

**Philadelphia  
Child and Family  
Therapy Training Center, Inc.**

**Annual Brochure  
2017**

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## ESFT with Couples

**Justin Corrocher, M.A., LPC, LMFT, January 20, 2017 9:00 am to 4:30 pm \$150 6CE Advanced Level** This workshop focuses on the use of the Ecosystemic Structural Family Therapy model to help couples withstand the complex emotional, developmental and ecological pressures that influence contemporary relational life. Through lecture, discussion and video clips, a variety of techniques will be presented to guide clinicians both in assessing couples and in collaborating with them on the use of interventions that reduce conflict and promote healthy communication. **Educational Objectives:** 1) identify two positive and two negative factors which influence the developing couple; 2) identify two important relationship dimensions during the assessment process; 3) describe a balanced therapeutic system; 4) describe how to collaborate with relational partners to cultivate relational themes and goals; 5) recognize the use of enactment both as an assessment tool and as an intervention to create relational change.

## ESFT with Young Children

**Bernie Hodgdon, M.S.S.W., LCSW, February 3, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level** This workshop provides an integrative family-developmental model based on Ecosystemic Structural Family Therapy and Dr. Stanley Greenspan's work. This model focuses on understanding and treating problems of infants, toddlers, and preschoolers. Primary focus is given to assessment and intervention with problems involving excessive anxiety or issues of behavioral control. **Educational Objectives:** 1) describe a framework for assessing and treating common problems in children; 2) identify two social and emotional developmental milestones in young children; 3) identify two interventions used in family treatment of young children.

## ESFT with Adolescents

**Ann Itzkowitz, M.A., LMFT, February 3, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level** This workshop begins with an overview of "normal" adolescence with major developmental issues, typical behaviors and problem indicators in early adolescence (ages 11-13), middle adolescence (ages 14-16), and late adolescence (ages 17-19). The application of the Ecosystemic Structural Family Therapy 4-stage treatment model to adolescents evidencing depression and suicidality is then demonstrated through videotaped case materials. **Educational Objectives:** 1) identify at least three symptoms of depression in early, middle or late adolescence; 2) identify at least three indicators of suicidality in adolescents; 3) recognize the steps to be used when the adolescent is in danger of harming him/herself.

## ESFT with Adult Children

**Marion Lindblad-Goldberg, Ph.D., LMFT, April 21, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level** This workshop demonstrates the use of an ESFT marathon model to treat families with adult children. Focus is given to the impact of sibling relationships during this stage of family development. The use of time as an intervention that compresses the therapist's movement through the 4-stages of ESFT is highlighted through videotaped case material. **Educational Objectives:** 1) demonstrate an ESFT adult family therapy marathon; 2) recognize how to effect change using affect; 3) list two common interventions used in ESFT with adult children.

## ESFT with Divorcing Families

**Marion Lindblad-Goldberg, Ph.D., LMFT, April 21, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level** Chronically warring couples, children used as pawns, and spouses who prolong the moment of separation are components of the difficult divorce. This workshop examines the developmental tasks and clinical issues presented by divorcing families using videotape case material. Clinical assessment and intervention strategies are highlighted in the divorce process of pre-separation, separation, and post-divorce. **Educational Objectives:** 1) describe the dynamics in families navigating the divorce process; 2) explain at least two post-divorce parenting styles and their impact on the child; 3) identify at least two therapeutic interventions used in divorce therapy.

## ESFT with Single Parent Families

**Marion Lindblad-Goldberg, Ph.D., LMFT, May 5, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level** Most clinicians do not appreciate what an adaptive single parent family looks like or how it functions. This workshop describes an empirically-derived model of adaptive single parent functioning. The phases and tasks necessary for healthy single parent family development are discussed. Clinical interventions for correcting common non-adaptive family patterns are demonstrated through videotaped case material. **Educational Objectives:** 1) summarize a model of adaptive functioning with single parent families; 2) identify at least two assessment and intervention areas with single parent families; 3) identify at least two interventions that will aid adaptive family functioning.

## ESFT with Remarried or Co-habiting Families

**Marion Lindblad-Goldberg, Ph.D., LMFT, May 5, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level** This workshop covers the core clinical issues of men, women and children living in remarried families. Descriptions of common pitfalls found in remarried life are presented. Videotaped case material will illustrate effective assessment and treatment interventions. **Educational Objectives:** 1) summarize issues of children, men, and women in remarriage; 2) describe effective assessment strategies for remarried families; 3) describe effective treatment strategies for remarried families.

## The Art of Clinical Supervision

**Ann Itzkowitz, M.A., LMFT, June 2, 2017, 9:00 am to 4:30 pm \$150 6 CE Advanced Level** Clinical supervision is the backbone for training competent psychotherapists. This workshop is a comprehensive didactic/interactive look at clinical supervision. It covers the definition and scope of supervisory process, ethical/legal issues, modalities of supervision, and culture, gender and socio-economic factors that impact clinical and supervisory work. It includes following the course of development of the therapist, of the supervisor and of their relationship. It will also address the "business" of supervision, contracts, evaluations, the particulars of working out a supervisory relationship and the responsibility it entails. Participants may bring in dilemmas they have experienced as illustrative of the supervisory principles being discussed. **Educational Objectives:** 1) describe the definition and scope of the supervisory process, including the development of the supervisee/supervisor relationship; 2) recognize the ethical/legal and the cultural, socio-economic and gender issues that impact clinical and supervisory work; 3) clarify the business of supervision including contracts, evaluations, limits of responsibility to the patient(s), to the supervision and to the professional field.

## ESFT Conceptual Foundations, Historical Context, and Stages of the Model

Marion Lindblad-Goldberg, Ph.D., LMFT, *September 12, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level*

An overview of the Ecosystemic Structural Family Therapy (ESFT) model is provided which gives focus to 1) conceptual foundations, 2) model stages, and 3) change foci. The ESFT model is then contrasted with other family therapy models. Brief videotaped case segments illustrate the ESFT model. Empirical research describes the clinical effectiveness of ESFT with children and adolescents having severe emotional and behavioral disturbances. **Educational Objectives:** 1) describe the theoretical foundations of the ESFT model; 2) describe how ESFT differs from other family therapy models; 3) describe the ESFT clinical effectiveness research.

## ESFT Socio-Cultural Power and Privilege

Lisa Christian, M.S.W., LSW, *September 12, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level*

Conceptualizations of power and privilege have deepened over the last two decades. Therapists today understand power and privilege operate within more complex contexts. Not only is gender a context in which these forces are abused, but these forces also operate within the contexts of race, ethnicity, class, sexual orientation and religion. This workshop explores expressions of power and privilege within these contexts. Dialogue is essential as participants are encouraged to share their own experiences. **Educational Objectives:** 1) identify at least two major contributions to theories of power and privilege in the last two decades; 2) discuss one new idea relative to issues of power and privilege; 3) describe how power issues shape individual psychology as well as relational structure and dynamics.

## ESFT Socio-Cultural Influences African-American Families

Joyce Dukes, M.S., M.Phil., LMFT, David Edmonds, M.S.W., *September 13, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level*

While race is a key organizing principle in therapy, most therapists do not acquire the skills and sensitivities necessary to deal with racial subtleties. It is important that therapists discover ways to enhance their racial awareness. A “looking within” process requires therapists to explore their racial identities and beliefs and to challenge the ways in which their roles as therapists are impacted. This workshop encourages participant discussion of a) personal experiences with African-American families; b) how therapist and client cognitive and emotional conceptualization of race contributes to the overall therapeutic alliance; c) the special challenges faced by young African-American men and women; and d) how to value the strengths of the extended African-American family. **Educational Objectives:** 1) describe the variability of African-American families; 2) identify stereotypes of African-American families; 3) recognize participants’ own racial beliefs.

## ESFT Stage I: Constructing a Therapeutic System

Marion Lindblad-Goldberg, Ph.D., LMFT, *September 13, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level*

The most important element in the ESFT model is therapeutic alliance-building or “joining.” Without a strong therapeutic relationship, there is no meaningful treatment. In this workshop, focus is given to the discussion and demonstration of joining strategies with caregivers and children. These strategies are demonstrated using videotaped case clips. Several scaling devices are described for use by the clinician to assess the strength of the therapeutic alliance with caregivers and youth. **Educational Objectives:** 1) describe the characteristics of an ESFT therapeutic alliance; 2) recognize five joining strategies for strengthening the therapeutic alliance with parents and children; 3) identify how to use therapeutic alliance scales to assess the strength of a clinician’s engagement skills.

## ESFT Stage II: Creating a Meaningful Focus: From Assessment to Reframing

Marion Lindblad-Goldberg, Ph.D., LMFT, *September 14, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level* ESFT assessment methods invite family members to participate in new conversations that humanize, contextualize and identify potential directions for change in non-adaptive family patterns. The use of family assessment tools such as genograms, critical event time-lines, eco-maps, structural maps, and core negative interaction patterns (CNIP) will be demonstrated. Focus is given to how the clinician develops a relational and contextual reframe of the problem(s). **Educational Objectives:** 1) describe at least two of the ESFT assessment tools; 2) recognize a relational reframe of the identified patient's symptomatic behavior; 3) describe how to use assessment methods to strengthen the therapeutic alliance.

## ESFT Individual Diagnosis in Clinical Case Formulation

C. Pace Duckett, M.D., *September 14, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level* This workshop is designed to help the family systems oriented practitioner understand the importance of individual-level assessment or diagnosis and to learn strategies for integrating this information into a comprehensive systemic case formulation. An overview of the DSM-5 will be given. The major changes from DSM-IV TR to DSM-5 are reviewed for child and adolescent diagnostic categories. In addition, attention is given to several of the more established rating scales which are used to facilitate the diagnostic process. **Educational Objectives:** 1) recognize individual level data when designing family systems oriented treatment; 2) identify the major DSM-5 child and adolescent disorders; 3) strengthen skills in obtaining meaningful individual data and in making diagnoses.

## Ethical/Legal Issues in Family Treatment

Ann Itzkowitz, M.A., LMFT, *September 15, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level* This workshop addresses ethical and legal issues in clinical work with children, adolescents and families. Specific areas for discussion come from frequently-stated practice concerns voiced by professionals in the fields of psychology, social work, marriage and family therapy, and professional counseling. These concerns include ethical decision-making, patient diagnosis and confidentiality in a family context, child abuse and mandatory reporting, and custody problems. **Educational Objectives:** 1) summarize an ethical decision-making process within a family treatment context; 2) apply ethical considerations to issues of patient diagnosis and confidentiality in family treatment; 3) apply ethical considerations to issues of child maltreatment and mandatory reporting, and custody problems.

## ESFT Stage III: Creating Key Growth Promoting Experiences: Content and Process Interventions

Marion Lindblad-Goldberg, Ph.D., LMFT, *September 29, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level* Ecosystemic Structural Family Therapy is an empirically-based treatment model. Within this stage of treatment there are specific interventions that produce incremental change in four important areas of family functioning: co-caregiver-alliance; attachment; executive functioning and self-regulation. This workshop describes and demonstrates structural interventions such as: boundary making, punctuating behavioral complementarity; eliciting strengths, unbalancing power alignments, and raising intensity. Special emphasis is given to the use of enactment as an intervention. Enactments are demonstrated that: 1) test hypotheses about current family structure and strength of attachment and, 2) promote growth in these family interactions. **Educational Objectives:** 1) describe at least two ESFT interventions; 2) describe the four phases of an enactment; 3) recognize enactments that promote executive functioning or attachment.

### ESFT Stage III: Promoting Secure Caregiver-Child Attachments to Increase Emotion Regulation and Distress Tolerance

Justin Corrocher, M.A., LPC, LMFT, *October 20, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level*

Current research strongly supports that children with secure attachments to caregivers develop effective and lasting strategies for emotion regulation and distress tolerance. Therefore, clinicians need to help parents overcome emotional and behavioral obstacles that block attachment security. This workshop helps clinicians to attune themselves to patterns of attachment and distress tolerance in families. Focus is also given to designing family session interventions that help caregivers validate the emotional experiences of children and also coach them in achieving age-appropriate emotion regulation skills. This process promotes secure attachment between parent and child. **Educational Objectives:** 1) identify relational interactions that characterize secure, anxious and avoidant patterns of attachment; 2) identify relational patterns that characterize dismissive, validating and coaching philosophies of emotion in families; 3) describe effective clinical interventions that promotes secure attachment and increase distress tolerance.

### ESFT Stage III: Promoting Co-Caregiver Alliance

Justin Corrocher, M.A., LPC, LMFT, *October 20, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level*

“Caregiver” refers to those family members who are responsible for the nurturance, socialization, and leadership of the children, including the symptom bearer. In some families, caregivers have a strong alliance with each other as they nurture and lead the family. In others, the caregiver alliance is vague, chaotic or laden with problems. This workshop focuses on how to identify existing caregivers, recruit missing or distant caregivers and promote a caregiver alliance. Two clinical skills are emphasized: 1) the use of a controlled “encounter” with conflicted caregivers, and 2) how to connect the caregiver to the “parent-self.” Additionally, focus is given to helping caregivers resolve barriers and establish a workable co-caregiver plan. **Educational Objectives:** 1) clarify the importance of a positive caregiving alliance; 2) identify a family’s caregiving structure; 3) describe at least two methods to strengthen a caregiving alliance

### ESFT Stage III: Strengthening Parental Executive Skills with Teenagers

Justin Corrocher, M.A., LPC, LMFT, *November 10, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level*

Dealing with challenging adolescents is difficult for both parents and seasoned clinicians. Using a systemic perspective, this workshop addressed the quality of the relationship between parents and the adolescent as an essential component of treatment. In a relational context of isolation and alienation, symptoms tend to escalate. After guidelines are presented for assessing the severity of adolescent problem behavior, focus is given to effective teen disciplinary methods for mild, moderate, and severe teen problems. **Educational Objectives:** 1) describe the typical symptomatic cycle found in families with adolescents; 2) recognize “connection-based” discipline vs. “control-based” discipline; 3) demonstrate effective parenting skills with adolescents

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## ESFT Stage III: Strengthening Parental Executive Skills with Children

**Justin Corrocher, M.A., LPC, LMFT, November 10, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level** There are three requirements for effective parenting executive skills: 1) parents must be able to hold onto themselves emotionally when a child reacts to discipline; 2) parents must be thoughtful (rather than emotional) when implementing consequences for misbehavior; 3) parents must evolve discipline structures based on the child's developmental needs. This workshop provides therapists with an understanding of parenting styles and a summary of techniques for creating effective consequences for three age groups: children ages 2 to 5, ages 6 to 8, and ages 9-11. Ross Greene's Collaborative Problem-Solving Approach is presented as a way to strengthen parental executive skills. **Educational Objectives:** 1) describe four parenting styles; 2) identify two developmentally-based discipline practices; 3) describe the Collaborative Problem-Solving Approach.

## ESFT Stage III: Working with Trauma

**Justin Corrocher, M.A., LPC, LMFT, December 1, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level** Clinicians are often confronted with the effects of unresolved trauma on family interaction. The traditional definition of trauma is expanded to include "relational trauma" wherein the exposure to an event engenders disruption in familial trustworthiness, security and openness. This working highlights the signs of trauma in both children and their caregivers. Clinical tasks are then identified that promote healing from trauma with emphasis on helping families create an open, reflective dialogue. **Educational Objectives:** 1) recognize key behavioral, emotional, biological and relational markers of trauma in both children and their caregivers; 2) identify core clinical tasks involved in helping families create a safe relational environment that supports healing from trauma; 3) describe the open and reflective family dialogue that promotes trauma healing and strengthens current family relationships.

## ESFT Stage III: Sexual Abuse in a Family Context

**Justin Corrocher, M.A., LPC, LMFT, December 1, 2017 1:15 pm to 4:30 pm \$90 3CE Advanced Level** This workshop first provides a comprehensive overview of sexual abuse including: the definition, prevalence and demographics of both child victims and offenders. A model of assessment is then described covering abuse level, family context, depth of the trauma, and warning signs in children, adolescents and families. Focus is then given to how the Ecosystemic Structural Family Therapy model treats sexual abuse in the family. Interventions are specified within each of ESFT's four stages. **Educational Objectives:** 1) identify at least two symptoms of sexual abuse; 2) clarify how family transactions either help or hinder coping; 3) describe at least two interventions used with both incest survivors and adolescent offenders.

## ESFT Stage IV: Solidifying Change, Termination and Discharge Planning

**Marion Lindblad-Goldberg, Ph.D., LMFT, December 15, 2017 9:00 am to 12:15 pm \$90 3CE Advanced Level** Therapists need to be as clinically thorough in ending treatment as they are in beginning treatment. This workshop begins with an exploration of cultural/emotional relational endings for both families and therapists. Emphasis is placed on how clinicians need to prepare for discharge from the beginning of treatment and the suggested language to be used during each of the first three stages of Ecosystemic Structural Family Therapy. Five steps of termination are then clarified: therapist review, family therapy review, ending of the therapeutic relationship, discharge planning and treatment overlap and trouble shooting. **Educational Objectives:** 1) identify stages and tasks of discharge planning; 2) clarify the role of preparation in effective discharge; 3) recognize the distinction between treatment change and the therapeutic relationship issues.



*These courses are post-master's/post-doctoral advanced courses and have been developed to be in compliance with the*

**Continuing Education Credits are only offered**

## **Theoretical and Historical Development of Family Therapy:**

**Parts I & II** (*Mandatory for Intensive Trainees*) (*Classroom or self-study*) These two 45-hour (6 semester credits) integrated courses survey all the major schools and theories of family therapy from the field's early roots to the present. Using a learning-centered educational approach, Part I introduces trainees to the classic models (e.g. Bowenian, Experiential, Contextual, and Structural), and Part II describes Post-Modern family models (e.g. Solution-Focused, Brief Therapy, Narrative, Cognitive Behavioral [CBT]). Within each of these models, leading figures will be identified, their theoretical formulations and associated change techniques will be discussed, related research will be reviewed, and the impact of the models on clinical practice with diverse populations will be analyzed. \$1,800. **Educational Objectives:** 1) describe the theoretical and historical context of family therapy; 2) comparative analysis of at least two MFT therapy models; 3) critique the use of at least two MFT models with diverse populations; 4) recognize at least two family therapy models. *Classroom: October 2017*

## **Ecosystemic Structural Family Therapy** (*Mandatory for Extern & Intensive Trainees*)

(*Classroom or self-study*) This 45-hour (3 semester credits) course, will introduce trainees to the Ecosystemic Structural Family Therapy model using a learning-centered educational approach in the classroom. Trainees will be introduced to the model's, historical, empirical and conceptual foundations. The course will also focus on the description and implementation of the four stages of the model while considering issues of cultural diversity and competence. Meets 3-1/2 days in September, 1 day in October and November, and 1-1/2 days in December. \$900-correspondence; \$900-classroom. **Educational Objectives:** 1) demonstrate an understanding of the historical, empirical and conceptual foundations of the Ecosystemic Structural Family Therapy clinical model; 2) demonstrate an awareness of socio-cultural influences with specific emphasis on race as experienced by African-American families; 3) recognize how to construct a therapeutic system by using specific skills to join families and individual family members; 4) demonstrate how to implement the ESFT family assessment tools; 5) demonstrate the ability to describe the ESFT clinical interventions and how they would be used to promote co-caregiver alliance, parental executive functioning, caregiver-child attachment, and emotion regulation with families.

## **Developmental and Clinical Issues** (*Mandatory for Extern & Intensive Trainees*)

(*Classroom or self-study*) Using a learning-centered educational approach, this (3 semester credits) course, will introduce students to how a developmental perspective influences assessment and treatment in the Ecosystemic Structural Family Therapy model (ESFT). Using a developmental lens the course will focus on how to assess and intervene with couples and with families having young children, adolescents, and adult children. Further, the course examines how to assess and intervene in structural re-arrangements that occur in marriage, divorce, single parenthood, remarriage and co-habitation while considering issues of cultural diversity. Meets 1 day in January, February, April, and May. \$900. **Educational Objectives:** 1) describe at least two ways that a developmental perspective and socio-cultural factors influence assessment and treatment in ESFT; 2) recognize two engagement methods with children, adolescents and adults in ESFT; 3) recognize how to apply developmentally-appropriate content and process interventions with couples and families having young children, adolescents and adults in ESFT; 4) recognize at least two interventions used when treating non-adaptive structural arrangements that occur in marriage, divorce, single parenthood, co-habitation, and remarriage in ESFT.

*policies of the American Psychological Association and the American Association for Marriage and Family Therapy.*

for courses taken in the classroom format.

**Assessment and Treatment of Trauma** (*Self-study only*) This 45-hour (3 semester credits) self-study course reviews state-of-the-art theory and research regarding the neurobiological, cognitive, emotional and behavioral impacts of trauma on children. A range of traditional and non-traditional treatment strategies are reviewed, such as play and art therapy, resiliency training, uses of visual imagery, cognitive behavioral interventions and EMDR. All of these treatment strategies are reviewed within the context of family systems treatment. \$900. **Educational Objectives:** 1) increase understanding of the multiple impacts of trauma in children, such as brain functioning and social-emotional development; 2) increase ability to identify symptoms of trauma in children at different ages; 3) recognize current treatment strategies for reducing symptoms and helping children to integrate traumatic memories.

**Couples and Couple Therapy** (*Self-study only*) This 45 hour (3 semester credits) self-study course is designed to provide the marriage and family therapy clinician with an appreciation of the current research, theory and practice literature regarding couple development, couple interaction, and couple intervention. The course will provide an expansive view of issues presented by couples when seeking couple therapy, specific assessment approaches and interventions strongly supported by empirical data. Particular emphasis is given to the interplay between the intra-psychic and systemic processes found in the couple's individual context. Guidelines for assessment and intervention options for various couple experiences is given. The course will also assist students to gain further awareness of the use of self, his/her values and biases, and implications for the provision of couples therapy. It will also assist the student in determining a theory of practice that drives his/her own approach to counseling couples. \$900. **Educational Objectives:** 1) identify the influence of socio-cultural factors and gender-based roles on the developing couple; 2) recognize reciprocal influences between individual adult development, stages of the family life cycle and couple functioning; 3) identify important relationship dimensions for couples assessment.

**The Treatment of Substance Abuse in Families and Couples** (*Self-study only*) This 45-hour (3 semester credits) self-study course focuses on the treatment of substance abuse for couples and individuals within the context of the family. It includes an overview of substance abuse treatment research and evidence-based methods for effectively intervening with individuals, couples, and families who are impacted by substance misuse and abuse, including motivational interviewing, behavioral couples therapy, and brief strategic family therapy. The course employs a developmental perspective and includes treatment methodologies for both adult and adolescent substance abusers. \$900. **Educational Objectives:** 1) recognize when referral for specialized substance abuse care is necessary; 2) describe the epidemiology, etiology, phenomenology, effective treatments, course, and prognosis for substance use disorders; 3) clarify the clinical needs and implications for persons with substance and mental health problems.

**Psychopathology** (*Self-study only*) This 45-hour (3 semester credits) self-study course is designed to teach practitioners how to transition from the DSM-IV TR to the DSM-5. Developed for practicing clinicians, this course provides an overview of the specific changes in differential diagnosis that impact practicing clinicians. \$900. **Educational Objectives:** 1) learn the application of DSM-5 diagnostic criteria in clinical evaluations; 2) learn the differences between the DSM-IV and the DSM-5.

# COURSES

Courses Are Offered in a Distance Education/Self-Study or Classroom Format

*These courses are post-master's/post-doctoral advanced courses and have been developed to be in compliance with the policies of the American Psychological Association and the American Association for Marriage and Family Therapy.*

**Continuing Education Credits are only offered for courses taken in the classroom format.**

## **Family-Centered Treatment of Problems in Early Childhood** (*Self-study only*)

This 45-hour (3 semester credits) self-study course provides practitioners with a survey of recent developmental theory and research on young children, ranging from infancy through the early elementary school years. Stanley Greenspan's model of how social/emotional competence normally unfolds is given particular focus, along with how individual differences in child temperament, sensory processing and learning styles impact developmental trajectories. In keeping with an applied developmental emphasis, parent-child interactional patterns which constrain or promote emerging developmental capacities at each stage of development is examined. \$900. **Educational Objectives:** 1) identify normal social/emotional milestones; 2) identify the primary features of "off-course" or "at-risk" social/emotional development; 3) describe how developmental variations or constitutional challenges in the child can shape family interactional patterns; 4) discuss the clinical applications of a bio-developmental-systems model.

## **Ethical, Legal and Professional Issues in MFT** (*Classroom or self-study*)

This 45-hour (3 semester credits) course is designed to provide the marriage and family therapist with an appreciation of ethical, legal, and professional issues in individual, marriage and family therapy. Focus is given to the AAMFT code of ethics, local licensure rules and regulations, and practice issues based by MFTs. \$900; classroom \$900. **Educational Objectives:** 1) recognize significant legal issues in marriage and family therapy; 2) identify professional issues in the practice of marriage and family therapy; 3) describe ethical practice in marriage and family therapy; 4) recognize policies and procedures that protect client confidentiality. *Classroom: May 2017 16 CE*

## **Research Methods in Marriage and Family Therapy** (*Self-study only*)

This 45-hour (3 semester credits) self-study course is designed to provide the marriage and family therapist who is not actively engaged in research an appreciation for the scientific process and the empirical foundation for the field. The course includes an introduction to the scientific method (e.g., reviewing literature, hypothesizing, sampling, research design, reliability, validity, data analysis), an appreciation for the extant literature in the MFT field, a review of the current methods used to study MFT, and an examination of the ethical and legal issues by which researchers are bound. \$900. **Educational Objectives:** 1) describe the extant MFT literature, research, and evidence-based practice; 2) describe research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services; 3) clarify the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

# IN-SERVICE TRAINING

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## In-Service Training and Consultation Services

In-service training programs on numerous topics can be offered to mental health, health and other human service agencies throughout the United States, Canada and abroad. Contracts are tailored to the needs of the client agency and may include a variety of formats from generic or specialized workshops to clinical training programs with one-way mirror supervision, such as the Extern Program and COAMFTE-Accredited, Part-Time Intensive Program.

We also provide consultation services on program and curriculum development for family-oriented early childhood programs, inpatient, day treatment and outpatient services; training in supervision for administrative supervisors or clinical supervisors; and technical assistance and evaluation for in-home family services, intensive case management, family support and wrap-around services.

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# COAMFTE-ACCREDITED PROGRAM

## COAMFTE-Accredited, Part-Time Intensive Program

*Intensive training for clinicians in the theory and practice of Ecosystemic Structural Family Therapy. Clinical cases provided. Leading to MFT state licensure requirements for knowledge base and supervision, and possibly, AAMFT clinical membership.*

Trainees who meet specific designated criteria described in this brochure are eligible for an intensive program accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy (AAMFT).

For student achievement data please go to [www.aamft.org/iMIS15/AAMFT/Content/COAMFTE/Student\\_Achievement\\_Criteria\\_Data.aspx](http://www.aamft.org/iMIS15/AAMFT/Content/COAMFTE/Student_Achievement_Criteria_Data.aspx)

The program's mission is to intensively mentor and graduate competent, culturally sensitive, ethical clinicians who recognize their strengths and limitations in the practice of Ecosystemic Structural Family Therapy (ESFT). The learning outcomes for trainees include the ability to: 1) demonstrate proficiency of required knowledge in the MFT field; 2) demonstrate competence in the delivery of Ecosystemic Structural Family Therapy (ESFT); 3) practice within legal and ethical guidelines; 4) demonstrate cultural competence within clinical practice, which includes a sensitivity to issues of age, gender, sexual orientation, religion, spirituality, health/ability, culture, ethnicity, race, nationality and socioeconomic status; 5) complete the mandatory requirements to be eligible for a state MFT license.

Three components comprise the Intensive Program:

- I. Classroom/Self-study Courses (4 required; up to 8 if needed to remediate knowledge deficiencies)
  - Theoretical and Historical Development of Family Therapy, Part I & Part II
  - Ecosystemic Structural Family Therapy
  - Developmental and Clinical Issues
- II. Training group (3-5 participants) with outpatient cases provided; individual and group supervision using one-way mirror/DVD/role play and case discussion for eighteen Mondays over an eight month period from October to March from 2 to 7 pm.
- III. 45 individual supervision hours on a *minimum* of 500 (250 relational) client contact hours that must be completed.

On average, program completion is a *minimum* of three years and a *maximum* of six years. A certificate is awarded upon successful completion of the program.

A master's, doctoral, or medical degree in a field appropriate to clinical work with families and/or couples is required. The degree must be awarded by a regionally-recognized institution. Applicants must have completed at least four of the required AAMFT standard curriculum courses during their graduate programs. Exceptions to this requirement may be made based on the application interview and faculty review. If such an exception is made, the trainee will be required to complete a minimum of four AAMFT standard curriculum self-studies within the program before graduation.

### Highlights

- Accredited by the COAMFTE of AAMFT
- Leads to state licensure requirements
- 45 hours of individual supervision
- 500 hours minimum clinical work at approved clinical sites
- Four core courses plus up to 8 courses, if needed
- Eighteen group training sessions (maximum four trainees) offering one-way mirror supervision with clients (outpatient cases) provided by the Center
- Training Group meets from October to March for eighteen scheduled Mondays from 2 to 7 pm
- Individual and group supervision by senior faculty includes 1-way mirror, DVD recorded sessions, role play of sessions, and case discussion
- AAMFT-Approved/LMFT supervision by senior faculty
- Certificate awarded upon completion
- Training in Philadelphia

# CLINICAL PROGRAMS

## Extern Program

*To improve skills in Ecosystemic Structural Family Therapy, increase knowledge base, and receive supervision that can be applied to state licensure requirements - for beginning, intermediate or advanced clinicians.*

This program is designed for clinicians who desire ongoing supervision in a comprehensive eighteen days format. Goals include achieving competency in assessing and changing the family system using the Ecosystemic Structural Family Therapy model, treatment planning, and expanding the therapist's style. Two applied clinical courses are offered (see page 8).

### Highlights

- September 12, 2017 - May 5, 2018
- Two applied family therapy courses (11 class days)
- Eighteen (one-way mirror) sessions, scheduled Mondays, with clients provided
- One-way mirror individual and group supervision of clinical cases by senior faculty
- DVD recorded individual and group supervision
- Role play supervision
- AAMFT-Approved /LMFT supervision
- Certificate awarded upon completion
- Training in Philadelphia

### Highlights

- June 12-23, 2017
- One-way mirror individual and group supervision of provided outpatient cases
- DVD recorded sessions individual and group supervision
- AAMFT-Approved /LMFT Supervision
- Role play/supervision
- Certificate upon successful completion
- Housing information available
- Training in Philadelphia

Two components comprise this program which may be taken over a year or two year period. The first component is coursework. Two courses are given that demonstrate how to enact the Ecosystemic Structural Family Therapy model: "Ecosystemic Structural Family Therapy" and "Developmental and Clinical Issues" (see page 8). These courses are scheduled from September to May for 11 classroom days (3-1/2 days in September; 1 day per month on Fridays in October and November, 1-1/2 days in December, 1 day in January, February, April, and May).

The second component is a training group providing 1-way mirror/DVD case discussion /role-play/supervision with outpatient cases provided by the Center or clinicians may bring in their own cases and retain client fees. Externs are organized in groups of 3-5 trainees with one supervisor during a five-hour day which meets once a week on Mondays for eighteen days scheduled from October to March. A certificate is awarded upon successful completion of the program.

A bachelor, master's, doctoral, or medical degree in a field appropriate to clinical work with families and/or couples is required.

A full-day one year Extern program may be conducted at any agency site willing to sponsor the program. Cases are provided by the sponsoring agency; courses are offered at our training site in Philadelphia.

## Summer Practicum

*Intensive two-week Ecosystemic Structural Family Therapy clinical experience June 12-23, 2017*

This program is a highly concentrated 2 week program which is offered each summer for 2 weeks aimed at learning the Ecosystemic Structural Family Therapy(ESFT) model. The summer practicum includes approximately 80 hours.

A 4 to 6-person group meets with an AAMFT-Approved/LMFT supervisor. Hands-on skills are learned through one-way mirror and DVD supervision, role play, case presentation, and observation of family sessions. Those with minimal clinical experience may apply for two available positions as participant observers in which family

sessions of the practicum trainees are observed through a one-way mirror. For therapists, a certificate is awarded upon successful completion. Information on housing is available.

# CLINICAL PROGRAMS FOR SUPERVISORS

## Clinical Supervision Program

*Individual, group, and/or paired supervision of family and couple therapy to develop skills and meet state licensure requirements*

This program, offering paired, individual or group supervision by AAMFT-Approved supervisors, licensed marriage and family therapists, licensed psychologists, licensed professional counselors and licensed clinical social workers, is open to those professionals wanting family or couple therapy supervision for clinical growth and licensure. Supervision can be conducted in person or through the use of Skype. Supervision methods include use of DVD treatment sessions, one-way mirror case consultation, and/or case discussion. Times for supervision are arranged at trainees' convenience. Trainees discuss their cases or review their DVDs to highlight assessment/treatment issues and therapists' use of self.

## The Art of Clinical Supervision

*Ann Itzkowitz, M. A., LMFT, June 2, 2017 9:00 am to 4:30 pm \$150 6CE Advanced Level*

Clinical supervision is the backbone for training competent psychotherapists. This workshop is a comprehensive didactic/interactive look at clinical supervision. It covers the definition and scope of supervisory process, ethical/legal issues, modalities of supervision, and culture, gender and socio-economic factors that impact clinical and supervisory work. It includes following the course of development of the therapist, of the supervisor and of their relationship. It will also address the "business" of supervision, contracts, evaluations, the particulars of working out a supervisory relationship and the responsibility it entails. Participants may bring in dilemmas they have experienced as illustrative of the supervisory principles being discussed. **Educational Objectives:** 1) describe the definition and scope of the supervisory process, including the development of the supervisee/supervisor relationship; 2) recognize the ethical/legal and the cultural, socio-economic and gender issues that impact clinical and supervisory work; 3) clarify the business of supervision including contracts, evaluations, limits of responsibility to the patient(s), to the supervision and to the professional field.

## Distance Education

*For those unable to travel to the Philadelphia area for training*

We have trained mental-health and health-care professionals throughout the United States, Canada, Central America, South America, Europe, Southeast Asia, Australia and Israel. Some of our training services can be individualized and offered in a distance education format (composed either of correspondence courses or clinical case consultation) using education materials via various telecommunication methods, including, but not limited to, telephone and skype. On-site workshops are also available by our traveling faculty. Refer to pages 8 to 10 for a list of correspondence courses.

# POLICIES

**Admission, Clinical Programs** Submit a \$35 non-refundable application fee, registration form, letter of interest, current vita, one letter of professional reference and graduate school transcript (copy acceptable). Candidate will be interviewed by telephone or in person.

**Attendance Documentation** Upon completion of training, participants receive a letter of attendance detailing title, presenter, location, date, CE hours, and applicable continuing education statements.

**Certification** We provide certificates for trainees completing program requirements for clinical programs. The Extern, Intensive, Summer Practicum and Clinical Supervision Programs provide individual and group supervision by AAMFT-Approved Supervisors who are licensed in marriage and family therapy, psychology, clinical social work or counseling. The supervision hours can be applied toward state licensure requirements.

## **Continuing Education**

- The Philadelphia Child and Family Therapy Training Center, Inc. is approved by the **American Psychological Association** to sponsor continuing education for psychologists. The Philadelphia Child and Family Therapy Training Center, Inc. maintains responsibility for this program and its content.
- The Philadelphia Child and Family Therapy Training Center, Inc. is an **NBCC-Approved Continuing Education Provider (ACEP™)** and may offer NBCC-approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program.
- The Philadelphia Child and Family Therapy Training Center, Inc. is approved to offer continuing education by the **Pennsylvania State Board of Social Workers, Marriage and Family Therapists and Professional Counselors** under Section 47.36 of the Board's regulations.
- The following training activities described in this brochure that are not offered for CE credit for Psychologists are the following **self-study courses**: Theoretical/Historical Development of Family Therapy I & II, Ecosystemic Structural Family Therapy, Developmental and Clinical Issues, Assessment and Treatment of Trauma, Couples and Couple Therapy, The Treatment of Substance Abuse in Families and Couples, Psychopathology, Family-Centered Treatment of Problems in Early Childhood, Ethical, Legal and Professional Issues in MFT, Research Methods in Marriage and Family Therapy.

**Discrimination** The Philadelphia Child and Family Therapy Training Center, Inc., does not discriminate and will not tolerate discrimination on the basis of socio-economic status, gender, race, culture, age, national or ethnic origin, physical ability, sexual orientation or religion.

**Diversity** The Center embraces and implements cultural diversity, as evidenced by the diverse cultural characteristics of faculty, trainees and clients served.

**Visitors** We invite interested clinicians to visit our training programs and observe our faculty at work for \$100 for a one-day-only visit.

**Compliance Statement** Philadelphia Child and Family Therapy Training Center is fully committed to conducting all activities in strict conformance with the American Psychological Association's Ethical Principles of Psychologists. Philadelphia Child and Family Therapy Training Center will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants.

*POLICIES continued on next page*



# POLICIES

**Payment** by check or Money Order, in U.S. funds only. Credit cards cannot be processed. Make your check payable to Philadelphia Child and Family Therapy Training Center or PCFTTC. If payment cannot be made in U.S. funds, the amount must include a \$60.00 bank processing fee. A per check charge of \$30.00 is charged for each returned check for insufficient funds.

- **Registration, Clinical Programs** Clinical trainees are required to pay tuition in full prior to enrollment. Refunds are not issued after the training year has begun, although the funds may be credited toward a similar training activity in a future year. Payment plans are available with the Director's approval. NEW: PCFTTC is now **approved for veterans benefits**.
- **Registration, Courses** Applicants are required to pay the non-refundable course fees in full prior to enrollment. A trainee course delinquency fee may apply.
- **Registration, Supervision** Supervisees are required to pay in advance of their session or at the scheduled supervision session. Cancellation by the supervisee requires a 24 hour notice or fees will apply.
- **Registration, Workshops** Registration occurs only upon receipt of a completed registration form or facsimile and a check drawn on a U.S. bank, for full fee. Registration will be acknowledged by mail or email. Fees are refundable only if the program is cancelled.

## Publications

- Lindblad-Goldberg, M., Dore, M. And Stern, L. (1998). Creating Competence from Chaos: A Comprehensive Guide to Home-Based Services, New York: W.W. Norton and Company.
- Lindblad-Goldberg, M. (2006). Successful African-American Single-Parent Families. In Children and Families, (2<sup>nd</sup> edition), Combrinck-Graham (Ed.) New York: Guilford Publications.
- Lindblad-Goldberg, M. (2009). Case Study Analysis and Interview: Ecosystemic Structural Family Therapy, in Linda Metcalf (Ed.), A Practitioner Approach to Learning Family Therapy. Thompson.
- Lindblad-Goldberg, M., Igle, E., and Simms, S. (2010). Ecosystemic Structural Family Therapy. Carson, D. K. and Montserrat Casado-Kehoe, M. (Eds.), Case Studies in Couple Therapy: Theory-Based Approaches, New York, NY: Routledge.
- Lindblad-Goldberg, M. & Northey, W. F., Jr. (2013). Ecosystemic Structural Family Therapy: Theoretical and Clinical Foundations. Journal of Contemporary Family Therapy, 35, 147-160.
- Lindblad-Goldberg, M. & Igle, E. (2015). Grandparents raising grandchildren: an Ecosystemic structural family therapy treatment approach. In S. Browning & K. Pasely (Eds.) Understanding and Treating Contemporary Families: Translating Research into Practice. New York, NY: Routledge.
- Lindblad-Goldberg, M. & Igle, E. (2017) Ecosystemic Structural Family Therapy. In J. Lebow, A. Chambers, and D. Breunlin, (Eds), Encyclopedia of Couple & Couple Therapy. New York:Springer.
- Lindblad-Goldberg, M. Ecosystemic Structural Family Therapy: Training and Supervision.(2017) In J. Lebow, A. Chambers, and D. Breunlin, (Eds), Encyclopedia of Couple & Couple Therapy. New York:Springer.
- Gehart, D. (2017). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation (3rd ed.). Pacific Grove, CA: Brooks/Cole. The edition will be out in March/April.
- Northey, W. F., Jr. (2009). Effectiveness Research: A view from The U.S.A. Journal of Family Therapy, 31, 75-84.
- Blackall, G.F., Simms, S., & Green, M.J. (2009). Breaking The Cycle: How To Turn Conflict Into Collaboration When You And Your Patient Disagree. ACP Press: Philadelphia.
- Simms, S. and Hawkins, L. (2015). Families with chronic medical issues: Case study. In S. Browning & K. Pasely (Eds.) Understanding and Treating Contemporary Families: Translating Research into Practice. New York: Routledge.

## Presentations

Some of the faculty's presentations include the following:

### Lindblad-Goldberg, M.

- University of Pennsylvania School of Medicine: Department of Psychiatry, Child and Adolescent Division, "Ecosystemic Structural Family Therapy (ESFT)" Fall 2015-Spring 2016  
 Community Care Behavioral Health "Ecosystemic Structural Family Therapy Approach to Care", August 2016  
 Drexel University, Adult Psychiatry, "Ecosystemic Structural Family Therapy", Fall 2016

### Simms, S.

- Behavioral Wellness and Recovery, "How to Turn Conflict into Collaboration When Creating Solutions for Child Mental Health Challenges" and "Help Resolve Intergroup Conflict", July 2016  
 Georgia Department of Behavioral Health & Developmental Disabilities, "Introduction to Ecosystemic Structural Family Therapy (ESFT)", August 2016  
 Venango County Mental Health and Developmental Services, "Ecosystemic Structural Family Therapy (ESFT)", January to December 2016

### Northey, William

- Northey, Jr., W. F., Gehart, D., Sexton, T. L., & Caldwell, B. "Advancing Accountability in MFT: A Hackathon." The 74th Annual Conference of the American Association for Marriage and Family Therapy, Indianapolis, IN, September 2016

# PHILADELPHIA CHILD & FAMILY

## FACULTY

*Our mission is to promote the delivery of strength-based, context-sensitive, supports the emotionally-sustaining relationships of*

**The Philadelphia Child and Family Therapy Training Center, Inc.** became a corporation in July, 1999, as an outgrowth of the Family Therapy Training Center founded by Salvador Minuchin, M.D. in 1975. Our Center offers Ecosystemic Structural Family Therapy training and research in couple and family therapy and developmentally-based approaches to child, adolescent and adult behavioral health issues. Most of the Center's senior faculty worked with Dr. Minuchin at the former Philadelphia Child Guidance Clinic as the concepts of his model, Structural Family Therapy, were being defined and promulgated during the 1970s. The Center has trained thousands of mental health and other human service professionals in the practice of family therapy, examining ecologically the home, school, and community environments for those elements of strength which can be mobilized to create positive, sustained change. The Center embraces and implements cultural diversity, as evidenced by the diverse cultural characteristics of faculty, trainees and clients served.

### Administration

**Marion Lindblad-Goldberg, Ph.D., LMFT, AAMFT-Approved Supervisor**, Director, Clinical Professor of Psychology, Department of Psychiatry, University of Pennsylvania School of Medicine

**Steven G. Simms, M.Ed., Ph.D., AAMFT Supervisor Candidate**, Co-Director

**Rose Hontscharik** - Executive Assistant, A.A. Management

**Christina Arthin** - Administrative Assistant, A.A. Elementary Education

### Teaching Faculty



**Marion Lindblad-Goldberg, Ph.D. (Psychology), Licensed Psychologist (PA), LMFT, AAMFT-Approved Supervisor.** 51 years of professional experience including research, teaching, publications, and clinical practice. Current position: Philadelphia Child and Family Therapy Training Center Director, Clinical Professor of Psychology, Department of Psychiatry, University of Pennsylvania School of Medicine.



**Steven G. Simms, Ph.D. (School Psychology), Licensed Psychologist (PA), LMFT, AAMFT Supervisor Candidate.** 35 years of professional experience in the areas of clinical practice, teaching, and supervision. Current Position: Philadelphia Child and Family Therapy Training Center Co-Director.



**Jennifer Benjamin, MA LPC, NCC (Counseling Psychology), Doctoral Candidate.** 10 years of clinical experience, ESFT Supervisor for 1 year; Current Position: FBMHS Clinical Director,



**Doris Byas, M.D.(General Medicine), M. A. (Marriage and Family Therapy) MFT in Clinical Practice for 14 years.** Current position: Therapist in Philadelphia, PA, PCFTTC Faculty.



**Lisa Christian, MSW (Clinical Social Work), LSW.** MFT for 16 years, extensive experience working with homeless. Current Position: Director of Community Services, a Victim Services Agency, PCFTTC Faculty.



**F. Taylor Clark, MEd. (Education)** ESFT clinical practice for 10 years; ESFT Supervision for 10 years. Current Position: Director, Family Based Mental Health Services (Columbia, Montour, Snyder and Union Counties, PA), PCFTTC Faculty.



**Justin Corrocher, MA (Contemplative Psychotherapy), LPC, LMFT, AAMFT-Approved Supervisor** 14 years of clinical practice, 7 years of ESFT Supervision. Current Position: Private Practice, PCFTTC Faculty.

# THERAPY TRAINING CENTER, INC.

*developmentally-informed mental health training which builds on and children, adolescents, adults and their families.*



**JC. Pace Duckett, M.D., ABPN, Child and Adolescent Psychiatry** Clinical practice for 10 years; Current Position: Private Practice, PCFTTC Faculty.



**Joyce L. Dukes, MS (Clinical Psychology), M. Phil., (Clinical Psychology); LMFT, Licensed Psychologist (PA).** Research with African-American single parent families, inner city clinical practice for 18 years, School Psychologist/Educational Specialist for 39 years. Current Position: Special Education Case Manager, School District of Philadelphia, PCFTTC Faculty.



**David Michael Edmonds, MSW (Clinical Social Work).** Inner city family counseling and case management for 17 years, Cultural Diversity Trainer for 20 years. Current Position: Philadelphia Human Services Program Administrator; PCFTTC Faculty.



**Gary English, MS (Counseling), LPC** Clinical practice for 20 years, ESFT Supervisor for 14 years. Current Position: Director, Family Based Mental Health Services (Chester County, PA), PCFTTC Faculty.



**Michael Graziano, M.Ed. (Education), LMFT, AAMFT-Approved Supervisor** 25 years of professional experience in MFT clinical practice and ESFT supervision (Media, PA). Current Position: Director, Family Based Mental Health Services (Delaware County, PA), PCFTTC Faculty.



**Edward A. Igle, MSW (Clinical Social Work), LCSW, LMFT, AAMFT- Approved Supervisor.** 36 years of professional experience in clinical practice, teaching, and supervision; Current Position: PCFTTC Faculty.



**Ann Itzkowitz, MA (Psychology), Licensed Psychologist (PA), LMFT, AAMFT-Approved Supervisor.** 45 years of professional experience as a Child Psychologist/MFT in the areas of clinical practice, teaching and supervision; Current Position: Private Practice, PCFTTC Faculty.



**Scott Lambert, MA, Licensed Psychologist (PA), LMFT, AAMFT-Approved Supervisor** 31 years of experience includes 14 years as an ESFT Supervisor Current Position: Director, Blair Family Solutions, PCFTTC Faculty.



**William Mayer, MS (Clinical Psychology) LMFT, AAMFT-Approved Supervisor** MFT in Clinical Practice for 16 years, ESFT Supervisor for 9 years. Current Position: Program Director, Family Based Mental Health Services, Philadelphia., PA; PCFTTC Adjunct Faculty.



**Pinky Mehta, MA (Marriage and Family Therapy) LMFT, AAMFT-Approved Supervisor Candidate** 7 years of clinical experience, ESFT supervisor for 4 years. Current Position: Assistant Program Director, Family Based Mental Health Services (Montgomery, Berks, and Chester Counties, PA), PCFTTC Faculty.



**Vicky Primer, MS (Counseling), Ph.D., (Marriage and Family Therapy), LMFT** 30+ years of clinical experience in the areas of research, publications, teaching, creating healing space and training. Current Position: Private practice Healing Goddess Enterprises at Lifestream Behavioral Health, PCFTTC Faculty.

## Consultants

**Gordon R. Hodas, M.D., AAMFT-Approved Supervisor;** Clinical Associate Professor of Psychiatry, Department of Psychiatry, University of Pennsylvania School of Medicine; PCFTTC Adjunct Faculty

**William F. Northey, Jr., Ph.D. (Marriage and Family Therapy), LMFT, AAMFT-Approved Supervisor,** PCFTTC Research Consultant.

# FEES & DATES

*Refunds are not issued unless program is cancelled.*

<b>Clinical Programs</b>	<b>Fee per Person</b>	<b>Dates</b>
Application Fee	\$35	
Intensive Courses - Course Delinquency Fee*	\$1000 \$300	Starts September 2017
Intensive Training Group	\$3000	Starts October 2017
Intensive Ind. Supervision	\$3500	Trainee's Choice
Extern Courses	\$1000	Starts September 2017
Extern Training Group	\$3000	Starts October 2017
Extern, Participant Observer	\$1500	Starts October 2017
Summer Practicum, Therapist	\$2000	June 12-23, 2017
Summer Practicum, Participant/Observer	\$1000	June 12-23, 2017
<b>Supervision Programs</b>		
Clinical Supervision, Individual	\$90/hour	Call for Information
Clinical Supervision, Paired	\$100/1.5 hours	Call for Information
Clinical Supervision, Group	\$60/2 hours	Call for Information
Supervision Mentoring		
Individual	\$125/hour	Call for Information
Paired	\$100/1.5 hours	Call for Information
The Art of Clinical Supervision**	\$150	June 2, 2017
<b>Distance Education</b>	Individualized	Call for Information
<b>Courses - Correspondence Format</b>	See Pages 8-10	Trainee's Choice
<b>Courses - Classroom Format</b>		
Ecosystemic Structural Family Therapy		
Correspondence	\$900	
Classroom	\$900	Starts September 12, 2017
Developmental & Clinical Issues	\$900	Starts January 20, 2017
Theoretical & Historical Development Parts I & II	\$1800	Starts October, 2017
Ethical, Legal and Professional Issues in MFT	\$900	May 2017
<b>Workshops</b> <i>20% off when registering for three workshop slots at the same time.</i>		
ESFT with Couples	\$150	January 20, 2017
ESFT Young Children	\$90	February 3, 2017
ESFT Adolescents	\$90	February 3, 2017
ESFT Adult Children	\$90	April 21, 2017
ESFT Divorcing Families	\$90	April 21, 2017
ESFT Single Parent Families	\$90	May 5, 2017
ESFT Remarried Co-habiting Families	\$90	May 5, 2017
The Art of Clinical Supervision**	\$150	June 2, 2017
ESFT Conceptual Foundations	\$90	September 12, 2017
ESFT Power and Privilege	\$90	September 12, 2017
ESFT African-American Families	\$90	September 13, 2017
ESFT Stage I: Constructing a Thera System	\$90	September 13, 2017
ESFT Stage II: From Assessment to Reframing	\$90	September 14, 2017
ESFT Individual Diagnosis	\$90	September 14, 2017
Ethical/Legal Issues	\$90	September 15, 2017
ESFT Stage III: Content and Process Interventions	\$90	September 29, 2017
ESFT Stage III: Caregiver-Child Attachments	\$90	October 20, 2017
ESFT Stage III: Promoting Co-Caregiver Alliance	\$90	October 20, 2017
ESFT Stage III: Parental Exec. Skills-Teenagers	\$90	November 10, 2017
ESFT Stage III: Parental Exec. Skills-Children	\$90	November 10, 2017
ESFT Stage III: Working with Trauma	\$90	December 1, 2017
ESFT Stage III: Sexual Abuse in a Family Context	\$90	December 1, 2017
ESFT Stage IV: Termination and Discharge Planning	\$90	December 15, 2017

\*applies to missed course modules

\*\*workshop discount does not apply

# REGISTRATION

Add name to mailing list  This is an address change.  May we offer any assistance for your special needs?

Name \_\_\_\_\_ Degree: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: (h) \_\_\_\_\_ (c) \_\_\_\_\_ (w) \_\_\_\_\_ fax: \_\_\_\_\_

Email Address: \_\_\_\_\_ Current Position: \_\_\_\_\_

Years Psychologist: \_\_\_\_\_ Years Counselor: \_\_\_\_\_ Years Family Therapist: \_\_\_\_\_ Years Clinician: \_\_\_\_\_

**Membership:** (circle appropriate category) **APA NBCC MFT PA Social-Work PA MFT NJ Social Work NJ Other** \_\_\_\_\_

AAMFT-Approved Supervisor  Yes  No

## Clinical Programs

\$35 Application Fee (required only for Extern, Intensive or Summer Practicum applications)

Intensive Program:  Courses  Group  Supervision

Extern Program:  Courses  Therapist  Participant Observer

Summer Practicum:  Therapist  Participant Observer

**Clinical Supervision Program**  Individual  Paired  Group

Supervision Mentoring:  Individual  Paired

The Art of Clinical Supervision

**Distance Education**  Self-Study  Classroom

**Courses**  Correspondence Format  Classroom Format

Ecosystemic Structural Family Therapy (ESFT)

Substance Abuse

Developmental and Clinical Issues

Research Methods

Theoretical and Historical Development Part I and II

Problems in Early Childhood

Ethical, Legal and Professional Issues in MFT

Assessment and Treatment of Trauma

Couples and Couple Therapy

Psychopathology

## Workshops

Couples

From Assessment to Reframing

Young Children

Individual Diagnosis

Adolescents

Ethical/Legal Issues

Adult Children

Content and Process Interventions

Divorcing Families

Promoting Co-Caregiver Alliance

Single Parent Families

Caregiver-Child Attachments

Remarried & Co-habiting Families

Parental Executive Skills with Children

The Art of Clinical Supervision

Parental Executive Skills with Teenagers

ESFT Conceptual Foundations

Working with Trauma

Power and Privilege

Sexual Abuse in a Family Context

African-American Families

Termination and Discharge Planning

Constructing a Therapeutic System

**Pay by Check or Money Order, in U.S. funds, only. Credit cards cannot be processed.**

**Payment** Make your check payable to Philadelphia Child and Family Therapy Training Center, Inc. or PCFTTC. Mail payment, completed registration page and application documents to: Philadelphia Child and Family Therapy Training Center, Inc., P.O. Box 4092, Phila., PA 19118-8092.

Amount Enclosed \$ \_\_\_\_\_

*This page may be photocopied for multiple applicants.*