



Western Psychiatric Institute and Clinic of UPMC
Department of Psychiatry
Office of Educational Resources and Planning
Community Care Behavioral Health

2018 STAR-Center Conference

“Modern Times: Assessing, Supporting, and Engaging Youth at Risk for Suicide in a Digital Era” **(MD24)**

Friday, May 4, 2018
8:30 a.m. to 3:30 p.m.
(Registration: 8:00 to 8:30 a.m.)

William Pitt Union
(University of Pittsburgh Campus)
3959 Fifth Avenue
Pittsburgh, PA 15260

Course Directors

David A. Brent, M.D., Director, STAR-Center
Paula McCommons, Ed.D. Director, STAR-Center Outreach

Recovery and Wellness: The Journey Starts Here
**A Joint Effort Sponsored by Community Care Behavioral Health Organization and
Western Psychiatric Institute and Clinic of UPMC**

Course Objectives:

At the completion of this conference, participants should be able to:

1. Discuss the relationships between social media use and adolescent suicidal risk.
2. Explain the potential role of social media in reducing suicidal risk.
3. Identify recommended steps for dealing with common problems of internet use such as excessive use, interference with sleep, and cyberbullying.
4. Identify evidence-based, practical approaches for teachers to use in supporting students with anxiety and depression.
5. Develop enhanced therapist-teacher communications.
6. Propose options to involve educators in the treatment of patients/students with anxiety and depression.

Target Audience:

This program is appropriate for clinical and educational personnel.

Cost:

There is a \$60 registration fee for this conference.

Method of Payment (\$60 Registration Fee); (\$30 Registration Fee – WPIC/University of Pittsburgh Employee). Cost to employees of Western Psychiatric Institute and Clinic, and University of Pittsburgh is \$30. Use code **star2018.employee** if registering online at <https://upmc.asapconnected.com/CourseDetail.aspx?CourseId=160120> and paying with a credit card. The registration fee includes a light breakfast (coffee/tea/juices/muffins, etc.) and continuing education credits.

Instructions for registering at <https://upmc.asapconnected.com/CourseDetail.aspx?CourseId=160120>:

1. Click on 'Register Now' (small box at bottom of page)
2. If "STAR-Center Conference" appears under 'Shopping Cart', click on 'Checkout' (think of this as 'continue').
3. Register as a new registrant, or sign in if you already have an account (username is your e-mail).
4. When the conference name appears again, click on 'Checkout' (again, think of this as 'continue')
5. Continuing Education Credit – Please use dropdown list for credential or choose Not Applicable (you must complete this). Click on 'continue'.
6. Please answer all questions regarding workshop choices.
7. **Enter your promotional code if applicable (please see above). Click on 'Apply to Total'!**
8. Add credit card information if applicable, and click on 'Process Payment'.
9. Complete Transaction and print your receipt.

PLEASE NOTE: Participants will receive workshop handouts via e-mail prior to the conference. We will no longer provide hard copies of keynote or workshop handouts the day of the conference. Please print a copy and bring it with you if you prefer to have a hard copy the day of the conference.

Full tuition must accompany the registration form. A \$10 administration fee will be deducted from all refunds for cancellations. All refund requests must be in writing and received in the office no later than Thursday, April 26, 2018.

For more information about the conference, presenters and handouts, please go to www.starcenter.pitt.edu.

Continuing Education Credits: Continuing Education Credit is available for this program for Psychologists, Counselors, Licensed/Clinical Social Workers, Licensed Professional Counselors, National Board-Certified Counselors, Licensed Marriage and Family Therapists: LSW/LCSW/LPC/LMFT, PA Educators, and other professionals.

***“Modern Times: Assessing, Supporting, and Engaging Youth at Risk for Suicide
In a Digital Era”***

Conference Agenda

May 4, 2018

**The William Pitt Union
(University of Pittsburgh Campus)**

8:00 A.M. REGISTRATION

8:30 A.M. OPENING REMARKS

9:00 A.M. KEYNOTES

Youth Suicide in the Digital Age: Impact of Social Media on Teen’s Suicidal Risk

David A. Brent, M.D., Academic Chief, Child and Adolescent Psychiatry, Endowed Chair in Suicide Studies, Professor of Child Psychiatry, Pediatrics & Epidemiology, University of Pittsburgh, School of Medicine, and Director, STAR-Center (Services for Teens at Risk), Western Psychiatric Institute and Clinic

There will be a brief break between Keynotes

Supporting Students with Anxiety and Depression at School: What Works?

Mary Margaret Kerr, Ed.D., Professor, Administrative and Policy Studies, Psychology in Education, and Psychiatry, University of Pittsburgh.

11:30 A.M. LUNCH (On Your Own)

12:45 P.M. SKILL DEVELOPMENT WORKSHOP (See following pages)

2:00 P.M. BREAK

2:15 P.M. SKILL DEVELOPMENT WORKSHOPS – REPEAT

3:30 P.M. ADJOURNMENT

STAR-Center is funded by an appropriation from the Pennsylvania General Assembly. The University of Pittsburgh is an affirmative action, equal opportunity institution.

KEYNOTE ADDRESSES

Keynote Address: Youth Suicide in the Digital Age: Impact of Social Media on Teen's Suicidal Risk

David A. Brent, M.D., Academic Chief, Child and Adolescent Psychiatry, Endowed Chair in Suicide Studies, Professor of Child Psychiatry, Pediatrics & Epidemiology, University of Pittsburgh, School of Medicine, and Director, STAR-Center (Services for Teens at Risk), Western Psychiatric Institute and Clinic

This talk will review the harmful and potentially positive effects of exposure to social media on youths' suicide risk and discuss methods for detecting and mitigation of suicidal risk based on social media postings and use.

At the completion of this session, participants should be able to:

1. Discuss the relationships between social media use and adolescent suicidal risk
2. Explain the potential role of social media in reducing suicidal risk
3. Identify recommended steps for dealing with common problems of internet use such as excessive use, interference with sleep, and cyberbullying

Keynote Address: Supporting Students with Anxiety and Depression at School: What Works?

Mary Margaret Kerr, Ed.D., Professor, Administrative and Policy Studies, Psychology in Education, and Psychiatry, University of Pittsburgh

Often overlooked as members of a treatment team, teachers spend many hours with children who experience anxiety and depression. Yet, most surveys reveal that teachers feel inadequately prepared to support such students. To facilitate clinic-school communications and increase educators' involvement, this presentation offers evidence-based, practical approaches for teachers, including mobile apps.

At the completion of this session, participants should be able to:

1. Identify evidence-based, practical approaches for teachers to use in supporting students with anxiety and depression
2. Develop enhanced therapist-teacher communications.
3. Propose options to involve educators in the treatment of patients/students with anxiety and depression.

SKILL DEVELOPMENT WORKSHOPS

Please note when registering that participants will select two workshops and an alternate. All workshops will repeat. If space is not available in one of your selected workshops, you will be placed in your alternate.

A. Workshop Title: From Adversary to Advocate: Working with Parents of LGBT Youth (*Intermediate*)
Gerald T. Montano, DO, MS, Clinical Instructor of Pediatrics, University of Pittsburgh School of Medicine, Children's Hospital of Pittsburgh of UPMC

In this workshop, providers will understand the rationale behind parental rejection of their child's sexual orientation or gender identity. They can subsequently use this motivation to transform these rejecting behaviors into more supportive behaviors to improve the health outcomes of LGBTQ youth.

At the completion of this session, participants should be able to:

1. Explain the rationale for rejecting behaviors by parents
2. Identify the parenting behaviors that can be rejecting or supportive of a child's sexual orientation or gender identity
3. Describe the difference between support and acceptance of a child's sexual orientation or gender identity

B. Workshop Title: Trauma-Focused CBT for Childhood Traumatic Grief (*Introductory*)
Judith Cohen, M.D., Professor of Psychiatry, Temple University School of Medicine, Allegheny Health Network Department of Psychiatry

This presentation introduces participants to Trauma-Focused Cognitive Behavioral Therapy (TF-CBT, www.musc.edu/tfcbt), an evidence-based treatment model for youth aged 3-18 years and their parents or primary caregivers, and the model's applications for youth with traumatic grief (defined as developing traumatic and maladaptive grief responses to the death of an important attachment figure).

At the completion of this session, participants should be able to:

1. Describe four core TF-CBT principles (components-and phase-based treatment; proportionality of treatment; parental inclusion; and use of gradual exposure)
2. Describe the 9 TF-CBT trauma-focused PRACTICE components for youth and parents
3. Describe the 5 TF-CBT grief-focused components for youth and parents

C. Workshop Title: PART 1 - Understanding the Impact of Concussions: From Injury through Recovery (Intermediate)

Luke C. Henry, Ph.D., Assistant Professor, Department of Neurosurgery, University of Pittsburgh, School of Medicine

This first portion of the workshop will include a review of the basic physiology and changes to the brain, including a discussion of symptom manifestation. Focus will be placed on cognitive and affective changes that adolescents commonly face after injury and how these challenges can be approached clinically.

At the completion of this session, participants should be able to:

1. Discuss basic injury physiology and neurological changes due to concussive injury
2. Identify the cognitive and affective changes resulting from concussive injuries
3. Recognize the treatment and management strategies to help concussed adolescents, especially those with a difficult recovery

Workshop Title: PART 2 – Concussions & Return to Learn: The Neurocognitive and Educational Aspects of Recovery (Introductory)

Brenda Eagan Brown, Med, CBIS, BrainSTEPS State Program Coordinator, The BrainSTEPS Brain Injury School Consulting Program

The second half of the workshop will provide strategies and academic support ideas for managing student concussion symptoms that impact learning while promoting recovery during the school day. PA's nationally recognized and adopted statewide BrainSTEPS created: "Return to Learn Concussion Management Team (CMT) Model" will be discussed which is a free program for all PA schools to establish concussion teams. Additionally, the presenter recently co-led the first national concussion return to learn consensus, so the presentation will incorporate consensus based findings.

At the completion of this part of the session, participants should be able to:

1. Recognize the impacts of a concussion on students K-12 in the classroom setting
2. Describe or identify symptom based adjustments to manage recovery at school
3. Discuss the use of proper educational terminology for health care providers when interacting with school staff.

D. Workshop Title: Bringing Mindfulness to the Classroom (Introductory)

- **Claudine Runnette MA, LPC School Counselor**
- **Jennifer Asmonga, Med, Learning Support Teacher**

Shady Side Academy

Participants will explore what mindfulness is and the neurological implications it can have for students and teachers who practice. An invitation to engage in various mindfulness activities will be extended in an effort to provide participants with the experience of practice. Assorted resources will be offered to support you on your mindfulness journey.

At the completion of this session, participants should be able to:

1. Develop an understanding of what mindfulness is and isn't
2. Recognize the benefits of mindfulness practice
3. Identify various resources to begin their mindfulness journey

E. Workshop Title: Self-Injury: The Why, How, and When Young People Hurt Themselves, and What We Can Do. (*Intermediate*)

**Garry King, Grad Dip Education; Masters of Education (Guidance & Counselling); Masters of Suicidology.
Lecturer - Australian Institute for Suicide Research and Prevention, Griffith University Australia**

This workshop will present current information on self-injury. This will include defining self-injury, understanding the 'why' of self-injury, who is most at risk, and risk and protective factors. A number of easily implemented strategies to assist young people who self-injure will also be discussed.

At the completion of this session, participants should be able to:

1. Identify the differences between self-injury and suicide
2. Discuss the reasons why young people self-injure
3. Describe strategies to utilize when working with young people who self-injure

F. Sleep during Adolescence: Developmental Changes and Links to Emotional Function (*Intermediate*)

Peter L. Franzen, Ph.D., Assistant Professor of Psychiatry, University of Pittsburgh School of Medicine

Getting enough good quality sleep is critically important for our emotional and physical health and well-being. And yet, sleep loss is rampant in both adults and teens. This presentation will review the sleep timing and duration changes during adolescence, and the evidence linking sleep as a risk factor for the development of psychiatric disorders.

At the completion of this session, participants should be able to:

1. Explain how sleep and circadian rhythms change across adolescent development
2. Discuss the consequences of insufficient sleep on adolescent functioning
3. Recognize sleep as a transdiagnostic risk factor for psychiatric disorders (i.e., the risks for short sleep and other sleep disturbances for the development of depression and other problems)

G. Workshop Title: Family Based Interpersonal Psychotherapy (FB-IPT) for Depressed Preadolescents (*Introductory*)

- **Laura J. Dietz, Ph.D., Assistant Professor of Psychology, University of Pittsburgh at Johnstown**
- **Rebecca Weinberg, PsyD, Clinical Psychologist, Allegheny Health Network**

Family Based Interpersonal Psychotherapy (FB-IPT) is an effective treatment for depression in preadolescent children (ages 8-12). FB-IPT focuses on the family environment as a primary source of interpersonal stress for depressed preadolescents and provide skills and strategies to both the preteen and parent to improve interpersonal communications and problem solving. This course will outline the developmental modifications, structure, and clinical strategies for conducting FB-IPT.

At the completion of this session, participants should be able to:

1. Describe the theoretical framework and development adaptations in Family Bases Interpersonal Psychotherapy (FB-IPT) for depressed preadolescents
2. Define the goals for conducting individual and dyadic meetings with preadolescents and parents in all three phases of treatment
3. Identify the clinical techniques involved in delivering FB-IPT to preadolescent children and their parents

H. Workshop Title: Sexual Violence and Dating Violence Prevention for Teens and Young Adults: What Works? (*Intermediate*)

Kelly Jones, Ph.D., MPH, Postdoctoral Associate, University of Pittsburgh School of Medicine, Department of Pediatrics, Children's Hospital of Pittsburgh

This workshop will provide an overview of sexual violence (SV) and dating violence (DV) among teens, including prevalence and associated sequela. We will then explore an overview of SV/DV prevention programs that target middle school through college aged adolescents. This workshop is suitable for educators and clinicians.

At the completion of this session, participants should be able to:

1. Describe the prevalence of sexual violence (SV) and dating violence (DV) among teens and associated health and social consequences
2. Recognize essential elements of successful SV/DV prevention programs
3. Identify opportunities in clinical and community-based settings for implementing SV/DV prevention intervention.

I. Workshop Title: Yoga and Mindfulness for Kids – A Whole-Child Approach Supporting Childhood Mental Health (*Introductory*)

Leah Northrop, MS, RYT, Co-Director, University of Pittsburgh Center for Mindfulness and Consciousness Studies (CMCS)

Playful movement, quiet observation and purposeful rest are at the heart of this approach to supporting mental, physical and social-emotional health. This workshop (for clinicians and educators) will provide an introduction to the benefits and practical uses of yoga, and mindfulness with children and teens. Please come prepared to move (and rest)!

At the completion of this session, participants should be able to:

1. Define how movement, observation and rest are integral to wellness
2. Describe two ways yoga and mindfulness can be used in clinical or educational settings
3. Identify skills to develop a personal practice which will be necessary for introducing mindfulness and yoga to others

J. Workshop Title: It's a Different World: Mental Health, Technology and Social Media (*Intermediate*)

Ryan Klingensmith, LPC, NCC

This presentation will review social media behaviors related to: drug and alcohol, eating disorders, self-harm and suicide. The most current social media sites such as Instagram, Snapchat, Sarahah and After School will be defined and youth culture and mental health practices on these sites/apps will be discussed.

At the completion of this session, participants should be able to:

1. Define three technology and social media platform trends that are in popular use with youth
2. Identify three areas of technology and social media that may be hidden from adults but that are actively being used by youths. Such areas include, image boards, social media sites for self-promotion, sites dedicated to gossip and bullying and image blogs promoting self-harm, eating disorders and suicide
3. Describe three intervention and prevention practices and how to work with youth as a parent, educator or provider

K. Workshop Title: Prevention and Treatment of Depression and Suicidality among Gender Minority (Transgender and Nonbinary) Youth: An Introduction and Review of the Health Sciences Literature (*Intermediate*)

- **Michael Marshal, Ph.D., Associate Professor of Psychiatry and Pediatrics, Licensed Psychologist, University of Pittsburgh, Western Psychiatric Institute and Clinic**
- **Brian Thoma, Ph.D., Postdoctoral Scholar, University of Pittsburgh, Western Psychiatric Institute and Clinic**

This workshop will provide clinicians with: (1) an introduction to gender minority identities among teenagers, (2) an overview of the research literature describing depression and suicidality among gender minority adolescents, (3) an overview of the mental health *treatment* literature specific to serving gender minority adolescent patients, and (4) information regarding the key factors that affect teenagers experiences and interactions with schools and school personnel during the coming out and social transition process, and (5) an in-depth discussion of gender dysphoria and how to incorporate our understanding of this concept in the mental health care of gender minority youth.

At the completion of this session, participants should be able to:

1. Describe and define what it means to have a gender minority identity
2. Discuss the status of the health sciences literature focused on depression and suicidality disparities among gender minority youth.
3. Describe and define “gender dysphoria” and incorporate this knowledge into their case conceptualizations when working with gender minority adolescent patients.

Continuing Education Credits:

Psychologists:

Western Psychiatric Institute and Clinic is approved by the American Psychological Association to offer continuing education for psychologists. Western Psychiatric Institute and Clinic maintains responsibility for this program and its content. This program is being offered for 5.5 Continuing Education Credits.

Counselors:



Western Psychiatric Institute and Clinic has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5059. Programs that do not qualify for NBCC credit are clearly identified. Western Psychiatric Institute and Clinic is solely responsible for all aspects of this program. This program is being offered for 5.5 continuing education hours.

Licensed/Clinical Social Workers, Licensed Professional Counselors, Licensed Marriage and Family Therapists: LSW/LCSW/LPC/LMFT:

This program is offered for 5.5 hours of social work continuing education through co-sponsorship of the University of Pittsburgh School Of Social Work, a Council on Social Work Education-accredited school and, therefore, a PA 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.

PA Educators (Act 48):

Western Psychiatric Institute and Clinic is recognized by the Pennsylvania Department of Education to offer Continuing Education Credits under the Act 48 guidelines. Western Psychiatric Institute and Clinic adheres to the Act 48 Continuing Education Guidelines. PA educators will receive 5.5 hours of Act 48 credit for completing this program.

Other Professionals:

Nurses and other professionals are awarded 0.55 Continuing Education Credits. One Continuing Education Credit is equal to 10 contact hours. **Nurses:** For attending this program, you will receive a Certificate of Attendance confirming 5.5 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. **Peer Specialist:** This program fulfills requirements for Certified Peer Specialist continuing education.

Registration Form
STAR-Center Conference (MD24)
May 4, 2018 - Pittsburgh, PA
Registration Deadline: April 26, 2018

Please print or type legibly. If we cannot read your form, you may not receive your confirmation.

Social Security Number (Last Five Digits Only):		
Name:		
Institutional Affiliation:		
Address1:		
Address2:		
City:	State:	Zip Code:
County:		
Day Telephone: (_____) _____		
Degree(s) for name badge (i.e. MSW, PhD):		
E-mail Address:		
Are you an employee of Western Psychiatric? <input type="checkbox"/> yes <input type="checkbox"/> no		

For Continuing Education, please check if you are:

Educator (Act 48) NCC Counselor Nurse Psychologist Social Worker (LSW/LCSW/LPC/LMFT)

Workshop Preferences: Circle two workshops and an alternate.

Workshop #1: A B C D E F G H I J K

Workshop #2: A B C D E F G H I J K

Alternate: A B C D E F G H I J K

Method of Payment (\$60 Registration Fee); (\$30 Registration Fee – WPIC/University of Pittsburgh Employee). Cost to employees of Western Psychiatric Institute and Clinic, and University of Pittsburgh is \$30. Use code **star2018.employee** if registering online at <https://upmc.asapconnected.com/CourseDetail.aspx?CourseId=160120> and paying with a credit card.

The registration fee includes a light breakfast (coffee/tea/juices/muffins, etc.) and continuing education credits.

<p>Tuition amount \$ _____</p> <p><input type="checkbox"/> Check (Payable to OERP/WPIC) Check# _____</p> <p><input type="checkbox"/> UPMC Account Transfer Business Unit _____ Dept. ID _____</p> <p>Administrator Name _____</p> <p>Administrator Signature _____</p> <p>Credit card payments are only accepted when registering online</p> <p>at: https://upmc.asapconnected.com/CourseDetail.aspx?CourseId=160120.</p>

Send this form along with check or departmental transfer payment to:

Nancy Mundy
OERP
3811 O’Hara Street
Champion Commons Building, 3rd Floor
Pittsburgh, PA 15213
mundynl@upmc.edu

Registration will not be accepted without payment. Telephone registrations CANNOT be accepted. Please contact Nancy Mundy at mundynl@upmc.edu or 412.204.9090 with any questions about registration.