BUILDING RESILIENT INDIVIDUALS, FAMILIES, AND COMMUNITIES: IT TAKES US ALL

March 4 and 5, 2020

The Education Center at Eastern AHEC
2600 W. Arlington Blvd., Greenville, NC
About the Workshop

Adverse Childhood Experiences (ACES), trauma, and resilience are concepts that almost every behavioral health provider, educator, public health professional, and health care provider are familiar with and need to understand in order to provide whole person care to their clients. This two-day conference is designed to move beyond the basics of trauma and resilience and examine how to incorporate these concepts and practices into patient care and into the community.

On the first day of the conference, our keynote speaker will help us identify common pitfalls in the trauma-informed care movement and how you can take your practice to the next level. The afternoon session will focus on provider resilience and how we can stay healthy in order to care for others. A session designed for educators will be provided as well as a session for behavioral health and other professionals.

On the second day of the conference, our opening speaker will focus on identifying vulnerabilities and protective factors, the role culture diversity and humility may play in the way signs, symptoms, and receptivity to services are reported or experienced, and how to build collaborative relationships with families. In the afternoon, concurrent sessions will provide practical information on early warning signs of trauma, helping teachers and administrators gain explicit teaching techniques that promote student engagement/motivation/resiliency, understanding trauma-informed care in children birth to age five, and identify the benefits of trauma-sensitive yoga. The conference will end with three local non-profit groups who will discuss their initiatives to combat the effects of ACES and trauma. They will describe the successes, barriers, and steps as they work to engage the community and prevent ACES from having a lifelong impact. There will be time for the audience to ask questions and discuss strategies that may be useful in their local community.

Don’t miss the opportunity to learn how to engage individuals, families, and the community in building resiliency to overcome trauma and adverse experiences. Learn from experts in the field and from community initiatives that are trying to address the issue at the grassroots level. Providers from mental health, public health, school systems, law enforcement, county government, and faith-based leaders are encouraged to attend in order to learn from one another and take back strategies you can use in your own community.

Target Audience

- Social Workers
- Licensed Professional Counselors
- Psychologists
- Marriage and Family Therapists
- School-based personnel including principals, administrators, resource officers, counselors, nurses, and social workers
- Public Health Professionals
- Care Coordinators
- Substance Use and Addiction Professionals
- Mental Health Practitioners
- Providers working with children, adolescent, adults, and families
- Faith-based professionals
- All interested others

Faculty

Kelly Sullivan, PhD, is the Director of Mental Health Services at the Duke Center for Child and Family Health and an Assistant Professor in the Department of Psychiatry and Behavioral Science at Duke University Medical Center. Dr. Sullivan is a rostered clinician for Parent-Child Interaction Therapy, Trauma-informed Cognitive-Behavioral Therapy, and a Level II Parent-Child Interaction Therapy Trainer. She received her Master’s degree and PhD from the University of North Carolina at Chapel Hill. She is a member of the National Child Traumatic Stress Network Child Welfare Committee, North Carolina Infant Mental Health Association, Durham County Adverse Childhood Events Taskforce, and International Society for Traumatic Stress Studies. She is published in major journals and is the co-author of two book chapters. She presents statewide and nationally on trauma-informed care.

Harold “Hal” Holloman, PhD, is a Professor of Educational Leadership in the College of Education at East Carolina University. Dr. Holloman received his Master’s degree in Education from East Carolina University and his PhD in Educational Administration from the University of South Carolina. He has published extensively on leadership, school administration, burnout, technology, and the use of language to improve student behavior. He has been a teacher and principal in the public school system. His research interests focus on servant leadership, best practices for training and equipping future school leaders, best practice language of school leaders and using it as a catalyst for school reform and preventing burnout and promoting vitality.

Loni Crumb, PhD, is an Assistant Professor in the Counselor Education Program at East Carolina University and a Licensed Professional Counselor. Dr. Crumb received her Master’s degree in Education and Community Counseling from Clark Atlanta University and her PhD in Counseling and Student Personnel Services from the University of Georgia. She is a Licensed Professional Counselor, National Certified Counselor, and an Approved Clinical Supervisor. She received the Professional Writing and Research Award from the North Carolina Counseling Association and the Profiles of Diversity Award from the East Carolina University College of Education. She has authored scholarly publications and professional presentations related to counseling and wellness.
Jennifer Hodgson, PhD, is a Professor in the Department of Human Development and Family Science Marriage and Family Therapy Program at East Carolina University. She is also the Program Director for the Medical Family Therapy Doctoral Program and a Professor in the Department of Family Medicine at the Brody School of Medicine. Dr. Hodgson received her Master's in Science degree in Applied Family and Child Studies from Northern Illinois University and her PhD in Human Development and Family Studies: Specialization in Marriage and Family Therapy from Iowa State University. She has received multiple awards for her work including the Nancy Darden Distinguished Professorship, College of Health and Human Performance Outstanding Researcher/Creative Activity Award, University Scholars Award, and Collaborative Family Healthcare Association Wingspread Honoree. She published extensively and presents statewide and nationally. She is a licensed marriage and family therapist, Level I EMDR trained therapist, and an Approved Supervisor through the American Association for Marriage and Family Therapy.

Bonnie Jean Kuras, MA Ed., is a Community Educator at the TEDI BEAR Children's Advocacy Center in Greenville. Prior to joining TEDI BEAR, she was a fourth grade teacher in the Pitt County School system and a Principal in the New Hampshire school system. She received her Bachelor of Arts degree in Elementary Education from Franklin Pierce College and her Master's in Education with a specialization in Learning and Language Disabilities from Notre Dame College in Manchester, New Hampshire. She currently provides Stewards of Children training and Circle of Security Parenting classes in the community.

Margaret Arnd-Caddigan, PhD, is an Associate Professor in the School of Social Work at East Carolina University and Associate Faculty at the Psychoanalytic Education Center of the Carolinas. She is the Director of the Greenville Psychoanalytic Study Group and has a private practice. She is the co-author of Intuition in Psychotherapy: From Research to Practice.

Natalia Sira, MD, PhD, is an Associate Professor in the Department of Human Development and Family Science at East Carolina University. Dr. Sira received her PhD in Human Development from Virginia Polytechnic Institute and State University and her medical degree from Uzhhorod State University in Ukraine. Her research interests and expertise are in child development, ACEs and health, integrated medical care, and children's illness and coping. She has received the Scholar Teacher Award and Outstanding Teaching Award from East Carolina University.

Ennis Baker, MSW, LCSW, is the Project Director for the Building Capacity for Trauma-Informed Infant & Toddler Care: A Professional Development Framework Project at the Duke University Center for Child and Family Policy. Ennis received her Bachelor of Arts degree in Developmental Psychology from Stanford University and her MSW degree in Families and Children Specialization from the University of North Carolina at Chapel Hill. She has presented at multiple conferences and webinars to professionals, para-professionals and parents since 1996 about early childhood mental health, early childhood best practice, abuse & neglect, family dynamics, engaging families, home visiting, ACEs study/resilience/protective factors, partnering with child care programs, collaboration with other community agencies, motivational interviewing, trauma-informed practice, and child sexual abuse prevention.

Travis Lewis, Ed D., is an Assistant Professor in Educational Leadership in the College of Education at East Carolina University. He has worked in the public school system and in university student services. His research interests include school violence prevention, developing trauma-informed schools, social and emotional learning, and the effects of student services on student outcomes.

Mebane Boyd, MSW, LCSW, is the Family and Health Services Manager for Smart Start of New Hanover County. She received her Bachelor of Arts degree from Davidson College and her MSW from the University of North Carolina at Wilmington. She is the Executive Director of the New Hanover County Resiliency Task Force.

Erin Roberts, PhD, is a Clinical Instructor and the Clinic Director of the Marriage and Family Therapy Clinic at East Carolina University. Dr. Roberts received her MSSW-MFT and PhD in Social Work from the Kent School of Social Work at the University of Louisville. She is a licensed Marriage and Family Therapist in North Carolina and serves on the Leadership Team of the BRACE coalition in Pitt County.

Kia Glosson, BFA, is a community educator at TEDI BEAR Children's Advocacy Center in Greenville.

Liz Liles, BA, is the Founder and CEO of Daughters of Worth. This non-profit organization educates and empowers girls of all ages to become strong women of influence in their communities.
Agenda - March 4

8:30 a.m.  CHECK-IN/REFRESHMENTS

9:00 a.m.  Welcome and Introduction to the Conference  
Karen Koch, MSW, LCSW  
Director of Mental Health Education  
Eastern AHEC

9:15 a.m.  Keynote Presentation  
What’s Next? Avoiding Common Pitfalls in the Trauma-Informed Care Movement and Taking Your Practice to the Next Level  
Kelly Sullivan, PhD, Director of Mental Health Services, Duke Center for Child and Family Health and Assistant Professor, Department of Psychiatry and Behavioral Science, Duke University Medical Center

Now that you’ve made the mental commitment to being more trauma-informed, where might you and your community struggle? Being trauma-informed pushes us to challenge prevailing assumptions and thoughts on a wide variety of issues, like the role of using punishment to change behavior or how historical trauma connects to current inequity in our communities. Often people also struggle with knowing how to share what they have learned about trauma in ways that are empowering rather than disempowering. This keynote presentation will raise a number of important issues connected with the trauma-informed movement and challenge your knowledge and values to get you to the next level.

Objectives:
• Identify strategies and pitfalls of screening for trauma and adverse childhood experiences
• Examine commonplace beliefs about punishment and equality through a trauma-informed lens
• Identify quality trauma-informed resources and services

10:30 a.m.  BREAK

10:45 a.m.  Keynote Presentation (continued)

12:30 p.m.  Lunch (provided) and Networking

1:45 p.m.  Provider Resiliency

Track A for Educators:
Understanding Burnout and Promoting a Vitality Mindset for You and Your School Community  
Hal Holloman, PhD, Professor, Educational Leadership, College of Education, East Carolina University

This session will provide an overview of what burnout is, how to diagnose it in ourselves, how to see it in others (i.e. students, parents, teachers, other staff, and community members), what vitality is, and steps we can take to promote vitality and resiliency on a daily basis for ourselves and others.

Objectives:
• Describe how burnout decreases student stamina, parent engagement, resiliency, and increases student dropout
• Discuss how having a vitality mindset can increase employee empowerment, student stamina, parent engagement, resiliency, and decrease student dropout

Track B for Providers and Non-Educators:
Building Long-Term Professional Resilience  
Loni Crumb, PhD, Assistant Professor, Counselor Education, College of Education, East Carolina University

Human services professionals experience high levels of stress which is associated with decreases in personal health, work inefficiency, and high rates of employment turnover. The purpose of this session is to explore how human services professionals can utilize various evidence-based strategies to promote self-care and build professional resiliency. The presenter will discuss a myriad of approaches such as spirituality/religion, staff support groups, boundary setting, creating tranquil workplace spaces, and other strategies that promote resilience to help professionals cope with work-life stressors more effectively.

Objectives:
• Identify effective ways to acknowledge vulnerabilities and recognize signs of stress onset in their personal and professional lives
• Describe practical ways to prevent and resolve work-related stress by exploring the connection between personality, values, and stress

3:45 p.m.  ADJOURNMENT
Objectives:
- Identify risk and vulnerability factors common to children and families, in particular to those who reside in Eastern North Carolina
- Describe research-informed protective factors that promote healthier biological, psychological, social, and spiritual health outcomes
- Discuss the role that cultural factors and humility may play in the way signs, symptoms, and receptivity to services are reported or experienced
- Identify strategies for building collaborative relationships and promoting resilience among children and families

Jennifer Hodgson, PhD
Risk and Resiliency: Caring for Children and Families in Eastern North Carolina
9:00 a.m. Keynote Presentation

Objectives:
- Describe basic principles of trauma-sensitive yoga
- Discuss ways that trauma-sensitive yoga heals the effects of trauma and extreme stress
- Identify the effects of trauma and extreme stress

Margaret Arnd-Caddigan, PhD, LCSW, Associate Professor, School of Social Work, East Carolina University
B. Reconnecting to Your Body: Trauma-Sensitive Yoga

Objectives:
- Explain concept of early childhood trauma and its impact on brain development and its long-lasting influence on the future well-being of the child
- Describe symptoms (physical, emotional, cognitive) and behaviors associated with early trauma in children and adolescents
- Discuss assessment tools and resources for treatment options

Natalia Sira, PhD, MD, Associate Professor, Department of Human Development and Family Science, East Carolina University
C. Early Childhood Trauma: Understanding Symptoms and Behaviors, Assessment Strategies, and Treatment Options

Objectives:
- Create a toolkit that includes effective intervention techniques and engagement strategies
- Recognize symptoms of trauma and the behaviors associated with trauma
- Create a toolkit that includes effective intervention techniques and engagement strategies

Margaret Arnd-Caddigan, PhD, LCSW, Associate Professor, School of Social Work, East Carolina University
B. Reconnecting to Your Body: Trauma-Sensitive Yoga

Objectives:
- Describe trauma and its impact on brain development, behavior, learning, and the classroom environment
- Recognize symptoms of trauma and the behaviors associated with trauma
- Create a toolkit that includes effective intervention techniques and engagement strategies

Bonnie Jean Kuras, MA Ed., Community Educator, TEDi BEAR Child Advocacy Center (CAC)
A. Recognizing, Connecting With, and Teaching Children Challenged by Adversity

Objectives:
- Describe six strategies for supporting the development of self-regulation in children under age five
- Identify strategies for strengthening trauma-informed practice for professionals serving children under five and their families
- Describe the six strategies for supporting the development of self-regulation in children under age five

Ennis Baker, MSW, LCSW, ITTI, Project Director, Center for Child & Family Policy, Duke University
D. Trauma-Informed Practice with Children Under Five: What Do we Know and What Do we do?
Program Location

This program is being held at the Eastern Area Health Education Center located at 2600 W. Arlington Blvd., Greenville, NC. http://eahec.ecu.edu/ns/map_directions.cfm

Please bring a sweater or lightweight jacket to ensure your comfort.

Handouts & Evaluations

Handouts will be available online only. One week prior to the program, registrants will receive a confirmation email with instructions to access handouts along with other program information.

Evaluations will be emailed after the program. Once the evaluation has been completed, your certificate will be available.

Credit

Category A-NC Psychology Credit:
This program will provide 11 contact hours of (Category A) continuing education for North Carolina psychologists.
No partial credit will be given.

Contact Hours
Certificates reflecting 11 contact hours of education will be awarded at the completion of the program.

National Board for Certified Counselors Credit (NBCC):
Eastern AHEC has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5645. Programs that do not qualify for NBCC credit are clearly identified. Eastern AHEC is solely responsible for all aspects of the programs.

Substance Abuse Counselor Credit (SAC):
Application has been made to the North Carolina Substance Abuse Professional Practice Board for 11 hours of Substance Abuse General Skill Building hours.

North Carolina Public School Personnel Renewal Credit (PSPR)
This program will provide 11 contact hours of continuing education for North Carolina Public School Personnel.

Registration Information

Registration is online only at www.easternahec.net and requires a current MyAHEC account. Be sure to choose your sessions and credits during registration. Registration will close the day before the program at 6:00 a.m.
Fee for both days: $175.00
Walk-in fee: $200

Unable to make it for both days? We have a one-day fee of $90. Please contact Bryn Plummer at 252-744-5215 to register for just one day of the conference.

The registration fee includes program materials, lunch on both days, refreshments, and credit.

Attendance at this activity grants permission for Eastern AHEC to use any photographs, audio, video, or other images from this activity for promotional or educational purposes. Please notify an AHEC staff member if you have concerns.

Eastern AHEC Cancellation Policy

• Cancellations must be in writing (easternahec@ecu.edu).
• Registrants canceling between two weeks and two full business days prior to the first day of the event are refunded at 70% of the registration fee subject to a minimum $25 cancellation fee.
• No refunds or credits will be given for cancellations received less than two full business days prior to the event.
• Cancellations greater than two weeks prior to the event will receive 100% refund.
• No vouchers will be issued in lieu of a refund.
• Transfers/substitute(s) welcome (notify in advance of the program).

Americans with Disabilities Act

Individuals requesting accommodation under the Americans with Disabilities Act (ADA) should contact the Department of Disability Support Services at (252) 737-1016 (V/TTY) at least five business days prior to the program.

If you would like more information on the program, please call Mental Health Education at (252) 744-5215 or plummerb19@ecu.edu.