CLOSING the GAP

PRIORITIZING THE NEEDS OF TRAUMATIZED YOUTH

FRIDAY, FEBRUARY 5, 2021 | ONLINE CHILD, ADOLESCENT & TRANSITION AGE YOUTH MENTAL HEALTH CONFERENCE

PRESENTED BY NAMI Keystone Pennsylvania
CLOSING THE GAP: PRIORITIZING THE NEEDS OF TRAUMATIZED YOUTH

There is no shortage of reasons as to why many young people are feeling more stressed out or more anxious than usual these days. Or, why they are feeling more angry, fearful, or uncertain. Because of the global pandemic, schools and sports are in limbo, mask-wearing is the new norm, and virtual meet-ups have replaced in-person get-togethers. And that’s just the beginning. Social injustice and instances of civil unrest have forced parents and caregivers to have difficult conversations with youth of all ages. But the impact of these circumstances varies depending on background, experience, and whether a young person has a history of trauma.

NAMI Keystone Pennsylvania’s annual Child, Adolescent, and Transition Age Youth Mental Health Virtual Conference will examine the intersection between the pandemic and complex trauma, and the role trauma plays in rising suicide rates among marginalized youth. The conference will also feature Kai Koerber, a survivor of the deadly shooting at Marjory Stoneman Douglas High School in Parkland, Florida. Following his traumatic experience, Kai became a passionate advocate for mental health. He is now telling his story and sharing his work that uses technology to help students like him identify and work through negative emotions.

Conference Objectives

At the end of this day-long program, attendees will be able to:

- identify the risk and protective factors of suicide of underserved and marginalized youth (ages 10–24);

- define strategies for supporting trauma-impacted youth in the context of the COVID-19 pandemic;

- identify strategies caregivers can use when communicating with a teen who is experiencing suicidal ideation/behaviors and/or depression;

- apply cognitive strategies and current technology to empower youth to better manage adversity and emotions.
2021 CHILD, ADOLESCENT & TRANSITION AGE YOUTH MENTAL HEALTH CONFERENCE

8:30 A.M. - 8:45 A.M.  WELCOME
Charma D. Dudley, PhD, FPPR, Associate Director of Behavioral Health Services at Beacon Health Options; Board of Directors, NAMI National; Chair, NAMI Board Work Group on Diversity, Equity and Inclusion; Board President, NAMI Keystone Pennsylvania

8:45 A.M. - 9:00 A.M.  OPENING REMARKS
Daniel H. Gillison, Jr., CEO, National Alliance on Mental Illness

9:00 A.M. - 10:30 A.M.  OPENING KEYNOTE
“Coronavirus Pandemic: Coping Strategies for Youth with a History of Complex Trauma”
Jana Pressley, PsyD, Director of Clinical Services, Complex Trauma Treatment Center Boston; Senior Training Associate, Foundation Trust.

10:30 A.M. - 10:45 A.M.  EXHIBIT HALL OPEN

10:45 A.M. - 12:15 P.M.  PANEL DISCUSSION
“The Path Forward: Addressing Suicide Prevention and Mental Health Education for Marginalized Youth”
Moderator: Daniel H. Gillison, Jr., CEO, National Alliance on Mental Illness
Panelists: Michelle M. Johns, MPH, PhD, Health Scientist, Division of Adolescent and School Health, Centers for Disease Control and Prevention; Dr. Alfiee Breland-Noble, Psychologist, Founder of the AAKOMA Project; Nikki Pitre, Exec. Director, Center for Native American Youth, Aspen Institute

12:15 P.M. - 12:45 P.M.  EXHIBIT HALL OPEN

12:45 P.M. - 1:00 P.M.  YOUTH MENTAL HEALTH LEADERSHIP AWARD PRESENTATION

1:00 P.M. - 2:15 P.M.  BREAKOUT SESSION ONE
1. Effective Parenting Strategies for Working With LGBTQIA+/SGL Youth
2. Anxiety…I’m So Done With You! Social Media’s Influence on Teens’ Sense of Self
3. Building Adolescent Self-Efficacy and Resilience Through Social Action
4. Utilization of Project ECHO to Address Adolescent Alcohol and Substance Use by Training School Personnel and Primary Care Providers to Screen, Briefly Intervene, and Refer Adolescents to Treatment
2:30 P.M. - 3:45 P.M.  BREAKOUT SESSION TWO

5. "Hello? Do you see me?" — Increasing Visibility and Inclusivity of LGBTQIA+/SGL Youth, Starting With the Classroom


7. Transition Age Youth, Problematic Sexual Behaviors and the Law: What to Expect and How to Prepare

8. Managing the Stigma and Shame Associated with Body-Focused Repetitive Behaviors (BFRB)

3:45 P.M. - 4:00 P.M.  EXHIBIT HALL OPEN

4:00 P.M. - 5:15 P.M.  CLOSING KEYNOTE

“Re-coding Your Life – Mental Health Fitness for Uncertain Times”
Kai Koerber, Mental Health Activist; UC Berkeley, Chancellor’s Advisory Committee on Student Mental Health, Board Member

Since the conference is packed with great information, paid registrants will have access to recorded sessions and presentations for an additional 30 days (March 7) after the Continuing education (CE) period ends.

Continuing education credits (SW, PSYCH, CEU's) cannot be earned after the CE period ends at 5:15 p.m. (EST) on Friday, February 5. You must attend the live conference to receive your full credit hours. Partial credit will not be given for this conference.

Those registered for ACT 48 hours have until midnight on Sunday, February 14 to earn credit hours for this conference. Although a recorded version of the conference can be viewed up to 30 days following the live conference, after February 14, ACT 48 hours cannot be earned.
Welcome
Charma D. Dudley PhD, FPPR, Associate Director of Behavioral Health Services at Beacon Health Options; Board of Directors, NAMI National; Chair, NAMI Board Work Group on Diversity, Equity and Inclusion; Board President, NAMI Keystone Pennsylvania

Opening Remarks
What’s Our Game Plan?
Daniel H. Gillison, Jr., CEO, National Alliance on Mental Illness

In his opening remarks, the CEO of the National Alliance on Mental Illness, Daniel H. Gillison, Jr., will discuss the current pandemic-related fears and societal stressors that are weighing heavily on today’s youth. As concerned adults, do we have a game plan for helping them navigate these uncertainties? Mr. Gillison’s presentation will set the stage for the day’s lineup of speakers by asking important questions about coping and support strategies, identifying unique risk factors, and the different approaches that are necessary based on a young person’s past experiences.

Morning Keynote Presentation
Coronavirus Pandemic: Coping Strategies for Youth with a History of Complex Trauma
Jana Pressley, PsyD, Director of Clinical Services, Complex Trauma Treatment Center Boston; Senior Training Associate, Foundation Trust

Current events can trigger complicated and painful responses for youth with chronic relational trauma, or complex trauma. In this presentation, we will distinguish between complex trauma and acute, situational trauma. We will further describe some of the common symptoms and difficulties that complex trauma survivors have been facing during the COVID-19 public health crisis. Given the ongoing nature of the pandemic, individuals and families are feeling cumulative distress: grieving lost time with loved ones and managing disrupted life routines and annual traditions. We will discuss strategies for sustained coping, with a focus on how to build and maintain a sense of safety and connection to support youth and families during this time.

At the close of this presentation, participants will be able to:
- define the difference between acute and complex trauma;
- identify at least three common symptoms or life challenges experienced by trauma-impacted youth, particularly as pertaining to the current public health crisis;
- define at least three tangible strategies for supporting trauma-impacted youth in the context of the COVID-19 pandemic.

About the Presenter
Jana Pressley, PsyD, is a licensed clinical psychologist and Director of Clinical Services at the Complex Trauma Treatment Center Boston. She is also Co-Director of the Complex Trauma Treatment Affiliates, Senior Training Associate of the Foundation Trust, and an Adjunct Associate Professor at Richmont Graduate University. Dr. Pressley specializes in the treatment of youth, adults, and couples/families impacted by developmental trauma, and provides consultation supporting systems-level implementation of trauma-informed care in organizations. She teaches trauma-related courses at the graduate level, and has designed and implemented trauma treatment specialization courses and qualitative trauma-focused research labs for graduate programs. Dr. Pressley’s research focuses on the experience of court-involved young
adults who have suffered relational trauma in the midst of chronic poverty and community violence, as well as the impact of complex trauma history on adult spirituality and meaning-making. Dr. Pressley is also a national trainer and consultant in the Attachment, Regulation, and Competency (ARC) and Component-Based Psychotherapy (CBP) complex trauma intervention models.

Morning Plenary Panel Discussion
The Path Forward: Addressing Suicide Prevention and Mental Health Education for Marginalized Youth

Moderator
Daniel H. Gillison, Jr., CEO, National Alliance on Mental Illness (NAMI)

Panelists
Michelle M. Johns, MPH, PhD, Health Scientist, Division of Adolescent and School Health, Centers for Disease Control and Prevention
Dr. Alfiee Breland-Noble, Psychologist; Founder of the AAKOMA Project
Nikki Pitre, Exec. Dir., Center for Native American Youth, Aspen Institute

Suicide is the second leading cause of death in young people between the ages of 10 – 24.¹ Statistics show that when you go deeper, marginalized youth are being impacted at an even greater rate. The suicide death rate among Black youth has been found to be increasing faster than any other racial/ethnic group.² For Native/Indigenous youth between the ages of 15-19, the suicide death rate is more than double that of non-Hispanic white youth.³ Lesbian, gay, and bisexual youth are four times more likely to attempt suicide than straight youth.⁴ The numbers are staggering. It’s clear that the current one-size-fits-all approach to suicide prevention and mental health education isn’t working. So, what is our path forward? How can we prioritize the needs of diverse youth? How can we adapt our discussions about mental health concerns to better engage all young people? Experts from across the country will discuss the unique risk factors and culturally competent protective factors of suicide.

At the end of this presentation, participants should be able to:
• identify barriers to mental health education in under-served and marginalized youth;
• identify protective and risk factors of suicide of under-served and marginalized youth;
• describe resources available for culturally effective mental health education programs and suicide prevention for under-served and marginalized youth.

About the Presenters
Daniel H. Gillison, Jr., is CEO of the National Alliance on Mental Illness. Dan has years of experience in non-profit leadership and is a passionate advocate for people with mental illness. Before joining NAMI, Dan led the American Psychiatric Association Foundation (APAF), where he was responsible for strategic planning, personnel management, board communications, oversight of APAF’s public education programs and outreach, and formulating strategic alliances and partnerships to further APAF’s mission. Prior to APAF, he led County Solutions and Innovation for the National Association of Counties (NACo) where he was instrumental in repositioning the organization’s programs to provide expertise in health and human services, justice, and public safety. Dan has over 30 years of experience and has previously held leadership positions at Xerox, Nextel, and Sprint. Dan holds a B.A. from Southern University and A&M College.
Dr. Alfiee M. Breland-Noble (Dr. Alfiee) is a pioneering psychologist, scientist, media personality, author and speaker. As Founder of the mental health nonprofit, The AAKOMA Project, Inc. she translates complex scientific concepts (developed over 20+ years as a disparities researcher at Duke and Georgetown Medical Schools) into useful, everyday language for communities of color. A sought-after mental health expert, Dr. Alfiee’s media work includes hosting her new video podcast “Couched in Color with Dr. Alfiee” addressing mental health issues in youth, young adults and marginalized communities. She regularly appears on media platforms including CNN, NBC, Refinery29, Shape Magazine, Roland Martin Unfiltered, NPR and many more. Widely recognized for her ability to draw in audiences and inspire, she embodies her belief that there is enough love and light (informed by strong culturally relevant science) to help everyone achieve #optimalmentalhealth.

Nikki Pitre serves as the Executive Director at the Center for Native American Youth at the Aspen Institute where she works closely with the Board of Advisors and Youth Advisory Board, and sets the vision, strategy, and priorities for the Center. Before her appointment as Executive Director, Nikki was Acting Director, Associate Director, and Program Manager at CNAY. Prior to CNAY, Nikki served in several capacities at the American Indian Higher Education Consortium, including Student Success Program Director, Federal/ Tribal & Special Initiatives Associate, Advocacy Associate and Student Outreach Coordinator. Nikki sits on the Partnership with Native Americans Board of Directors and serves on the Miss Indian World Committee for the Gathering of Nations Pow-wow. Nikki’s Indian name is kwhwele’ which means Meadow Lark. She is a member of the Coeur d’Alene Tribe and is of the Red Bird Clan. She is also Kalispel, Yakama, Nisqually, Cowlitz, and Squaxin Island.

**Afternoon Keynote Presentation**  
**Re-coding Your Life – Mental Health Fitness for Uncertain Times**  
Kai Koerber, Mental Health Activist; UC Berkeley, Chancellor’s Advisory Committee on Student Mental Health, Board Member

Kai Koerber survived the deadly shooting at Marjory Stoneman Douglas High School in Parkland, Florida in 2018. Following this tragedy, Kai turned his attention to mental health advocacy. He launched the nonprofit, Societal Reform Corporation, which pushes for mental health in schools, specifically the implementation of mindfulness, mental health training, and the use of neurotechnology tools for students in all grades and universities.
In his presentation, *Re-coding Your Life – Mental Health Fitness for Uncertain Times*, Kai will share his experience and talk about how he is using technology to connect with his peers to help them manage their mental health, especially negative emotions, to reduce stress and improve confidence.

At the end of this presentation, participants should be able to:
- identify ways students can use technology such as apps to manage their mental health;
- implement effective mental health and emotional-regulation programming in schools that are applicable to students of all ages, socio-economic status, and race;
- identify self-awareness skills for students for stress management, life visioning, and goal manifestation.

**About the Presenter**

*Kai Koerber*, a mental health advocate, speaker, and writer, survived the deadly shooting at Marjory Stoneman Douglas High School in Parkland, Florida in 2018. Following this tragedy, Kai turned his attention to mental health advocacy by launching the nonprofit, Societal Reform Corporation, which pushes for mental health in schools. Kai, who is now a sophomore majoring in computer science at the University of California, Berkeley, has a featured project at the School of Data Science that involves emotion and artificial intelligence. His ultimate goal is to provide students with mental health and technological tools to help them mitigate stress and improve their focus and confidence.

**Breakout Sessions**

**Target Audience Key:**
- Parents/Caregivers (P/C)
- Educators/School Professionals (Ed/SP)
- Mental Health Professionals (MHP)

**Breakout Session One**

1. **Effective Parenting Strategies for Working With LGBTQIA+/SGL Youth (P/C, Ed/SP)**
   Joel Brecht MA, CRC, LPC, Board President and Trainer, Keystone Pride Resources Institute; Paul Cannon, MSEd, LPC, NCC, Treasurer and Trainer, Keystone Pride Resources Institute

This presentation will identify effective parenting strategies and resources to support LGBTQIA+/SGL children and youth. We will explore and discuss: Family Acceptance as a protective factor vs Family Rejection; the meaning of “family,” paying attention to personal, cultural, and other factors; and Families of Origin and Families of Choice in relation to protective factors. Also highlighted in this session will be the importance of language, communication, and maintaining safety. Mr. Brecht and Mr. Cannon will be joined by a parent and their adult child who will share their personal experiences related to positive parental support.

At the close of this presentation, participants will be able to:
- apply at least three parenting strategies for working with LGBTQIA+/SGL youth;
- describe the benefits of family acceptance as it relates to increased positive outcomes for LGBTQIA+ individuals in early adulthood;
- identify at least four resources for families with LGBTQIA+ children and youth.
About the Presenters

Joel Brecht is a Licensed Professional Counselor and is the Board President and a trainer for the Keystone Pride Resources Institute. Mr. Brecht works for a managed care company and has been training organizations, school districts, and behavioral health clinicians in LGBTQIA+ cultural and clinical competency since 2013.

Paul Cannon is a Licensed Professional Counselor and is the Treasurer and a trainer for the Keystone Pride Resources Institute. Mr. Cannon works for a managed care company and maintains a private practice in Harrisburg, Pa. Mr. Cannon has been training organizations and behavioral health clinicians in LGBTQIA+ cultural and clinical competency since 2014.

2. Anxiety...I’m So Done With You! Social Media’s Influence on Teens’ Sense of Self (P/C; Ed/SP) Jodi Aman, LCSW, Jodi Aman Counseling

Teens often feel overwhelmed and hopeless. Parents and educators are reeling from the problems young people in their care face such as skyrocketing anxiety, difficulty getting work done, depression, and most alarming, an increase in suicide. This presentation for parents, educators, and counselors will discuss the current research on the risks of social media use among Generation Z and identify three main disempowering messages teens get from social media apps and why these play so heavily on their emotional development and mental health. Attendees will learn techniques to build student sense of self to combat the anxiety and stress that is a product of social media.

At the close of this presentation, participants will be able to:
- define mental health risk factors of increased social media use;
- identify practical tools and scripts to help empower teens against the effects of social media that are barriers to success in school (time loss) and good mental health;
- apply exercises that boost teens self-esteem in school or at home.

About the Presenter

Jodi Aman has been a psychotherapist for 24 years. She practices and teaches Narrative Therapy. Through her TEDxWilmington talk, “Calm Anxious Kids” and her bestselling book, “Anxiety...I’m So Done with You! A Teen’s Guide to Ditching Toxic Stress and Hardwiring Your Brain for Happiness,” she’s changing the way we understand the mental health crisis.


Young people today face an incredible array of challenges that may be exacerbated by the current political climate. The development of self-regulation and self-efficacy can be protective factors against trauma, discrimination and other stressors. Those who work with adolescents—particularly adolescents who are members of racial and sexual minority groups—should aim to support them in this development in order to build their resilience and achieve another level of healing in which they support their peers and communities. This presentation will support those who work with youth on ways to increase adolescent self-efficacy and promote social action for healing by identifying opportunities for increasing youth voice via peer-led groups and mutual aid opportunities.
About the Presenter

Dayna Sedillo-Hamann is a licensed social worker and a doctoral candidate in social work at NYU. She works as a Community School Director for the Henry Street Settlement, leading a team of social workers and counselors to provide support and resources to middle and high school students.

4. Utilization of Project ECHO to Address Adolescent Alcohol and Substance Use by Training School Personnel and Primary Care Providers to Screen, Briefly Intervene, and Refer Adolescents to Treatment (Ed/SP; MHP)

Kara Shifler Bowers, RD, MPA, Project Manager, Penn State Project ECHO, Penn State College of Medicine; McKellah Deegan, BA, Penn State Project ECHO, Penn State College of Medicine

Project ECHO is an innovative telementoring program designed to create virtual communities of learners by bringing together providers and subject matter experts using brief lecture and case-based learning. Learn more about how Penn State is using Project ECHO to address adolescent alcohol and substance use disorders in Pennsylvania, through training for school nurses, pediatricians, and primary care providers.

At the close of this presentation, participants will be able to:

- define the core principles and format of Project ECHO;
- identify how Project ECHO supports providers and school personnel to overcome barriers to care for adolescent alcohol and substance use;
- identify how to become involved with Project ECHO.

About the Presenters

Kara Shifler Bowers is a registered dietitian and holds a master’s degree in public administration from Penn State University. She currently serves as a senior project manager for Penn State Project ECHO. She has spent the past four and a half years working in adolescent research and outreach to discourage alcohol and substance use and increase nutrition and physical activity. Kara has published articles in the Journal of Preventative Medicine and the Journal of Medical Internet Research. Additionally, she has been featured in more than a dozen news outlets, including ABC, CBS, and US World News and Reports on multiple occasions.

McKellah Deegan holds a Bachelor of Arts from Penn State University. She currently serves as the Marketing Communications Specialist for Penn State Project ECHO at Penn State College of Medicine. Additionally, she supports Penn State PRO Wellness in their marketing efforts to address mental wellness, nutrition, and physical activity in families and schools throughout Pennsylvania.

Breakout Session Two

5. “Hello? Do you see me?”—Increasing Visibility and Inclusivity of LGBTQIA+/SGL Youth, Starting With the Classroom (Ed/SP; MHP)

Samantha Goldberg, MSW, LCSW, Founder of Open Space Counseling, Consulting & Wellness

Educators and school counselors are faced with the unique opportunity to be tremendous allies and provide adult support to LGBTQIA+/SGL youth. For some, this opportunity can also be overwhelming and intimidating, sometimes resulting in avoidance of the topic entirely. This presentation aims to create a safe space where participants can finally feel comfortable asking
questions without fear of judgment. By having an honest conversation, the goal is to reduce feelings of anxiety and discomfort, and increase confidence in working with LGBTQIA+/SGL youth to support better mental health and educational outcomes from childhood through adulthood.

At the close of this presentation, participants will be able to:

- discuss the LGBTQIA+/SGL and non-binary gender spectrum, commonly-used terminology, and the importance of using affirming language to create an inclusive learning experience;
- recognize the unique challenges LGBTQIA+/SGL youth face in home, school, and social environments and define the role of support as it impacts mental health and substance abuse outcomes;
- list practical applications for creating an inclusive and affirming environment for LGBTQIA+/SGL students to promote safety and well-being;
- identify own implicit biases and barriers to providing inclusive care; identify community resources available to LGBTQIA+/SGL youth.

About the Presenter
Samantha Goldberg is a queer-identified Licensed Clinical Social Worker and the Founder of Open Space Counseling, Consulting & Wellness, a private practice in Pittsburgh specializing in LGBTQIA+, trauma, and substance abuse. Samantha has worked in the field of mental health for more than 11 years. She has presented on a variety of topics including LGBTQIA+, substance abuse, co-occurring disorders, cultural competency, and stigma.

6. Threat Assessment: Balancing Rights, Recovery, and Risk in Violence Prevention (Ed/SP)
Jack Rozel, MD, MSL; resolve Crisis Services of UPMC Western Psychiatric Hospital

The recovery model is uniquely well suited to understanding and preventing violence – not because of recovery’s link to living with mental illness, but because of recovery’s emphasis on understanding and working with the whole person and family. Schools and communities are increasingly using threat assessment as a tool to understand and manage violence risk. Done properly, the multidisciplinary threat assessment approach is person-centered, recovery oriented, and protective of the rights of the student while attending seriously to the need to prevent targeted violence.

At the close of this presentation, participants will be able to:

- define multidisciplinary threat assessment;
- identify concerning behavior or speech that may indicate violence risk;
- discuss limits, risks, and benefits of threat assessment.

About the Presenter
Jack Rozel has been working in emergency mental health for over 30 years and has been the medical director of resolve Crisis Services for the past 10 years. He is board certified in general, child, and forensic psychiatry and works extensively at the intersection of law and mental health with a focus on violence prevention. He was a 2018 recipient of the NAMI Exemplary Psychiatrist of the Year award.
Many problematic sexual behaviors (PSB) stem from multiple bio-psycho-social factors that are well known, yet in the context of what treatment looks like for these individuals, still stays mysterious. These behaviors can include but are not limited to self-stimulation that is excessive or causes physical harm, a preoccupation with nudity, or sending youth-produced sexual images, such as through texting. Young people between the ages of 18-25 who are showcasing PSB are finding themselves in complicated legal situations, including facing criminal charges, convictions, and other punitive outcomes. Navigating these processes can lead to stress and anxiety for the youth, their families, and clinicians. This presentation will inform parents and caregivers about interventions and what to expect when unlawful acts occur. It will also help clinicians better understand the treatment process and protocols so they can help families navigate the systems of care. Participants will also gain a stronger understanding of criminal justice system operations.

At the close of this presentation, participants will be able to:

- list the common problematic sexual behaviors and compare what makes some clinical in nature and others not;
- discuss referral, admission, screening, and assessment processes as well as the procedure for specialty courts supervision;
- identify two key strategies that modify treatment protocols for youth exhibiting problematic sexual behaviors.

**About the Presenter**

Ricky Moody has a master’s degree from Point Park University where he focused on criminal justice and sexual offender public policies in his graduate training. Ricky is a clinical member of the Association for the Treatment of Sexual Abusers, a certified sexual offender treatment professional, and a clinically-certified criminal justice specialist through the National Association of Forensic Counselors. He is also a member of the International Association of Addictions & Offender Counselors’ Sex Offender Treatment Committee. For the past ten years, he has presented trainings on various forensic topics at private and government agencies in the western Pennsylvania region. Ricky was a supervisor for a teen male psychiatric residential treatment program that focused on problematic sexual behaviors at Southwood Psychiatric Hospital for many years. Ricky also sits on Pittsburgh Mercy’s Diversity and Inclusion committee. He has worked at Pittsburgh Mercy, a person-centered, population-based, trauma-informed community health and wellness provider, a Certified Community Behavioral Health Clinic (CCBHC), and an Integrated Community Wellness Center (ICWC) for five years.
foundation of personal growth and define the role that shame and perfectionism play as barriers to wellness.

At the close of this presentation, participants will be able to:
- define the four Self Conscious Affects in relation to BFRBs;
- recognize how shame and perfectionism affect adolescents living with BFRBs; identify resources for those living with BFRBs.

About the Presenter
Chaille DeFaria is a Professional Behavioral Coach who specializes in anxiety and shame and she is also a Daring Way™ Facilitator of Dr. Brené Brown’s research. As an emotionally-focused coach, Chaille specializes in working with people who suffer with Body-Focused Repetitive Behaviors.

Continuing Education Credits

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Psychologists: UPMC Western Psychiatric Hospital is approved by the American Psychological Association to sponsor continuing education credits for psychologists. UPMC Western Psychiatric Hospital maintains responsibility for this program and its content. This program is being offered for 6.5 continuing education hours.

Licensed/Clinical Social Workers, Licensed Professional Counselors, Licensed Marriage & Family Therapists (LSW/LCSW, LPC, LMFT): This program is offered for 6.5 hours of social work continuing education through co-sponsorship of the University of Pittsburgh’s School of Social Work, a Council on Social Work Education accredited school and, therefore, a Pennsylvania pre-approved provider of social work continuing education. These credit hours satisfy requirements for LSW/LCSW, LPC, and LMFT biennial license renewal. For information on social work continuing education call (412) 624-3711.

Mental Health Professionals: Nurses and other health care professionals are awarded 0.65 Continuing Education Units (CEUs). One CEU is equal to 10 contact hours. Nurses: For attending this program you will receive a Certificate of Attendance confirming 6.5 hours of continuing education. These hours may be considered eligible for completing the 30 hours of continuing education required for biannual nursing re-licensure in Pennsylvania.

ACT 48: Allegheny Intermediate Unit is recognized by the Pennsylvania Department of Education to offer continuing education credits under Act 48 guidelines. Allegheny Intermediate Unit adheres to the Act 48 Continuing Education Guidelines.

Peer Specialists: This program fulfills requirements for Certified Peer Specialists continuing education.

* Cancellations made prior to Thursday, January 28, will be refunded. If requesting CEUs, a $25 administrative fee will be deducted from your refund. No refunds will be issued after Thurs., Jan. 28, 2021.
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