIAGNOSES AND MEDICATIONS

Trainers: Debra Koss, M.D. and Maureen Braun Scalera LCSW

March 25, 2010

10 am – 4 pm

Denville, NJ

This workshop will present an overview of the various classes of psychotropic medications used to treat children and adolescents with mental illness. Medications will be introduced as treatment interventions for specific diagnostic entities, including: ADHD, anxiety, depression, Bipolar Disorder and Pervasive Developmental Disorders. Participants will have an opportunity to practice discussing information learned about kids' medications with parents in a user friendly way.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Discuss various classes of psychotropic medications for children and adolescents and the indications for their use,
- ◆ Describe the components of a psychiatric evaluation for children and adolescents,
- ◆ Describe how medications can be integrated into a comprehensive multidisciplinary treatment plan, and
- ◆ Demonstrate how to discuss use of medications in a user friendly way.

A ROAD MAP TO UNDERSTAND AND INTERVENE WITH SELF-INJURIOUS BEHAVIORS

Trainer: Natalie Contreras LPC

April 8, 2010

10 am – 4 pm

Denville, NJ

This training will examine the clinical and cultural context of self-harm. Participants will identify important issues which typically arise when working with people who self-harm. Through small and large group discussions and activities, participants will learn skills and strategies in working to reduce self-injurious behaviors.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Define self-harm and how it relates to self-injurious behaviors,
- ◆ Identify reasons why people may self-harm,
- ◆ Acknowledge cultural issues that may impact patterns of self-harm,
- ◆ Explore the emotional impact of self-harm on helping professionals, identify their own need for support, supervision and self-care and identify ways to meet these needs, and
- ◆ Create support plans for self-harming individuals.

GETTING THE GROUP TO TALK: SKILLS AND TECHNIQUES FOR GROUP COUNSELING WITH CHILDREN & ADOLESCENTS

Trainer: Natalie Contreras LPC

April 13, 2010

10 am – 4 pm

Denville, NJ

Through shared experiences and social interactions in a safe and supportive setting, group counseling offers individuals a therapeutic environment to work through emotional issues. The group leader is primarily responsible for the planning and implementation of the group while facilitating participants' self-discovery and awareness that is effective in achieving interpersonal and coping skills. The goal of this workshop is to identify and explore group counseling skills and techniques. Those attending will gain a greater understanding of skill application in group dynamics, process vs. content, leadership skills and ethics, and professional issues that affect group process. Effective solutions in dealing with difficult individuals, group cohesion and conflict, working with resistance, and effective leadership will be provided to help mental health clinicians design and develop a group appropriate for each setting.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Describe key skills in group counseling and apply them to various types of groups,
- ◆ Discuss common legal, ethical and boundary issues that frequently arise in group counseling,
- ◆ Utilize approaches to developing essential skills, methods and leadership styles when working with difficult individuals in groups, and
- ◆ Implement best practice skills and uncover strategies needed to maximize group cohesion while reducing resistance and conflict.

CREATIVE INTERVENTIONS WITH SCHOOL-AGE CHILDREN Part 1

Trainer: Erika Ledder, LCSW

April 14, 2010

10 am – 4 pm

Denville, NJ

Working with children in counseling settings is always a challenge. This workshop will increase participants' knowledge and skills in age appropriate interventions for school-age children who are experiencing a multitude of emotional and behavioral

problems. Strategies for working with non-counseling personnel and parents will be reviewed. There will be a strong focus on hands-on tools and interventions - so be prepared to practice skills and have some fun!

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Demonstrate age appropriate interventions with school aged children experiencing emotional and behavioral issues through use of case vignettes and small group exercises,
- ◆ Describe strategies to work with non-counseling personnel on how to reinforce skills in the classroom setting, and
- ◆ Define techniques to work with parents to reinforce skills in the home setting.

CREATIVE INTERVENTIONS WITH SCHOOL-AGE CHILDREN

Part 2

Trainer: Erika Ledder, LCSW

April 26, 2010

10 am – 4 pm

Denville, NJ

Due to many requests, Ms. Ledder has created a part two to her popular workshop. This workshop will provide participants with even more knowledge and skills in age appropriate interventions for school-age children who are experiencing a multitude of emotional and behavioral problems. As always, Ms. Ledder will feature hands-on tools and interventions - so be prepared to practice skills and have even more fun!

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ▯ Demonstrate age appropriate interventions with school aged children through use of case vignettes and small group exercises,
- ▯ Describe strategies to reinforce use of skills within the classroom setting, and
- ▯ Define techniques to work with parents to reinforce skills in the home setting.

MOVING BEYOND ADD/ADHD

Trainer: Avery Hart, LCSW, Ph.D.

May 13, 2010

10 am – 4 pm

Denville, NJ

This workshop will present a useful holistic theory and practical approach to ADD/ADHD treatment that includes mind-body integration, as well as sensory and energy system assessment analysis. Participants will learn critical strategies and techniques for improving overall client functioning and reduction of Attention Deficit symptoms.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Identify the importance of ruling out specific medical conditions,
- ◆ Utilize strategies that improve the regulation of household structure, and
- ◆ Demonstrate interventions to assist parents and children in gaining control over their mind, body & internal energy systems.

Avery Hart has co-authored ***Moving Beyond ADD/ADHD: An Effective All Natural, Holistic, Mind-Body Approach.***

WORKING WITH TEENAGERS AND GETTING IT TO WORK

Trainer: Sandra McBeth, LCSW

SATURDAY

May 15, 2010

10 am – 4 pm

Denville, NJ

Counselors trying to effectively engage teens often fail when applying adult-oriented treatment modalities. Tools used to work with teens who cannot engage in talk therapy will be presented and practiced through the use of case studies.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Describe a comprehensive assessment method to measure teen's ability and readiness to engage in "talk" therapy,
- ◆ Identify techniques and skills to provide a goal focused family session with teens who are less verbal,
- ◆ Describe a number of tools and techniques that are alternative strategies to talk therapy, and
- ◆ Demonstrate use of skills through a case study exercise.

HOW TO WORK WITH EATING DISORDERED PERSONS

Trainer: Diane Zicarelli, LCSW

May 17, 2010

10 am – 4 pm

Denville, NJ

Clinicians frequently discover a client has an eating disorder well into the treatment process. This workshop will explore the knowledge and skills necessary to assess for eating disorders such as Anorexia Nervosa, Bulimia, and Compulsive Eating. Dual diagnoses and medical complications from these three disorders will also be presented. Participants will be given a framework to assist them in determining when specialized services are needed.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Describe the assessment protocol to determine if a client may have an eating disorder, i.e. Anorexia Nervosa, Bulimia, Compulsive Eating,
- ◆ Explain dual diagnoses and medical complications resulting from these three eating disorders and their impact on clients, and
- ◆ Discuss how to determine when additional services are needed for clients.

TEACHING CHILDREN STRESS AND ANGER MANAGEMENT SKILLS

Trainer: Maureen Braun Scalera LCSW

SATURDAY

June 5, 2010

10 am - 4 pm

Denville, NJ

Age appropriate and successful stress and anger management are critical skills for children and youth to succeed academically in school, socially with peers and within family life. This workshop provides a theoretical and hands-on exploration of these skills to use in a variety of settings.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ▯ Identify triggers of stress and anger,
- ▯ Identify specifically how stress/anger manifests itself in connection to one's own thoughts, bodily responses and behavior,
- ▯ Demonstrate use of a number of stress and anger management skills including active and reflective listening, time out, self-calming statements, relaxation techniques, stress/anger awareness diary, cognitive restructuring, use of I Messages, self-care strategies, and
- ▯ Create treatment plans that incorporate stress and anger management skills for use in work with children and families.

WHAT TO DO WITH A DISCLOSURE OF SEXUAL ABUSE

Trainer: Jeanne Scala, LPC

June 10, 2010

10am–4pm

Denville, NJ

Even the most seasoned of therapists struggles to respond when a client discloses sexual abuse. This workshop will provide the participant with the tools and knowledge necessary to feel prepared to effectively respond to their clients when they face a disclosure of sexual abuse.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Recognize the symptoms children and adults may exhibit when they have experienced a history of traumatization,
- Discuss what their ethical and legal responsibilities are once sexual abuse is disclosed,
- Describe therapeutic techniques and interventions to use in response to “fresh” disclosures,
- Describe how trauma is catalogued in the brain and how this impacts disclosure and treatment, and
- Identify how environmental and familial factors impact disclosure and recantation.

FAMILY COMMUNICATION AND CONFLICT RESOLUTION

Trainer: Susan Sterling, LCSW

July 7, 2010

10 am – 4 pm

Denville, NJ

Communication and conflict resolution skills represent two of the most critical components of family functioning. This workshop gives participants hands-on strategies in teaching these skills to families.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Define active listening, list attitudes for using and be able to discuss common mistakes made,
- Demonstrate an increased capacity for using active listening skills,
- Increase knowledge of and demonstrate use of “I” messages, and
- Develop a framework through use of conflict resolution skills to assist families in resolving conflict.

CREATING SUCCESS WITH DIVORCING AND BLENDED FAMILIES

Trainer: Diane Williams, LCSW

July 15, 2010

10 am – 4 pm

Denville, NJ

Research has shown that children of divorce are at high risk for depression and anxiety, behavior problems and substance abuse. Fortunately, studies have also demonstrated that effective interventions can successfully mitigate problems related to the stress brought on by divorce within a family. This workshop will present the nuts and bolts of brief, effective interventions with families experiencing separation, divorce and becoming a blended family. Participants will increase their knowledge of how to engage and treat families through the use of case vignettes and hands-on practice with a variety of therapeutic tools.

[5 Clinical CEHs](#)

Workshop Objectives: By the end of the workshop, participants will be able to:

- Discuss factors that contribute to how children experience their parents' divorce and the impact it can have on socio-emotional development,
- Describe how to apply systemic treatment to working with divorcing and blended families,
- Describe techniques used to engage reluctant parents in recognizing the effects of placing children in the middle of their

- parental conflicts,
- Demonstrate techniques to teach parents to help their children adjust to the changes in the family, and
- Demonstrate age-appropriate techniques to teach children to cope with divorce in their family,

ADMINISTRATIVE COURSES

DESIGNING OUTCOMES: MEASURING FAMILY AND ORGANIZATIONAL SUCCESS

Trainer: Brendan Smith, LSW

April 28, 2010

10 am – 4 pm

Denville, NJ

Everybody is asking human service providers to demonstrate outcomes but what does this actually mean and how should providers choose between the myriad of ways available for collecting and reporting this information? This hands-on workshop will provide participants with the opportunity to investigate this question in more depth. This workshop is highly interactive and provides a unique opportunity for participants to interact with colleagues from other agencies in the spirit of shared learning.

5 CEHs

Workshop Objectives: By the end of the workshop, participants will be able to:

- Describe how to create measurable outcome statements,
- Identify outcome indicators and measure and report performance data, and
- Discuss how outcomes data is used to inform ongoing program development and performance improvement.

ENHANCING YOUR PRESENTATION SKILLS: STRATEGIES FOR CREATING SUCCESSFUL PRESENTATIONS

Trainer: Wendy Scharfman, M.S. Ed., MFA

May 4, 2010

10 am -1:00 pm

Denville, NJ

The ability to give an engaging, impactful presentation for any sized target audience is an invaluable tool for successfully conveying your vision and message. This workshop will introduce techniques and tools for designing, structuring and delivering more compelling, persuasive speeches. Participants will have the opportunity to explore these specific skills using their own experiences and gain a repertoire of methods to refine and build on their strengths as speakers.

3 CEHs

Workshop Objectives: By the end of the workshop, participants will be able to:

- ◆ Establish better rapport with an audience,
- ◆ Improve their vocal qualities,
- ◆ Demonstrate more presence, style and confidence when speaking before an audience,
- ◆ Tell a great story that can be incorporated into any presentation, and
- ◆ Create the ability to make the content of any speech more compelling and specific.

OUR PROFESSIONAL TRAINING TEAM

Maureen Braun Scalera, LCSW, Director, FIS Center for Family Success

Maureen has been teaching and training human services professionals in the child welfare field for 25 years. She also teaches graduate level social work courses at the university level.

Dahiana Cajiao, LCSW, FIS Clinician

Dahiana has worked at FIS since 2001, with children and families exhibiting at-risk behaviors and Latino families who face migratory and bi-cultural challenges.

Natalie Contreras, LPC, FIS Assistant Director of Contract Compliance

Natalie has extensive experience working with high-risk children and their families. She has expertise in cultural competence, and has taught at the university graduate level.

Elizabeth Dunlap, LCSW, Vice President of Children & Families Community Services, Family Service of Burlington County

Beth has worked extensively and passionately with children and families for over 25 years. She is a practicing psychotherapist and has expertise in sexual abuse. Beth has also taught at the graduate school level.

Avery Hart, Ph.D., LCSW

Dr. Hart is an award-winning children's book author and a practicing psychotherapist. She is the co-author of *Moving Beyond ADD/ADHD: An Effective All Natural, Holistic, Mind-Body Approach*.

Debra Koss, MD

Dr. Koss is board certified in Child & Adolescent Psychiatry, and works systemically with children and families experiencing mental health issues. She has completed a post-graduate fellowship at the University of Massachusetts Medical Center, and maintains a private practice in Sparta, NJ.

Erika Ledder, LCSW

Erika has been a clinician for the past 10 years, working with children and families in crisis. She currently works as an elementary school counselor and is known for her creative presentations.

Bryn Markovich, LCSW, School Counselor, Morris School District

Bryn has worked with children and families for more than seven years in home-based services, domestic violence and adoption. Bryn is currently an elementary school counselor.

Sandra McBeth, LCSW, FIS Director of Training and Clinical Services

Sandra has been working with children and families for 18 years, bringing a strong clinical focus to her trainings. She has also taught graduate and undergraduate courses at the university level.

Kate Memoli, LCSW, Psychological Services, Monmouth University

Kate has been a family therapist for the past 25 years. She received post-graduate training with Betty Carter from the Family Institute of Westchester. Her expertise is in Bowenian family therapy.

Jeanne Scala, LPC

Jeanne has treated perpetrators and survivors of sexual abuse and violence for 15 years. She provides trauma assessments for the Morris County Prosecutor's Office, and is certified in EMDR.

Wendy Scharfman, M.S. Ed., MFA

Wendy is a communication coach who provides presentation and public speaking preparation for non-profit and proprietary business sectors. She has also been an actress for the past 25 years.

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Patricia Sherman, Ph.D., LCSW, Professor, Kean University,

Dr. Sherman provides educational instruction to university BSW and MSW students. She also has over 40 years of clinical experience in agency and private practice settings.

Brendan Smith, LSW, FIS Director of Research & Evaluation

Brendan has been supporting the needs of children and families, in both Australia and the United States for 22 years. His expertise is in performance improvement.

Susan Sterling, MS, LCSW, FIS Assistant Director of Training and Clinical Services

Susan has been working with children and families for 17 years in both agency and private practice settings. She has also taught SIFI and graduate level courses at the university level.

Diane Williams, LCSW, County Director, FIS Morris County Office

Diane has worked with families for 10 years and currently oversees 40 staff working in 11 programs serving children and families. Diane also sees families in a private practice and teaches at the university level.

Diane Zicarelli, LCSW, Director, Center for Eating Disorders

Diane provides individual, group and family therapy focusing on eating disorders and recovery. She coordinates a statewide school prevention program, and gives community presentations.

POLICIES FOR REGISTRATION, FEES AND CONTINUING EDUCATION

COURSE FEES: Fees are \$95.00 for a full-day and \$60.00 for a half-day workshop. The Certificate in Clinical Supervision, as well as the Advanced Training in Management and Clinical Supervision, is \$350 for each three day course.

A training discount of \$89.00 for each full-day of training (\$55.00 for a half day) is available for 3 or more registrants from the same organization or registration of 3 or more courses by the same person (**except** for certificate courses). On-site training at your agency is \$1000 for the first 25 participants with an additional fee of \$35 per person up to a maximum of 40 persons.

CANCELLATIONS: Cancellation of registration and refund of tuition must be requested by the Friday of the week preceding the date of training. Persons not canceling paid registration by this date are ineligible for a refund, but may move their registration to a training held at a later date.

CONTINUING EDUCATION REQUIREMENTS: Participants must attend 100% of all scheduled hours and complete an evaluation form at the end of each training day in order to receive course credits. Participants successfully completing the course will receive a Certification of Completion. *Family Intervention Services, Center for Family Success, provider # 1161, is approved for social work continuing education by the Association of Social Work Boards through the Approved Continuing Education program and is a National Board for Certified Counselors' Approved Continuing Education Provider (#6235). Family Intervention Services' Center for Family Success, maintains responsibility for this program.*

TRAINING SITES:	Burlington County	79 Chesnut Street, Lumberton, NJ (4/21, 4/28 & 5/5) 700 Woodlane Ro, Mt. Holly, NJ (5/20 & 6/3)
	Essex County:	106 Valley Street, South Orange, NJ
	Morris County:	20 Vanderhoof Avenue, Rockaway/Denville, NJ

GRIEVANCE PROCEDURE: FIS welcomes feedback from all persons and encourages the prompt resolution of grievances in a professional and timely manner. FIS seeks to ensure equitable treatment of every person and to make every attempt to resolve grievances in a fair manner. Grievances regarding a particular training will initially be directed to the training instructor. After that, the consumer will be contacted by the Director of the Center for Family Success. All grievances are kept strictly confidential and all persons are treated with respect and kindness as the parties involved work to resolve the grievance. All related underlying problems identified in relation to the specific grievance would receive corrective action in order to remedy the situation and prevent future problems. Reparation for persons who believe they received unsatisfactory training can include a refund of training fees or an opportunity to take a different course, without charge. Persons who have not received a satisfactory resolution at the level of the Center for Family Success Director will be directed to FIS' President/CEO who will contact them to discuss and resolve the grievance.

ACCOMODATIONS FOR THE DIFFERENTLY ABLED: FIS training facilities are handicap accessible. Special accommodations will be made available upon request. Individuals needing special accommodations, or for any other questions regarding training, contact FIS Director for Training and Clinical Services at (973) 586-5243.