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Other Workshops for Human Services Professionals

**"I Want To Do That!" Developing Workshop Presentations, from Idea to
Conceptualization to Detail to Comprehensive Workshop**

**Personal through Moral and Cultural Issues to
Ethical and Legal Requirements--The Story of the "A's"**

**Reasonable Suspicion + Mandated Reporting = ? Experiential Training to Understanding
Child Abuse and Mandated Reporting**

**"What First... Intervention Last" Assessments in Intervention & Treatment Planning in
Therapy & Other Human Services Work**



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"I Want to Do That!" Developing Workshop Presentations From Idea to Conceptualization to Detail to Comprehensive Workshop

FORMAT:

Lecture, Discussion, & Demonstration- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

Focus is on helping participants develop their ideas and messages through the different stages to create a fully comprehensive workshop for presentation (and profit!). How to expand upon an initial idea to create a complete structurally sound thesis. What processes to fill out the workshop concepts and issues. How to make the workshop interesting and entertaining as well as informative. Initial and subsequent presentation issues including goals for the first five minutes of the presentation. A presentation idea will be chosen from the participants to be taken through much of the process to illustrate how it works. Marketing issues also for those interested in using workshops for financial profit as well as professional fulfillment.

SUMMARY OF CONTENT:

- 1) GESTATION TO BIRTH-STEP ONE: Your Idea, Thesis, or Hypothesis
- 2) BRAINSTORMING: Expanding the Thesis
- 3) CATEGORIZATION: Identifying the Bones
- 4) SEQUENCING: Building the Skeleton- Basic Structure Issues
- 5) OVERVIEW & INSERTION: What's missing? Sending for Egor!
- 6) ELABORATION, ELABORATION, ELABORATION: The search for nuances and subtleties
- 7) CRITIQUE: Making sense? Logical? On track?
- 8) FLUFF & STUFF: Making it interesting and entertaining
- 9) SALE & SALESMAN: Presentation Principles and Issues
- 10) MARKETING ISSUES



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Personal Through Moral & Cultural Issues to Ethical & Legal Requirements The Story of the "AL's"

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

How personal (individual, family, and societal) influences form the foundation for moral beliefs, and how they bring individuals to the field of early childhood education. Facing challenges in working with children (the talk will discuss dealing with temper tantrums as a concrete example) brings the individual's personal issues face to face with ethical and professional dilemmas (and sometimes legal requirements). Under ethical and legal requirements, how and why the work stays intensely personal.

1. Why individuals become involved in child development/early childhood education.
Unexpected "benefits!"
2. Three Strands leading to Moral and Cultural Standards:
 - a) Individual b) Familial c) Social: historical, political, religious, economic
How Individual, familial and social experiences come together to create moral codes—
individual's sense of what is right and wrong
Cross cultural issues that arise in the mix of culture and of peoples
3. How historical, political, religious, and economic experiences come together for a society to
create the cultural framework for the society, i.e. the morality of the society
4. What being professional means
What differentiates a professional from another service provider or salesperson?
How Education, Training, Experience, Child Development Theory, and Ethics and
Legalities define professionalism
5. An example—Dealing with Temper Tantrums professionally and effectively
Four types of tantrums, four underlying issues, and four approaches. Personal and
emotional prejudices affecting approaching difficult behavior
6. Between Ethical and Legal -- the Chicken or the Egg?
The First Child Abuse Intervention, What professions claim to be and do
7. Why mandated child abuse reporting had to be mandated
Always Personal



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Reasonable Suspicion + Mandated Reporting = ? An Experiential Training to Understanding Child Abuse and Mandated Reporting

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions and actively participating in experiential training.

DESCRIPTION:

The presentation starts with the basic Child Abuse Reporting Laws and then activates a conceptual process for mandated reporters such as teachers, therapists, social workers, and other human services providers to understand the criteria for distinguishing among Legal, Ethical, and Moral requirements; and among Legal, Ethical, and Practical/Program requirements. A series of simple experiential activities will help participants distinguish among ineffective discipline, poor discipline, harm, and child abuse- child abuse that mandates reporting. Definitions and guidance in recognizing the different categories of child abuse: physical, sexual, neglect, emotional, and so forth. Guidance in how to handle problematic discipline techniques of parents for child abuse prevention. Cross-cultural and multi-cultural issues in child abuse reporting and discipline issues will also be addressed. Historical and multi-cultural aspects of corporal punishment and sexual boundaries and relationship to legal child abuse definitions.

SUMMARY OF CONTENT:

- 1) Child Abuse Reporting Law
- 2) Mandated Reporters
- 3) Legal, Ethical, and Moral requirements and distinctions- Requirements from the Law, Professional Requirements, and Personal Values;
Differentiating among the following questions:
What are your legal mandates? What are your program guidelines? What is your agenda?
- 4) Legal, Ethical, and Practical/Program requirements- Another Set of Critical Distinctions
- 5) OK and Not OK- A decision making process for Mandated Reporters
- 6) Definitions and Considerations of Child Abuse Categories (Experiential Activities)
Physical Abuse resulting from **Unreasonable Severe Corporal Punishment;**
Physical Abuse resulting from **Unjustifiable Punishment;**
Shaken Infant Syndrome; Physical Neglect;
Sexual Abuse- Assault; Sexual Abuse- Exploitation;
Emotional Abuse; Emotional Deprivation
- 7) Multi-cultural, Cross-cultural, and Historical Issues in Discipline, Boundaries, and Child Abuse



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"What First...Intervention Last" Assessment in Intervention & Treatment Planning in Therapy & Other Human Services Work

FORMAT:

Lecture and Discussion- Participants are encouraged to make the workshop more relevant to their concerns by asking questions.

DESCRIPTION:

The presentation brings together family life cycle theory, family systems theory, couples therapy principles, communication theory, developmental theories, and other psychological and sociological theories to aid in the assessment process that precludes intervention. Useful for both therapists and other human services professionals and paraprofessionals in determining how to best approach individuals and families in need.

SUMMARY OF CONTENT:

- 1) THE SIX STEP PROCESS FROM ASSESSMENT TO CHANGE
ASSESSMENT--> THEORY--> MODEL-->
STRATEGIES--> INTERVENTIONS--> CHANGE
- 2) THE BASIC DIAGNOSTIC HIERARCHY FOR ASSESSMENT
KISS
- 3) DEVELOPMENTAL ASSESSMENTS: Child, Adolescent, and Adult
Piaget, Erickson, Selman, Family Life Cycle, Regression, & Fixation
- 4) TEMPERAMENTAL ASSESSMENT
- 5) FAMILY ASSESSMENT
- 6) SELF-ESTEEM ASSESSMENT
- 7) RELATIONSHIP ASSESSMENT
- 8) STRESS RESPONSE ASSESSMENT
- 9) ATTACHMENT ASSESSMENT
- 10) MORALITY ASSESSMENT
- 11) HOPE ASSESSMENT