



2022 CHILDREN'S SERVICES CONFERENCE: BUILDING A BRIGHTER FUTURE FOR CHILDREN AND FAMILIES

August 25-26, 2022

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

There was a children's mental health crisis before COVID-19. One in five children were already living with a mental health disorder. Suicide was already the second leading cause of death among young people. Behavioral health conditions were exacerbated by social isolation, quarantine, and overall stress and adversity related to the pandemic. As behavioral health professionals continue to assess and confront the consequences and residual effects of the pandemic on children and families; they are rolling up their sleeves to tackle this unique phenomenon to continue the healing process.

This year's conference will bring children and adolescent professionals across the state back together to congregate and engage in interprofessional learning. The agenda will feature an outstanding plenary and concurrent sessions that feature evidence-based practices and current trends to support the treatment of this population. Take advantage of attending two full days to earn up to 12 hours of credit. A one-day rate is also offered for those who are unable to attend both days.

Choose among informative sessions such as treating pediatric depression and anxiety, moving beyond the ACE score, identifying healthy sexual development in children and adolescents, learning skills to address self-injurious behaviors, and others. The keynote will provide professionals with strategies to use for self-care and to pass on to their families to help build the safety-net needed to begin this crucial work. Come and network with a diverse group of professionals while gaining new knowledge and skills relevant to your daily practice.

www.easternahec.net



Area Health Education Center
A Part of the NC AHEC Program

Target Audience

- Child and Adolescent Service Providers in clinical, residential, or outpatient settings
- Social Workers
- Licensed Clinical Mental Health Counselors
- Public/Allied Health Professionals
- Nurses
- Psychologists
- School Personnel
- Children's Developmental Services Agency staff
- Case Managers
- Care Coordinators
- Qualified Professionals
- Marriage and Family Therapists
- Juvenile Court Counselors
- Early Intervention Staff
- At-Risk Youth Personnel
- Domestic Violence Staff
- All Other Interested Professionals

Planning Committee

Tonia Joyner, MS, LCAS

Assistant Director
Mental Health Education
Eastern AHEC

Laura Bliley, MSN, RN

Assistant Director
Nursing & Allied Health Education
Eastern AHEC

Grace Johnston, MSW, LCSW, LCAS

School Social Worker
Pitt County Schools

Jesse V. Riggs, MA Ed., LCSW

Retired- NC Department of Public Safety-
Juvenile Justice

Lauryn Sawyer, MSW, LCSW

Private Practitioner

Minerva Freeman, MSA, BSW

Pitt County Family Development Corporation,
Inc.

Agenda

August 25, 2022

8:15 a.m.	CHECK-IN/REFRESHMENTS
8:45 a.m.	Welcome and Opening Remarks Tonia Joyner, MS, LCAS Assistant Director, Mental Health Education, Eastern AHEC
9:00 a.m.	Keynote Presentation
11:00 a.m.	BREAK
11:15 a.m.	Morning Concurrent Sessions
1:15 p.m.	LUNCH (Provided)
2:15 p.m.	Afternoon Concurrent Sessions
4:15 p.m.	ADJOURNMENT

August 26, 2022

8:00 a.m.	CHECK-IN/REFRESHMENTS
8:30 a.m.	Morning Concurrent Sessions
10:30 a.m.	BREAK
10:45 a.m.	Late Morning Concurrent Sessions
12:45 p.m.	LUNCH (Provided)
1:45 p.m.	Afternoon Concurrent Sessions
3:45 p.m.	ADJOURNMENT

KEYNOTE PRESENTATION August 25, 9:00 a.m. - 11:00 a.m.

SELF-CARE IS NOT SELF-INDULGENCE: NAVIGATING VICARIOUS TRAUMA AND POTENTIAL BURNOUT

ANDREA MURRAY-LICHTMAN, MSW, LCSW

Clinical Associate Professor, School of Social Work
University of North Carolina at Chapel Hill



TAUCHIANA WILLIAMS, MSW, LCSW

Clinical Associate Professor and Lead Interventionist
Substance Abuse Prevention and Education Research (SUPER)
School of Social Work, University of North Carolina at Chapel Hill

COVID-19 and racial injustice prompted widespread protests and mobilization to care for the sick and organize against injustice. Clinicians and practitioners are on the front lines of these crises. Adjusting to the “new normal” of managing working from home while balancing family and increased work responsibilities or working in-person and handling these constant stressors often results in feeling like you are barely keeping your head above water. COVID-19 and its new variants and racial trauma can place some in a constant state of fear. For others, simply trying to reorient to life post-pandemic shutdown is stressful. When all the “extras” of navigating our world layered on top of life responsibilities, practitioners can find the multiple concerns they must balance to serve others overwhelming. These stressors, if unchecked, can lead to vicarious trauma and potential burnout.

This keynote presentation will help practitioners re-envision a culture of care that balances the needs of the caretaker with the demands of the services they provide. It offers practical advice for balancing personal and professional responsibilities in challenging times. During this parallel learning process, practitioners will leave with strategies and techniques to share with clients and to adapt for themselves.

Objectives:

- Explain the psychological and physical role of stress
- Describe the signs and symptoms of compassion fatigue, trauma, vicarious trauma, and burnout
- Identify strategies to re-envision caring for ourselves and discuss strategies for wellness to share with clients
- Identify culturally relevant ways of coping with stressors

Presenters are being supported through a partnership between the UNC-CH School of Social Work and the NC AHEC Program

11:00 a.m. - **BREAK**

August 25, 2022

Morning Concurrent Sessions

11:15 a.m. - 1:15 p.m.

(Choose one session to attend)

SESSION A - **We Don't Talk About Drugs: Building Coping Skills and Resilience**

ANDREA MURRAY-LICHTMAN, MSW, LCSW

Clinical Associate Professor, School of Social Work, University of North Carolina at Chapel Hill

TAUCHIANA WILLIAMS, MSW, LCSW

Clinical Associate Professor and Lead Interventionist, Substance Abuse Prevention and Education Research (SUPER), School of Social Work, University of North Carolina at Chapel Hill

Professionals working with children and families must be prepared to address a myriad of issues in a complex and challenging world. What are we doing to our youth when we don't talk about drugs? This session will review the impact of substance use on children and adolescents while illuminating the evidence-based practices for preventing substance use. The presenters will explore parallel efforts of interventions with youth and parents to build coping skills and cultivate resilience to increase the prevention and awareness of substance use among youth.

Objectives:

- Discuss the current research on substance use for children and adolescents
- Identify evidence-informed treatment approaches to prevent substance use and build resilience
- Describe effective ways to engage children, adolescents, and parents in education about substance use

Presenters are being supported through a partnership between the UNC-CH School of Social Work and the NC AHEC Program

SESSION B - **Moving Beyond the ACE Score: Treating Adversity in Diverse Populations**

TONIA DEESE, MSW, LCSW

Clinical Assistant Professor, School of Social Work, University of North Carolina at Chapel Hill

We all know the importance of assessing childhood adversity due to its impact on short and long-term outcomes. Research shows that there are factors beyond what is measured in the ACE score that can significantly impact clients' mental health and daily functioning. These factors are particularly important to consider with diverse and marginalized populations, given their disproportional exposure to trauma and race-related stress.

This session will help clinicians have a fuller understanding of the impact of historical and intergenerational trauma. You will be introduced to tools for assessing adversity in diverse populations and will learn how cultural factors can promote resilience and mediate the impact of adversity.

Objectives:

- Describe at least two ways that historical or intergenerational traumas can impact mental health or client functioning
- Identify at least two strategies for assessing broader areas of adversity with clients
- Describe at least two ways that cultural factors can promote resilience

This presenter is being supported through a partnership between the UNC-CH School of Social Work and the NC AHEC Program

SESSION C - **Storybook Skin: The Addiction to Self-Injury**

STEPHANIE GLICKMAN, MSW, LCSW

Owner, Glickman Consulting

Storybook Skin: The Addiction to Self-Injury is a look inside the behaviors and patterns of self-injury. There has been increased attention to the topic of self-injury in the mental health field. Only in the past 30 years have doctors and mental health professionals recognized the issue as a growing concern. Self-injury is prevalent among child, adolescent and adult populations and spans all cultural and socioeconomic backgrounds. In this session, myths and generalizations about self-injury will be identified and discussed and statistical information will be provided. We will emphasize the association of self-injury as an addiction, it's high correlation with trauma, and will also identify treatment modalities that can be effectively applied to those who self-injure. Participants will be engaged in an interactive process so they can experientially learn and put into practice some of the tools of treating self-injurers. Societal and cultural influences will be incorporated into group discussions. Implications for future research and practice will be encouraged. Additional resources targeting self-injurers will be shared and discussed.

Objectives:

- Identify how self-injurious behaviors manifest and the emotions, feelings, and patterns that occur before and after a person self-injures
- Describe common treatment methods and applicable tools to use when treating self-injurers
- Examine the correlation between self-injury and trauma

1:15 p.m. - **LUNCH**

August 25, 2022

Afternoon Concurrent Sessions

2:15 p.m. - 4:15 p.m

(Choose one session to attend)

SESSION A - Identification of Young Children with Autism Spectrum Disorder and Other Special Needs

ELIZABETH “BETSY” CRAIS, PHD, CCC-SLP, ASHA FELLOW

Professor and Coordinator of PhD Studies, Division of Speech and Hearing Sciences, Department of Allied Health Sciences, University of North Carolina at Chapel Hill

The early characteristics of Autism Spectrum Disorder (ASD) and other developmental disorders (DD) in young children can sometimes be hard to identify, particularly if the child is not showing classic symptoms (e.g., rocking, delayed language, gross motor lag). This session will focus on early characteristics of ASD and other DD illustrated with videos of children with and without ASD/DD. Tips for differentiating ASD from other developmental disabilities will also be highlighted, as well as for talking with caregivers about concerns.

Objectives:

- Compare and contrast developmental monitoring and screening of young children with special needs
- Recognize at least five signs of ASD/DD in a child's growth and development
- Identify next steps for children and families if there is concern

SESSION B - Healthy Sexual Development in Childhood and Adolescence

TONIA DEESE, MSW, LCSW

Clinical Assistant Professor, School of Social Work, University of North Carolina at Chapel Hill

Do you work with parents who struggle to have healthy conversations with their children about sex? Do these parents come to you with questions about their child's sexual behavior, and do you know how to respond and help them?

In this session, participants will receive an overview of normal sexual development and typical behaviors throughout the span of childhood (early, school age, and adolescence). Participants will learn warning signs of problematic sexual behavior, and of specialized treatment options for children and youth engaged in these behaviors.

Objectives:

- Identify two sexual developmental milestones in early childhood, school age, and adolescence
- Identify at least three warning signs that a child's sexual development is off track
- Name at least one specialized treatment option available when a child has concerning sexualized behaviors

This presenter is being supported through a partnership between the UNC-CH School of Social Work and the NC AHEC Program

4:15 p.m. - ADJOURNMENT

August 26, 2022

Early Morning Concurrent Sessions

8:30 a.m. - 10:30 a.m.

(Choose one session to attend)

SESSION A - Culturally Responsive Early Childhood Environments

JOCELYN S RUFFIN, MS, BK

Teaching Instructor, Human Development and Family Science, College of Health and Human Performance, East Carolina University

This session will explore the use of Culturally Responsive Teaching strategies as an instructional tool to engage students and promote equitable learning experiences within the early childhood classroom.

Objectives:

- Describe key attributes of Culturally Responsive Teaching as an instructional tool to enhance student engagement and empowerment
- Identify strategies for planning Culturally Responsiveness to maximize the various and shared experiences of their diverse students and communities
- Review examples of Culturally Responsive Teaching in various early childhood classrooms that were designed to provide equitable learning experiences for young children

SESSION B - Pediatric and Adolescent Depression (presenter will be broadcasted in)

PAUL TROMBLEY, MD, FAAP

Prospect Behavioral Pediatrics and Psychiatry

In this session, the presenter will review depression as it relates to the pediatric population. The session will focus on diagnosis, epidemiology, risk factors for depression, treatment, family support and community support.

Objectives:

- Describe DSM-V criteria and pediatric presentation of depression
- Describe the epidemiology of childhood depression
- Discuss existing population disparities
- Describe the role of sleep in childhood depression
- Describe the role of serotonin in depression
- Identify the risk of suicide in children and adolescents
- Identify screening measures and the role of primary care in diagnosing and treating depression

10:30 a.m. - BREAK

August 26, 2022

Late Morning Concurrent Sessions

10:45 a.m. - 12:45 p.m.

(Choose one session to attend)

SESSION A - Treating Pediatric Obsessive-Compulsive Disorder (OCD): Incorporating Family-Based Cognitive Behavioral Therapy (CBT) Skills - Part 1

COLLEEN COWPERTHWAIT, PHD

Must attend Parts 1 & 2 to receive credit

Medical Instructor, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

JEFF SAPYTA, PHD

Assistant Professor, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

Pediatric Obsessive-Compulsive Disorder (OCD) is a serious condition resulting in significant disruption of normal development in youth. OCD also has adverse impacts on the larger family of the child, due to significant family distress and maladaptive family communication patterns. Cognitive Behavioral Therapy for pediatric OCD has transformed from primarily an individual approach to a family-based treatment involving parents and other caregivers more actively in most sessions. These novel family-based approaches have improved individual and family outcomes by reducing family accommodation of OCD symptoms, enhancing family communication, and improving emotional regulation skills for all family members.

This session will provide support to professionals interested in integrating empirically supported family-based elements into their psychotherapy practice. Participants will be provided hands-on training for identifying family communication and accommodation patterns that commonly are present in families with OCD and anxious youth.

Objectives:

- Describe important family processes that commonly impact OCD and anxiety symptoms in children
- Discuss the use of advanced assessment techniques to identify family accommodation and communication patterns that influence OCD and anxiety in children
- Describe specific family-based CBT skills that can directly address family processes in families with children experiencing OCD or anxiety

SESSION B - Coping with Teenagers' Emotions

DIONNE DOCKERY, BSW

Maternal and Child Health Outreach Supervisor, Pitt County Health Department

VASHTI KITTRELL, BS

Health Educator, Pitt County Health Department

The challenge for all parents is to raise healthy, well-adjusted children, in a loving and predictable environment. While it is extremely rewarding and enjoyable to be a parent, it's not always easy. There are some challenges all parents face as their children grow. This session offers suggestions and ideas to help you deal with day-to-day challenges while promoting your teen's development.

Objectives:

- Explore reasons why teens can become emotional
- Describe practical suggestions on how to help teenagers manage their emotions
- Describe how to be better prepared to "calmly" deal with teens' emotional behavior

SESSION C - Recognizing Students Affected by Trauma and Best Approaches when Interacting with Students in Crisis (presenter will be broadcasted in)

KELLY GRAVES, PHD, HSP-P

Executive Director and Co-Founder, Kellin Foundation

This session is designed to review and apply the concepts and implementation of trauma-informed care as a method to improving school success among youth. Research and clinical evidence show that trauma-informed approaches should include an understanding of trauma as well as an awareness of the impact and effects of trauma on learning and development. Participants will leave the session with a deeper awareness of the prevalence and impact of trauma as well as practical strategies for how to continually move toward being more trauma-informed, including how to interact with students during a crisis.

Objectives:

- Develop an awareness of the prevalence and impact of trauma among children, including how trauma impacts the learning process
- Describe the core components of trauma informed care
- Identify tools and strategies for implementation of trauma informed care that maximizes the potential for youth learning and healing
- Identify skills for successful interaction with students during a crisis

12:45 p.m. - LUNCH

August 26, 2022

Afternoon Concurrent Sessions

1:45 p.m. - 3:45 p.m.

(Choose one session to attend)

SESSION A - **Treating Pediatric Obsessive-Compulsive Disorder (OCD): Incorporating Family-Based Cognitive Behavioral Therapy (CBT) Skills - Part 2**

COLLEEN COWPERTHWAIT, PHD

Must attend Parts 1 & 2 to receive credit

Medical Instructor, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

JEFF SAPYTA, PHD

Assistant Professor, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center

Pediatric Obsessive-Compulsive Disorder (OCD) is a serious condition resulting in significant disruption of normal development in youth. OCD also has adverse impacts on the larger family of the child, due to significant family distress and maladaptive family communication patterns. Cognitive Behavioral Therapy for pediatric OCD has transformed from primarily an individual approach to a family-based treatment involving parents and other caregivers more actively in most sessions. These novel family-based approaches have improved individual and family outcomes by reducing family accommodation of OCD symptoms, enhancing family communication, and improving emotional regulation skills for all family members.

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SESSION B - **Cyberbullying: Beyond the Playground and into Healing**

ELIZABETH S MARSAL, PHD

Associate Professor and Program Coordinator for Criminal Justice, North Carolina Wesleyan University

Bullying has moved beyond name calling and can no longer be left at school, on the bus or on the playground. It follows our children home and impacts every aspect of their lives. Families are watching their children live with fear, humiliation, and depression. This workshop explores the causes of cyberbullying and the strategies available to understand the dynamics which can lead to solutions and healing.

Objectives:

- Discuss what cyberbullying is, its causation and societal trends
- Identify who is affected by cyberbullying and ways the groups are affected
- Recognize how to heal the hurt caused by cyberbullying and strategic steps to take to understand and address the hurt
- Explain how family and community may work to achieve healing and address cyberbullying

SESSION C - **Diabetes Care in the School Setting**

JENNIFER SUTTER, MD

Clinical Associate Professor, East Carolina University, Department of Pediatrics

MINDY SAENZ, RDN, LDN, CDE, CD/CES

Pediatric Endocrinology, East Carolina University, Department of Pediatrics

In this session, we will provide you with the tools you need to safely participate in the care of a child with diabetes in the school setting.

Objectives:

- Describe the basic pathophysiology of Type 1 and Type 2 diabetes
- Discuss treatment of diabetes with insulin including multiple daily injections and insulin pumps
- Identify diabetes technology including continuous glucose meters and smart insulin pumps
- Discuss mental health concerns and social factors that affect diabetes control

3:45 p.m. - **ADJOURNMENT**

Credit

Category A-NC Psychology Credit (No partial credit will be given.)

This program will provide 12 contact hours of (Category A) continuing education for North Carolina psychologists.

Contact Hours

Certificates reflecting 12 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 and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. (Provider # 55645)

Substance Abuse Counselor Credit (SAC)

Application has been made to the North Carolina Addictions Specialist Professional Practice Board for 12 hours of General Skill Building and Specific hours.

North Carolina Public School Personnel Renewal Credit (PSPR)

Certificates for 12 contact hours of education will be awarded at the completion of the program.

Nurses: 12 Nursing Contact Hours

Eastern AHEC Department of Nursing & Allied Health Education is approved as a provider of nursing continuing professional development by the North Carolina Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation.

Participants must attend at least 90% of the program to be awarded contact hours. Nurses may attend one or both days, but no partial credit within each day will be awarded.

Handout & 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 additional program information.

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

Registration Information

Registration is available online only at www.easternahec.net and a requires a current MyAHEC account.

Registration will close the day before the program at 12:00 p.m.

Registration Fee: Both Days - **\$180**, One Day - **\$95**

Group rates are available for those working in the same agency and who send five or more employees for both days. Contact us for a voucher code before registering.

The registration fee includes all program materials, refreshments, and credit.

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COVID-19 Seating Statement: Conference seating may be limited based on NC public health guidelines for gatherings to continue to slow the spread of COVID-19. Additional guidance for attending the conference will be emailed to you one week prior to the conference. More information will be posted to the Eastern AHEC website.

Eastern AHEC Cancellation Policy

- Cancellations must be in writing easternahec@ecu.edu
- Registrants cancelling between two weeks and two 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) are welcome (notify in advance of the program).

Americans with Disabilities Act



Individuals requesting accommodations under the Americans with Disabilities Act (ADA), should contact the ADA coordinator at least five days prior to the event at 252-737-1108 / ada-coordinator@ecu.edu.

If you would like more information on the program, please contact Mental Health Education at legerel14@ecu.edu.