



The Post-Graduate Center
Institute for Graduate Clinical Psychology
Widener University
www.postgraduatecenter.org

Cultivating Ideas.

Spring 2010 Workshops
Loss and Traumatic Stress,
Child Sexual Abuse & Early Childhood
Mental Health Treatment Series



Friday, January 22nd, 2010
Foundations of Healthy Sexuality: Clinical Care for Survivors of Childhood Sexual Abuse
Brent Satterly, PhD, LCSW, CSE
9:00am-4:00pm University Center | Webb Room
CSA Core 1 | LT | 6 CE Credits



Friday, February 26th, 2010
Relearning the World after Loss and Trauma: Foundations for a Loss-Informed Practice
Valarie Molaison, PhD
9:00am-4:00pm University Center | Webb Room
LT Foundations | CSA | 6 CE Credits



Friday, March 12th, 2010
Early Childhood Assessment
Judith Silver, PhD
9:00am-4:00pm University Center | Webb Room
ECMH Core 3 | 6 CE Credits



Friday, May 7th, 2010
An Ecosystemic Understanding of Child Sexual Abuse
Anthony Goldsmith, MA,
9:00am-4:00pm University Center | Webb Room
CSA Core 2 | LT | 6 CE Credits



Friday, May 21st, 2010
Approaches to Treatment in the Early Childhood-Family Field
Stephanie Heck, PhD, Panel Facilitator
9:00am-4:00pm University Center | Webb Room
ECMH Core 4 | 6 CE Credits



Friday July 16th, 2010
Dyadic Treatment: Supporting Parent-Young Child Interactions
Chiara Nuzzo, PhD
9:00am—4:00pm University Center | Webb Room
ECMH Core 5 | 6 CE credits

LT = Applies to the Loss and Traumatic Stress Certificate Program
CSA = Applies to the Child Sexual Abuse Treatment Certificate Program
ECMH = Applies to the Early Childhood Mental Health Certificate Program

Individuals do not need to be enrolled in a certificate program to participate in these workshops.

Note: **Mandatory Foundation/Core Knowledge** workshops required for one certificate program cannot be applied to another certificate program. Electives can be credited towards both the CSA and LT certificates, provided they are designated as applying to each certificate program. (See brochure description for each workshop). Spring workshop offerings for the ECMH program may not be applied as electives towards other certificate programs .

Continuing education credits will be offered to participants completing post-workshop forms. The Institute for Graduate Clinical Psychology, Widener University, is approved by the American Psychological Association to sponsor continuing education for psychologists. Widener University maintains responsibility for this program and its content.

The Center for Social Work Education of Widener University is pre-approved by the Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors to offer **continuing education credits** for licensed social workers.



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Certificate Programs
Loss and Traumatic Stress,
Child Sexual Abuse Treatment & Early
Childhood Mental Health



The Post-Graduate Center currently offers workshops in a series format towards three certificate programs. Participants can earn a certificate in:

- **L o s s a n d T r a u m a t i c S t r e s s**
- **C h i l d S e x u a l A b u s e T r e a t m e n t**
- **E a r l y C h i l d h o o d M e n t a l H e a l t h**

The Child Sexual Abuse Treatment Certificate is sponsored by **The Post-Graduate Center** in collaboration with the **Center for Social Work Education** at Widener University and **Family Support Line**. The Loss and Traumatic Stress and Early Childhood Mental Health Certificates are sponsored by **The Post-Graduate Center** of the Institute for Graduate Clinical Psychology at Widener University.

The series format allows for a greater depth of training in a chosen area of study than is typically available in half-day or single-day programs. The interplay between the workshops in the Loss and Traumatic Stress track and Child Sexual Abuse Treatment track allows some* programs to be credited to both certificates.

Our pledge is to continue to create workshops that provide accessible information to busy practitioners. All programs include multiple teaching methods, such as treatment videos, case presentations, role plays, group exercises, in vivo explorations of therapeutic techniques, and/or interactive discussions. In addition, each workshop is accompanied by handouts and suggestions for further reading.



M a x i m u m F l e x i b i l i t y

- Although these workshops are part of a series leading to a certificate, each program is also designed to stand alone, enabling participants to pursue specific topics of interest.
- Most full-day program morning sessions emphasize theoretical and empirical foundations, while afternoon sessions emphasize clinical applications. Participants may register for the full day or just the morning.
- While the programs are designed for mental health clinicians, educators and other human service professionals are welcome to attend individual workshops on topics that apply to their work.



C o n t i n u i n g E d u c a t i o n C r e d i t s

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**Loss and Traumatic Stress
Certificate Program**



Program Overview

Identifying, assessing, and treating clients who have been impacted by loss and/or trauma is a complex process. Participation in the certificate program will allow clinicians to gain an in-depth understanding of this process in a coordinated program of study, leading to a loss-informed and trauma-informed approach to clinical work.



Prerequisites for the Certificate Program

- Mental health professionals with at least a master's degree and a current license in good standing
- Current work in a clinical setting that includes clients grappling with loss and/or trauma



Program Format and Benefits

- 60 CE credits of approved workshops
- Completion in 15 to 36 months
- Mandatory Foundations and Mandatory Ethics workshops*
- Choose from among a number of other workshop topics to best fit individual interests
- Culminates in an integrative oral case presentation at Widener University
- Loss and Traumatic Stress Certificate of Completion



This Certificate Program enables participants to:

- Examine loss and trauma from a variety of perspectives, such as biological, developmental, psychodynamic, cognitive, behavioral, and social/cultural.
- Gain knowledge and skills related to screening, assessment, diagnosis, and treatment strategies.
- Apply perspectives and techniques learned to daily practice.
- Examine factors affecting vulnerability and resiliency.
- Recognize vicarious trauma and self-care strategies.
- Increase sensitivity to salient legal and ethical issues.
- Understand key factors in community crisis intervention.
- Examine concerns specific to particular circumstances, such as sexual abuse, traumatic deaths, and medical trauma.

*Mandatory/Core Knowledge workshops for one certificate program cannot be applied to another certificate program. Electives can be credited towards the Loss and Traumatic Stress and Child Sexual Abuse Treatment certificates, provided they are designated as applying to each certificate program. (See brochure description for each workshop).

To register for the Loss and Traumatic Stress Certificate Program, please complete the Certificate Program registration form located on our website (www.postgraduatecenter.org) or contact Antoneal Swaby at clinicalpsychologypgc@mail.widener.edu, and provide us with a copy of your current clinical license.



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**Child Sexual Abuse Treatment
Certificate Program**

The Child Sexual Abuse Treatment Certificate is sponsored by **The Post-Graduate Center** in collaboration with the **Center for Social Work Education** at Widener University and **Family Support Line**.



Program Overview

Treating a child sexual abuse survivor can be daunting and scary. This certificate program will give you the tools to feel comfortable and confident in handling these cases. To receive a Certificate of Completion, a participant must complete 36 CE credits through the Child Sexual Abuse Treatment Certificate Program. This includes four required core knowledge courses and two electives that may be taken within a 12-24 month period. Core knowledge courses are offered once annually and electives are offered throughout the year. Participants may begin at any time in the program cycle. Workshops may be attended independently by those not wishing to receive a certificate.



Prerequisite for the Certificate Program

- Mental health professionals with at least a master's degree



Program Format and Benefits

- 36 CE credits of approved workshops
- Completion in 12 to 24 months
- Includes 4 Core Knowledge Seminars* and 2 electives



Required core knowledge areas:

- Foundations of healthy sexuality (Spring)
- Ecology of child sexual abuse (Spring)
- Concepts and techniques of child sexual abuse psychotherapy (Fall)
- Multi-systems complexity of child sexual abuse (Fall)

The full-day plenary session at the Annual Treating Child Sexual Abuse: Opening Pandora's Box conference counts as an elective towards this certificate program.



This Certificate Program enables participants to:

- Gain a significant knowledge base for treatment.
- Understand the bi-directional influences of child sexual abuse.
- Develop increased sensitivity and confidence in handling the complex dynamics of child sexual abuse.
- Recognize vicarious trauma and learn self-care strategies.
- Learn to apply perspectives and techniques to clinical work.

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**Early Childhood Mental Health
Certificate Program**



Program Overview

The Early Childhood Mental Health Certificate Program is a 12-24-month continuing education experience for the variety of the professionals already in the early childhood-family field and for those with advanced mental health degrees desiring to expand their services to families with young children. Group learning, mentorship and networking experiences provide theoretical and applied content, immersion in a community of providers, and guidance in applying new learning to current practice. A certificate of completion is awarded to those who participate in all program components. Psychology, nursing, and social work CEU's are provided..



Prerequisites for the Certificate Program

- Mental health professionals with at least a master's degree and a current license in good standing. Current or intended future practice includes assessment and treatment services to families with infant, toddler and preschool-aged children
- Mental health support staff with associates or bachelors degrees currently working in home or center-based programs to support parenting and the behavioral development of young children.
- Early intervention and early childhood education professionals (including teachers, speech-language pathologists, and occupational & physical therapists) with at least a bachelor's degree desiring to increase their capacity to work with families to support the social-emotional wellness of young children.
- Pediatric professionals, including nursing home visitors, who desire to increase their capacity to work with families to support the social-emotional wellness of young children.



Program Format and Benefits

- Completion in 12 to 24 months
- Completion of 5 Core Knowledge Workshops* (30 CE credits total)
- Participation in Group Learning, Mentorship, Networking and Program Gathering components of program
- Early Childhood Mental Health Certificate of Completion



This Certificate Program enables participants to:

- Gain an introduction to the field of early childhood mental health and infant-family practice
- Build one's knowledge of the practice-relevant content and theory of the field.
- Gain an introduction to early childhood screening and assessment best practices
- Build one's knowledge of early childhood treatments and services, including parent-child dyadic intervention
- Engage in group reflective practice experiences
- Obtain guidance in applying new learning to current or future practice.
- Immerse themselves in a community of early childhood mental health providers

*Early Childhood Mental Health workshops may be credited towards other certificate programs as electives provided they are designated as applying to each certificate program (See brochure description for each workshop).

To register for the Early Childhood Mental Health Certificate Program, please complete the Certificate Program registration form located on our website (www.postgraduatecenter.org) or contact Antoneal Swaby at clinicalpsychologypgc@mail.widener.edu, and provide us with a copy of your current clinical license.



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Spring 2010 Program Faculty



Anthony Goldsmith, MA, BCETS

is a licensed psychologist with over 30 years of experience in the mental health field. In addition to his present position as Clinical Director with Family Support Line, he has an active private practice of psychotherapy with children and families. His areas of specialty include recovery from trauma and sexual abuse, evaluation, and treatment. Past professional experiences include clinical and administrative positions in foster care, community mental health, and sexual abuse treatment. He is the former Chief Operating Officer of the Joseph J. Peters Institute in Philadelphia. Mr. Goldsmith is also a member of the Pennsylvania Psychological Association and is a Board Certified Expert in Traumatic Stress.



Stephanie Heck, PhD

is a licensed psychologist in private practice in the Chestnut Hill neighborhood of NW Philadelphia, where she offers specialized treatment for parents of young children. Dr. Heck has been studying and researching the psychology of parenthood and parent-infant interactions for over 10 years, and is especially interested in the effects of parental attachment and daily stress on childrearing. Dr. Heck is an active member of the Delaware Valley Group/World Association of Infant Mental Health and the Infant Mental Health Peer Supervision Group of Philadelphia. She enjoys promoting healthy child development through her support of parents.



Valarie Molaison, PhD

Is a licensed psychologist and Fellow in Thanatology, Death, Dying and Bereavement She is in private practice at the Hockessin Center for Change in Delaware, where she specializes in helping people cope with unexpected stressors such as health issues, end of life, developmental disabilities, and traumatic events, as well as expectable life transitions such as coupling, raising children, empty nest, career changes, caring for aging family members, and retirement. She is an Adjunct Clinical Associate Professor in the doctoral program in clinical psychology at Widener University, and is a frequent presenter, both regionally and nationally, on topics related to coping with loss and life transition. She has written two practical resource books: **School Survival Kit: Helping Students Cope with Grief in the School Setting**, and **Survival Kit for Families: Tools for healthy Grieving**. She has also co-authored a similar book with Christiana Care for families facing serious illness.



Brent A. Satterly, PhD, LCSW

is an Assistant Professor and the Director of the BSW Program in Widener University's Center for Social Work Education. With over 15 years clinical experience, Dr. Satterly is a Licensed Clinical Social Worker in the state of Pennsylvania and a Certified Sexuality Educator through the American Association of Sexuality Educators, Counselors, and Therapists. His areas of expertise include clinical work with Gay, Lesbian, Bisexual and Transgender (GLBT) populations, GLBT professional identity management, human sexuality and social work pedagogies, and HIV/AIDS. His published works have appeared in the Journal of Social Work Education, Teaching in Social Work, the Journal of Gay and Lesbian Social Services and Families in Society.



Judith Silver, PhD

is a licensed psychologist with over 30 years of experience in the assessment of high-risk infants, toddlers, and children under 5, including those with medical and developmental conditions and those who have experienced significant neglect and abuse. A graduate fellow of ZERO TO THREE, she has served as a mental health consultant to Head Start and Early Head Start programs, and directed psychological services in pediatric neurodevelopmental and neonatal follow-up assessment programs. Dr. Silver founded a pediatric interdisciplinary evaluation program for infants and toddlers involved with the child welfare system and has numerous publications regarding this population. Her areas of expertise include early childhood assessment of development and mental health (including interdisciplinary models) and the assessment of young children placed in foster care.



Chiara Nuzzo, PhD

is a licensed psychologist and a mental health consultant for early childhood-family programs in Philadelphia. Dr. Nuzzo is the founding president of the Delaware Valley Group/World Association of Infant Mental Health and is a graduate fellow of ZERO TO THREE. She coordinates The Post-Graduate Center's certificate program in Early Childhood Mental Health.



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**Foundations for Healthy Sexuality:
 Clinical Care for Survivors of
 Childhood Sexual Abuse**

Brent Satterly, PhD, LCSW

Friday, January 22nd, 2010 9:00am-4:00pm

University Center | Webb Room

CSA Core 1 | LT elective | 6 CE Credits



Workshop Description

Human sexuality is one of the basic foundations for life. From before birth, individuals are sexed, gendered and bombarded with messages about who they are, who they should be and how they are expected to behave. Because sexuality is one of the central and organizing components of the human experience, sexual trauma in childhood can be especially problematic and debilitating for adults and children. This program will provide a comprehensive strengths-based model of human sexuality and development as a foundation for sound clinical care of survivors of childhood sexual abuse. Helping survivors re-assess, reclaim, and re-norm their sexuality as part of their healthy personhood will be addressed.

This workshop is the Core Knowledge Part 1 for the Child Sexual Abuse Treatment Certificate Program and also applies as an elective to the Loss and Traumatic Stress Certificate Program.* Participants do not need to be enrolled in a certificate program to attend this workshop.



Objectives

Participation in this program will enable you to:

- Identify three primary dimensions (Circles) of a comprehensive model of healthy human sexuality.
- Identify at least three areas of healthy human sexuality in your formal sexuality education.
- Understand how counter-transference can influence clinical decisions about healthy sexual development in children.
- Identify three healthy sexuality messages that can be sent in three stages of childhood development.
- Identify how an understanding of healthy sexuality provides a clinical foundation for survivors of sexual trauma.
- Apply clinical skill sets by analyzing clinical vignettes of survivors of childhood sexual abuse.

6 CE credits will be offered to participants completing post-workshop forms. Widener University, The Institute for Graduate Clinical Psychology, is approved by the American Psychological Association to offer continuing education for psychologists. Widener University Maintains responsibility for the program. Widener University, The Center for Social Work Education, is approved by the Pennsylvania State Board of Social Work Examiners to offer continuing education for social workers.

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 CSA = Applies to the Child Sexual Abuse Treatment Certificate Program
 ECMH = Applies to the Early Childhood Mental Health Certificate Program

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**Relearning the World after Loss
 and Trauma: Foundations for a
 Loss-Informed Practice**
Valarie Molaison, PhD

Friday, February 26th, 2010 9:00am-4:00pm
 University Center | Webb Room
 LT Foundation | CSA Elective | 6 CE Credits



Workshop Description

This workshop will arm participants with perspectives and tools to create a loss- and trauma-informed approach to clinical work. Whether one chooses to specialize in these areas or not, all clinicians need a working knowledge about the human response to loss and trauma, given their common occurrence and potential to impact lives dramatically. Participants will be challenged to broaden their perspectives on what loss is as they explore major types of loss, tasks of grieving, disenfranchised grief, the connections between loss and trauma, and major theoretical perspectives on trauma and loss.

This is the Mandatory Foundations workshop for the Loss and Traumatic Stress Certificate Program and applies as an elective to the Child Sexual Abuse Certificate Program.* Participants do not need to be enrolled in a certificate program to attend this workshop.



Objectives

Participation in this program will enable you to:

- Classify major types of loss and explore how American society tends to respond to them.
- Identify the key tasks facing individuals who experience loss.
- Understand disenfranchised grief and conditions under which it is likely to occur.
- Define traumatic stress and examine its connection to loss and grief.
- Debunk common misconceptions about human response to loss and trauma.
- Incorporate basic screening tools for enhancing a loss- and trauma-informed approach to practice.

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Early Childhood Assessment
Judith Silver, PhD

Friday, March 12th, 2010 9:00am-4:00pm
 University Center | Webb Room
 ECMH Core 3 | 6 CE Credits



Workshop Description

The assessment of infants, toddlers and preschool age children is distinctive from that of older children in a number of ways. It requires a developmental perspective, multidisciplinary input, a multigenerational perspective, and is prevention-oriented. Practitioners need to be mindful of cultural issues that influence child and family functioning. Discussion will focus on observation of play and interpersonal interactions in conjunction with evidence-supported measures. Engaging parents and staff and providing meaningful feedback will be also be addressed.

This is the Core Knowledge 3 for the Early Childhood Mental Health Certificate and **does not** apply as an elective for the Loss and Traumatic Stress or Childhood Sexual Abuse Treatment Certificates.



Objectives

Participation in this program will allow you to:

- Use the definition of early childhood mental health as a conceptual foundation for conducting assessments
- Understand the interface of biological and contextual factors in young children's social-emotional functioning and the need for multidisciplinary collaboration
- Identify key factors in conducting culturally effective assessments
- Discuss how to support social-emotional development through ongoing screening and observation
- Identify a sample of appropriate published resources for early childhood assessments.

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**An Ecosystemic Understanding of
 Child Sexual Abuse**

Anthony Goldsmith, MA

Friday, May 7th, 2010 9:00am-4:00pm
 University Center | Webb Room
 CSA Core 2 | LT Elective | 6 CE Credits



Workshop Description

Child sexual abuse treatment is a specialized therapeutic approach to the traumatic symptoms that are caused by the experience of being molested. To fully understand the nature of child sexual abuse and its treatment, it is necessary to clearly define what it is (and isn't), the legal aspects of child sexual abuse, and how prevalent the problem is in our society. A broader look will include a review of the psychology of offenders, the interaction between offenders and victims, and how that interaction informs approaches to treatment of children and adults who are survivors of sexual abuse. Defining treatment goals, along with methods to reach those goals, will be discussed. Finally, the impact on the therapist of engaging in child sexual abuse treatment will be examined.

This is the Core Knowledge Part 2 for the Child Sexual Abuse Treatment Certificate and applies to the Loss and Traumatic Stress Certificate.



Objectives

Participation in this workshop will enable you to:

- Give definitions of child sexual abuse from three standpoints: legal, psychological, societal.
- Understand the dynamics of child sexual abuse as the interaction between abused and offender .
- Describe how the offender's thinking and action impact the abused and thereby makes recovery difficult.
- Define the goals of treatment of an abused person and some treatment methods that are effective.
- Have greater awareness of the impact of working with CSA on ourselves as therapists.
- Identify ways to be more involved in treating CSA successfully in your own practice.

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 ECMH = Applies to the Early Childhood Mental Health Certificate Program

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**Approaches to Treatment in the
 Early Childhood-Family Field**

Stephanie Heck, PhD, Panel Facilitator

Friday, May 21st, 2010 9:00am-4:00pm
 University Center | Webb Room
 ECMH Core 4 | 6 CE Credits



Workshop Description

In this dynamic day of panel and participant discussion, we will be introduced to the variety of treatments and practitioners that support the mental wellness of young children and their families. We will learn about the role of the mental health expert within the early intervention system and how home visitors support child and family wellness. How do parenting and parent-child play groups promote child development? What kind of screening, referral, and parent education supports do pediatricians offer during well baby visits? What are best practices in mental health consultation to child care programs and in the center-based mental health treatment of toddlers and preschoolers? Our panel of direct service providers will answer these questions and more.

This workshop is the Core Knowledge Part 2 for the Early Childhood Mental Health Certificate Program and **does not** apply as an elective for the Loss and Traumatic Stress or Childhood Sexual Abuse Treatment Certificates.



Objectives

Participation in this workshop will enable you to:

- Build an understanding of how each of six service areas contributes to the interdisciplinary field early childhood mental health
- Become familiar with the theory and research that supports each service area
- Define the 3 stages of early intervention, promotion and intervention
- Describe how prevention, promotion and intervention services work together to promote early childhood mental health
- Describe “reflective practice” and how it aids the early childhood mental health practitioner across specialties

Panelists:

Center-Based Treatments: Grace Ryder, Ph.D., Children's Crisis Treatment Center
 Prevention Groups: Beverly Levitsky, MFT, Hall-Mercer Child & Parent Center
 Primary Healthcare: Laurie Grant, RN, M.Ed
 Consultation: Stephanie Drabble, LCSW, CHOP Behavioral Health Center
 Early Intervention: Susan Grossinger, MSW, Ken-Crest Birth to Three Services
 Home Visiting Services: Dionne Mobley, Early Head Start at CHOP

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Dyadic Treatment: Supporting Parent-Young Child Interactions

Chiara Nuzzo, PhD

Friday, July 16th, 2010 9:00am-4:00pm
 University Center | Webb Room
 ECMH Core 5 | 6 CE Credits



Workshop Description

One of the richest areas of research in the early childhood field is that of parent-child interaction. First, we will get to know the major researchers and their contributions to the literature. Then participants will be taught a method for observing parent-child interactions. What behaviors do we watch for in young children? In their Parents? And what kind of “dance” do they do together? The workshop will conclude with a method for supporting caregivers as they support their children’s exploration, self development, and coping and regulations abilities. The session will be predominantly hands on, with the viewing of recordings of parent-child pairs at play.

This workshop is the Core Knowledge Part 5 for the Early Childhood Mental Health Certificate Program and **does not** apply as an elective for the Loss and Traumatic Stress or Childhood Sexual Abuse Treatment Certificates.



Objectives

Participation in this workshop will enable you to:

- TBA

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Directions to Widener University

Widener University is conveniently located just south of the airport and only a block off of I-95 (Exit 6). Comprehensive directions, and printable campus and parking maps are available on our website at www.postgraduatecenter.org.

- From Philadelphia: Take I-95 South to I-476 North and MacDade Boulevard. Follow the Widener University sign (turn right off the exit). MacDade Boulevard will become East 22nd Street. Turn left onto Providence Avenue, Route 320 South. Follow the Widener University sign. Turn left onto East 14th Street into the main entrance of the university. University Center is located on 14th Street. (There are small parking lots and street parking nearby.)
- From Delaware: Follow I-95 North to Exit 6 (Routes 320 and 352) in Pennsylvania (not Delaware). At first traffic light, turn left over bridge. Bear right at fork on other side of bridge. Go to first traffic light and turn right onto East 14th Street into the main entrance of the university. The University Center is located on 14th Street. (There are small parking lots and street parking nearby).
- From Central New Jersey: Take NJ Turnpike South to Exit 2. Proceed on Route 322 West across the Commodore Barry Bridge. Follow signs for I-95 North and Philadelphia to I-95 North. (See "From Delaware" directions above.)
- From Southern New Jersey: Take the Atlantic City Expressway to I-295 South to Commodore Barry Bridge. Thereafter, follow instructions from Central New Jersey.

You may park in any legally marked spot you find. If you are mistakenly ticketed while attending a workshop, let us know. Widener is a small, intimate campus with ample parking. Most buildings are within a four-block radius, making parking and walking to your desired location fast and easy.



Things to Remember

- Please arrive at Widener 30 minutes before the workshop begins to allow time to find parking, walk to the meeting room, use the restroom, sign in, get some food, and settle in.
- For your convenience, coffee, tea, water and bagels will be provided during the morning session. Lunch is not provided, but there are several options nearby (see below).
- Dress in layers so that you can regulate your comfort level.
- As a courtesy to our speakers and other audience members, please silence all cell phones, beepers, and pagers.
- Certificates of attendance will be given out at the end of each program. In compliance with APA requirements, participants must be present for the entire program to receive CE credits.
- In compliance with APA requirements, if you are requesting CE credits, you must complete a demographic and evaluation form in order to receive a certificate of attendance. Your honest feedback is appreciated; both the presenters and the Post-Graduate Center will use them for improvement.
- We hope that your experience is a good one. If you would like to discuss any concerns, complaints or make any suggestions, contact Antoneal Swaby at the Post-Graduate Center via phone at 610.499.1083 or e-mail at clinicalpsychologypgc@mail.widener.edu.



Places to Eat

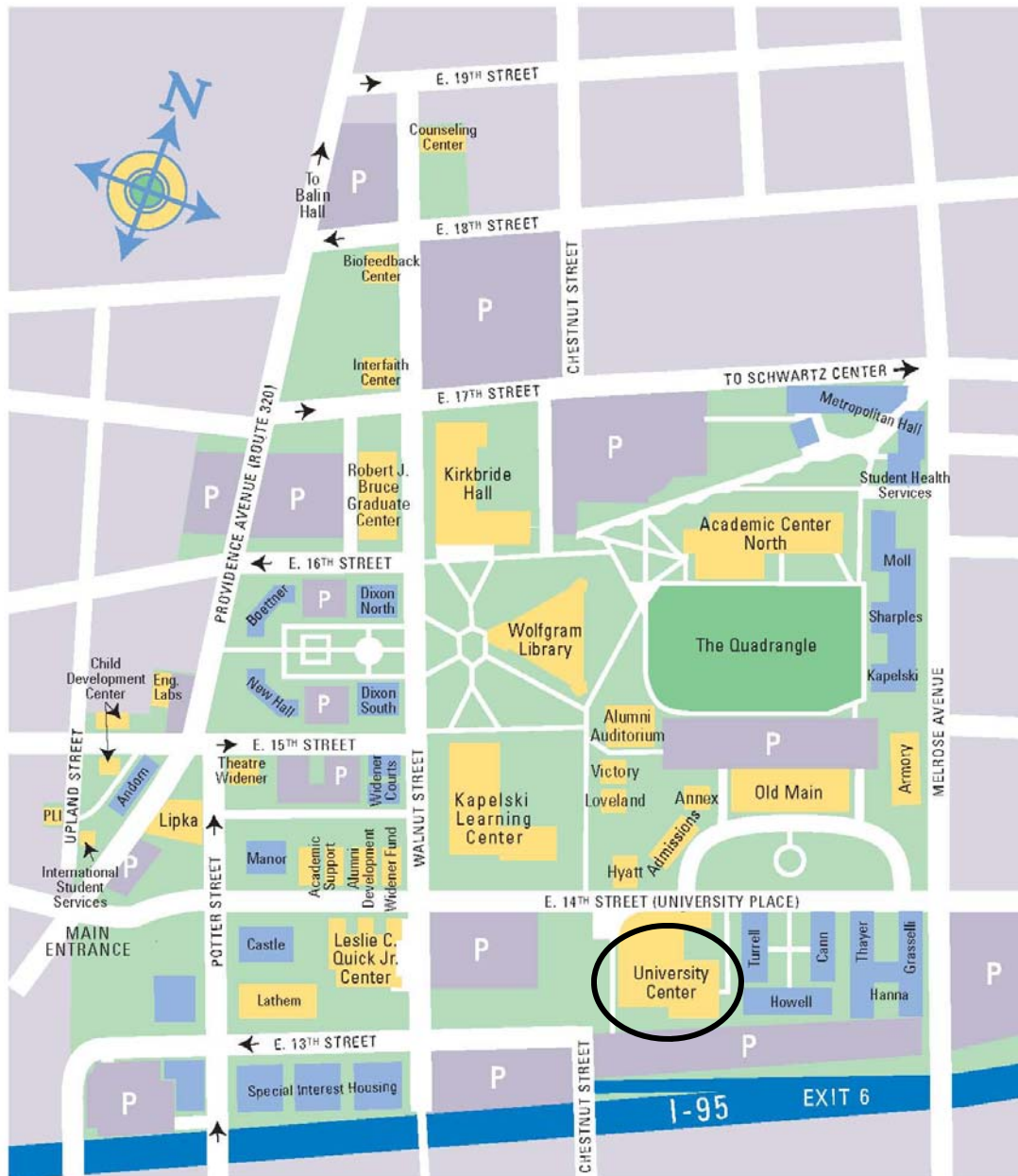
- The *Real Food on Campus* kiosk, located inside University Center near the entrance, offers sandwiches, salads, bottled water, juice, soda, and snacks.
- The *Student Dining Hall*, located around the corner from the kiosk, offers an all-you-can-eat lunch menu.
- The *MacStreet Grill* is on the lower level of University Center and offers sandwiches and convenience store items.
- *Quiznos* offers a selection of sandwiches and entrees and is located on the lower level of University Center.
- There is both a deli and a Chinese take-out store on Providence Avenue between 16th and 18th Streets.
- There is a *WAWA* convenience store with a deli on 22nd Street near 476.



The Post-Graduate Center
 Institute for Graduate Clinical Psychology
 Widener University
www.postgraduatecenter.org

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Widener University Campus/Parking Map



P = Parking

All Fall 2009 workshops will be held in the Webb Room in University Center on East 14th St (University Place).
 Program facilities meet American Disabilities Association standards.

The Post-Graduate Center
 Institute for Graduate Clinical Psychology, Widener University
 One University Place, Chester, PA 19013-5792
 tel: 610-499-1083 | fax: 610-499-4625 | clinicalpsychologypgc@mail.widener.edu
www.postgraduatecenter.org

Spring 2010 Registration

- 01.22.10 Foundations of Healthy Sexuality: Clinical Care for Survivors of Childhood Sexual Abuse
Brent A. Satterly, PhD, LCSW
 CSA Core 1
 CSA | LT
- 02.26.10 Relearning the World after Loss and Trauma: Foundations for a Loss-Informed Practice
Valarie Molaison, PhD
 CSA | LT
- 03.12.10 Early Childhood Assessment
Judith Silver, PhD
 ECMH Core 3
- 05.07.10 An Ecosystemic Understanding of Child Sexual Abuse
Anthony Goldsmith, MA
 CSA Core 2
 CSA | LT
- 05.21.10 Approaches to Treatment in the Early Childhood-Family Field
Stephanie Heck, PhD
 ECMH Core 4
- 07.16.10 Dyadic Treatment: Supporting Parent-Young Child Interactions
Chiara Nuzzo, PhD
 ECMH Core 5
- LT Counts towards Loss and Traumatic Stress Certificate Program
 CSA Counts towards Child Sexual Abuse Treatment Certificate Program
 ECMH Counts towards Early Childhood Mental Health Certificate Program

Note: Foundation/Core workshops for one certificate program cannot be applied to another certificate program.

Fees (per workshop):

	Full Day (6 Credits)	Half Day* (3 Credits)
Professionals	\$130	\$70
Widener Alumni	\$120	\$65
Alumni Chapter Members	\$110	\$60
Early Career Professionals (up to 2 years post graduation)	\$ 85	\$50
Full-Time Students	\$ 45	\$25
Widener Students	\$ 25	\$15

* Generally, mornings lay the groundwork, while afternoons emphasize practical applications. Afternoons build on morning foundations; there is no "afternoon only" option.

Registration:

	Full day	Morning	Amount
01.22 Healthy Sexuality	<input type="checkbox"/>	<input type="checkbox"/>	_____
01.26 Relearning World after Trauma	<input type="checkbox"/>	<input type="checkbox"/>	_____
03.12 Early Childhood Assessment	<input type="checkbox"/>	<input type="checkbox"/>	_____
05.07 Ecology of CSA	<input type="checkbox"/>	<input type="checkbox"/>	_____
05.21 Approaches to Treatment	<input type="checkbox"/>	<input type="checkbox"/>	_____
07.16 Dyadic Treatment	<input type="checkbox"/>	<input type="checkbox"/>	_____
Grand total:		\$	_____

**** All workshops are held in the Webb Room, University Center****

Certificate Programs

To register for any of our Certificate Programs, and access up-to-date information on our CE workshops, visit our website at www.postgraduatecenter.org

Name/Degree: _____
Print Clearly or Type

Address: _____

City, State, Zip: _____

Phone (day): _____

E-mail Address: _____

I will be applying for:

CE Credits:

Form of Payment

- Check or Money Order (enclosed, payable to *Widener University*)
- Credit Card: Visa MasterCard

Name as it appears on the card: _____

Acct #: _____ Exp date: _____

Signature (necessary for processing) _____

Registration must be accompanied by check, money order, or credit card payment. We cannot take credit card payment over the phone as we need a signature in order to process your card. Please mail or fax your registration prior to the workshop to:

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PLEASE NOTE: There is an additional \$10.00 fee to register for workshops onsite. Confirmation of registration will not be sent. Disclosure: There are no known commercial supports or other potential conflicts of interest related to the CE programs.

Policy notes: You may transfer 100% of your registration fee to another program within the 2009-2010 Continuing Education Workshop schedule, provided you notify the Post-Graduate Center at least **7 days** prior to the workshop. Participants who cancel a course and do not apply their fee to another program will be granted a 50% refund. Participants who do not advise the Post-Graduate Center office in advance of their absence or notify us less than **7 days** prior to the workshop for which they are registered will forfeit 100% of their fee. The Post-Graduate Center reserves the right to substitute an appropriate speaker for a given program without notice in the event of rare extenuating circumstances. If a program must be cancelled by the Post-Graduate Center due to inclement weather or other unforeseen circumstance, full refunds will be granted. There is a \$10 fee to replace lost or stolen CE certificates.