



**2016 CONTINUING EDUCATION CATALOG**  
SPRING/SUMMER



**JOHN F. KENNEDY UNIVERSITY**

An affiliate of the National University System

PLEASANT HILL | BERKELEY | SAN JOSE | ONLINE | [jfk.u.edu/ce](http://jfk.u.edu/ce) | (800) 557-1384

An Accredited Nonprofit University. Individuals with disabilities needing special assistance should call (925) 969-3362 before the event.

# What's New in This Catalog!

All courses may be taken as stand-alone CE courses, and are open to the GENERAL PUBLIC!

## NEW COURSES

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We have also added over 20 new online courses, including an online MCLE series for attorneys, paralegals, and other legal professionals. Check out these and all of our online courses on pages 6-7.

## MARK YOUR CALENDAR

### INTEGRATED CARE: CLOSING THE ACCESS GAP FOR TRANSITIONAL-AGE YOUTH

Saturday, May 21 – Pleasant Hill campus

A one-day conference on best practices to address the mental health needs of transitional-age youth. Co-sponsored by the U.S. Health Resources and Services Administration (HRSA). Visit [www.jfku.edu/ce](http://www.jfku.edu/ce) for details.

**PLEASE VISIT OUR WEBSITE AT [WWW.JFKU.EDU/CE](http://WWW.JFKU.EDU/CE) FOR CAMPUS MAPS, DIRECTIONS, AND MORE DETAILED INFORMATION ABOUT OUR OFFERINGS.**

## ADMINISTRATION

**Miriam Garcia**, MS, Executive Director, Continuing and Extended Education

**Renee Hikiji Flores**, BS/BA, Program Administrative Specialist

**Helena Simon Marsala**, M.Ed, Program Development Specialist

## PROGRAM COMMITTEE

**Sukie Magraw**, PhD

**Miriam Garcia**, MS

**Douglas Haldeman**, PhD

**Haydee Montenegro**, MA, PsyD



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## JOHN F. KENNEDY UNIVERSITY CONTINUING EDUCATION

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**OFFICE:** 800.557.1384

**FAX:** 925.969.3155

### **Pleasant Hill Campus**

100 Ellinwood Way  
Pleasant Hill, CA 94523-4817

### **Berkeley Campus**

2956 San Pablo Avenue, 2nd Floor  
Berkeley, CA 94702-2471

### **San Jose Campus**

3031 Tisch Way, Room 201  
San Jose, CA 95128-2541

***Please visit our website at  
www.jfk.u.edu/ce***

for campus maps, directions,  
and more detailed information  
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### REGISTER EARLY!

Preregistration ensures your place in the course(s) you want and helps minimize the cancellation of courses due to insufficient enrollment.



# Course Calendar

All courses may be taken as stand-alone CE courses and are open to the public.



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### REGISTER EARLY!

Preregistration ensures your place in the course(s) you want and helps minimize the cancellation of courses due to insufficient enrollment.

# Online Courses

**Online course registration is available 24/7 and must be done through our website @ [www.jfku.edu/ce](http://www.jfku.edu/ce). Any time! Any day!**

**Our online courses provide** you with interactive, self-paced, web-based learning experiences that can be accessed from the comfort of your home or office – at the times that are most convenient for you. All of our online courses are designed by expert practitioner-instructors and delivered on our CE-customized Learning Management System.

**Explore our new online courses marked with an asterisk (\*) below.**

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**PLEASE NOTE:** Online courses are not eligible for refunds or discounts and do not require additional materials or assignments. Participants will have 90 days from the date of registration to complete each course.

30-day reactivations are permitted for \$35 and may take place any time after the original 90 days have expired. Before registering, please be sure to read the terms and technical requirements at [www.jfku.edu/ce](http://www.jfku.edu/ce).



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**Explore our new online courses marked with an asterisk (\*) below.**

## PRE-LICENSING & REQUIRED

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**PLEASE NOTE:** Online courses are not eligible for refunds or discounts and do not require additional materials or assignments. Participants will have 90 days from the date of registration to complete each course.

30-day reactivations are permitted for \$35 and may take place any time after the original 90 days have expired. Before registering, please be sure to read the terms and technical requirements at [www.jfku.edu/ce](http://www.jfku.edu/ce).

# Special Topics

## **NEW! Mood & Anxiety Disorders in Pregnancy & Postpartum: The Darker Side of Motherhood**

*Shoshana Bennett, PhD*  
Credit Hours: 4 (APA, CAMFT, RN)

Through lecture, discussion, video and Q & A sessions, gain a working knowledge of the six mood and anxiety disorders (PMADs) that occur in pregnancy and postpartum (depression, panic, posttraumatic stress, obsessive-compulsive disorder, psychosis and bipolar). Learn how to successfully screen your clients, assess their needs and provide appropriate intervention. Etiology of the disorders, risk factors, barriers to treatment, and collaboration of the professional team will be discussed, as well as conventional and alternative treatment modalities.

### **Online - Available Summer 2016**

CE1354W \$100

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **NEW! Introduction to Internal Family Systems (IFS) Therapy**

*C. Girvani Leerer, PhD*  
Credit Hours: 7 (APA, CAMFT, RN)

IFS therapy, a non-pathologizing therapy model developed by Dr. Richard Schwartz, applies family therapy methods to the individual's system of sub-personalities. These "parts" assume conflicting and dysfunctional symptomatic roles from trauma and difficult life experiences. Research at Harvard's Brigham and Women's Hospital demonstrated IFS reduced depression and improved physical outcomes for Rheumatoid Arthritis patients. Clinical reports indicate IFS is effective for PTSD, depression, eating disorders, and addictions. Through lecture, experiential exercises and demonstration, participants will be able to describe the main aspects of IFS therapy and its use in clinical work.

### **Online - Available Summer 2016**

CE1370W \$175

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **NEW! Bullying/Cyber-Bullying: How to Recognize the Warning Signs & Intervene**

*Elaine Brady, PhD, MFT*  
Credit Hours: 6 (APA, CAMFT, RN)

At least 40% of school-age children experience bullying at some point during their time in school. In the online environment, harassment can continue 24/7 and may be witnessed by hundreds, sometimes thousands, of other children. Many victims do not tell anyone they are being bullied, and the problem can escalate to dangerous levels before it is brought to the attention of adults who can intervene. In this intermediate online course, learn how to identify and effectively intervene in cases of bullying and cyber-bullying. Explore the stages of trauma reaction that victims progress through, as well as appropriate clinical interventions for each stage. Techniques for parental engagement in treatment will also be presented, along with useful resource information.

### **Online - Available Summer 2016**

CE1315W \$159

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **NEW! Internet Dangers Children, Tweens & Teens Fall Prey To**

*Elaine Brady, PhD, MFT*  
Credit Hours: 6 (APA, CAMFT, RN)

Children, tweens and teens (age 8-18) make up the largest population online, spending an average of ten hours a day engaged in multi-media activities. This intense immersion, paired with a corresponding reduction in direct social interactions, is having a profound impact on their social, psychological and behavioral development. In this online course, participants will explore the psychoactive properties of the Internet, common traps that teens and tweens fall prey to when surfing the net (such as "Stranger-Danger," bullying, sexting, cybersex, pornography, gaming and gambling), and how to use Reality Therapy and cognitive behavioral treatment strategies to identify areas of concern and effectively intervene. Referrals and resource information will be provided.

### **Online - Available Summer 2016**

CE1373W \$159

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **NEW! Internet Addiction: Common Seductions Adults Face**

*Elaine Brady, PhD, MFT*  
Credit Hours: 6 (APA, CAMFT, RN)

Over 70 percent of Americans are now online, spending an average of eight hours a week in online recreational activities. Ten percent of these "Users" become addicted to some form of Internet activity, spending as much as 38 hours per week online in recreational activities and suffering significant life consequences as a result (e.g. physical and mental health issues, divorce, legal repercussions, etc.). In this online course, explore the three most prevalent forms of internet addiction that adults fall prey to (gaming, gambling and cybersex) and their impact on individuals, couples, and the family. Assessment and treatment interventions including Reality Therapy and Cognitive Behavioral Therapy will be introduced. Referrals and resource information will be provided.

### **Online - Available Summer 2016**

CE1314W \$159

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **Collaborative Couple Therapy: Turning Fights into Intimate Conversation**

*Dan Wile, PhD*  
Credit Hours: 6 (APA, CAMFT, RN)

Collaborative couple therapy enables therapists to begin to understand the heart of fighting and withdrawal that can occur from "loss of voice," i.e. when partners are unable to express their inner longings and fears. Learn how to help each partner give expression to his/her experience in a collaborative exchange, and explore how this intimate conversation transforms the relationship into a curative force and resolves the current impasse as well as family-of-origin problems and long-nursed grudges. Through didactic presentation, role play, analysis of couple interaction and experiential exercises, learn how to help couples move out of their spiral of alienation into a cycle of connection.

### **March 25, 2016**

Friday, 9 a.m. - 4 p.m.

CEB1016 \$159

Berkeley campus, Room 215





# Special Topics



## Special Topics *Continued*

### **NEW! Integrating Art & Equine Facilitated Psychotherapy**

*Martha C. McNeil, LMFT, TRI, CEIP-MH*  
*Credit Hours: 10 (CAMFT, RN)*

Equine Facilitated Psychotherapy and Expressive Arts is an experiential course designed to give students experience and understanding of how equine facilitated psychotherapy (EFP) and expressive arts can be blended in a therapeutic experience. Students will have the opportunity to participate in hands-on EFP activities and expressive arts activities that can be useful with various client populations.

#### **April 16-17, 2016**

*Saturday, 9 a.m. - 5 p.m.*

*Sunday, 9 a.m. - 12 p.m.*

*CEJ1140 \$215*

*Off-campus, WoodMyst Farms, Gilroy CA*

### **NEW! Introduction to Esoteric Healing: The Science of Healing Through the Energy Field Utilizing Spiritual Healing Principles**

*Bonnie Dysinger, M.Msc, CPEH, CHHP, C.Ht, RMT*

*Credit Hours: 28 (CAMFT, RN)*

Class includes an introduction to the chakras, their association with the endocrine glands and various body organs and systems, and psychological contributions. Students will learn how to align and attune with the soul, ways to sense energy, assess and balance the physical/etheric, emotional, mental, and spiritual energy fields. Class includes some basic anatomy, an introduction to meditation, deeper understanding of the cause of dis-ease, and the evolvment of soul consciousness. This hands-off technique may be done in-person or absentee. 26 CEs are available for massage therapists through NCBTMB.

#### **April 21-24, 2016**

*Thursday, 9 a.m. - 5 p.m.*

*Friday, 9 a.m. - 5 p.m.*

*Saturday, 9 a.m. - 5 p.m.*

*Sunday, 9 a.m. - 5 p.m.*

*CEB2013 \$525*

*Berkeley campus, Room 224*

### **NEW! The Psychology of Immigration**

*Stephanie LaCount, MS, LMFT*  
*Credit Hours: 6 (APA, CAMFT, RN)*

In this introductory course participants will learn to help clients through the difficult process of adaption to a new unfamiliar host culture. This involves counseling clients around unresolved grief over the loss of home culture; and offering them practical tools needed to navigate a healthy adjustment to living in the new culture. Intercultural awareness training and counseling has been shown to reduce the effects of culture shock syndrome, which often manifests as a mood or anxiety disorder in the client. Through a blend of lecture and experiential experiences, participants will explore the internal dynamics of culture shock. They will learn effective cognitive behavioral and interpersonal strategies to help foreign national clients and their families adjust to life in a new culture.

#### **April 22, 2016**

*Friday, 9 a.m. - 4 p.m.*

*CE1351 \$159*

*Pleasant Hill campus, Room S224*

### **NEW! Empowering Clients with Chronic Illness & Disability: Best Practices**

*Rhoda Olkin, PhD; Pearl Werfel, PhD*

*Credit Hours: 7 (APA, CAMFT, RN)*

Clinicians are a critical part of any healthcare team. This workshop focuses on empowering clients with CID to self-manage and advocate. The workshop includes an overview of models of disability and how these affect clients' views of themselves and their symptoms. Participants will learn about the developmental and psychosocial challenges that people with CID face, wellness plans, and working with medical professionals. The main focus will be on culturally competent and disability-affirmative therapy, psychological and mind/body interventions for symptom, pain, anxiety and stress management, with the goal of increasing resiliency and strengthening resources to enable clients to more fully participate in family, community and work life.

#### **May 7, 2016**

*Saturday, 9 a.m. - 5 p.m.*

*CE1352 \$175*

*Pleasant Hill campus, Room S104*

### **Emotionally Focused Couple Therapy (EFT): Helping Couples Form a Secure Attachment Bond**

*Rhea Loudon, MFT*

*Credit Hours: 6 (APA, CAMFT, RN)*

EFT is an effective, empirically validated model of couple therapy grounded in attachment theory. By conceptualizing relationships as emotional bonds, and harnessing the power of each partner's emotions, the therapist helps couples attend to the basic attachment needs that underlie distressing and distancing cycles of interaction. Participants will be able to describe the EFT perspective and the basic components of an EFT therapy. They will also observe how to guide partners to access their primary emotion, and then use these more vulnerable emotions to create new interactions between couples. Using lecture, case material, and film of actual session and role plays, this course will demonstrate the EFT approach to fostering intimate relationships characterized by accessibility, responsiveness and emotional engagement.

#### **May 14, 2016**

*Saturday, 9 a.m. - 4 p.m.*

*CE1143 \$159*

*Pleasant Hill campus, Room S224*

### **Helping Clients Get the Change They Want: Co-Constructing Goal Building Conversations**

*Ethan Schwartz, PhD*

*Credit Hours: 3 (APA, CAMFT, RN)*

Learn how to guide treatment to be more effective, especially in time-sensitive formats, through the use of goal building conversations. Through lecture, demonstration and experiential exercises learn tools that tap into clients' agency and strengths to mobilize change quickly. Research on therapeutic efficacy and positive outcomes, tools from collaborative approaches like solution-focused therapy and motivational interviewing, and

# Special Topics

## Special Topics *Continued*

clinical applications of positive psychology and self-efficacy theory will be introduced to demonstrate how to host conversations that outline well-formed goals and promote progress from the first session.

### **June 17, 2016**

Friday, 9 a.m. - 12 p.m.

CEB1074 \$75

Berkeley campus, Room 216

### **Energy Psychology: Mind/Body Techniques for Emotional Management**

Carol Odsess, PhD

Credit Hours: 6 (CAMFT, RN)

Energy Psychology techniques address the body, mind, and emotions simultaneously, thereby rapidly decreasing emotional activation and reducing stress, fear, and anxiety, while increasing feelings of resilience, confidence and peace. Become familiar with the most popular form of Energy Psychology, Emotional Freedom Techniques. Leave the class with practical tools to begin to use in your practice with clients as well as techniques you can teach to clients for home use.

"The procedures used in energy psychology can bring about remarkably rapid changes in the way people feel and move through the world."

—Bessel van der Kolk, MD, Professor of Psychiatry, Boston University Medical School

### **July 9, 2016**

Saturday, 9 a.m. - 4 p.m.

CEB1018 \$159

Berkeley campus, Room 216

### **Motivational Interviewing Part I: An Introduction**

Josh Kirsch, LCSW

Credit Hours: 7 (APA, CAMFT, RN)

Gain an introduction to Motivational Interviewing (MI), a client-centered, guiding technique for helping clients resolve ambivalence and make behavioral changes. MI has been effectively used with alcohol and other drug problems, as well as a variety of other behavioral domains, including treatment adherence, diet, and exercise. Observe and practice basic MI skills, and review the literature on the efficacy of MI,

along with evidence of its use across a variety of different populations. This course is open to newcomers and those with some background in MI.

### **July 15, 2016**

Friday, 9 a.m. - 5 p.m.

CEB1072 \$175

Berkeley campus, Room 216

### **NEW! Radical Compassion: Introduction to Internal Family Systems Therapy (IFS)**

Linda Padgett, PhD, LMFT

Credit Hours: 6 (APA, CAMFT, RN)

In this introductory course, participants will learn: 1) to apply the IFS framework of "Self" and "parts," 2) to facilitate six fundamental steps of the IFS protocol, and 3) to describe underlying neurobiological mechanisms in language helpful for clients. This highly respectful, empirically validated, comprehensive model of psychotherapy offers a clear, non-pathologizing, and empowering method of understanding human problems. Synthesizing multiplicity of mind with systems theory, IFS provides an innovative and enriching philosophy of practice that invites both therapist and client into a transformational, compassionate relationship in which healing can occur.

### **July 30, 2016**

Saturday, 10 a.m. - 5 p.m.

CE1353 \$159

Pleasant Hill campus, Room S224

### **NEW! Integration – Esoteric Healing, Part II: The Science of Healing Through the Energy Field Utilizing Spiritual Healing Principles**

Bonnie Dysinger, M.Msc, CPEH, CHHP, C.Ht, RMT

Credit Hours: 28 (CAMFT, RN)

Class includes deepening of the work and assessment of the chakras and related systems. There is review of the triangles taught in Part 1. Additional basic anatomy is taught with additional triangles allowing for students to balance more areas of the physical/etheric, emotional, mental, and spiritual bodies. Class includes talks on the Constitution of the

Human Being, the Kundalini, the Importance of Meditation, Spiritual Initiations, the Rays, the Breath, and Basic Metaphysical Principles of Esoteric Healing. 26 CEs are available for massage therapists through NCBTMB.

### **August 11-14, 2016**

Thursday, 9 a.m. - 5 p.m.

Friday, 9 a.m. - 5 p.m.

Saturday, 9 a.m. - 5 p.m.

Sunday, 9 a.m. - 5 p.m.

CEB2018 \$525

Berkeley campus, Room 215

### **Motivational Interviewing Part II: Increasing Skillfulness**

Josh Kirsch, LCSW

Credit Hours: 7 (APA, CAMFT, RN)

Building on the skills taught in Part I, this intermediate course focuses on counseling techniques unique to Motivational Interviewing. Participants will learn how to handle resistance, elicit change talk, and integrate MI with other techniques. The theoretical underpinnings of MI will be discussed, including research on the efficacy of this technique, ethical issues, and ways of increasing proficiency. Participants will practice MI skills and receive feedback.

**Prerequisite Required:** *Motivational Interviewing Part I: An Introduction OR instructor permission by emailing conted@jfk.edu detailing your related experience.*

### **August 12, 2016**

Friday, 9 a.m. - 5 p.m.

CEB1073 \$175

Berkeley campus, Room 216

### **Strength-Based Therapy: Incorporating Client Strengths into Clinical Practice**

Ethan Schwartz, PhD

Credit Hours: 3 (APA, CAMFT, RN)

Historically, psychotherapy has focused on pathology and deficits, but a focus on client strengths and resiliencies can enhance client motivation, faith in the therapy process, as well as goal attainment and hope. Through lecture, demonstration and experiential exercises, participants will be introduced to interventions



# Special Topics



## Special Topics *Continued*

and approaches that tap into clients' agency and strengths in order to mobilize positive change. This course will utilize positive psychology research on life satisfaction and well-being; tools from the collaborative approaches of solution-focused therapy, motivational interviewing, and narrative therapy; and clinical applications of self-efficacy theory.

### **September 9, 2016**

Friday, 9 a.m. - 12 p.m.

CEB1099 \$75

Berkeley campus, Room 216

## **Narratives to Resolve Trauma**

Joan Lovett, MD, FAAP

Credit Hours: 7 (APA, CAMFT, RN)

In this introductory course, participants will learn to develop a coherent healing narrative to facilitate resolution of trauma and to enhance attachment potential. A healing narrative is a tool to evaluate trauma resolution and to address a child or adult's post-traumatic confusion and distorted beliefs by providing objective information, a developmentally appropriate explanation, and a positive resolution. Through lecture, videos and case studies, participants will explore the important elements of writing a therapeutic narrative and will have an opportunity to write a therapeutic narrative for one of their clients.

### **September 17, 2016**

Saturday, 9 a.m. - 5 p.m.

CEB1098 \$175

Berkeley campus, Room 216

## **Personality Disorders: Continuum-Based Conceptualization & Effective Treatment**

Meg Patterson, MFT

Credit Hours: 8 (APA, CAMFT, RN)

In this psychodynamic exploration of personality disorders, participants will examine the diagnosis and treatment of patients whose psyches as very young children were profoundly wounded in relationship with one another. Pulling from psychodynamic theories, neurobiological research and empirical data, participants will learn to conceptualize and differentiate the intrapsychic structure, defensive presentation

and clinical manifestations of borderline and narcissistic disturbances. Treatment issues explored include setting the frame, formulating therapeutic goals, identifying and utilizing typical countertransference reactions and making effective clinical interventions. Acknowledging the deficiencies of the DSM-5 in assisting with accurate diagnosis, participants will explore other conceptual models and resources that can help assess, conceptualize and treat patients within a diagnostic continuum.

### **Online - Enroll Anytime**

CE1333W \$200

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## **MARK YOUR CALENDAR**

### **Integrated Care: Closing the Access Gap for Transitional-Age Youth**

A one-day conference on best practices to address the mental health needs of transitional-age youth. Co-sponsored by the U.S. Health Resources and Services Administration (HRSA).

### **May 21, 2016**

Pleasant Hill campus

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

# MCLE

## NEW! Everything You Need to Know to Feel Go(o)d as a Member of the Judicial System

Kim Clark, JD

Credit Hours: 4

### We are pleased to offer four one-hour online sessions of MCLE credit:

- Recognition and Elimination of Bias in the Legal Profession (1-hour)
- Legal Ethics (1-hour)
- Competence Issues (formerly known as Prevention, Detection and Treatment of Substance Abuse or Mental Illness) (1-hour)
- General (1-hour)

With a focus on social ethics that addresses race, racism, privilege, the role of the judicial system in sustaining cultural norms and how this impacts the challenges facing legal professionals, these courses will explore the moral, ethical and philosophical implications of legal practice. Some contemporary legal scholars argue that there is no more challenging time to engage in concerted moral reflection, conversation, and action than the postmodern period. Just as lawyers are obligated to have the necessary competency to assess the security of technology, to seek the knowledge, or consult with someone who possess the necessary knowledge (Rule 3-110 (C); Cal. State Bar Formal Opn. No. 2010-179.), they are expected to do so with the highest professional standards. In these courses, participants will examine and explore holistically the practice of law from the point of view of the lawyer. The judicial system in America will be examined using four lenses: 1) "California Rules of Professional Conduct" Rule 3-110 (B)(C) Failing to Act Competently; 2) Critical Race Theory; 3) Competence Issues (formerly known as Prevention, Detection, and Treatment of Substance Abuse or Mental Illness); and 4) Practice (Praxis). Through critical analysis of the profession, participants will identify popular beliefs about race, racial identity, privilege and the rule of law in American culture. Participants will also analyze their attitude towards the profession, their clients, and themselves as they discover tensions and conflicts in the practice of law, and discover how we can increase well-being both physically and mentally. These courses will be taught at the introductory level.

#### Course One:

##### ***"California Rules of Professional Conduct" Rule 3-110 Failing to Act Competently"***

In "California Rules of Professional Conduct" Failing to Act Competently, we will consider Rule 3-110. Competence might include awareness and sensitivity to cultural differences, accepting differences, and skills for making others comfortable to express differences. Current issues about legal cultural competency and the provision of competent counsel will be addressed.

#### Course Two:

##### ***Critical Race Theory – Introduction to the Genre, Intellectual Influences and Emerging Issues***

This online course will introduce participants to the legal Critical Race Theory (CRT)

movement of legal scholarship that emerged from the social movements of the 1960's.

Participants will learn the relevance and significance of CRT's legal efforts to understand racism's ideological component and its spiritual nature in an attempt to eliminate racial bias.

#### Course Three:

##### ***Competence Issues (formerly known as Prevention, Detection and Treatment of Substance Abuse or Mental Illness)***

In this online course, participants will be introduced to the idea of utilizing a holistic approach to identify and assist lawyers with substance abuse or mental illness disorders. Additionally, participants will learn how to prevent substance abuse or mental health disorders by utilizing the Substance Abuse

and Mental Health Service Administration Wellness Initiative.

#### Course Four:

##### ***Practice, Praxis and Connecting with Feelings of Well-Being***

This online course is designed to explore how the practice of law can offer ways of meaningful engagement with the world while providing a sense of fulfillment in life. This online course considers aspects of the law that bring suffering and disease and explores how to reframe these experiences to bring joy and happiness.

#### **Online - Available Summer 2016**

CE1369W \$100

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)



# Workshop Series



Our Workshop Series bring together related courses for in-depth exploration of the subject matter.

## Buddhist Psychology

This five-course series incorporates research from Western science and psychological insights from Theravadin (Vipassana), Zen and Tibetan (Vajrayana) traditions of the East. Participants will gain a clinical understanding of foundational Buddhist theory, including the Buddhist notion of suffering and the role that happiness and equanimity play in psychological health, the cultivation of powerfully beneficial states of mind and body, effective meditative practices and mindfulness techniques that can be employed in clinical work, and the most current neurological research as it applies to both Buddhist meditation and psychotherapy.

### NEW! Buddha's Brain

*Fabrice Nye, PhD*

*Credit Hours: 10 (CAMFT, RN)*

The brain is the organ in the body that has the greatest effect on who we are. What if we had the brain of the Buddha? The good news is that the historical Buddha, just like any other great teachers, was born with a brain built essentially like anyone else's. It is possible to learn practical ways to use the power of self-directed neuroplasticity to rewire the brain, and thus enhance courage and compassion, gain greater emotional balance in difficult times, promote healthier relationships, and achieve greater peace of mind. Neuroscientific findings on the effects of meditation on the mind and body confirm health benefits from aiding depression, improving heart health to providing relief for PTSD symptoms and stress reduction. Based on Rick Hanson's "*Buddha's Brain: The Practical Neuroscience of Happiness, Love, and Wisdom*" and embodied meditation techniques, this seminar will combine modern science with ancient teachings, to show how we can shape your own brain for greater happiness, and strengthen and direct it in the most helpful ways.

**April 29-30, 2016**

*Friday, 6-9 p.m.*

*Saturday, 9 a.m. - 5 p.m.*

*CEJ1141 \$215*

*San Jose campus, Room 205/207*

## The Practical Side of Counseling

These CE workshops will equip you with the knowledge and techniques needed to enhance your business acumen and help you successfully navigate the practical side of counseling.

### The New DSM-5: Changes You Need to Know for Your Practice

*Rhoda Olkin, PhD*

*Credit Hours: 4 (APA, CAMFT, RN)*

This advanced course introduces the changes in the DSM-5 – both the conceptual and clinical implications. Participants will learn about the World Health Organization's International Classification of Diseases (ICD), which is being required on federal documents (VA Medical Centers, Medicare, etc.) and is likely to be required by insurance companies and other agencies. The ICD section on mental disorders and DSM-5 overlap, but they also have some important differences. Gain an understanding of the structure and use of the ICD codes in conjunction with the DSM-5.

**Online - Enroll Anytime**

*CE1316W \$100*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

# Workshop Series

## EMDR Training

Eye Movement Desensitization and Reprocessing (EMDR) is a powerful approach to treat PTSD, phobias, anxiety disorders and other conditions arising from traumatic life events. Part I and II trainings include lectures, experiential exercises, videos, and live demonstrations that, in combination with 10 hours of approved consultation, meet the new EMDR Basic Training requirements approved by the EMDR International Association (EMDRIA). For more details about our EMDR training, please see our EMDR Training Workshop Series webpage at [www.jfku.edu/ce](http://www.jfku.edu/ce).

EMDR Basic Training may also be applied to the Treatment Strategies for Returning Troops Certificate Program.

### EMDR: Theory & Techniques of Eye Movement Desensitization & Reprocessing – Part I

*Phil Manfield, PhD*

*Credit Hours: 20 (APA, CAMFT, RN)*

Through lecture, experiential exercises, video and live demonstration, learn the theoretical basis for EMDR, the criteria for its use, and the basic protocol and procedures to implement it in an integrated psychotherapy approach. Have the opportunity to practice basic EMDR procedure in a supervised setting.

#### Course Requirements:

- As practicing the EMDR procedure will involve working on personal issues, individuals in the therapy themselves need to obtain their therapist's approval before taking the course.
- Participants must be licensed mental health practitioners or supervised interns.
- Those under supervision must have their supervisor email [conted@jfku.edu](mailto:conted@jfku.edu) stating eligibility or registration will be denied.
- Consultation times are arranged at Part I of the training and fees are paid directly to the consultant (\$35 or less per hour of consultation).

**Recommended Text:** *Eye Movement Desensitization & Reprocessing: Basic Principles, Protocols & Procedures*, by Francine Shapiro

### March 11-13, 2016

*Friday, 6-9:30 p.m.*

*Saturday & Sunday 9 a.m. - 6:15 p.m.*

*CEB1008 \$470*

*Berkeley campus, Room 216*

### June 9-11, 2016

*Thursday, 6-9:30 p.m.*

*Friday & Saturday, 9 a.m. - 6:15 p.m.*

*CE1077 \$470*

*Pleasant Hill campus, Room S209*

### EMDR: Theory & Techniques of Eye Movement Desensitization & Reprocessing – Part II

*Phil Manfield, PhD*

*Credit Hours: 20 (APA, CAMFT, RN)*

Learn to effectively use EMDR with a wider range of clients in this course, which expands on the material presented in EMDR – Part I and offers additional technique refinements. This course, together with 10 hours of consultation, completes the basic EMDR training. Covered topics will include: using EMDR with difficult cases, inner resource development and utilization, advanced uses of cognitive interweave, refinements in identifying source events and a wider variety of applications of EMDR.

**Prerequisite Required:** *EMDR: Theory & Techniques of Eye Movement Desensitization & Reprocessing – Part I*

### May 13-15, 2016

*Friday, 6-9:30 p.m.*

*Saturday & Sunday 9 a.m. - 6:15 p.m.*

*CEB1009 \$470*

*Berkeley campus, Room 216*

### July 21-23, 2016

*Thursday, 6-9:30 p.m.*

*Friday & Saturday, 9 a.m. - 6:15 p.m.*

*CE1078 \$470*

*Pleasant Hill campus, Room S209*

### NEW! EMDR Resourcing with Children

*Joan Lovett, MD, FAAP*

*Credit Hours: 3.5 (APA pending, CAMFT, RN)*

In this introductory course, participants will learn the basics of "installing resources" with children. Resource installation is important for preparing a child for EMDR processing, for strengthening positive emotions and for increasing resiliency. Participants will listen to brief lectures and will gain experience and expertise in doing EMDR resourcing by observing demonstrations and videos and by participating in practica.

**Prerequisites Required:** *EMDR: Theory & Techniques of Eye Movement Desensitization & Reprocessing – Part I*

### August 13, 2016

*Saturday, 9 a.m. - 12:30 p.m.*

*CEB2019 \$91*

*Berkeley campus, Room 216*



# Workshop Series



## EMDR TRAINING *Continued*

### EMDR with Children & Adolescents

Joan Lovett, MD, FAAP  
Credit Hours: 4.5 (APA, CAMFT, RN)

Children in treatment present special challenges. Their physiological capabilities for processing traumas are different from adults; their treatment involves the cooperation of parental figures in their lives, and their social/emotional stage of development must be taken into consideration during resolution of problems. Learn how to use EMDR to work with children and teens who present with a history of trauma and behavioral problems. Lecture, case presentations, videos and case consultation will be included.

**Prerequisites Required:** *EMDR Resourcing with Children*

#### August 20, 2016

Saturday, 9 a.m. - 2:30 p.m.  
CEB1010 \$117  
Berkeley campus, Room 216

### Bridge Course

Practitioners who took an approved EMDR – Part I course before July 2007 who wish to take Part II must take a 4-hour EMDR Bridge Course. For additional information or to register, please contact the instructor directly through his website at [www.philipmanfield.com](http://www.philipmanfield.com). Please note: This bridge course is offered by Philip Manfield and is not an official JFK University CE course.

### EMDR Video Library

Phil Manfield, PhD  
(NO CREDIT)

Enhance your EMDR skills with access to a collection of more than twenty videos of complete clinical EMDR sessions conducted by Dr. Philip Manfield. The collection provides valuable illustrations and clinical models for mental health practitioners learning EMDR or experienced EMDR therapists wanting to refine their skills. Sessions illustrate some of the subtler aspects of EMDR, as well as EMDR trauma processing and the use of "dyadic resourcing" to facilitate trauma processing with more difficult clients.

**Prerequisite Required:** *Must be a licensed mental health practitioner or intern. License # must be included at the time of registration and will be verified. If unlicensed, access will be denied. This is also a NON-REFUNDABLE offering.*

#### Online - Enroll Anytime

CE1295W \$50 for 90 days of unlimited usage  
Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Interested in Teaching a CE Course?

We are constantly seeking to improve the breadth and quality of our offerings. If you possess extensive adult teaching or training experience and are interested in joining our select group of faculty, please email [conted@jfku.edu](mailto:conted@jfku.edu) to request a proposal submission form. Proposals for consideration in our Fall catalog must be submitted by March 1st of each year. Proposals for consideration in our Spring/Summer catalog must be submitted by August 1st of each year. New course proposals are submitted to the advisory committee for review and approval. For specific proposal or content questions, please contact Helena Simon Marsala, Program Development Specialist at [hmarsala@jfku.edu](mailto:hmarsala@jfku.edu).

# Workshop Series

## Mindfulness-Based Therapies

Mindfulness can be described as a “non-judgmental awareness of sensory and thought experience that can create a deeper sense of understanding and freedom to choose.” Research has increasingly shown it to be an effective tool for changing negative behaviors, managing difficult emotions and reducing suffering. This series introduces evidence-based approaches that incorporate Mindfulness, including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT).

### **NEW! Wrestling with a Goopy Monster: A Mindfulness-Based Treatment for OCD & Chronic Worry in Children**

*Koke Saavedra, PsyD*  
Credit Hours: 7 (APA, CAMFT, RN)

This course is a hands-on introduction to a new mindfulness-based treatment of obsessions and chronic worries in children. The treatment is a creative extension of the flexible non-stigmatizing and effective mindfulness applications, especially ACT and MBSR, revolutionizing mental health over the last two decades. Participants will learn art-based mindfulness interventions as well as valuable action-focused interventions to help children, gently and in a non-stigmatizing way, disentangle themselves from the sticky, conditioned thoughts and images that scare them and derail their lives. Building on MBSR and emotional intelligence, a relapse-preventing parenting component is included to promote mindfulness at home. A simple process-based model of mindfulness will be used to assess, formulate and help guide participants' interventions with each unique child and family. While helpful, familiarity with mindfulness is not expected or needed.

**March 19, 2016**  
Saturday, 9 a.m. - 5 p.m.  
CEB2010 \$175  
Berkeley campus, Room 214

### **Dialectical Behavioral Therapy (DBT): An Introduction**

*Mark Rosenthal, LCSW*  
Credit Hours: 6 (APA, CAMFT, RN)

Gain an overview of Dialectical Behavior Therapy (DBT), including its four skills modules (Mindfulness, Distress Tolerance, Emotion Regulation and Interpersonal Effectiveness) and its application to the everyday clinical practice of psychotherapy, with particular focus on Borderline Personality Disorder. The etiology of Borderline Personality Disorder along with coping strategies developed and reinforced throughout one's lifetime will be discussed in the context of understanding the specific treatment approaches used in DBT.

**April 8, 2016**  
Friday, 10 a.m. - 5 p.m.  
CE1173 \$159  
Pleasant Hill campus, Room S224

### **DBT Level II: The Four Skills Modules**

*Mark Rosenthal, LCSW*  
Credit Hours: 6 (APA, CAMFT, RN)

In this intermediate didactic course, learn how to use the four skills modules of DBT with your clients. Review the DBT model of structuring treatment and become familiar with commitment and validation strategies that strengthen the therapeutic alliance, keep patients in therapy and increase the likelihood for behavioral change.

**Prerequisite Required:** *DBT: An Introduction OR familiarity with DBT principles and protocols.*

### **May 13, 2016**

Friday, 10 a.m. - 5 p.m.  
CE1204 \$159  
Pleasant Hill campus, Room S224

### **Acceptance & Commitment Therapy (ACT): Using Mindfulness & Values to Create Positive Life Change**

*Robyn Walser, PhD*  
Credit Hours: 12 (APA, CAMFT, RN)

ACT is among several new models of behavioral treatment that emphasize acceptance of internal experience while maintaining a focus on positive behavior change related to personal values. ACT is also an evidenced-based intervention that has been shown to be effective in the treatment of a number of disorders including depression, anxiety, substance use and chronic pain. Since ACT is principle-based, it is transdiagnostic in nature. Through a blend of lecture and experiential exercises, explore the theoretical rationale of ACT and learn how to flexibly implement its six core components in psychotherapy.

**May 20-21, 2016**  
Friday, 9 a.m. - 4 p.m.  
Saturday, 9 a.m. - 4 p.m.  
CEB1048 \$264  
Berkeley campus, Room 216





# Workshop Series



## Mindfulness-Based Therapies *Continued*

### Mindfulness-Based Therapies for Anxiety & Stress

*Robin Kirk, MFT*

*Credit Hours: 6 (APA, CAMFT, RN)*

Learn how to treat stress and anxiety-related disorders using new therapies. An overview of the research will be discussed, along with the principles behind specific therapies such as Acceptance and Commitment Therapy (ACT), Mindfulness-Based Relapse Prevention (MBRP) and Mindfulness-Based Stress Reduction (MBSR). Through lecture, discussion, practice and experiential exercises, learn how to use these mindfulness-based interventions in clinical practice.

#### **June 25, 2016**

*Saturday, 9 a.m. - 4 p.m.*

*CEB1049 \$159*

*Berkeley campus, Room 216*

### Contemporary Behavioral Principles for Clinicians

*Koke Saavedra, PsyD*

*Credit Hours: 5 (APA, CAMFT, RN)*

This course offers a practical introduction to the use of contemporary behavioral principles for assessing, formulating and intervening using mindfulness-based and action-focused therapies, such as ACT, DBT, MBSR, MBCT, CBT or Behavioral Activation Therapy. Classical and operant conditioning principles will be presented in a user-friendly manner to guide intervention. Mindfulness will be clearly understood (and practiced) in terms of contemporary operant processes. Cases and extensive experiential exercises will be used to see and grasp the behavioral principles in action. Practical, effective clinical use of the principles to supercharge your therapy work will be the focus of this workshop.

#### **July 16, 2016**

*Saturday, 9 a.m. - 2 p.m.*

*CEB1087 \$135*

*Berkeley campus, Room 216*

### Compassion-Focused Therapy for Shyness & Social Anxiety Disorder

*Lynne Henderson, PhD*

*Credit Hours: 7 (APA, CAMFT, RN)*

Gain an understanding of the basic ideas and interventions used in Paul Gilbert's Compassion Focused Therapy (CFT) as integrated into Dr. Henderson's cognitive behavioral treatment for shyness and social anxiety disorder protocol called Social Fitness Training. CFT teaches clients ways to cultivate self-compassion and to mindfully develop healthier relationships with difficult emotions. Through experiential exercises, role-plays and didactic instruction, explore the roots of compassion in an evolutionary theory of attachment and emotion regulation, and learn how developing the compassionate mind can help individuals experience positive, affiliative emotions, face painful feelings and establish a secure base.

#### **September 24, 2016**

*Saturday, 9 a.m. - 5 p.m.*

*CEB1075 \$175*

*Berkeley campus, Room 216*

# Discount Available!

Enroll in any three onsite courses at one time, and receive 10 percent off the total price!

# Workshop Series

## Queer Consciousness

This workshop series looks at the unique issues of the LGBTQ communities.

### **NEW! Trans & Genderqueer Clinical Issues: Evaluation & Treatment**

*Erica Anderson, PhD*

*Credit Hours: 10 (CAMFT, RN)*

This course is an introduction to work with trans and queer clients. It will introduce the differentiation among the terms sex (assigned at birth), sexual orientation, gender identity and gender expression. Situating the discussion historically and culturally, participants will review the significant evolution of sexuality and its expression over the last half of the 20th Century and first two decades of the 21st Century. The serious impact of transphobia, discrimination, marginalization and victimization will be reviewed, along with suggested practices in work with trans/queer clients who have been subjected to such experiences. Cisgenderism (bias of cis gendered individuals toward those who are trans/queer) abounds. Transphobia is prevalent and often goes unrecognized even by those who may be trans themselves. Heteronormativity and gender/sexuality outlaws will be addressed. Participants will also review the state of affairs with science and professional practice and offer the Gender Affirmative Model in practice with young children, adolescents and adults.

#### **June 3-4, 2016**

*Friday, 6-9 p.m.*

*Saturday, 9 a.m. - 5 p.m.*

*CEJ1142 \$215*

*San Jose campus, Room 205/207*

### **Advanced Clinical Work with Transgender Clients**

*Lisette Lahana, LCSW*

*Credit Hours: 6 (APA, CAMFT, RN)*

This intermediate course provides a deeper exploration of complex clinical issues for those who are already working with transgender clients. Explore the impact of making a gender transition, with an emphasis on how significant relationships are affected, including that of the therapist; the impact of hormones and the changing relationship to one's body and sexuality; as well as the relationship between sexual orientation and gender identity. This course combines didactic lecture, clinical case examples and group discussion.

**Please Note:** This class includes a working lunch. Students should bring a bag lunch. A film will be shown during the lunch hour.

#### **August 6, 2016**

*Saturday, 10 a.m. - 4 p.m.*

*CEB1071 \$159*

*Berkeley campus, Room 215*



# Workshop Series



## Somatic Psychotherapy

From a somatic perspective, the body is considered and addressed in therapy along with the psyche because changes do not just happen on a psychological level, but must also be somatically experienced and anchored. This series offers an understanding of the way the mind and body impact each other and introduces ways to work somatically in clinical practice.

### **NEW! Introduction to Focusing: A Somatic Approach to Psychotherapy**

*Laury Rappaport, PhD, MFT, REAT, ATR-BC  
John Amodeo, PhD, MFT  
Credit Hours: 6 (APA, CAMFT, RN)*

Focusing, developed by Eugene Gendlin, is an evidence-based somatic approach to psychotherapy based on research investigating what leads to success in psychotherapy. This training workshop provides an introduction to the main concepts of Focusing, its history, and application to psychotherapy. Experiential exercises and practice sessions will be integrated to teach the fundamental Focusing skills that can be integrated into any psychotherapeutic orientation: Focusing Attitude, felt sense, symbolizing a felt sense, empathic listening, and brief interventions to integrate Focusing within the moment-to-moment unfolding of a psychotherapy session. Clinical applications to individuals, couples and groups will be discussed.

#### **March 5, 2016**

*Saturday, 10:30 a.m. - 5:30 p.m.  
CEB2009 \$159  
Berkeley campus, Room 216*

### **Somatic Imagery to Relieve Stress & Anxiety**

*Valerie Hinard, LMFT  
Credit Hours: 3 (APA, CAMFT, RN)*

Research shows that interactive styles of somatic imagery are effective tools for relieving stress and anxiety. By first establishing safety and building inner resources, the client is then guided to bring mindful attention to physical symptoms of anxiety and stress.

This interactive process reveals ways for the therapist to modulate the experience while also allowing the client to gain insight into the source of the anxiety and stress, allowing for healthy choice and change.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing conted@jfku.edu detailing your related experience.*

#### **March 12, 2016**

*Saturday, 2-5 p.m.  
CEB1065 \$75  
Berkeley campus, Room 209*

#### **September 10, 2016**

*Saturday, 10 a.m. - 1 p.m.  
CEB1065 \$75  
Berkeley campus, Room 216*

### **Somatic Expressive Arts & Soulcollage®: Interventions to Re-Image the Body & Self in Eating Disorder Recovery**

*Linda Shanti McCabe, MA, PsyD  
Credit Hours: 10 (CAMFT, RN)*

In this beginning class, participants will see both examples of client work and have their own experiential process in re-image-ing parts of their selves and their body. Expressive arts provide a way to access the feelings and parts of self that are often not addressed through talk therapy alone. We will look at somatic, humanistic and transpersonal theories and interventions with expressive arts as a way to supplement other modalities (such as CBT/DBT) in treating eating disorders. Participants will travel through the body with movement and art making, being curious about what they have to say, how they want to move, and what

their image wants to say. This will give them an experiential taste of finding wisdom and healing in their own bodies in order to hold that space for clients. Particular focus will be on the stomach, as this is the part of the self often most hated/dissociated from in ED recovery. The process of Soulcollage® will also be utilized, exploring externalizing parts of the self in order to allow parts of the self that have been silent to speak, be integrated and rejoin the larger multifaceted self.

**Please Note:** Participants are encouraged to wear clothing in which they will feel comfortable moving and making art. Instructor will provide art supplies and no previous art experience is necessary.

#### **April 1-2, 2016**

*Friday, 1-4:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CE1328 \$225 (includes \$10 materials fee)  
Pleasant Hill campus, Room N350*

### **NEW! Affect Regulation & Somatic Attachment**

*Karen Rachels, MFT  
Credit Hours: 7 (APA, CAMFT, RN)*

This course will offer students a basic grasp of nervous system regulation which has been well-documented as the basis to resolving trauma and to ensuring client safety in therapy and life. Didactic material based on the works of interpersonal neurobiologists will address infant brain development, right-brain/left-brain factors, the physiological basis of attachment security, and the crucial role of attending to somatic and limbic experience in clinical work. Students will identify the various attachment strategies, how these strategies manifest in the therapeutic dyad, and effective clinical

# Workshop Series

## **Somatic Psychotherapy** *Continued*

interventions. Videos and a demonstration illustrating somatic skills to track present-moment experience with attention to regulation and core beliefs underlying attachment are included. In addition, experiential exercises will provide students a visceral and personal experience of the material.

### **June 4, 2016**

*Saturday, 10 a.m. - 6 p.m.*

*CEB2017 \$175*

*Berkeley campus, Room 211*

### **NEW! Hakomi I**

*Julie Murphy, MA, LMFT*

*Credit Hours: 10 (CAMFT, RN)*

Somatic Psychotherapy now constitutes one of the state of the art approaches to psychological healing in western culture. Specifically, Hakomi Method is regarded as one of our central contemporary body-centered psychotherapies, with applications to individual, couple, family therapy, group and organizational work. Mindfulness, a cornerstone of the Hakomi Method, is one of the most powerful tools available in psychotherapy. Working experientially and mindfully adds significant depth, impact and aliveness for therapist and client alike. Through didactic presentation, experiential exercises, and demonstrations you will learn principles, techniques, assessment procedures, immediately applicable skills and practical interventions that use present time experience to explore and change core models of the world, to gently access deep, unconscious characterological organization, and to enhance clients' hidden resources.

### **July 29-30, 2016**

*Friday, 6-9 p.m.*

*Saturday, 9 a.m. - 5 p.m.*

*CEJ1143 \$215*

*San Jose campus, Room 205/207*

## **Applications of Clinical Hypnosis in Mind-Body Medicine**

*Darlene Viggiano, PhD, MFT*

*Credit Hours: 10 (APA, CAMFT, RN)*

Learn to define hypnosis, identify myths and misconceptions about hypnotic interventions, and describe hypnotic phenomena.

Assessments of hypnotizability and brain research both show that hypnosis is indeed an evidence-based, effective treatment modality. Methodology for identifying phases of hypnosis and levels of hypnotic ability will be provided, as well as theoretical frameworks from which these developed. Through interactive online learning, explore self-hypnosis skills, treatment planning strategies, knowledge of ethical issues in hypnosis and various applications of hypnosis in clinical settings.

### **Online - Enroll Anytime**

*CE1228W \$215*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*



# Certificate Programs



**Our certificate programs** are designed to offer in-depth learning opportunities in select clinical subject areas. These programs enable students to equip themselves with the practical skills and analytical tools necessary to achieve professional expertise.

New electives will be offered each catalog and different core courses are offered throughout the year. All Certificate Programs have a one-time, non-transferrable and non-refundable \$35 fee that must be paid by the 3rd course in a Program – allowing you three years to finish!

Upon completion of a Program, email [conted@jfku.edu](mailto:conted@jfku.edu) with your name and Program title. Please note, verification and posting may take up to 8 weeks.

**All certificate courses may be taken as part of the Certificate Program or as stand-alone CE courses.**

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## Autism Spectrum Disorder

A recently updated report by the Centers for Disease Control and Prevention (CDC) estimates that one in 68 children in the United States have an autism spectrum disorder. Although symptoms and severity can differ among individuals on the spectrum, each person affected by the disorder has impaired communication skills and difficulties initiating or sustaining social interactions. This unique certificate program, designed for mental health professionals, parents, special education providers and advocates, is the first to offer a full spectrum examination of autism spectrum disorder, along with tips for intervention from birth through adulthood. Participants will learn how to diagnose and establish treatment plans for children and adults on the autism spectrum, and will be introduced to new emerging treatment ideas and practical tips for the ongoing support and treatment of autistic adults.

### Certificate Requirements

- A minimum of 50 hours is required.
- This includes five core courses and at least three electives.
- \$35 Program fee (CE00AS)

### Core Courses

1. Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults
2. Assessment & Diagnosis of Autism Spectrum Disorder
3. Applied Behavioral Analysis & Other Established Treatments for Autism Spectrum Disorder
4. Managing the Treatment of Adults on the Autism Spectrum: What Happens After High School?
5. Effective Care for ASD: Redefining the Therapist's Role

# Certificate Programs

## Autism Spectrum Disorder *Continued*

### Core Course

#### **NEW! Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults**

Larissa D. Terry, PsyD, BCBA-D  
Credit Hours: 6 (APA, CAMFT, RN)

Autism Spectrum Disorder (ASD) is a neuro-developmental disorder that involves life-long deficits in social interaction, communication and behavior. In this introductory online course, you will become familiar with the history of ASD, DSM-5 diagnostic criteria, best practices for assessment and tools, and gain an overview of established treatments. This course provides an essential foundation for understanding further intermediate courses on assessment, diagnosis and treatments for ASD.

#### **Online - Available Summer 2016**

CE1227W \$159

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **NEW! Applied Behavioral Analysis & Other Established Treatments for Autism Spectrum Disorder**

Weihe Huang, PhD, RhD, BCBA-D  
Credit Hours: 7 (APA, CAMFT, RN)

Early intervention has been shown to increase the functionality and capacity of individuals diagnosed with Autism Spectrum Disorder. In this intermediate online course, become familiar with the scientifically supported treatments that have been established as the most effective for individuals with Autism Spectrum Disorder, with focus on Applied Behavior Analysis (ABA) based methodologies including structured (Discrete Trial Training) and naturalistic (Pivotal Response Training, Early Start Denver Model, etc.) teaching techniques. Learn how to help families identify, evaluate and access the best available treatments for their children.

**Prerequisite Required:** *Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults OR familiarity with Autism Spectrum Disorder.*

#### **Online - Available Summer 2016**

CE1365W \$175

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **NEW! Effective Care for ASD: Redefining the Therapist's Role**

Kathryn Stewart, PhD  
Credit Hours: 4 (APA, BBS, RN)

With the current prevalence of diagnoses along the autistic spectrum, many therapists will find themselves working with the ASD population in practice. However, the traditional model of one-on-one therapy is not often effective with ASD clients. In this online class, a new model of therapy will be introduced, which stresses community resource building and practical application of skills. As case manager, learn how to build a treatment team which oversees each aspect of client care in the key areas needed (education, mental health and life skill management), establish a treatment plan, and include appropriate referrals to better serve their clients' needs. The use of technology will also be addressed in the context of developing effective treatment plans.

**Prerequisite Required:** *Familiarity with Autism Spectrum Disorder OR Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults*

**Recommended Texts:** *Adults on the Autism Spectrum Leave the Nest* by Nancy Perry & *Helping the Child with Asperger's Syndrome or Nonverbal Learning Disorder* by Kathryn Stewart

#### **Online - Available Summer 2016**

CE1374W \$100

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Elective Course

#### **NEW! Social Skills for Adolescents on the Spectrum**

Andrew Schlegelmilch, PhD  
Credit Hours: 5.5 (APA, CAMFT, RN)

Adolescents on the Spectrum benefit from a straight-forward approach to learning the rules governing society, independent-living skills, as well as explicit expressive and receptive pragmatic language training. Learn to develop a comprehensive social skills training program to address the social skills needs of these adolescents, including Asperger's, Non-verbal Learning Disorder, and other related neurocognitive disorders. Learn strength-based strategies for

training adolescents on the Spectrum in individual and group settings. This online course is designed for intermediate to advanced clinicians interested in expanding their skills or practice to include service to children on the Spectrum.

**Prerequisite Recommended:** *Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults OR familiarity with Autism Spectrum Disorder*

#### **Online - Available Summer 2016**

CE1366W \$143

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Elective Course

#### **NEW! Treating Youth with ASD Through Expressive Arts Therapy**

Suraya Keating, MFT, RDT  
Credit Hours: 7 (APA, CAMFT, RN)

In this online course, participants will learn to utilize methods from Expressive Arts Therapy in individual and group work with youth with Autism Spectrum Disorder. For many youths with ASD, music, drama and creative movement have been shown to heighten levels of engagement, expression, cooperation and self-regulation. Through a blend of lecture and experiential exercises, this course utilizes a strength-based approach to identifying key practices from multiple arts modalities that can benefit youth with ASD, and will also explore the rationale, theory and research behind these practices.

#### **Online - Available Summer 2016**

CE1368W \$175

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Elective Course

#### **NEW! ASD in Toddlers**

Larissa D. Terry, PsyD, BCBA-D  
Credit Hours: 4 (APA, CAMFT, RN)

Autism Spectrum Disorder (ASD) is increasingly common and the importance of earlier diagnosis and intervention are paramount to outcomes. This introductory course is ideal for any practitioner who wishes to broaden their knowledge about the earliest research-based "red flags" or symptoms of autism, to better guide families toward appropriate diagnostic specialists and interventionists. This course will cover infant-sibling study research findings,



# Certificate Programs



## Autism Spectrum Disorder *Continued*

screening tools, guidelines for informing parents and referring for formal assessment, as well as resources and evidenced-based treatments for babies and toddlers.

### March 11, 2016

Friday, 9 a.m. - 1 p.m.

CE1344 \$100

Pleasant Hill campus, Room S224

#### Core Course

### Assessment & Diagnosis of Autism Spectrum Disorder

Larissa D. Terry, PsyD, BCBA-D

Credit Hours: 5 (APA, CAMFT, RN)

In this intermediate course, take an in-depth look at the appropriate strategies for assessment and diagnosis of Autism Spectrum Disorder, including use of autism-specific assessment tools and recognition of autism-specific psychological and neuropsychological profiles.

**Please Note:** 30-minute lunch instead of 1-hour.

**Prerequisite Required:** *Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults OR familiarity with Autism Spectrum Disorder and a working knowledge of formal psychological assessment tools.*

### May 6, 2016

Friday, 9 a.m. - 2:30 p.m.

CE1201 \$135

Pleasant Hill campus, Room S224

#### Elective Course

### NEW! Equestrian Facilitated Psychotherapy with Unique Populations: Autism Spectrum Disorder

Martha C. McNiel, LMFT, TRI, CEIP-MH

Credit Hours: 10 (CAMFT, RN)

Equine-assisted therapy and animal-assisted therapy have been shown to facilitate the development of empathy, social skills, emotional self-regulation skills, and to improve specific social, cognitive and physical symptoms in persons with Autism Spectrum Disorder. Through a blend of lecture and experiential exercises, participants will explore the theoretical rationale for working with animals and horses in clinical sessions and will learn how to facilitate equine-assisted therapy sessions with individuals and groups of children and adults with Autism Spectrum Disorder.

### August 19-20, 2016

Friday, 6-9 p.m.

Saturday, 9 a.m. - 5 p.m.

CEJ1145 \$215

Off-campus, WoodMyst Farms, Gilroy CA

#### Elective Course

### Family Therapy for Clients on the Autism Spectrum

Annette Blackman, MPH, PhD, LMFT

Credit Hours: 7 (APA, CAMFT, RN)

With the increasing prevalence of Autistic Spectrum Disorder in the population, even the most seasoned clinician can be challenged when called upon to intervene electively with families who are trying to cope. Through lecture and experiential exercises, learn the current theoretical framework for better serving this fascinating and often resilient population, and intervention techniques rooted in that framework. Difficult issues such as bullying, loneliness, family stress, alienation and loss are obstacles that require the special sensitivity, creativity and specific techniques suggested in this course.

**Prerequisite Required:** *Understanding Autism Spectrum Disorder: Assessment & Treatment of Children & Adults OR familiarity with Autism Spectrum Disorder*

### September 30, 2016

Friday, 9 a.m. - 5 p.m.

CE1260 \$175

Pleasant Hill campus, Room S312

#### Elective Course

### Individual Education Program (IEP) Basics: Understanding Your Role in the IEP Process

Karra Barber, BS

Credit Hours: 6 (APA, CAMFT, RN)

Under the Individuals with Disabilities Education Act (IDEA), the Individualized Education Program (IEP) specifies the educational support and services necessary for a student to learn based on his/her special needs. Each IEP is created by an IEP team typically consisting of the school administrator, general education and special education teacher, the student's parent(s), the student (when appropriate), and other special education service providers, such as a psychologist and/or behaviorist. Become familiar with the fundamental principles of the IEP process and the specific role they play in its implementation. Using case study examples, IDEA analysis and interactive exercises, learn how to develop and implement an appropriate IEP plan for qualifying students attending K - 12 public educational programs.

#### Online - Enroll Anytime

CE1231W \$159

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## Enrolling in a Certificate Program is easy!

Download a Certificate Enrollment Form from [www.jfku.edu/ce](http://www.jfku.edu/ce), and return the completed form along with the application fee before you enroll in your third course in the program. You will have three years from the date your application is received to complete your program. For more information, please visit [www.jfku.edu/ce](http://www.jfku.edu/ce).

# Certificate Programs

## Cognitive Behavioral Therapy

Many clients, referral sources, and third-party payers are looking to short-term, goal-oriented treatments as the standard of practice. Cognitive Behavioral Therapy (CBT) is an effective, time sensitive, evidenced-based treatment approach for a variety of conditions including anxiety disorders and depression. Building your CBT skill set will benefit your clients greatly, as well as your clinical practice.

This contemporary CBT certificate will allow you to get an in-depth understanding of cognitive-behavioral interventions and will introduce you to the Acceptance- and Mindfulness-Based (3rd generation) therapies. Participants will be able to tailor the certificate toward their particular interests in clinical practice, with an emphasis on PTSD/Trauma, Eating Disorders, or 3rd Generation (DBT, ACT, & Mindfulness-Based) approaches.

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### Certificate Requirements

- A minimum of 60 hours is required.
- This includes five core courses and at least three electives.
- \$35 Program fee (CE00CB)

### Core Courses

1. CBT: The Fundamental Skills
2. CBT: The Essential Interventions
3. CBT Case Formulation
4. CBT for Anxiety Disorders
5. CBT with Challenging Cases

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All courses listed in the ***Mindfulness-Based Therapies Workshop Series*** (page 16) may be applied as electives to the ***Cognitive Behavioral Therapy (CBT) Certificate Program***.





# Certificate Programs



## Cognitive Behavioral Therapy *Continued*

### Core Course

#### **NEW! CBT for Challenging Cases**

Mark Balabanis, PhD

Credit Hours: 6 (APA, CAMFT, RN)

Both new and seasoned cognitive behavioral therapists occasionally come across challenging cases where they cannot seem to make headway with clients. In this advanced course, identify several common reasons that these impasses occur, examine your own reactions to clients and the automatic thoughts that may aggravate or intensify the impasse, and learn to develop flexible strategies to help you reformulate the case, foster better collaboration, and resolve barriers so you can start moving forward productively again. Some prior knowledge of CBT is presumed.

#### **Online - Available Summer 2016**

CE1371W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### Core Course

#### **CBT: The Fundamental Skills**

Kristen Valus, PsyD

Credit Hours: 7 (APA, CAMFT, RN)

This online course provides an introduction to the fundamental skills used in Cognitive Behavior Therapy (CBT). Learn basic theoretical concepts and clinical applications of CBT for the treatment of depression. Topics will include the "how-to's" of structuring a session, outcome measures, and homework design. Learn key CBT interventions such as activity scheduling and thought records. After taking this course, you will be able to integrate basic CBT skills immediately into your practice.

#### **Online - Enroll Anytime**

CE1262W \$175

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### Core Course

#### **CBT: The Essential Interventions**

Kristen Valus, PsyD

Credit Hours: 7 (APA, CAMFT, RN)

This online course provides an introduction to the essential interventions typically used in Cognitive Behavior Therapy (CBT). Expand your repertoire of skills for eliciting and working with distorted cognitions, assumptions and

core beliefs. Learn key CBT interventions in emotion regulation and be introduced to exposure and response prevention principles. After taking this course, you will be able to integrate these CBT skills immediately into your practice.

#### **Prerequisite Required: CBT:**

*The Fundamental Skills*

#### **Online - Enroll Anytime**

CE1263W \$175

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### Elective Course

#### **NEW! CBT for Psychosis: An Individualized, Recovery Oriented Approach**

Ron Unger, LCSW

Credit Hours: 6 (APA pending, CAMFT, RN)

Cognitive Behavioral Therapy (CBT) for psychosis is an evidence-based method to reduce distress and disability related to psychotic experiences. These experiences are conceptualized less as "symptoms" of an underlying disorder, and more as being possibly understandable in relationship to an individual's life story, and capable of being altered when people experiment with different ways of thinking and behaving. Learn how to collaborate with people who are experiencing psychosis, "exploring the evidence" rather than imposing beliefs, and assisting in developing coping options that support realistic hopes for a return to wellness.

#### **April 15, 2016**

Friday, 9 a.m. - 4 p.m.

CEB2022 \$159

Berkeley campus, Room 216

### Elective Course

#### **NEW! Trauma, Dissociation & Psychosis: CBT & Other Approaches to Understanding & Recovery**

Ron Unger, LCSW

Credit Hours: 6 (APA pending, CAMFT, RN)

A large number of studies now provide evidence that psychosis can be an understandable reaction to trauma, abuse, and other difficult life experiences, with

dissociation involved in that reaction. Explore a science-based yet humanistic conceptualization of extreme human experiences, and discover ways to use CBT and other methods to help people change their relationship with these experiences, while collaborating in building coherent and compassionate self-narratives that set the stage for real recovery. Prior knowledge of CBT for psychosis is helpful but not required for this seminar.

#### **April 16, 2016**

Saturday, 9 a.m. - 4 p.m.

CEB2023 \$159

Berkeley campus, Room 215

### Elective Course

#### **CBT with Children & Adolescents**

Rhoda Olkin, PhD

Credit Hours: 6 (APA, CAMFT, RN)

For CBT to work effectively with children and adolescents, clinicians must understand the limits of diagnostic categories for this age group and tailor therapy in a manner appropriate to their developmental level. Become familiar with the key ingredients of successful CBT treatment for children and adolescents. Topics will include: typical presenting problems from ages 0-19, the differences between internalizing and externalizing disorders, working with skill deficits and cognitive distortions, techniques to engage children in treatment, and the four treatment phases (Rapport Building, Assessment, Skill Acquisition, and Practice and Application).

#### **July 29, 2016**

Friday, 9 a.m. - 4 p.m.

CE1130 \$159

Pleasant Hill campus, Room S104

# Certificate Programs

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## Eating Disorders

The occurrence of eating disorders has increased at an alarming rate with subclinical issues such as obsessive exercise, weight preoccupation and body image disturbance arising as concerns in treatment. This eating disorders certificate provides the knowledge and skills to effectively treat individuals who struggle with Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder and other eating problems. Core courses cover assessment, diagnosis and treatment, while electives address different modalities of treatment and the application of theory to practice.

*"I was able to work full time while completing this flexible program. It is useful in my everyday practice as an MFT and helped me attain a Certified Addiction Specialist (CAS) from American Academy of Health Care Providers in the Addictive Disorders. I would highly recommend this program to any student who wants to expand their knowledge and understanding of Eating Disorders." – Lara Windett, LMFT, CAS*

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### Certificate Requirements

- A total of 70 hours is required.
- This includes three core courses and at least four electives.
- \$35 Program Fee (CE00ED)

### Core Courses

1. Assessment and Diagnosis of Eating Disorders
  2. Treatment Issues in Eating Disorders: Anorexia & Bulimia
  3. Medical & Physiological Aspects of Eating Disorders
-



# Certificate Programs



## Eating Disorders *Continued*

### *Elective Course*

### **Eating Disorders: Modalities of Intensive Outpatient (IOP) Treatment**

Jackie Holmes, MEd, MFT  
Credit Hours: 10 (APA, CAMFT, RN)

Acquire first-hand experience in a partial hospitalization setting. Join in a standard day of treatment at Casa Serena, an intensive outpatient program for eating disorder patients in Concord, examining the experiences of both patients and staff. Staff members will lead participants through the intake process and introduce them to several aspects of treatment, including group therapy, multifamily group therapy, nutrition class, movement and yoga, and groups on body image issues, relationships, contracts and meal eating. Participants will obtain direct observations of intensive outpatient care for eating disordered clients and a more thorough understanding of the different modalities of an effective treatment plan.

**Please Note:** A meal fee of \$10 will be due at the first meeting. Please bring comfortable clothes and a yoga mat on Saturday.

**Directions** to Casa Serena will be provided with your registration confirmation.

#### **March 4-5, 2016**

Friday, 4-7:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CE2019 \$245

Off campus: Casa Serena, Concord

#### **August 26-27, 2016**

Friday, 4-7:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CE2019 \$245

Off campus: Casa Serena, Concord

### *Elective Course*

### **Yoga for Clients with Eating Disorders**

Catherine Debon, MFT, RDT  
Credit Hours: 10 (APA, CAMFT, RN)

Learn how yoga can embody psychosocial change for those with eating disorders, using body and breath awareness to infuse vitality and positive self-awareness, integrating yoga principles and elements of psychosomatics,

practice asanas and breathing techniques that provide appropriate corrective and nurturing experiences.

Open to clinicians, students and yoga practitioners of all levels, including people with physical limitations. Wear comfortable clothing. Yoga mats will be provided, but feel free to bring your own.

#### **March 18-19, 2016**

Friday, 1-4:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CE2021 \$215

Pleasant Hill campus, Room N166

### *Elective Course*

### **Somatic Expressive Arts & Soulcollage® Interventions to Re-Image the Body & Self in Eating Disorder Recovery**

Linda Shanti McCabe, MA, PsyD  
Credit Hours: 10 (CAMFT, RN)

In this beginning class, participants will see both examples of client work and have their own experiential process in re-image-ing parts of their selves and their body. Expressive arts provide a way to access the feelings and parts of self that are often not addressed through talk therapy alone. We will look at somatic, humanistic, and transpersonal theories and interventions with expressive arts as a way to supplement other modalities (such as CBT/DBT) in treating eating disorders. Participants will travel through the body with movement and art making, being curious about what they have to say, how they want to move, and what their image wants to say. This will give them an experiential taste of finding wisdom and healing in their own bodies in order to hold that space for clients. Particular focus will be on the stomach, as this is the part of the self often most hated/dissociated from in ED recovery. The process of Soulcollage® will also be utilized, exploring externalizing parts of the self in order to allow parts of the self that have been silent to speak, be integrated, and rejoin the larger multifaceted self.

**Please Note:** Participants are encouraged to wear clothing in which they will feel comfortable moving and making art. Instructor will provide Art supplies and no previous art experience is necessary.

#### **April 1-2, 2016**

Friday, 1-4:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CE1328 \$225 (includes \$10 materials fee)  
Pleasant Hill campus, Room N350

### *Elective Course*

### **NEW! Recovery, Relapse & Recurrence**

Jackie Holmes, MEd, MFT  
Credit Hours: 10 (APA, CAMFT, RN)

Relapse is a common occurrence in clients with eating disorders. This online course examines the path of recovery from anorexia, bulimia and binge eating disorders. Participants will review the behavioral, emotional, intellectual and spiritual dimensions of recovery, will identify the markers for relapse, then use those markers to develop therapeutic interventions to support clients during this phase and help them resume the path of healing. Distinctions between relapsing and "slipping" will be discussed and transference issues will be addressed. This class will include case presentations, as well as vignettes of recovering and recovered clients.

#### **Online - Available Summer 2016**

CE1361W \$215  
Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### *Core Course*

### **NEW! Treatment Issues in Eating Disorders**

Tony Paulson, PhD  
Credit Hours: 10 (APA, CAMFT, RN)

Develop a working knowledge of the issues therapists face when treating clients with Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder and Night Eating Syndrome. Nutritional analysis, comorbidity, differential diagnosis, and criteria for referral to intensive outpatient, in-patient or residential treatment will be covered. Learn about medical complications and interventions, as well as the medications and types of therapy that are the most effective with this population.

#### **Online - Available Summer 2016**

CE1362W \$215  
Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

# Certificate Programs

## **Eating Disorders** *Continued*

*Elective Course*

### **NEW! Eating Disorders: Dual Diagnosis Issues**

*Linda Shanti McCabe, MA, PsyD*

*Credit Hours: 10 (APA, CAMFT, RN)*

Many people who struggle with eating disorders also have issues with substance use, depression, anxiety, past trauma and cluster B personality traits. In this introductory online class, participants will learn how to work with dually diagnosed clients with an emphasis on how to recognize, assess/diagnose and provide treatment or referral resources for eating disordered clients who also face dual diagnosis issues. Effective treatment philosophies and appropriate levels of care will be addressed in an effort to promote wellness and provide safety for this special population.

**Online - Available Summer 2016**

*CE1363W \$215*

*Register: [www/jfku.edu/](http://www/jfku.edu/)*

*Core Course*

### **NEW! Medical & Physiological Aspects of Eating Disorders**

*Tony Paulson, PhD*

*Credit Hours: 10 (APA, CAMFT, RN)*

Eating disorders often involve interplay between psychology and medicine. This online course provides a review of medical complications associated with eating disorders. Gain tools and skills to assess the medical risks of your eating disordered clients and become familiar with resources that can assist you in working with this challenging population.

**Online - Available Summer 2016**

*CE1364W \$215*

*Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)*

**Discount Available!** Enroll in any three onsite courses and receive 10 percent off the total price!



# Certificate Programs



## Expressive Arts Therapy

Expressive Arts Therapy uses one or more art forms – visual arts, dance, movement, drama, music and poetry – to facilitate personal growth, problem solving, therapeutic change, group process and team building. Our Expressive Arts certificate program can help practicing therapists, mental health professionals, organizational consultants, ministers and educators integrate the creative process and techniques of expressive arts therapy into their work. This certificate can enhance a clinical practice, expand competence with a variety of art modalities, and/or enliven work in the classroom.

*“My training in Expressive Arts Therapy has proven to be an invaluable alternative for self-understanding and personal expression for the adolescents I work with, many of whom have had more than their fair share of talk therapy. The ultimate endorsement for extended study in Expressive Arts is the positive impact it has had on the people I work with. I can point to several cases where an expressive arts intervention was the pivotal experience that led to successful outcomes.” – David Benoit, MFT*

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### Certificate Requirements

- A total of 60 hours are required.
- This includes one core course and at least five electives.
- \$35 Program fee (CE00EA)

### Core Course

1. Introduction to Expressive Arts Therapy – offered annually
-

# Certificate Programs

## Expressive Arts Therapy *Continued*

### *Elective Course*

#### **NEW! Treating Youth with ASD Through Expressive Arts Therapy**

Suraya Keating, MFT, RDT

Credit Hours: 7 (APA, CAMFT, RN)

In this course, participants will learn to utilize methods from Expressive Arts Therapy into individual and group work with youth with Autism Spectrum Disorder. For many youths with ASD, music, drama and creative movement have been shown to heighten levels of engagement, expression, cooperation and self-regulation. Through a blend of lecture and experiential exercises, this course utilizes a strength-based approach to identifying key practices from multiple arts modalities that can benefit youth with ASD, and will also explore the rationale, theory and research behind these practices.

#### **Online - Available Summer 2016**

CE1368W \$175

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### *Elective Course*

#### **Courageous Happiness: Cultivating Mindfulness, Well-Being & Resilience Through the Expressive Arts**

Gail Danchig, MFT, REAT

Credit Hours: 10 (APA, CAMFT, RN)

Courageous Happiness is an integrative approach that draws from principles of Expressive Arts (Evan, Rogers), positive psychology (Seligman, Lyubomirsky, Emmons) and mindfulness (Kabat-Zinn, Williams, Teasdale) to help clients cope with challenging life issues, manage difficult emotions and build inner resources. In this intermediate course, participants will learn how to use strength-based activities to help clients alleviate feelings of depression, anger, sadness and grief, while developing resilience, optimism, self-compassion and overall life satisfaction. Through a blend of lecture and experiential exercises, participants will learn the theoretical foundations behind this approach and ways to facilitate it with individuals, couples and groups.

**Prerequisite Required:** *Completion of the VIA Survey of Character Strengths Assessment*

at [www.authentic happiness.sas.upenn.edu](http://www.authentic happiness.sas.upenn.edu) (long version) prior to class. Also please bring a photo of yourself when you experienced joy, from any stage of your life.

#### **March 4-5, 2016**

Friday, 4-7:30 p.m.

Saturday, 9:30 a.m. - 5 p.m.

CEB1096 \$225 (includes \$10 materials fee)

Berkeley campus, Room 211

### *Elective Course*

#### **Painting Your Personal Mythology**

Terry Hatcher, PhD

Credit Hours: 10 (CAMFT, RN)

Learn how to apply the Painting Your Personal Mythology (PPM) method in clinical practice. Using a blend of painting, guided visualization, meditation and movement, PPM allows clients to express themselves through art, discover the symbolic meaning of the artwork, embody that insight, and then translate it into verbal language. Through a combination of lecture, visual aids, and experiential exercises, participants will explore the theory and practice of this intra-psycho (a self-directed and self-interpreted exploration) method and learn to facilitate it with individuals, couples and groups.

#### **March 18-19, 2016**

Friday, 6-9 p.m.

Saturday, 9 a.m. - 5 p.m.

CEB2004 \$230 (includes \$15 materials fee)

Berkeley campus, Room 211

### *Elective Course*

#### **Somatic Expressive Arts & Soulcollage® Interventions to Re-Image the Body & Self in Eating Disorder Recovery**

Linda Shanti McCabe, MA, PsyD

Credit Hours: 10 (CAMFT, RN)

In this beginning class, participants will see both examples of client work and have their own experiential process in re-image-ing parts of their selves and their body. Expressive arts provide a way to access the feelings and parts of self that are often not addressed through talk therapy alone. We will look at somatic, humanistic, and transpersonal theories and

interventions with expressive arts as a way to supplement other modalities (such as CBT/DBT) in treating eating disorders. Participants will travel through the body with movement and art making, being curious about what they have to say, how they want to move, and what their image wants to say. This will give them an experiential taste of finding wisdom and healing in their own bodies in order to hold that space for clients. Particular focus will be on the stomach, as this is the part of the self often most hated/dissociated from in ED recovery. The process of Soulcollage® will also be utilized, exploring externalizing parts of the self in order to allow parts of the self that have been silent to speak, be integrated, and rejoin the larger multifaceted self.

**Please Note:** Participants are encouraged to wear clothing in which they will feel comfortable moving and making art. Instructor will provide Art supplies and no previous art experience is necessary.

#### **April 1-2, 2016**

Friday, 1-4:30 p.m.

Saturday, 9:30 a.m. - 5 p.m.

CE1328 \$225 (includes \$10 materials fee)

Pleasant Hill campus, Room N350

### *Core Course*

#### **Introduction to Expressive Arts Therapy**

Sandy Dibbell-Hope, PhD, DTR

Credit Hours: 10 (APA, CAMFT, RN)

Expressive arts modalities are powerful psychotherapeutic methods for enhancing and supporting verbal therapy. The introduction of these creative approaches can bring insight to complicated or sensitive issues that are difficult to reach by traditional therapeutic methods. Review the basic modalities and learn ways to introduce and integrate the arts into therapy with children, adults, couples and families.

#### **April 8-9, 2016**

Friday, 2-5 p.m.

Saturday, 9:30 a.m. - 5:30 p.m.

CE2514 \$225 (includes \$10 materials fee)

Pleasant Hill campus, Room N350



# Certificate Programs



## Expressive Arts Therapy *Continued*

*Elective Course*

### **NEW! Introduction to Drama Therapy**

*Armand Volkas, MFT, RDT/BCT  
Credit Hours: 10 (CAMFT, RN)*

Psychologists will learn how drama therapy uses acting, improvisation and psychodrama as therapeutic tools. The didactic portion will explore the theoretical basis and rationale for the use of drama therapy in multiple clinical situations. The experiential portion of the course will focus on application of drama therapy in counseling individuals, couples and groups. A variety of drama therapy techniques will be utilized, including theatre games, improvisation, acting techniques, psychodrama, sociodrama, Playback theatre and creative ritual. Taught at a post-doctoral level, the course is designed for clinicians interested in integrating theory and techniques of drama therapy into their practice. Drama therapy has been shown to be particularly effective in teaching emotional literacy, trauma resolution, grief work, intercultural conflict transformation and in working with children and at risk adolescents.

#### **May 27-28, 2016**

*Friday, 6-9 p.m.  
Saturday, 9 a.m. - 5 p.m.  
CEB2016 \$215  
Berkeley campus, Room 211*

*Elective Course*

### **Expressive Arts with Children**

*Sharon Riley, MFT  
Credit Hours: 10 (CAMFT, RN)*

Obtain hands-on experience using visual art as a nonverbal means for self-expression. Learn how to help children communicate their experience through play and art, and how to use that expression as a pathway for change. This course addresses assessment, developmental norms, and work with special populations, such as children exposed to domestic violence, trauma, grief and loss.

#### **June 10-11, 2016**

*Friday, 1-4:30 p.m.  
Saturday, 9:30 - 5 p.m.  
CEJ2500 \$225 (includes \$10 materials fee)  
San Jose campus, Room 209*

*Elective Course*

### **Art Therapy with Traumatized Teens**

*Sharon Riley, MFT  
Credit Hours: 10 (APA, CAMFT, RN)*

Traumatized adolescents will often lapse into silence or other symbolic forms of communication when words can't capture their experience, thus making it difficult for therapists to work with the teenager. Learn how to develop trust and rapport with adolescents by improving their understanding of nonverbal communication and applying Expressive Arts Therapy techniques.

#### **July 22-23, 2016**

*Friday, 1-4:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CEB2021 \$225 (includes \$10 materials fee)  
Berkeley campus, Room 211*

*Elective Course*

### **Deepening Imagery with Expressive Arts**

*Ari-Asha Castalia, MFT, ATR;  
Rashmi Chidanand, PhD  
Credit Hours: 10 (APA, CAMFT, RN)*

As evidence-based practices, the expressive arts serve to concretize, externalize, and deepen healing images accessed through guided imagery. Learn how to move from guided imagery into creative arts expression using applications of intermodal expressive arts and Focusing-Oriented Expressive Arts (felt sense). The course is didactic and experiential, with clinical application for individuals, groups and different populations.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I*

#### **August 26-27, 2016**

*Friday, 1-4:30 p.m.  
Saturday, 9:30 a.m. - 5 p.m.  
CEB1067 \$225 (includes \$10 materials fee)  
Berkeley campus, Room 211*

*Elective Course*

### **NEW! Focusing-Oriented Expressive Arts Therapy: Introduction**

*Laury Rappaport, PhD, MFT, REAT, ATR-BC  
Credit Hours: 6 (CAMFT, RN)*

Focusing-Oriented Expressive Arts therapy (FOAT®) is a mindfulness-based approach that integrates Eugene Gendlin's Focusing with the expressive arts. It is based on 30 years of clinical practice with a wide variety of clients and cultivates the clients' self-compassion and authenticity, while providing access to their inner wisdom toward growth and healing. This training workshop includes an overview of the history of FOAT; the basic concepts—Focusing Attitude, felt sense and felt shift; and an introduction to the basic approaches: FOAT® Check-in; Clearing a Space with the Arts; Theme-Directed FOAT; and FOAT Psychotherapy Process. Case examples and experiential exercises are included.

#### **September 17, 2016**

*Saturday, 10 a.m. - 5 p.m.  
CEB2020 \$159  
Berkeley campus, Room 211*

# Certificate Programs

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## Guided Imagery (Inclusive of Deep Imagination)

The power of imagery lies in its capacity to access unconscious and pre-conscious processes when approaching therapeutic goals. By learning how to tap into a client's key symbols and metaphors, the capacity for change accelerates, positively influencing the emotional, mental, social, spiritual and behavioral outcomes. This certificate program will build your competence with an interactive, non-scripted style of imagery. It can be applied toward individuals, couples, groups and children, to address a range of topics including complex grief, depression, pain, insomnia and other symptoms, end of life issues and PTSD.

*"I see imagination as the most important power we have. As we imagine the world, so we live and understand. But a great deal of the imagination that shapes us lies under the surface. We need to tap that underlying storehouse of images in order to grasp who we are and where we are headed." – Thomas Moore, PhD*

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### Certificate Requirements

- A total of 45 hours is required.
- This includes four core courses and at least seven electives.
- \$35 Program fee (CE00DI)

### Core Courses

1. Clinical Applications of Deep Imagination – Level I
  2. Clinical Applications of Deep Imagination – Level II
  3. Somatic Imagery to Relieve Stress & Anxiety
  4. Deepening Imagery with Expressive Arts
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# Certificate Programs



## Guided Imagery *Continued*

### Core Course

#### **Somatic Imagery to Relieve Stress & Anxiety**

Valerie Hinard, LMFT

Credit Hours: 3 (APA, CAMFT, RN)

Research shows that interactive styles of somatic imagery are effective tools for relieving stress and anxiety. By first establishing safety and building inner resources, the client is then guided to bring mindful attention to physical symptoms of anxiety and stress. This interactive process reveals ways for the therapist to modulate the experience while also allowing the client to gain insight into the source of the anxiety and stress, allowing for healthy choice and change.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing conted@jfk.edu detailing your related experience.*

#### **March 12, 2016**

Saturday, 2-5 p.m.

CEB1065 \$75

Berkeley campus, Room 209

#### **September 10, 2016**

Saturday, 10 a.m. - 1 p.m.

CEB1065 \$75

Berkeley campus, Room 216

### Elective Course

#### **Resolving Complex Grief**

Valerie Hinard, LMFT

Credit Hours: 3 (APA, CAMFT, RN)

While grief is a natural response to loss, some people experience extreme and disturbing grief which can impact a person's relationships, employment and life. The causes of complex grief vary, and can include a violent or traumatic death, multiple losses, and a history of depression or childhood abuse. The course will examine the range of grief reactions, and teach an interactive form of guided imagery which can help resolve deep grief and support resiliency.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing conted@jfk.edu detailing your related experience.*

#### **March 12, 2016**

Saturday, 9:30 a.m. - 12:30 p.m.

CEB1055 \$75

Berkeley campus, Room 209

#### **September 10, 2016**

Saturday, 2-5 p.m.

CEB1055 \$75

Berkeley campus, Room 216

### Core Course

#### **Clinical Applications of Deep Imagination – Level I**

Leslie Davenport, MS, MFT

Credit Hours: 6 (APA, CAMFT, RN)

Growing research in several areas, including psychoneuroimmunology, optimal athletic performance and health psychology, document the benefits of guided imagery, which taps into both the wounds and inner resiliency that often lie below the conscious level of awareness. Through this experiential workshop, develop fluency in working with a client's symbolic inner life as an effective way to facilitate therapeutic goals. An interactive style of imagery facilitation and its clinical applications for a variety of therapeutic issues including grief, trauma, and anxiety, will be taught and practiced.

#### **April 16, 2016**

Saturday, 10 a.m. - 5 p.m.

CEB1053 \$159

Berkeley campus, Room 211

### Elective Course

#### **NEW! Integrating Spirituality into Psychotherapy**

Brian Dietrich, PhD, LMFT

Credit Hours: 3 (APA, CAMFT, RN)

Toward the end of the 19th century, there was a push to establish a scientific psychology independent of theology. Religion and spirituality were banished from mainstream psychology until the emergence of transpersonal psychology in the 1960s, which affirmed spirituality as a fundamental aspect of human life. Today many people are looking for a therapist who will honor their search for depth and meaning through spirituality. This course will explore the integration of psychology and

spirituality in therapeutic work and provide training in guided imagery as a form spiritual practice; a means of personal inquiry; and a method of self-care.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing conted@jfk.edu detailing your related experience.*

#### **May 7, 2016**

Saturday, 9 a.m. - 12 p.m.

CEB2014 \$75

Berkeley campus, Room 215

### Elective Course

#### **NEW! Psychological Resiliency, Coping & Guided Imagery**

Brian Dietrich, PhD, LMFT

Credit Hours: 3 (APA, CAMFT, RN)

Inner Resiliency is the capacity to bear one's suffering, to bend without breaking, and to cope effectively with stress. Coping can be used to address the problems that generate stress, or problem-focused coping. Coping can also have an internal focus, learning to regulate emotions like anger, sadness and anxiety. This is known as emotion-focused coping. Guided Imagery is a particularly powerful emotion-focused coping strategy because it can be used for both problem-focused and emotion-focused coping. This class will explore various ways of using imagery for problem-focused and emotion-focused coping as a means of reducing stress and increasing inner resiliency.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing conted@jfk.edu detailing your related experience.*

#### **May 7, 2016**

Saturday, 1-4 p.m.

CEB2015 \$75

Berkeley campus, Room 216

### Core Course

#### **Clinical Applications of Deep Imagination – Level II**

Leslie Davenport, MS, MFT

Credit Hours: 6 (APA, CAMFT, RN)

Deepen your ability to use guided imagery to help clients access belief systems that operate

**Guided Imagery Continued**

below their psychological defenses. Learn how to address those belief systems through the symbolic explorations of “parts” of the personality to help clients resolve ambivalence, move through resistance, and make healthy decisions. Explore the healing potential of the symbolic inner child. More complex clinical applications for a variety of therapeutic issues will be presented.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I* OR permission of instructor by emailing [conted@jfk.edu](mailto:conted@jfk.edu) detailing your related experience.

**June 25, 2016**

Saturday, 10 a.m. - 5 p.m.

CEB1066 \$159

Berkeley campus, Room 211

*Core Course***Deepening Imagery with Expressive Arts**

*Ari-Asha Castalia, MFT, ATR;*

*Rashmi Chidanand, PhD*

*Credit Hours: 10 (APA, CAMFT, RN)*

As evidence-based practices, the expressive arts serve to concretize, externalize, and deepen healing images accessed through guided imagery. Learn how to move from guided imagery into creative arts expression using applications of intermodal expressive arts and Focusing-Oriented Expressive Arts (felt sense). The course is didactic and experiential, with clinical application for individuals, groups, and different populations.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I*

**August 26-27, 2016**

Friday, 1-4:30 p.m.

Saturday, 9:30 a.m. - 5 p.m.

CEB1067 \$225 (includes \$10 materials fee)

Berkeley campus, Room 211

## Enrolling in a Certificate Program is easy!

Download and complete a Certificate enrollment form at [www.jfku.edu/ce](http://www.jfku.edu/ce), and return it to our office along with the \$35 fee before you register for your third course of a program. You may also pay the fee online at [www.jfku.edu/ce](http://www.jfku.edu/ce) where no additional forms are required. You will have three years from the date of your enrollment to complete the program. For more information, please see our Certificate FAQs online or call us at 800.557.1384.



# Certificate Programs



## Mental Health for Aging Adults

By 2030, older adults will account for 20 percent of the US population, making this our nation's fastest growing group. It is estimated that one in five adults aged 55 and over experiences a significant mental health concern. Research shows that there is an insufficient supply of trained health and mental health professionals to meet this emerging need. Additionally, for the first time in history, most middle-aged adults will have living parents for whom they will provide care. As a result, clinicians are expected to see an increase in their elderly clientele, as well as family members who need support and guidance when providing care.

This new certificate program will teach you what you need to know when working with older adults. Participants will gain increased knowledge of the unique needs of the elderly, learn techniques for identifying normal age-related changes from non-normal changes, and practice evidence-based strategies for responding to the mental health concerns of this rapidly growing population. This program is useful for mental health professionals, family members, caregivers, Geriatric Care Managers and other advocates of the elderly.

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### Certificate Requirements

- A minimum of 50 hours is required.
- This includes four core courses and at least five electives.
- \$35 Program fee (CE00MH)

### Core Courses

1. Foundations of Adult Development: Aging & the Older Adult Population
  2. Screening & Assessment of Cognition & the Dementias
  3. Assessment & Treatment of Mental Illness in Older Adults
  4. Applying Evidence-Based Psychological Treatments with Older Adults
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# Certificate Programs

## Mental Health for Aging Adults *Continued*

### Core Course

#### **Foundations of Adult Development: Aging & the Older Adult Population**

Christine Elizabeth Gould, PhD  
Credit Hours: 6 (APA, CAMFT, RN)

Learn the critical areas of knowledge about older adults, including an overview of popular theories of aging, common misconceptions of aging, and the realities of daily life faced by many older adults.

- This course meets and exceeds the 3-hour Aging and Long Term Care requirement for MFTs and LCSWs.

**August 13, 2016**

Saturday, 9 a.m. - 4 p.m.

CE1296 \$159

Pleasant Hill campus, Room S104

### Core Course

#### **Assessment & Treatment of Mental Illness in Older Adults**

Christine Elizabeth Gould, PhD  
Credit Hours: 6 (APA, CAMFT, RN)

Gain an introductory understanding of psychopathology among older adults, clinical assessment approaches, and psychotherapeutic interventions. The effects of aging and diversity upon psychopathology, a review of instruments designed to assess the most common psychiatric illnesses among older adults, and review of evidence based psychotherapeutic interventions with older adults will be covered. The diagnostic criteria from the new DSM-5 will also be reviewed.

- This course meets and exceeds the 3-hour Aging and Long Term Care requirement for MFTs and LCSWs.

**Prerequisite Required:** *Foundations of Adult Development: Aging & the Older Adult Population*

**September 17, 2016**

Saturday, 9 a.m. - 4 p.m.

CE1301 \$159

Pleasant Hill campus, Room S224

### Core Course

#### **NEW! Screening & Assessment of Cognition & the Dementias**

Kaci Fairchild, PhD  
Credit Hours: 6 (APA, CAMFT, RN)

Gain an introductory understanding of cognitive aging and approaches to assessment of cognitive impairment. Applications of assessment of cognitive impairment will be considered, as well as the differentiating factors between normal aging, neurocognitive impairment, and psychopathology. Online participants will learn about instruments designed for the assessment of cognitive impairment and review empirically-supported referral recommendations. The diagnostic criteria from the new DSM-5 will also be reviewed.

- This course meets and exceeds the 3-hour Aging and Long Term Care requirement for MFTs and LCSWs.

**Prerequisite Required:** *Foundations of Adult Development: Aging & the Older Adult Population*

**Online - Available Summer 2016**

CE1356W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### Elective Course

#### **NEW! Helping Clients with Chronic & Life Threatening Illness**

Michael Stephens, MFT, CMT  
Credit Hours: 6 (APA, CAMFT, RN)

Online participants will learn application of theories from several modalities, including Holistic, Humanistic-Existential and Object Relations, to help effectively support clients/patients with chronic illness. Fundamental change principles in combination with grief models are also incorporated. Wherever there is change, there is loss. While many change models focus on accommodation methods to foster adaptation to new circumstances, they often do not address a person's resistance, which produces ambivalence to change. It has been commonly observed in the healthcare field that addressing both components is therapeutically effective. Concepts will be delivered (derived from Fairbairn's model) to

help you identify root causes of ambivalence and depression that are often associated during this challenging phase of life. Gain the tools and techniques to help clients/patients find effective ways to cope with chronic illness, address meaning of life issues from an existential perspective, identify and resolve resistance, and adapt to a "new normal."

**Online - Available Summer 2016**

CE1358W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### Elective Course

#### **NEW! Death & Dying: Facilitating the Transition**

Michael Stephens, MFT, CMT  
Credit Hours: 6 (APA, CAMFT, RN)

In this intermediate online course, learn how to provide support to clients, family members, care givers and loved ones as they face the death and dying experience. Instruction will be given on how to facilitate multiple aspects of the dying process including: grief and loss, existential and cultural issues, and legal and practical affairs. Several intervention techniques will be introduced. Material will be taught from holistic and existential humanistic perspectives.

**Online - Available Summer 2016**

CE1357W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)



# Certificate Programs



## Nutritional Psychology – ONLINE

Nutritional Psychology is an emerging field in the rising movement toward an integrative approach to healthcare, which is taking place in institutions across the country including the Department of Defense, VA Medical Centers, and respected medical and professional schools (Harvard, UCSF, Georgetown University, Boston University and George Washington University). Psychologists are now employed in 59% of all integrative healthcare hospitals and clinics across America. However, few receive training in this important area.

In this ONLINE ONLY Certificate Program, clinicians will gain knowledge and understanding of the emerging field of nutritional psychology, which illuminates the science of how nutrients affect mood and behavior. Participants will explore the potential impact diet has on the diagnosis and treatment of mental disorders, including possible misdiagnosis of non-psychiatric conditions created by today's modern dietary lifestyle. Clinicians will learn the language, skills, principles, and philosophy needed to work in conjunction with integrative medicine providers and to better facilitate a holistic approach to mental health care.

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### Certificate Requirements

- A total of 32 hours are required.
- This includes all seven ONLINE courses.
- \$35 Program fee (CE00NP)

### This includes all seven ONLINE courses

1. Introduction to Nutritional Psychology: An Introduction
  2. Nutritional Psychology Tools: Assessment & Macronutrient Remediation
  3. Integrating Nutritional Psychology into Clinical Practice
  4. The Effects of Nutrition on Clinical Disorders
  5. Sugar & Emotion
  6. Stress-Mood Axis
  7. Gut-Brain Axis
-

# Certificate Programs

## Nutritional Psychology – ONLINE *Continued*

### Core Course

#### **Nutritional Psychology: An Introduction**

*Ephimia Morphew-Lu, MS, CN & Amanda Hull, PhD*  
*Credit Hours: 5 (APA, CAMFT, RN)*

This course provides a foundation for understanding the science of how foods impact mood, behavior, and emotions. Clinicians will learn which food groups contain the nutrients that synthesize mood-stabilizing neurotransmitters in the brain, and how a deficiency in these nutrients can lead to depression, fatigue, insomnia, moodiness, obesity and carbohydrate cravings. The course will introduce mental health professionals to the most common sub-clinical physiological states the body experiences in response to the typical American dietary pattern. Knowledge of this information will become increasingly necessary as clinicians work in conjunction with integrative healthcare professionals to solve dietary-related behavioral problems and facilitate behavioral change. This Introduction to Nutritional Psychology course, along with the other courses in the Nutritional Psychology certification program, do not provide mental healthcare practitioners with a license to practice nutrition, rather, they provide these professionals with an introduction to the language and principles necessary to work alongside, or in conjunction with, licensed integrative medicine practitioners (i.e., registered dietitians, nutritionists, naturopaths, integrative physicians, homeopathic physicians, etc.) to facilitate behavioral change.

#### **Online - Enroll Now**

CE1284W \$135  
 Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **Nutritional Psychology Tools: Assessment & Macronutrient Remediation**

*Ephimia Morphew-Lu, MS, CN & Amanda Hull, PhD*  
*Credit Hours: 5 (APA, CAMFT, RN)*

The Western dietary pattern has been implicated in an increased risk for depression and anxiety. As a result, it is becoming

increasingly necessary for mental healthcare professionals to understand the scientific principles that govern the connection between diet and mental health. This course offers clinicians a scientifically-based understanding of how daily dietary intake can lead to emotional, mental, and behavioral imbalance, and introduces tools used by integrative healthcare professionals to assess and remediate these imbalances. The 3-Day Food Journal is a tool that allows simple assessment of the impact that daily dietary intake is likely having on mood. Based on the results of the 3-Day Food Journal, a method of nutritional remediation called Macronutrient Mood Therapy (MMT), will be presented. While this course does not result in a license to practice nutrition, it will provide the foundational knowledge needed for mental health practitioners to work in conjunction with integrative medicine providers to solve dietary-related behavioral problems and facilitate behavioral change.

**Prerequisite Required:** *Nutritional Psychology: An Introduction*

#### **Online - Enroll Now**

CE1286W \$135  
 Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **Integrating Nutritional Psychology into Clinical Practice**

*Amanda Hull, PhD & Ephimia Morphew-Lu, MS, CN*  
*Credit Hours: 4 (APA, CAMFT, RN)*

Clinicians engaged in the nutritional psychology certification program will gain valuable new skills in understanding, interpreting, and improving mood and mental health. Understanding how to appropriately and legally apply these new skills is the focus of this course. Upon its completion, clinicians will have a thorough understanding of how to ethically, safely, and legally use nutritional psychology to inform clinical practice and learn when and how to refer to other integrative medicine professionals.

**Prerequisite Required:** *Nutritional Psychology Tools: Assessment & Macronutrient Remediation*

#### **Online - Enroll Now**

CE1285W \$100  
 Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **The Effects of Nutrition on Clinical Disorders**

*Amanda Hull, PhD & Alyssa Adams, PsyD*  
*Credit Hours: 5 (APA, CAMFT, RN)*

Research demonstrates that many common mental health disorders, including major depression, bipolar disorder, schizophrenia, anxiety disorders, Autism Spectrum Disorder, OCD and ADHD are associated with nutrient deficiencies. This course will provide an overview of the metabolic processes and the micro-/macronutrients involved in the production of the "classic" neurotransmitters and review the relationships between neurotransmitter imbalances and specific mental health disorders. Participants will also review the emerging scientific evidence for the use of nutritional supplementation in the treatment of a wide range of mental health disorders, as well as learn complementary and integrative medicine (CIM) treatments that may be efficacious in managing mental health disorders will be provided.

**Prerequisite Required:** *Integrating Nutritional Psychology into Clinical Practice*

#### **Online - Enroll Now**

CE1308W \$135  
 Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

### Core Course

#### **Sugar & Emotion**

*Ephimia Morphew-Lu, MS, CN & Aska Hokazono, MS, RD*  
*Credit Hours: 5 (APA, CAMFT, RN)*

Research is demonstrating the behavioral and neurochemical effects of excessive dietary sugar intake and its powerful drug-like (opioid) effects on the brain and body. In addition to being increasingly linked to mood, excessive sugar intake in the American population is now taking center stage in the pandemic of obesity and cardiovascular disease, and is now being implicated in facilitating certain types of cancers. This course will present research illustrating the neurochemical, psychological



# Certificate Programs



## Nutritional Psychology – ONLINE *Continued*

and behavioral effects of sugar on mood and behavior. Functional Hypoglycemia (FH) will be reviewed, and the Functional Hypoglycemia Questionnaire (FHQ) will be introduced.

**Prerequisite Required:** *The Effects of Nutrition on Clinical Disorders*

**Online - Enroll Now**

CE1309W \$135

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

*Core Course*

**Stress-Mood Axis**

*Ephimia Morphew-Lu, MS, CN &*

*Lou Lasprugato, MFT*

*Credit Hours: 5 (APA, CAMFT, RN)*

Millions of Americans suffer from stress-related illnesses, which are influenced by the modern dietary lifestyle. Persistent fatigue, mood instability, depression, and anxiety can all result from repeated activation of the stress response. Many clinicians understand that stress impacts mood, but they are often unable to explain the specific mechanisms by which it does so. This course will delineate the physiology behind the stress response involving the Sympathetic Nervous System and the Hypothalamic-Pituitary-Adrenal (HPA) axis. The biological stages of the General Adaptation Syndrome (GAS), as well as the physical and psychological manifestations associated with chronic stress and HPA-Dysregulation, will also be presented. Finally, Stress System Restorative Therapy (SSRT), a comprehensive treatment model including nutritionally-oriented methods and mind-body interventions, will be proposed as a means for remediating HPA-D.

**Prerequisite Required:** *Sugar & Emotion*

**Online - Enroll Now**

CE1323W \$135

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

*Core Course*

**Gut-Brain Axis**

*Amanda Hull, PhD & Alyssa Adams, PsyD*

*Credit Hours: 3 (APA, CAMFT, RN)*

The network of neurons in the gastrointestinal system is so extensive it is now being referred to as "The Second Brain." Research is identifying the important role that gut bacteria plays in the bidirectional communication between the Enteric Nervous System (ENS) and the brain (the gut-brain axis), and is demonstrating how these organisms impact stress hormones and neurotransmitters related to stress, anxiety, and depressive behaviors. Additionally, food sensitivities can negatively impact the gut-brain axis. Consuming foods one is sensitive to can heighten the stress response and predispose individuals to increased subclinical states of anxiety, emotional instability, depression, and fatigue. This course will present research on the dynamic interplay between functional gastrointestinal disorders, food sensitivities, and stress-related psychiatric disorders, such as anxiety and depression. Additionally, the mechanisms by which antidepressants are used for gastrointestinal disorders including irritable bowel syndrome (IBS), Gut and Psychology Syndrome, and gluten intolerance will be presented. Integrative approaches to support mood through addressing the gut and food sensitivities will be presented.

**Prerequisite Required:** *Stress-Mood Axis*

**Online - Enroll Now**

CE1324W \$75

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

# Certificate Programs

## Treatment Strategies for Returning Troops

California has the highest number of deployed and seriously wounded service members in the U.S. 30,000 service veterans come back to California yearly – more than the Department of Veterans Affairs (VA) can effectively serve, and many veterans seek treatment outside the VA. A RAND Corporation report in 2008 estimated that 300,000 vets suffer from PTSD, anxiety or major depressive symptoms and substance abuse problems. Many also have co-morbid traumatic brain injuries. Experts estimate that it can take six months to a year to transition back to civilian life, which can also have a significant impact on the family. This certificate program is designed to provide mental health providers, educators, school counselors, VA program staff at colleges and universities, and advocates at the many organizations who serve our veterans with the information and skills they need to address the pertinent issues affecting our returning troops. Taught by experts from the VA and the National Center for PTSD, the curriculum includes the latest empirically-supported treatment methods endorsed by the Department of Veterans Affairs (VA).

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### Certificate Requirements

- A minimum of 50 hours is required.
- This includes three core courses, a treatment method, and at least three electives.
- Additional treatment method courses may be taken as electives.
- \$35 Program fee (CE00TS).

### Core Courses

1. Working with Veterans from Iraq and Afghanistan: Exploring the Psychological Impact of War and Its Unique Treatment Considerations
2. Integrated Behavioral Couple Therapy (IBCT): An Effective, Evidence-Based Therapy for OEF/OIF Veterans and their Partners
3. The Difficult Journey Home: Promoting Resilience in Families During and After Deployment

### Treatment Methods\* (choose one)

- C. PTSD and Substance Abuse in Veterans – Seeking Safety®: Overview and Implementation
- D. Eye Movement Desensitization and Reprocessing (EMDR) – Part I, Part II, and Consultation

*\*Treatment Methods A and B are no longer being offered at this time.*

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# Certificate Programs



## Treatment Strategies for Returning Troops *Continued*

*Elective Course*

### **Women in the Military: What You Need to Know to Provide Effective Treatment**

*Pamela Planthara, PsyD*

*Credit Hours: 4 (APA, CAMFT, RN)*

Women are growing in increasing numbers in the military, comprising 15% of active US duty military personnel. As the minority in a predominantly male culture, women encounter different issues in response to the experience of war. In this intermediate course, participants will learn about women's role in the military, as well as ways to effectively assess and treat the specific issues that women who were deployed to Iraq and Afghanistan now face (i.e. depression, binge eating, PTSD, somatic problems). Special emphasis will be placed on the different traumas they may have been exposed to and critical areas of readjustment after coming home.

**Online - Enroll Now**

*CE1319W \$100*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

*Core Course*

### **Exploring the Psychological Impact of War & Its Unique Treatment Considerations**

*Gretchen Lindner, PhD*

*Credit Hours: 7 (APA, CAMFT, RN)*

Department of Veterans Affairs (VA) research suggests that about 40% of service members returning from Iraq and Afghanistan experience some form of mental health difficulties, including PTSD, depression and substance abuse. Through videos and case examples, learn about military culture and common war-zone experiences, the difficulties service members have returning to civilian life and the psychological impacts of war - particularly PTSD and its treatment. Participants will learn about vicarious traumatization and self-care when working with this population. This online course provides a thorough overview of the unique aspects of working with Iraq and Afghanistan war veterans and suggests numerous tips throughout the course to help maximize effectiveness in therapy with veterans.

**Online - Enroll Now**

*CE1226W \$175*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

*Elective Course*

### **Resolving Complex Grief**

*Valerie Hinard, LMFT*

*Credit Hours: 3 (APA, CAMFT, RN)*

While grief is a natural response to loss, some people experience extreme and disturbing grief which can impact a person's relationships, employment and life. The causes of complex grief vary, and can include a violent or traumatic death, multiple losses, and a history of depression or childhood abuse. The course will examine the range of grief reactions, and teach an interactive form of guided imagery which can help resolve deep grief and support resiliency.

**Prerequisite Required:** *Clinical Applications of Deep Imagination – Level I OR permission of instructor by emailing [conted@jfku.edu](mailto:conted@jfku.edu) detailing your related experience.*

**March 12, 2016**

*Saturday, 9:30 a.m. - 12:30 p.m.*

*CEB1055 \$75*

*Berkeley campus, Room 209*

**September 10, 2016**

*Saturday, 2-5 p.m.*

*CEB1055 \$75*

*Berkeley campus, Room 216*

*Elective Course*

### **Military Sexual Trauma in Veterans: Assessment & Treatment Considerations**

*Kathleen Pierce, PsyD, CSAC*

*Credit Hours: 7 (APA, CAMFT, RN)*

Department of Veterans Affairs (VA) 2010 national MST surveillance data suggests that about 22% of women and 1% of men have experienced MST. However, many veterans either do not disclose sexual harassment or sexual assault that occurred while they served with the US armed forces or minimize it, making it difficult to navigate treatment in an effective manner. In this intermediate course, learn how to detect and treat MST. Through videos, case examples and lecture, become familiar with the different post-traumatic symptoms that commonly present with MST, as well as ways to conceptualize cases and effectively intervene.

**March 26, 2016**

*Saturday, 9 a.m. - 5 p.m.*

*CE1269 \$175*

*Pleasant Hill campus, Room S312*

*Core Course*

### **The Difficult Journey Home: Promoting Resilience in Families During & After Deployment**

*Gail McBride, LCSW*

*Credit Hours: 6 (APA, CAMFT, RN)*

This intermediate course offers an overview of the impact of single or multiple deployments on the lives of combat veterans and their families. Particular attention will be given to the different stages of deployment (mobilization, deployment and reintegration) and the way they impact each family member, with special emphasis on the responses that present in children at each developmental stage. Learn how the Structural/Strategic Family model is applied to assess family functioning and how Cognitive Behavioral Therapy, emotional regulation and psycho-education are used to build coping skills and restore resilience in families before, during and after deployment.

**April 2, 2016**

*Saturday, 10 a.m. - 5 p.m.*

*CEB1077 \$159*

*Berkeley campus, Room 215*

*Core Course*

### **Integrated Behavioral Couple Therapy (IBCT): An Effective Evidence-Based Therapy for OEF/OIF Veterans & Their Partners**

*Adele Brainard, LCSW*

*Credit Hours: 6 (APA, CAMFT, RN)*

Learn the basic concepts of Integrative Behavioral Couple Therapy, an evidence-based therapy for couples developed by Neil S. Jacobson and Andrew Christensen that expands on principles from Emotionally Focused Couple Therapy and Cognitive Behavioral Therapy. IBCT has been endorsed by the VA as an effective treatment modality for couples coping with issues that arise from military service including PTSD, substance abuse, and domestic violence. Through lecture, case presentation, case studies and role play activities, you will be introduced to IBCT theory and strategies and learn how to use IBCT techniques to help couples move towards improved patterns of interaction.

# Certificate Programs

## Treatment Strategies for Returning Troops *Continued*

**May 7, 2016**

Saturday, 10 a.m. - 5 p.m.

CE1242 \$159

Pleasant Hill campus, Room S224

## Treatment Method C

### **NEW! PTSD & Substance Use in Veterans: An Overview of Seeking Safety®**

Paul Kramer, MFT

Credit Hours: 3 (APA, CAMFT, RN)

Posttraumatic Stress Disorder (PTSD) and substance use disorders (SUD) co-occur at a relatively high rate, and the odds of substance use disorders are three times greater in individuals with PTSD. Moreover, co-occurring PTSD and substance use has been associated with worse treatment outcomes, higher risks of self-harm and suicidality, and lower work and social functioning. Recent research from the Department of Defense and the RAND Corporation suggest that returning veterans are at increased risk for both disorders. Seeking Safety® is a manualized treatment protocol designed to simultaneously treat substance use disorders and PTSD. This 3-hour online overview is designed to increase understanding of the etiology and challenges of co-morbid PTSD and SUD and provide an introduction to Seeking Safety®.

**Online - Available Summer 2016**

CE1359W \$75

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### **NEW! Implementing Seeking Safety® for Veterans with PTSD & Substance Use Disorders**

Paul Kramer, MFT

Credit Hours: 7 (APA, CAMFT, RN)

Seeking Safety® is a manualized treatment protocol designed to simultaneously treat substance use disorders and PTSD. This intermediate online course is designed to increase understanding of the etiology and challenges of co-morbid PTSD and SUD in veterans, and to provide intensive instruction on the treatment of these disorders using the Seeking Safety® treatment manual.

**Prerequisite Required:** *PTSD & Substance Use in Veterans: An Overview of Seeking Safety®*

**Online - Available Summer 2016**

CE1360W \$175

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

## Military Discount!

Military Service Members and Veterans receive 10 percent off onsite courses!



# Pre-Licensing Courses



All pre-licensing courses may also be taken as stand-alone CE courses.

## 15-Hour Chemical Dependency Training

Rena Palloff, PhD

Credit Hours: 15 (APA, CAMFT, RN, CFAAP/CAADAC)

Effective clinicians must have good working knowledge of the issues surrounding substance abuse. Learn how to take a thorough drug and alcohol history, conduct a bio-psychosocial assessment, determine the stage of the problem, and make an appropriate referral for treatment when the problem is outside of your scope of practice. Explore substance abuse assessment, treatment, and relapse issues, as well as prevention of future problems. This online course is text based with video lectures, and it contains all the materials needed for successful completion.

- This course meets the Alcoholism and Chemical Substance Abuse Dependency pre-licensing requirement for Psychologists and LCSWs, as well as MFTs and LPCCs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1049W \$315

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## Psychopharmacology (3 unit)

Giovanna Morelli, LCSW

Credit Hours: 28 (APA, CAMFT, RN)

Be prepared to provide guidance and support to clients whose treatment currently includes or might include pharmacotherapy. Learn about the purposes, advantages, and limitations of specific medications and how to evaluate the usefulness of various medications in conjunction with other treatment approaches. Learn recent information on the effects of psychotropic medications on various groups, including children, the elderly, women, and different racial and ethnic populations.

- This course meets the 3-unit Psychopharmacology pre-licensing requirement for MFTs and LPCCs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1166W \$525

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## Psychological Testing (3 unit)

Bret Johnson, PhD

Credit Hours: 28 (APA, CAMFT, RN)

Learn about frequently used psychological tests and the interpretations utilized in psychological reports. Review the Mental Status Exam, objective and projective tests, and behavioral checklists, including their purposes, appropriate referrals, DSM-5 diagnostic questions, and their use in assessing clients and making recommendations. Become familiar with the legal and ethical issues, cultural and socioeconomic factors, and limitations of the MFT's scope of practice.

**Recommended Text:** *Handbook of Psychological Assessment* by Gary Groth-Marnat

- This course meets the 3-unit Psychological Testing pre-licensing requirement for MFTs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1167W \$525

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## 15-Hour Crisis & Trauma Counseling

Brenda Frechette, PhD

Credit Hours: 15 (APA, CAMFT, RN)

Gain an overview of crisis and trauma counseling, including multidisciplinary responses to crises, emergencies and disasters with brief, intermediate and long-term approaches. Learn how to assess and triage mental health emergencies, perform suicide and violent risk assessments, mental status examinations, and evaluate substance related emergencies. Trauma disorders will also be addressed with emphasis on assessment criteria and clinical interventions, as well as the effects of trauma on cognitive, affective, behavioral, neurological, and interpersonal functioning.

- This course meets the Crisis and Trauma Counseling pre-licensing requirement for LPCCs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1218W \$315

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## 15-Hour Spousal/Partner Abuse Assessment, Treatment & Intervention

John Hamel, LCSW

Credit Hours: 15 (APA, CAMFT, RN)

Gain an understanding of current research on the nature, context, causes and effects of partner abuse, including issues related to ethnic minority and LGBT clients. Prominent risk factors will be explored based on a nested ecological model, with a separate discussion on substance abuse. Assessment and intervention strategies will be presented, based on an evidence-based, comprehensive, systemic and multi-modal approach that takes into account the needs of victims, perpetrators, and families. Material will be presented via Power Point slides, readings, case examples and exercises.

- This course meets the Spousal/Partner Abuse pre-licensing requirement for Psychologists and LCSWs, as well as MFTs and LPCCs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1221W \$315

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

## Child Abuse Assessment, Reporting & Treatment

Kate Rome, MFT, PPS

Credit Hours: 7 (APA, CAMFT, RN)

Learn how to recognize child abuse, sexual abuse, neglect, physical, and emotional abuse. Explore ways to effectively assess, report, and treat such abuse. Through lecture, videos, and group work, become familiar with the legal definition of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; counter-transference issues; and community resources.

- This course meets the AB 141 Child Abuse pre-licensing requirement for Psychologists and LCSWs, as well as MFTs and LPCCs who began their degree program before August 1, 2012.

### Online - Enroll Anytime

CE1219W \$175

Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)

# Supervision Courses

**All Supervision courses may also be taken as stand-alone CE courses.**

Specialized knowledge and skills are required to provide supervision to graduate students or mental health professionals working towards licensure. Our clinical supervision courses encompass all the information you need to supervise pre- and post-degree mental health providers including social workers, MFTs and psychologists. All of our supervision courses are taught by **Rachel Michaelsen, LCSW**.

## Law & Ethics in Clinical Supervision: Fundamentals

*Credit Hours: 6 (APA, CAMFT, RN)*

Supervisors have ethical responsibilities to supervisees, clients, and the profession, and are guided by laws regarding client care and employment. This course provides legal and ethical information to supervisors working in mental health and social-services settings. Topics include: ethics of supervision, laws that impact supervisors and supervisees, mandatory reporting issues, documentation, liability risk and risk prevention, ethical expectations of supervisees, hiring and firing, and dual relationships. Material will be covered through lecture, discussion, and vignettes.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs and LEPs.

### June 10, 2016

Friday, 9 a.m. - 4 p.m.

CEB2024 \$159

Berkeley campus, Room 216

### July 29, 2016

Friday, 9 a.m. - 4 p.m.

CEJ1144 \$159

San Jose campus, Room 209

### Online - Available Summer 2016

CE1372W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

## Law & Ethics in Clinical Supervision: A Deeper Look

*Credit Hours: 6 (APA, CAMFT, RN)*

Supervision, much like mental health and social services practice, has the potential for ethical dilemmas arising from power dynamics, cultural issues, and conflicts between codes of ethics and laws. This course advances supervisors' critical thinking about the legal and ethical issues faced in providing clinical supervision. Topics include: ethical decision making, ethical supervision practices, the ethics of culturally competent supervision, supervisory competency expectations, dual relationships. Material will be covered through lectures, discussions, and vignettes.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs and LEPs.

### September 23, 2016

Friday, 9 a.m. - 4 p.m.

CEB2008 \$159

Berkeley campus, Room 216

## 15-Hour Clinical Supervision Training Online

*Credit Hours: 15 (APA, CAMFT, RN)*

This course is divided into 7 sections covering the following topics: CAMFT and BOP laws and regulations; creating and maintaining positive and effective supervision working relationships;

evaluating and terminating with supervisees; managing difficult situations with supervisees; legal and ethical issues in clinical supervision; addressing vicarious traumatization; and a literature review of current research and interventions to address cross-cultural issues that may arise in supervision. The course is text based, with many vignettes and sample cases to illustrate the lessons. The course includes all the materials needed for successful completion.

- This course meets the requirement for those who supervise ACSWs, MFT Interns and Trainees, and PCC Interns.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).

### Online - Enroll Anytime

CE1233W \$315

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

## 6-Hour Clinical Supervision Training Online: Laws, Regulations & Supervision Basics

*Credit Hours: 6 (APA, CAMFT, RN)*

This course is divided into 3 sections that explore CAMFT and BOP laws and regulations, creating and maintaining positive and effective supervisor/supervisee working relationships, best practices for evaluating and terminating with supervisees, and teaching supervisees how to terminate with their clients. The course is text based, with vignettes and sample cases to illustrate the lessons, and it includes all the materials needed for successful completion.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.



# Supervision Courses



## Supervision Courses *Continued*

- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).

### **Online - Enroll Anytime**

CE1234W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### **6-Hour Clinical Supervision Training Online: Difficult Situations, Vicarious Traumatization & Cross-Cultural Issues**

*Credit Hours: 6 (APA, CAMFT, RN)*

This course is divided into 3 sections that explore the following topics: managing difficult situations such as uncontained anxiety, authority issues, countertransference, and lack of integration of skills and theory in practice; identifying and addressing vicarious traumatization; and a literature review of current research and successful interventions to address cross-cultural issues that can arise in supervision. The course is text based, with vignettes and sample cases to illustrate the lessons, and it includes all the materials needed for successful completion.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).

### **Online - Enroll Anytime**

CE1235W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

### **3-Hour Legal & Ethical Issues in Clinical Supervision Online**

*Credit Hours: 3 (APA, CAMFT, RN)*

Supervisors have an ethical responsibility to their supervisees, clients and profession, and must abide by the current laws and regulations regarding client care and employment. Obtain information valuable to clinical supervisors, including ethical supervision practices, ethical expectations of supervisees, legal and ethical issues in client care, supervisor competency expectations, supervision documentation requirements, hiring and firing practices, supervisory liability risk and risk prevention, and dual relationship issues.

- This course can be applied to the requirement of 6 contact hours for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course can be applied to the requirement of 6 contact hours of Law and Ethics for LCSWs, MFTs, LPCCs and LEPs.
- This course meets the Law and Ethics requirement for Psychologists.

### **Online - Enroll Anytime**

CE1102W \$75

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

# Required Courses

All Required courses may also be taken as stand-alone CE courses.

## 6-Hour Law & Ethics

*Daniel Taube, JD, PhD*  
Credit Hours: 6 (APA, CAMFT, RN)

Examine and discuss legal and ethical issues in clinical practice, including application of ethical principles and updates to current standards. Completion of this course may qualify participants for discounts on malpractice insurance for licensed psychologists. (Please check with your insurer.)

- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs, and LEPs.

### April 8, 2016

Friday, 9 a.m. - 4 p.m.

CEB1006 \$159

Berkeley campus, Room 216

## Law & Ethics in Clinical Supervision: Fundamentals

*Rachel Michaelsen, LCSW*  
Credit Hours: 6 (APA, CAMFT, RN)

Supervisors have ethical responsibilities to supervisees, clients, and the profession, and are guided by laws regarding client care and employment. This course provides legal and ethical information to supervisors working in mental health and social-services settings. Topics include: ethics of supervision, laws that impact supervisors and supervisees, mandatory reporting issues, documentation, liability risk and risk prevention, ethical expectations of supervisees, hiring and firing, and dual relationships. Material will be covered through lecture, discussion, and vignettes.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs and LEPs.

### June 10, 2016

Friday, 9 a.m. - 4 p.m.

CEB2024 \$159

Berkeley campus, Room 216

### July 29, 2016

Friday, 9 a.m. - 4 p.m.

CEJ1144 \$159

San Jose campus, Room 209

### Online - Available Summer 2016

CE1372W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)

## Finding Balance: Legal & Ethical Issues of Boundaries & Privacy in Psychotherapeutic Services

*Daniel Taube, JD, PhD*  
Credit Hours: 6 (APA, CAMFT, RN)

Enhance your ability to make ethically and legally informed decisions and better manage the complexities of mental health practice through this intermediate-level course. Receive an update on recent changes in ethics and legal standards and engage in in-depth discussions of ethical and legal complexities.

- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs, and LEPs.

### March 12, 2016

Saturday, 9 a.m. - 4 p.m.

CEJ1014 \$159

San Jose campus, Room 205

### May 20, 2016

Friday, 9 a.m. - 4 p.m.

CE1065 \$159

Pleasant Hill campus, Room S304

## Law & Ethics in Clinical Supervision: A Deeper Look

*Rachel Michaelsen, LCSW*  
Credit Hours: 6 (APA, CAMFT, RN)

Supervision, much like mental health and social services practice, has the potential for ethical dilemmas arising from power dynamics, cultural issues, and conflicts between codes of ethics and laws. This course advances supervisors' critical thinking about the legal and ethical issues faced in providing clinical supervision. Topics include: ethical decision

making, ethical supervision practices, the ethics of culturally competent supervision, supervisory competency expectations, dual relationships. Material will be covered through lectures, discussions, and vignettes.

- This course meets the requirement for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs and LEPs.

### September 23, 2016

Friday, 9 a.m. - 4 p.m.

CEB2008 \$159

Berkeley campus, Room 216

## 6-Hour Deepening Legal & Ethical Understanding in Professional Practice

*Daniel Taube, JD, PhD*  
Credit Hours: 6 (APA, CAMFT, RN)

This intermediate course offers licensed professionals, who have taken previous law and ethics courses, the opportunity to examine updated material and participate in an in-depth discussion of particularly thorny ethical and legal complexities. Leave this course with a greater ability to make legally and ethically informed decisions and to better manage the complexities of your practice.

- This course meets the Law and Ethics requirement for Psychologists, LCSWs, MFTs, LPCCs, and LEPs.

### August 19, 2016

Friday, 9 a.m. - 4 p.m.

CE1018 \$159

Pleasant Hill campus, Room S304

### Online - Enroll Now

CE1222W \$159

Register: [www/jfku.edu/ce](http://www/jfku.edu/ce)



# Required Courses



## Required Courses *Continued*

### 7-Hour Spousal/Partner Abuse Assessment, Treatment & Intervention

*John Hamel, LCSW*

*Credit Hours: 7 (APA, CAMFT, RN)*

Gain an overview of current research on partner abuse prevalence rates, dynamics, context, causes, effects on victims and legal issues, as well as evidence-based assessment instruments and intervention strategies with which to assess and treat partner abuse. Issues related to ethnic minority and LGBT clients will also be discussed. Risk factors will be identified, along with comprehensive, systemic and multimodal intervention strategies that take into account the needs of perpetrators, victims and families.

- This course meets the Spousal/Partner Abuse requirement for MFTs and LCSWs.

#### **Online - Enroll Now**

*CE1225W \$175*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

### 15-Hour Chemical Dependency Training

*Rena Palloff, PhD*

*Credit Hours: 15 (APA, CAMFT, RN,*

*CFAAP/CAADAC)*

Effective clinicians must have good working knowledge of the issues surrounding substance abuse. Learn how to take a thorough drug and alcohol history, conduct a bio-psychosocial assessment, determine the stage of the problem, and make an appropriate referral for treatment when the problem is outside of your scope of practice. Explore substance abuse assessment, treatment, and relapse issues, as well as prevention of future problems. This online course is text based with video lectures, and it contains all the materials needed for successful completion.

- This course meets the Alcoholism and Other Chemical Substance Dependency (One-time only) requirement for LEPs.

#### **Online - Enroll Anytime**

*CE1049W \$315*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

### 3-Hour Legal & Ethical Issues in Clinical Supervision Online

*Rachel Michaelsen, LCSW*

*Credit Hours: 3 (APA, CAMFT, RN)*

Supervisors have an ethical responsibility to their supervisees, clients and profession, and must abide by the current laws and regulations regarding client care and employment. Obtain information valuable to clinical supervisors, including ethical supervision practices, ethical expectations of supervisees, legal and ethical issues in client care, supervisor competency expectations, supervision documentation requirements, hiring and firing practices, supervisory liability risk and risk prevention, and dual relationship issues.

- This course can be applied to the requirement of 6 contact hours for those who supervise MFT Interns and Trainees, and PCC Interns.
- This course can be applied to the requirement of 15 contact hours for those who supervise ACSWs.
- This course is strongly recommended for Psychologists who supervise ACSWs, MFT Interns and Trainees, PCC Interns and pre-doctoral Interns (PhDs & PsyDs).
- This course can be applied to the requirement of 6 contact hours of Law and Ethics for LCSWs, MFTs, LPCCs and LEPs.
- This course meets the Law and Ethics requirement for Psychologists.

#### **Online - Enroll Anytime**

*CE1102W \$75*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

### Child Abuse Assessment, Reporting & Treatment

*Kate Rome, MFT, PPS*

*Credit Hours: 7 (APA, CAMFT, RN)*

Learn how to recognize child abuse, sexual abuse, neglect, physical, and emotional abuse. Explore ways to effectively assess, report, and treat such abuse. Through lecture, videos, and group work, become familiar with the legal definition of child abuse; legal reporting requirements; crisis intervention for victims, families, and abusers; cross-cultural concerns; counter-transference issues; and community resources.

- This course meets the Child Abuse Assessment (one-time only) requirement for LEPs.

#### **Online - Enroll Anytime**

*CE1219W \$175*

*Register: [www.jfku.edu/ce](http://www.jfku.edu/ce)*

# General Information

**Please visit our website at [www.jfku.edu/ce](http://www.jfku.edu/ce) for Frequently Asked Questions, Campus Maps, Directions and more detailed information about our faculty and courses.**

John F. Kennedy University's Continuing Education Division (CE) offers post-graduate courses for licensed professionals to maintain their licenses in psychology disciplines. CE also hosts courses for MCLE credit and provides public service workshops, as well as conferences.

JFK University does not discriminate on the basis of race, color, height, weight, national origin, religion, age, marital status, gender, sexual orientation, veteran status or disability. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, JFK University actively encourages applications from members of all groups that are underrepresented in higher education.

## CE Accreditations

JFK University is accredited by the Western Association of Schools and Colleges (WASC).

## JFK University Continuing Education is approved by

- The American Psychological Association (APA) to sponsor continuing education for Psychologists. JFK University Continuing Education (CE) maintains responsibility for this program and its content.
- The California Association of Marriage and Family Therapists (CAMFT) to provide continuing education for LCSWs, MFTs, LPCCs, and LEPs (provider #128404).
- The California Board of Registered Nursing (BRN) to provide continuing education for registered nurses (provider #02354).
- The California Foundation for the Advancement of Addiction Professionals (CFAAP/CAADAC) (provider #4C-95-322-1115).
- The State Bar of California to provide minimum continuing legal education (MCLE) for attorneys (provider #9067).

## Published Course Schedules and Substitutions

Although we make every effort to maintain published course schedules, CE reserves the right to make any changes in fees, faculty assignments, course dates and room locations. We will notify participants by phone and/or email as soon as possible should any course-related change occur. Please visit our website at [www.jfku.edu/ce](http://www.jfku.edu/ce) for the most current course schedule information.

## Course Cancellations

CE reserves the right to cancel any course in the event of insufficient enrollment, instructor illness, national emergency or disaster. Participants will be notified as soon as possible and will receive a full refund or transfer to another course within the current catalog cycle without penalty of additional

processing fees. The liability of JFK University CE is limited to registration fees only. JFK University will not be responsible for any losses incurred by students including, but not limited to, airline cancellation charges or hotel deposits.

## Fees

All courses offered through CE are entirely self-supporting. Fees for courses vary and are adjusted to accommodate course expenses. Fees are listed in this catalog in each course description.

## Certificates of Attendance

CE certificates will be presented at the completion of each onsite course to students who have preregistered at least five (5) business days prior to the start of the course. If registration occurs less than five days before the course start date, we cannot guarantee that your CE certificate will be available onsite. In that case, your certificate will be mailed to you as soon as possible, once your attendance is verified. For online course students, CE certificates are immediately available after you successfully complete the final exam and evaluation.

## Program Credit Designations

**CE Credit:** Course numbers that include "CE" provide mandated continuing education credit for agency requirements as indicated. These courses may be taken for professional development or personal enrichment. One hour of CE credit is granted for one contact hour of instruction.

**APA:** The course offers credit to mental health professionals regulated by The American Psychological Association.

**CAMFT:** The course offers credit to mental health professionals regulated by The California Board of Behavioral Sciences (BBS).

**RN:** The course offers credit to professionals regulated by the California Board of Registered Nursing

**CFAAP/CAADAC:** The course offers credit to professionals regulated by California Foundation for the Advancement of Addiction Professionals.

**MCLE:** The course offers credit to professionals regulated by the State Bar of California.

## Disability Services

All individuals with disabilities who need special accommodations or related assistance should contact the Office of Disability Services at least three (3) weeks prior to the course start date. Please call 925.969.3362.

## Campus Locations of the San Francisco Bay Area

\*FREE PARKING at all Campuses.

\*Carefully read and understand parking signage upon arrival

### Pleasant Hill Campus

100 Ellinwood Way  
Pleasant Hill, CA 94523  
(Tri-Valley)

### Berkeley Campus

2956 San Pablo Avenue, 2nd Floor  
Berkeley, CA 94702  
(East Bay)

### San Jose Campus

3031 Tisch Way, Room 201  
San Jose, CA 95128  
(South Bay)

## Contact Information

JOHN F. KENNEDY UNIVERSITY  
CONTINUING EDUCATION  
100 Ellinwood Way, S205  
Pleasant Hill, CA 94523

## Operating Hours

Monday - Friday, 9 a.m. - 5 p.m.

**E-MAIL:** [conted@jfku.edu](mailto:conted@jfku.edu)

**WEB:** [www.jfku.edu/ce](http://www.jfku.edu/ce)

**OFFICE:** 800.557.1384

**FAX:** 925.969.3155





# Registration Policies



**Please carefully review the information below. Register early!! Preregistration ensures your place in the course(s) you want and helps minimize the cancellation of courses due to insufficient enrollment.**

## Register for ON-SITE courses:

**Online:** Register securely using our "Shopping Cart" feature by following these simple instructions:

1. Visit [www.jfku.edu/ce](http://www.jfku.edu/ce).
2. Click on "Course Calendar" on the bottom under "Resources."
3. Click on any "course title" to view the full course description.
4. Click "Add Course to Cart" on the right. (Once the course is added to your Shopping Cart, the text will say "Course Added.")
5. Continue to add courses to your Shopping Cart by repeating steps 1-4.
6. When you are ready to checkout, click "View Cart" on the right.
7. After you carefully review your cart, click "Checkout."
8. Complete the registration form and click "Review Submission" to ensure all of your personal information is correct.
9. Click "Continue With Payment."
10. Complete the payment form and click "Pay Now."

You should receive an email confirmation within a few minutes. If you do not receive a confirmation and have checked your spam/junk mailboxes, please call us at 800.557.1384.

**E-mail:** Complete the enclosed Registration Form, scan or photograph and email it to [cereg@jfku.edu](mailto:cereg@jfku.edu).

**Fax:** Complete the enclosed Registration Form and fax it to 925.969.3155.

**Mail:** Complete the enclosed Registration Form and mail it to: JFK University – CE 100 Ellinwood Way, S205 Pleasant Hill, CA 94523.

**Phone:** Call 800.557.1384 with your course information and credit card ready.

**In-person:** Complete the enclosed Registration Form and stop by our CE Division located at 100 Ellinwood Way, S205 Pleasant Hill, CA, 94523. Our operating hours are Monday-Friday, 9 a.m. - 5 p.m. We also have a locked drop box located immediately outside our suite door.

Payment may be made by credit card (American Express, Visa, MasterCard) check or money order. Please make checks and money orders payable to JFKU-CE. All returned checks are subject to a processing fee of \$35.

## Register for ONLINE courses:

1. Visit [www.jfku.edu/ce](http://www.jfku.edu/ce).
2. Click "Online Courses" at the bottom under "Resources."
3. Click on any "course title" to view the full course description.
4. Click "New User? Register" at the bottom of the page.
5. Scroll down to complete the "Create New Account" form and click "Register."
6. Complete the information fields and click "Register for Course."

You should receive an email confirmation within a few minutes. If you do not receive a confirmation and have checked your spam/junk mailboxes, please call us at 800.557.1384.

## Registration Cancellation

**Cancellations:** Should you choose to drop a course PRIOR to the course start date, you may either request a refund (minus a \$20 processing fee) or transfer into another course within the current catalog cycle without penalty one time. If subsequent transfers are necessary, an administrative fee of \$20 will be charged. For either option, you must contact Continuing Education by phone (800.557.1384) or e-mail ([conted@jfku.edu](mailto:conted@jfku.edu)) **at least one business day prior to the course start date.**

**Refunds:** ABSOLUTELY NO REFUNDS WILL BE GRANTED FOR ONLINE COURSES.

**Late Arrival:** If you arrive late and are not permitted in the course, you may apply your registration fee to another course per our course transfer policy. If you do not contact us within 48 hours, you will forfeit your registration fee. Note: FULL attendance is required in order to earn CE credit.

**No-Show:** If you enroll for a course and fail to attend without notifying us within 48 hours, you will forfeit your registration fee.

## Discounts

We know how important continuing education is to professionals and we are happy to offer discounted rates to you and your colleagues for most of our courses! This is a great opportunity to experience one or more of our offerings.

\* Financial Aid and payment plans are not available.

\* Discounts cannot be combined. 10% is the maximum discount available.

**10 percent Affiliate Discount:** Alumni, students, faculty and staff of JFK University and the National University System will receive a 10 percent discount on any eligible CE course.

**10 percent Military Service Member/Veteran Discount:** Military services personnel and veterans will receive a 10 percent discount on any eligible CE course.

**10 percent Multicourse Discount:** Individuals who register for three or more courses simultaneously will receive a 10 percent discount for each of those eligible courses.

**10 percent Group Discount:** Three or more participants who register for the same eligible course(s) simultaneously will receive a 10 percent discount. All group members must register at the same time to secure the discounted rate and have individual registration forms completed. Group discounts are not available through online registration.

## Discount Eligibility

Online courses, co-sponsorships, and conferences are NOT eligible for discounts. All other courses in this catalog are discount-eligible.



Email to cereg@jfk.u.edu

Fax to (925) 969-3155

# Registration Form

Mail/Deliver to JFK University-CE, 100 Ellinwood Way, S205, Pleasant Hill, CA 94523

Registration for ONLINE courses is available 24/7 and must be done through our website @ www.jfk.u.edu/ce. Any time! Any day!

**STUDENT INFORMATION:** [This section is mandatory. Please complete each line.]

Name: \_\_\_\_\_ Lic.Type: \_\_\_\_\_ Lic. No.: \_\_\_\_\_ ( )M ( )F  
 Address: \_\_\_\_\_  
 City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_  
 Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Would you like to receive our monthly eNewsletter?**  Yes  No

**In order for us to attribute your credit properly, please provide one of the following:**

Last four digits of SSN: \_\_\_\_\_ **OR** JFKU Student ID #: \_\_\_\_\_

**DISCOUNTS:** If you are eligible for a discount, please check the appropriate box below and deduct 10 percent from your course fees.

**DISCOUNTS CAN NOT BE COMBINED. 10 PERCENT IS THE MAXIMUM DISCOUNT AVAILABLE.**

**AFFILIATES:**  JFK UNIVERSITY **OR**  THE NATIONAL UNIVERSITY SYSTEM  ALUMNI  STUDENT  FACULTY  STAFF

**GENERAL PUBLIC:**  MILITARY SERVICE MEMBER/VETERAN  MULTICOURSE  COUPON (CODE: \_\_\_\_\_)

GROUP – OTHER MEMBER NAMES: 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

## HOW DID YOU LEARN ABOUT CE?

Catalog  JFKU Alumni  Colleague/Friend  JFKU Student  JFKU Website  JFKU E-mail

JFKU Flyer  APA  CAMFT  Word of Mouth  Other (*specify*: \_\_\_\_\_)

COURSE #	COURSE TITLE	DATE	LOCATION*	FEE \$	DISCOUNT \$
(EXAMPLE) CEJ1003	6-Hour Law & Ethics	April 8, 2016	SJ	159	143.10

\*FOR LOCATION, enter: **PH** for Pleasant Hill, **B** for Berkeley, **SJ** for San Jose, **OC** for Off Campus.

**TODAY'S DATE:** \_\_\_\_/\_\_\_\_/\_\_\_\_ **TOTAL: \$** \_\_\_\_\_

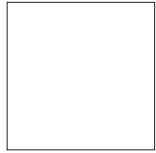
**PAYMENT:**  VISA  MASTERCARD  AMERICAN EXPRESS  CHECK\*  MONEY ORDER\*

\*Please make checks and money orders payable to JFKU-CE. All returned checks are subject to a processing fee of \$35.

**CARD NUMBER:** \_\_\_\_\_ **EXP. DATE:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**SIGNATURE: (X)** \_\_\_\_\_

Email to cereg@jfk.u.edu. Fax to 925.969.3155. Mail/Deliver In-Person to JFK University-CE, 100 Ellinwood Way, S205, Pleasant Hill, CA 94523



# JOHN F. KENNEDY UNIVERSITY

An affiliate of the National University System



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information about special course offerings

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