



Message from the Director

Welcome to PACE! PACE operates as a division within Phillips Graduate Institute, under my direction. All classes are conducted at the graduate level and will be graded pass/fail unless the student requests a grade from the instructor on the first day of class. Transcripts for completed courses will be available through PACE by written request at a nominal fee. Classes are credited in either semester units or contact hours to accommodate persons seeking CEUs and others wanting to transfer credits. To receive semester credits, arrangements for a "work product" must be made with the instructor, in advance.

We are approved by the Board of Registered Nursing to grant continuing education credit for PACE courses (Provider #CEP10867), and our Chemical Dependency department is approved for continuing education by the California Association of Alcohol and Drug Abuse Counselors (CADCEP Provider #2N-860550598). Some of our courses have approval for MCEP's from the California Psychological Association.

Phillips Graduate Institute does not discriminate on the basis of sex, race, creed, age, national origin, or handicapped condition in the educational programs or activities which it operates. If you have special needs please notify our department for assistance. Tuition is based on your professional status, and you will find throughout the catalog that the "A" rate applies to pre-licensed and licensed professionals who are not Phillips alumni; the "B" rate applies to Phillips alumni and non-Phillips students and interns; the "C" rate applies only to current Phillips students and interns. (There are a few noted exceptions).

Looking forward to seeing you!

Jennifer Andrews-Clark, Ph.D.
Jennifer Andrews-Clark, Ph.D.

Chemical Dependency Studies Program

Following are classes which will be held during June and July, 1996. For information on how to earn the Phillips Graduate Institute Certificate in Chemical Dependency and a complete catalog of CD courses, contact PACE.

#726 Critical and Ethical Issues in Alcohol and Drug Abuse Treatment: Ethics, AIDS, Dual Diagnosis (10 contact hrs.)

Faculty: David Clark, Ph.D., and guest presenters

This training provides information on ground-breaking research-supported practices for increasing client motivation to change addictive behaviors, producing rapid, lasting change in behaviors and ethical considerations within the current healthcare systems. Using videotape presentations and structured exercises, ethical therapeutic postures and their effects are explored. Different assessment/interviewing approaches are demonstrated and practiced. Evaluations of these approaches will be explored.

A focus will be placed upon the solution-oriented view of Motivational Interviewing and Enhancement in the Addictive Disorders. This is an approach to assist clients in need of or desiring change to cut through ambivalence and build commitment and a decision for change. This training will provide clinicians with the ethical overview and "how-to's" in helping clients to strengthen their motivation for change. Particular emphasis is placed upon elements of resilience and providing effective services for EAP and other managed healthcare clients, AIDS/HIV, dual-diagnosed and other special dual-recovery clients.

Dates: Friday, June 7, 1996 from 7:00 p.m. to 10:00 p.m.
and Saturday, June 8, 1996 from 9:00 a.m. to 5:00 p.m.

Tuition: A: \$175; B/C: \$150; CAADAC Members: \$87.50

#702 Pharmacology: Assessment, Treatment and Recent Research (20 contact hrs.)

Faculty: Jeanne Obert, M.A., M.F.C.C.;
Michael McCann, M.A.; Steven Shoptaw, Ph.D.

The classes of abusable drugs and alcohol will be presented along with procedures for assessing whether clients are exhibiting dependency. The short term and long term effects of abuse will be reviewed. The placement criteria developed by the American Society of Addiction Medicine and most recent developments in chemical dependency research today will be addressed (with a focus on the field's concern with the HIV epidemic).

Diagnostic indications of drug/alcohol use and abuse will be reviewed and emphasis placed on interventions appropriate for early and later stage application included. Specific issues relevant to therapists who are seeing clients in outpatient treatment will be highlighted. A model for working with couples focusing primarily on addiction issues and recovery will also be demonstrated. Evaluation tools for some experimental work will be provided as well as exploring available community resources for chemical dependency treatment. Experiential exercises will be augmented with a panel of individuals from different recovery oriented groups.

Dates: Fridays, July 12 & 19, 1996 from 7:00 p.m. to 10:00 p.m.
and Saturdays, July 13 & 20, 1996 from 9:00 a.m. to 5:00 p.m.

Tuition: A: \$350; B/C: \$300;
CAADAC Members: \$175.00



Collaborative Therapies (Short Term) Training Department

Following are classes which will be held during
June, July, and August 1996.

For information on the certificate
program in Collaborative Therapies and a
complete catalog of Collaborative Therapy
courses, contact the PACE office.

#755 Using Narrative Therapy with People in Transitions

Faculty: Zoy Kazan, S.W.

Dates and Times:

Friday, June 7, 1996 from 7:00 p.m. to 10:00 p.m.
Saturday, June 8, 1996 from 9:00 a.m. to 4:00 p.m.
Sunday, June 9, 1996 from 9:00 a.m. to 12:00 noon

How many of your clients are moving through transitions in their lives? This culture encourages people to think of themselves as deficient in some way if they experience mood swings, confusion, panic, anxiety or a crisis of identity during these times. Through the use of metaphor the therapist can develop externalized conversations about transitions that enable people to see these manifestations in the context of change, and to stay in touch with personal qualities that they have identified in the past. This workshop looks at various transitions e.g. adolescence, separation, divorce, moving, changing jobs, death, terminal illness, migration, unemployment, becoming parents, retirement. We will examine metaphors of transition which assist persons to co-author their journeys, in conjunction with therapists, in ways that are liberating and creative. Using case-studies, videos and drawing on examples from participants' lives, the workshop will assist therapists to deconstruct the dominant cultural stories of transition and to construct new stories which are empowering and fulfilling. Therapists will be encouraged to think about rituals of separation and rituals of inclusion which can be designed in collaboration with families to mark the important steps they take in their journeys.

There will be live clients, and various forms of Reflecting Teams will be demonstrated throughout this workshop to show the value of creating audiences for change and witnesses to newly emerging stories.

Zoy Kazan, S.W., is a facilitator, family therapist, educator, researcher and writer who is a faculty member and trainer at the Dulwich Center in Adelaide, South Australia. She has practiced family therapy in private practice and in women's health centers for the past fifteen years. Zoy is currently conducting a research project applying Narrative ideas to storying women's sexuality.

Tuition: A: \$225; B: \$205; C: \$185

**#754b One-Week Intensive In
Solution-Focused Brief Therapy
(30 Hours) - MCEPs Applied For
Monday through Friday, August 19 through 23, 1996
9:00 a.m. to 4:00 p.m.**

Faculty:

Jennifer Andrews-Clark, Ph.D.; David Clark, Ph.D.;
Mark Mitchell, M.A.; Michael T. Walker, Ph.D.

This week-long thirty hour, training program is an intensive study of a practical model of effective time-sensitive treatment developed at the Brief Family Therapy Center in Milwaukee. Through lecture, discussion, live cases and videotape this class will learn and practice this innovative and theoretically elegant, Solution-Focused Therapy model. Using a non-critical approach toward clients and displaying a deep respect for the human strength, the model is designed to use exceptions to the problem as a clue to finding solutions.

Many clients, due to problem severity, problem chronicity or other social factors, do not readily take a solution-focus attitude. One component of this training will address the adaptation of Solution-Focused techniques to those clients who initially maintain a tenacious problem-focus.

Innovative features include:

- Attention to the patterns of Solution rather than the origin of problems
- Attention to the details of what the clients are doing that is good for them rather than on the complaint
- Orienting toward present, future and hypothetical experiences rather than on the past problem saturated experiences
- Offering a way to treat families when all members are not available for therapy

The training presents Solution-focused brief therapy as: (1) a way of thinking, (2) a way of interviewing, and (3) a way of intervening. Participants will contrast the more traditional therapy views with a constructivist paradigm. Intervention designing and interviewing skills will be highlighted throughout the program. During the experiential component, participants will receive live supervision, study videotapes, work as a team behind the one-way mirror as we view live cases, and practice and receive consultation on their own cases.

Tuition: A: \$575; B: \$525; C: \$475

Jennifer Andrews-Clark has a Ph.D. in Psychology with a specialization in Marriage and Family Therapy. During the last dozen years she has taken a more focused interest in training, training materials, supervision and short-term therapies. A clinical member of AFTA, she also holds the Approved Supervisor designation of AAMFT. As a member of the PGI faculty, she teaches postmodern ideas and has founded and directs the PACE division. She and her husband, David, trained at the Brief Family Therapy Center of Milwaukee and are a team that train professionals. They co-founded Master'sWork Productions, a company which produces and distributes training videotapes. She is co-author with David Clark of the article *In the Case of a Depressed Woman: Solution-Focused or Narrative Approaches?*, 1996 (in press).



David J. Clark, Ph.D., has a specialization in marriage and family counseling. He is an AAMFT approved supervisor and clinical teaching member of AFTA with extensive training with many of the major theorist/practitioners in our still evolving field of family therapy. With over twenty years of clinical experience in traditional inpatient and outpatient based treatment programs, he has adopted innovative brief approaches in managed health-care programs. He and Dr. Jennifer Andrews-Clark have co-authored an article entitled *Rewriting History: A Temper Taming Consultation* which appears in *The Family Journal: Counseling and Therapy for Couples and Families*, Vol. 1(3), July 1993.

Mark Mitchell, M.A., is a therapist in private practice with a specialty in men's groups. Having also trained in Solution-Focused therapy at the Brief Family Therapy Center of Milwaukee, he consults to business and managed care. Mark conducts trainings for professionals in these brief solution-focused methods.

Michael T. Walker, Ph.D., is a clinical psychologist in a community mental health setting where he conducts individual and group Solution-Focused therapy. He has conducted training for Los Angeles County Department of Mental Health, Managed Health Network, Kaiser Permanente and Century Counseling Center.

Child Therapy Department

#763 Narrative Approaches to Working with Children - A Five-Day Symposium Monday through Friday, 9:00 to 4:00 p.m. August 5 through 9, 1996

PGI is offering its third week-long training in "Working With Children". This training is dually designed for educators and psychotherapists and will meet daily from 9:00 a.m. to 4:00 p.m. for thirty certificated contact hours. A breakfast buffet is the "kick-start" for the information and experience-packed days. Morning and afternoon sessions will address important and timely topics to bring you up to the state-of-the-art in working with children. Areas to be covered include: Clinical skills training; Play therapy (theory and practice); Art and Drama therapy; Childhood trauma (violence, abuse) ADHD; and the basics of setting up an office to work with children. Much of this training is experiential and there will be daily demonstrations (live or video) of working with children and their families.

Faculty, who are drawn from Therapy Centers in Cambridge, Massachusetts, Evanston, Illinois, Northern California, and Southern California, are well-known professionals who work with children in Narrative and Collaborative methods.

The Tuition is: A: \$575; B: \$525; C: \$475.
with limited enrollment.

Days One and Two: *Children's Knowledge: Honoring their Voices, Speaking their Language, and Spreading the Word*

Faculty: Gene Combs, M.D., & Jill Freedman, L.C.S.W.;
Dean Lobovits, M.F.C.C. & Jenny Freeman, M.F.C.C.

These four faculty members will engage with participants for two days. They offer additional playful approaches to serious problems. In helping children to stop living out problematic stories and to develop more satisfying alternative ones, we have discovered over and over again how much knowledge they have about their own lives and possibilities. In creating a working alliance with children, we have learned that our biggest job is not coming up with solutions, but finding a way to communicate that facilitates their own expression, so that together we can explore possibilities. We ask children about problems and about life beyond the problems, instead of letting others define their lives for them. We try to be creative about how communication takes place--through drawing, conversation, stories, notes, or whatever medium seems natural and memorable to them. As an alternative story develops, we have found it to be extremely important to let others in on it--especially since children live in so many contexts. We help children spread the news through meetings, letters, phone calls, and

videotapes.

Therapy takes place by engaging young people and their families in playful, creative and flexible approaches in therapy, and using non-verbal expressions of communication through expressive arts and developing relational metaphors. The circulation of "knowledges" can be accomplished (through handbooks, letters, stories, etc.) between children and families who share similar stories of challenge and accomplishment. Examples and exercises will be offered, and we invite your creativity in exchanging and furthering such ideas and practices. These two days will be didactic and experiential to explore ways of honoring children's knowledge and your own (possibly undiscovered) knowledge about how to do that.

Day Three: *Incorporating Child Therapy into Your Practice*

Faculty: Sallyann Roth, L.I.C.S.W. & Jeffrey Kerr, L.I.C.S.W.

What do you need to set up a practice to include working with children and families? Starting with the structure of the office space, the organization of the physical environment will be reviewed. The basic clinical tools of action therapy with young children will be explored and experienced with participants. Methods of working with children taken from drama therapy will be demonstrated and the therapist can become familiar with these skills. The use of Narrative Therapy and action techniques will be demonstrated through exercises, and ample case materials via videotape will be presented. You will gain confidence and competence from this practical and inspirational day.

Day Four: *From Deficits to Special Abilities: Working Narratively with Children Labeled ADHD*

Faculty: David Nylund, L.C.S.W.

Attention Deficit Hyperactivity Disorder (ADHD) is being diagnosed in epidemic proportions. The positive and negative effects of the ADHD diagnosis on children and families will be explored. Discussion will include how traditional approaches to ADHD, which are often laden with deficit based and generalizing descriptions of the young person, place the professional in an "expert" role which may unwittingly discourage young persons from accessing their own special knowledges and abilities.

This day of the symposium will illustrate how narrative ideas can transform traditional approaches to ADHD and open alternative therapeutic possibilities. Through the use of didactic presentation, group exercises, and videotape examples, a collaborative process of therapy will be demonstrated that incorporates the self-knowledges of children labeled ADHD.



Day Five: *Using Art Therapies with Families*

Faculty: Shirley Riley, A.T.R., M.F.C.T.,
and Rita Coufal, A.T.R., M.F.C.C.

When a therapist works with many families with children he/she soon realizes that not all families or family members are verbally expressive or forthcoming. Postmodern approaches inspire the use of art therapy with families and children. This final day of the Symposium is an experiential day which will give you new and different tools for working with families as well as individual family members. You can learn to reach those unreachable clients.

Faculty Biographies:

Gene Combs, M.D., & Jill Freedman, L.C.S.W., are co-directors of Evanston Family Therapy Center in Evanston, Illinois and faculty members of the Chicago Center for Family Health. Their new book, *Narrative Therapy: The Social Construction of Preferred Realities*, is just being released by W. W. Norton, and they have contributed many articles and chapters to the literature on narrative approaches to therapy. A husband and wife team, they have a private practice in Evanston, Illinois, where they see children, couples and families.

Jenny Freeman, M.F.C.C., & Dean Lobovits, M.F.C.C., are in private practice in Berkeley, California. They are both adjunct faculty at John F. Kennedy University in Orinda, California. Their joint publications include: *The Turtle with Wings in The New Language of Change* (Guilford) and *Toward collaboration and accountability* in the *Dulwich Centre Newsletter*. Their work was featured in a *Newsweek* article on Narrative Therapy (1995).

Sallyann Roth, L.I.C.S.W., is a founding member of the Public Conversations Project. For fifteen years, she co-directed the Family Institute of Cambridge, and is presently the Co-Director of its Program in Narrative Therapies. She has taught in the Social Work Schools at Smith and Simmons Colleges and is a Lecturer on Psychology in the Department of Psychiatry at Harvard University and maintains a private practice in Watertown, Massachusetts. She has published widely on the work of the Project and on Couple's Therapy.

Jeffrey Kerr, L.I.C.S.W., has worked with children and adolescents since 1975, in both public and private sectors. His work varied from child care worker, juvenile detention worker, Vista volunteer and organizer of community education and activity program for first-time juvenile offenders. He has worked with difficult young populations including a locked hospital program for adolescents who had committed violent crimes and adolescents in state mental hospital.

A graduate in social work at Smith College, he was trained in child and adolescent treatment at Framingham Youth Guidance Clinic. Now, Executive Director of the Family Institute of Cambridge, he is also in private practice, specializing in the treatment of children, adolescents and families.

David Nylund, L.C.S.W., is a licensed clinical social worker at Kaiser Permanente in Stockton, California. In addition to his clinical practice, he offers supervision and training in narrative therapy. He has authored/co-authored articles on narrative therapy for the *Dulwich Centre Newsletter*, *Journal of Systemic Therapies*, *Family Therapy Case Studies*, and *The Family Therapy Networker* as well as a chapter in *Constructive Therapies II*, edited by Michael Hoyt. Currently he is working under contract to Guilford Press to co-edit a book on narrative approaches with children and adolescents.

Shirley Riley, M.A., A.T.R., M.F.C.T., is a faculty member of Loyola Marymount University's Marital and Family Art Therapy graduate program. She holds adjunct professorships at Pepperdine University and Pacific Oaks College. A Registered Art Therapist since 1979, and a licensed Marriage and Family Counselor since 1979, she is an Approved AAMFT Supervisor and conducts a private practice in West Los Angeles.

Ms. Riley received the Outstanding Clinician Award from the American Association of Art Therapy in 1990. She has authored two books: *Integrated Approaches to Family Art Therapy*, (1994), and *Supervision and Related Issues for Art Therapists and Allied Professionals* (1996).

Rita Coufal, M.A., A.T.R., M.F.C.C., is a licensed Marriage and Family Child Psychotherapist and Registered Art Psychotherapist currently in private practice in Santa Monica. She has been on the faculty at U.C.L.A. School of Social Welfare and is currently a faculty member at Loyola Marymount University Masters Program in Marriage and Family Therapy (Clinical Art Therapy). Ms. Coufal has worked as a consultant to C.P.C. Westwood Hospital, as well as creating a Model Treatment program for at-risk minority youths and their families at Didi Hirsch Community Mental Health Center.

Saturday Morning Samplers

All classes will be held from 9:00 a.m. to 12:00 noon on the Saturday indicated.

Fee for All Samplers (On or before one week in Advance): \$35.00 each. Late Fee: \$45.00 each.

#867 An Introduction To Mind-Body Therapy

Faculty: Richard Gish, M.A. and
Karene Rogers, M.A., M.F.C.C.

Date: June 22, 1996

Lately there has been a great interest in mind body approaches to psychotherapy. Recent discoveries about the interconnection of the immune system, the brain and the central nervous system attest to the importance of the relationship between psychological healing and physiological processes.

Mind-body therapy is a dynamic and powerful therapeutic approach that elicits profound and lasting changes. Its experiential nature allows clients to quickly identify and change repetitive, reactive behavior. Clients experience insight on a body level and develop a sustainable *feeling* of well being that becomes the foundation for an expanded ability to remain "present" and connected, energetic and alive.

This class will present a model of mind-body therapy useful to short and long term treatment, that integrates concepts from object relations, self-psychology and body oriented therapies.

Richard Gish, M.A., is a California Family Study Center Graduate and has trained at the Central Institute of Integrated Body Psychotherapy. He incorporates System Theory, Object Relations, Self Psychology and Body Therapy in his approach to psychotherapy. He is dedicated to assisting people develop aliveness of mind, body and spirit so they may experience self-expression in honest and intimate relationships. He is Associate Director of Adapt Counseling Center and is also in private practice in Beverly Hills. He is a Certified Integrated Body Psychotherapist and a licensed Marriage, Family, Child Counselor.

Karene Rogers, M.A., M.F.C.C., is a Certified Integrative Body Psychotherapist, a Registered Dance/Movement Therapist and a Massage Therapist. She has also studied several other body therapies and energy systems. She has 20 years experience in the mental health field exploring the mind/body/spirit connection. She maintains a private practice in Santa Monica where she sees individuals and couples who are working on life transitions, relationship issues and successful living. She conducts growth



groups for men and women and for women in mid-life. She combines verbal therapy with an understanding of the body's expression for emotions to help clients heal deep wounds, develop new attitudes and create a home for the soul.

#868 Feel Good Therapy!

Date: June 29, 1996

Faculty: Stella Resnick Ph.D.

Feel Good Therapy! The New Significance of Pleasure In Body-Awareness Psychotherapy, locates itself in the new field of Somatic Psychology. This training is for therapists interested in augmenting the effectiveness of their work by adding potent body-awareness methods to their psychotherapy process. A unique feature of this Sampler is the emphasis on recognizing that people do hold themselves back from feeling good, on identifying pleasure-resistance, and on learning how to encourage greater ability to sustain good feelings and positive states of mind.

Participants will learn how to identify mental, emotional and physical tension patterns of pleasure-resistance, how to use specific breathing methods to encourage letting go, how to become more sensitive to subtle sensory cues and more trusting of their creativity and intuitiveness in their work.

Dr. Stella Resnick is a clinical psychologist and Gestalt therapist in private practice in Los Angeles. She received her Ph.D. in clinical psychology from Indiana University, and was an assistant professor of psychology at both San Diego and San Jose State Colleges. Her work has been influenced by her professional training with both Fritz Perls and Laura Perls, and her studies of Reichian therapy. A book that Dr. Resnick that has been working on a book for many years, has just been sold to Conari Press.

#869 Unraveling the Mystery of Relationship Through Voice Dialogue and The Psychology of Selves

Date: August 3, 1996

Faculty: Elaine Rosenson, M.A., M.F.C.C.:

This workshop will add a new dimension to your work with relationships and couples. It is misleading to think of ourselves as a single psychological entity. Within us we have numerous selves or sub-personalities. When we are in a relationship, having a conversation is like two large family groups trying to talk with one another. These inner families are far from homogenous; they are bickering among themselves as we try to relate to one another. The more emotional the subject matter, the more these inner selves disagree with one another, and our partner.

We will explore the interplay of these selves in relationship: How vulnerability can ignite a positive or negative experience in relationship, how primary and disowned selves fuel a bonding pattern, and what form these bonding patterns take. This way of working with couple will take you from a pathology model to one of growth and empathy.

Elaine Rosenson, M.A., M.F.C.C., is in private practice in Encino. She has been trained extensively by Hal Stone, Ph.D. and Sidra Stone, Ph.D. She assists them at their trainings and offers Voice Dialogue training groups and workshops for therapists through the Valley Voice Dialogue Center

#870 Is There a Daddy in the House? Fathers in Contemporary Family Dynamics

Date: August 10, 1996

Faculty: Jeffrey Marsh, Ph.D.

A discussion of Dr. Marsh's experiential work with this Grandfather-Father-Child Program during the past 14 years, will provide an overview and sense of history with respect to fatherhood. This experiential work will be discussed in theoretical terms utilizing a background of developmental theory, phenomenology, dialogue, and holism (field theory). Participants in the workshop will be encouraged to engage in lively discussion, questioning, commenting, sharing views and ideas.

This workshop will provide a unique opportunity for men AND women to learn more about what it means to be, have, and need a father.

For psychologists, psychiatrists, social workers, marriage, family, & child therapists, teachers, nurses, and parents.

Jeffrey Marsh, Ph. D., is a psychologist in private practice and a Certified Member of GTILA. He has taught Psychology of Being A Father, Developmental Psychology, Psychology of Marriage & Family, and numerous other clinical courses. He currently teaches at Antioch University.

#871 Reflecting Processes and How They can Influence Your Practice

Date : August 17, 1996

Faculty: Jennifer Andrews-Clark, Ph.D.

This sampler will build a context to understand some of the new ideas developed in the most recent family therapy practice. A videotaped excerpt from a therapy session will be the stimulus to form Reflecting Teams. Each person will experience the Reflecting Process and reflect on that experience within a peer group. Attention will be paid to similarities and differences between traditional family therapy and therapy influenced by Social Constructionist ideas and clinical practice. This method can beneficially change the culture of a clinical setting or workplace.

Jennifer Andrews-Clark has a Ph.D. in Psychology with a specialization in Marriage and Family Therapy. During the last dozen years she has taken a more focused interest in training, training materials, supervision and short-term therapies. A clinical member of AFTA, she also holds the Approved Supervisor designation of AAMFT. As a member of the PGI faculty, she teaches postmodern ideas and has founded and directs the PACE division.

#872 Using the World Wide Web in Your Private Practice

Date: August 24, 1996

Faculty: Mark Stover, M.L.S.

The World Wide Web is a rapidly growing resource that is utilized by businesses, individuals, and schools for a variety of purposes. Psychotherapists in private practice can take advantage of this new technology to build their client base, communicate with colleagues, market themselves, and



perform research. This course will provide an overview of the many ways in which therapists can benefit from being a part of the information superhighway.

Mark Stover is director of library services at Phillips Graduate Institute.

He has published widely in the area of utilizing the Internet for information retrieval. Mark holds the Masters of Library Science from UCLA, and is a Ph.D. candidate in the School of Computer and Information Sciences at Nova Southeastern University.

Programs of Contemporary Interest

Advanced Clinical Training

#734 Defining a Self in Relationships *Seminar on Bowen Theory*

Faculty: José Luis Flores, M.A., M.F.C.C.

Dates and Times:

- Track I:** Five Wednesday evenings,
from 6:30 p.m. to 9:30 p.m.
June 5, 12, 19, 26; and July 3, 1996 (15 Hours)
- Track II:** Four Saturday mornings,
from 9:00 a.m. to 12:45 p.m.
July 13, 20, 27; and August 3, 1996 (15 Hours)

This seminar will guide participants in the application of Bowen Theory for personal and clinical use. Participants will be introduced to Flores' six-phase model that facilitates the process of redefining a self in emotional systems. This model, the D-Self Model, provides objectives, strategies, and step-by-step directions in the process of differentiation, detriangling and defining a self. The model is guided by the concepts of Bowen Theory and can be clinically applied to clients who are doing family of origin work or who are in the process of defining their selves in all of their relationships. The participants will have the opportunity of applying the model to their own emotional systems.

The seminar will include an overview of Bowen Theory; it is anticipated that participants will already have had an introduction to the theory. The seminar will offer an in depth understanding of the theory, and will address the misconceptions that exist about the theory. The seminar will include a workbook with materials and articles on Bowen Theory, information on family of origin work, and articles on the therapist's own process of differentiation.

José Luis Flores, M.A., M.F.C.C., is core faculty at Phillips Graduate Institute/CFSC where he is an instructor on Bowen Theory and the clinical use of genograms. He is program coordinator and clinical supervisor of two training programs at Phillips Graduate Institute/CFSC: the Clinical Training Program and the Spanish-Speaking Training Program. He has run Bowen Seminars for the past nine years using his own application of the theory.

Jose Luis has been a clinical supervisor for eighteen years using a predominately family systems approach. He worked for community mental health centers in East Los Angeles as director of child and adolescent services, training consultant to the Department of Children and Family Services. He attends the annual Georgetown Family Center Symposium on Bowen Family Systems Theory in Washington, D.C.

Tuition: A: \$350; B: \$300 C: \$250.

#739 Treatment Protocols For Managed Care Practice: Reframing the "Big, Bad Monster"

Faculty: Steven P. Degelsmith, Ph.D.

Date: Saturday, June 15, 1996
9:00 a.m. to 5:00 p.m. (7 Hours)

Participants will become knowledgeable of contemporary health care delivery systems, including their purpose and function, for behavioral health care treatment within a managed care/case managed professional context. You will understand treatment planning and protocols and be able to demonstrate competence in producing a treatment plan which meets the demands of managed care organizations.

A General Outline for the day is:

Morning:

- What is Managed Care? Definitions and Overview
- The *business* of behavioral health care and coming to terms
- The rationale, purpose, and function of managed care
- Contracting and other tasks for managed care

Afternoon:

- Problem-oriented vs. Symptom-oriented concepts
- Solution-oriented treatment planning and intervention
- Treatment models under managed care
- Multiaxial Diagnosis, Goals, Levels of Treatment, DRGs
- Workshop Practicum Exercise: Group Treatment Planning

Steven Degelsmith, Ph.D., is a licensed M.F.C.C. and has maintained a managed care private practice for over 10 years. He has also worked as a case reviewer/gatekeeper for a local managed care/EAP company. Dr. Degelsmith provides psychotherapy, corporate consultation and training programs, and organizational group facilitation/mediation services as part of his practice.

Tuition: A: \$95; B: \$85; C: \$75

#744 Practical Application of the Cognitive-Behavioral Interventions (10 Hours)

Faculty: Leslie C. Reisner, Ph.D.

Dates: Friday, July 26, 1996, 7:00 p.m. to 10:00 p.m.
Saturday, July 27, 1996, 9:00 a.m. to 5:00 p.m.

The cognitive-behavioral models have long been established as being able to produce long lasting change in a relatively short period of time. As a result of this proven ability, the cognitive behavioral models have increased in popularity and are being used widely as primary as well as



adjunctive treatment strategies. This course will focus on the direct application of the cognitive-behavioral techniques to client problems in individual and group psychotherapy. Participants will practice these interventions and will also learn how to identify which treatment strategies work best with the various disorders. The work of Ellis, Beck and Meichenbaum, as well as other cognitive-behavioral theorists, will be demonstrated. It is recommended that before taking this course, participants have some experience or familiarity with some of the cognitive-behavioral techniques.

Dr. Leslie Reisner is a clinical psychologist in private practice in Los Angeles. She received her clinical training at the world famous Institute for Rational Emotive Behavior Therapy (REBT) in New York City and studied directly under Dr. Albert Ellis, the founder of REBT. She is one of the West Coast's leading practitioners in REBT, a form of brief cognitive-behavioral psychotherapy that focuses on the present behaviors that can sabotage a fuller experience of life. Instead of focusing on what can't be changed (the past), Dr. Reisner teaches effective, present day strategies to problem solving, relating to others and personal self-enhancement. She has lectured and lead numerous workshops on overcoming eating and other addictive disorders, assertiveness training, stress management, improving relationships, and many other topics at hospitals, universities, and various professional groups

Tuition: A: \$195; B: \$185; C: \$175

**#749 Making it Clear for Clients -
Experiential Sculpting Techniques (6 Hours)**

Faculty: Peter Alsop, Ph.D., C.E.T.

Date and Time: Saturday, July 27, 1996, 9:00 a.m. to 4:00 p.m.

When our clients are stuck, experiential sculpting is a powerful technique that people understand instantly. It can be used to access feelings and encourage creative thinking. It can be playful and fun and it works!

Add this tool to your toolbox!

You will learn to:

- Sculpt with your clients to powerfully and immediately communicate any kind of information
- Create an emotionally safe environment to help clients who have difficulty expressing their feelings
- Bring awareness of how medicating behaviors can be used to cover painful feelings
- Help clients begin to recover from substance abuse and other compulsive behaviors
- Integrate experiential sculpting techniques with other modalities
- Develop concrete, practical sculpts you can use in your sessions
- Empower clients, including children, to cope positively in stressful environments
- Understand why therapists who nurture themselves are better able to help clients
- Be playful and have fun with music, humor and songs that teach, while still doing therapy
- Use sculpting to teach effective problem-solving skills; so clients can take better care of themselves
- Help clients understand how family roles affect their daily lives
- Clarify for parents where "difficult to deal with" children come from

Peter Alsop, Ed.D., is a nationally-known singer-song writer, lecturer and humorist from Southern California who uses humor and music to promote healthy communications between children and adults. Besides having a doctorate in educational psychology, Alsop has worked as Director of The Harbor Schools Residential Treatment Center for emotionally disturbed adolescents in Maine and as an elementary school teacher in the South Bronx ghetto. His songs are used by thousands of parents, educators and human service professionals to help families discuss sensitive issues.

Tuition: A: \$85; B: \$75; C: \$65

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