



Western Psychiatric Institute and Clinic of UPMC
Dept. of Psychiatry
Mental Health Conference Planning

2017 STAR-Center Conference

“Treatment of Suicidal Youth: A Glimpse into the Future” **(MD12)**

Friday, May 5, 2017
8:30 a.m. – 3:30 p.m.
(Registration: 8 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

Course Objectives:

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

1. Discuss novel methods of assessment for suicidal risk, including computerized adaptive screening, machine learning use of medical records, neurocognitive tasks, speech analysis, and use of passive cell phone data.
2. Discuss neurobiological approaches to identification of suicidal risk including neuroimaging analyses of how suicidal and non-suicidal individuals differ when thinking about suicide-related words.
3. Explain novel methods of intervention, including a texting intervention to encourage follow-up and a game to alter the suicidal biases that many suicidal patients have.
4. Explain an historical perspective on educators’ involvement in suicide-related work.
5. Articulate what research has uncovered about educators’ knowledge, roles, attitudes, and beliefs related to suicidal youth.
6. Identify preferred approaches for professional development, collaboration, and evaluation in mental health-education partnerships.

Target Audience:

This program is appropriate for clinical and educational personnel.

Cost:

There is a \$60 registration fee for this conference. Cost to employees of Western Psychiatric Institute and Clinic, and University of Pittsburgh is \$30. The registration fee includes a light breakfast (coffee/tea/juices/muffins, etc.) and continuing education credits.

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 27, 2017.

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.

“Treatment of Suicidal Youth: A Glimpse into the Future”

Conference Agenda

May 5, 2017

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

8:00 A.M. REGISTRATION

8:30 A.M. BACKGROUND

9:00 A.M. KEYNOTES

Fast Forward: Innovations in the Assessment and Treatment of Suicidal Youth

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

The Role [and Toll] of Educators’ Involvement in Suicide Prevention, Treatment and Postvention

Mary Margaret Kerr, Ed.D., Professor and Chair, Administrative and Policy Studies, University of Pittsburgh, School of Education.

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: Fast Forward: Innovations in the Assessment and Treatment of Suicidal Youth

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

Advances in technology and neurobiology create new opportunities for novel approaches to the assessment and treatment of suicidal youth. With respect to assessment, we will review adaptive screening, computerized tasks and neuroimaging approaches to detecting suicidal thinking, the use of mobile phone and speech analyses to detect suicidal individuals, and interventions of suicidal behavior and self-harm involving texting to encourage treatment follow-up, and games to alter cognitive bias about suicide.

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

1. Discuss novel methods of assessment suicidal risk, including computerized adaptive screening, machine learning use of medical records, neurocognitive tasks, speech analysis, and use of passive cell phone data.
2. Discuss the neurobiological approaches to identification of suicidal risk including neuroimaging analyses of how suicidal and non-suicidal individuals differ when thinking about suicide-related words.
3. Explain novel methods of intervention, including a texting intervention to encourage follow-up and a game to alter the suicidal biases that many suicidal patients have.

Keynote Address: The Role [and Toll] of Educators' Involvement in Suicide Prevention, Treatment and Postvention

Mary Margaret Kerr, Ed.D., Professor and Chair, Administrative and Policy Studies, University of Pittsburgh, School of Education.

Once overlooked in the delivery of mental health services, both K-12 and university educators now assume a more prominent role. This session first will offer an historical perspective on educators' involvement in suicide-related work. Next, we examine what the literature says about the impact on educators when they confront students at risk for suicide. Lastly, highlighting lessons we learned through STAR-Center's collaborations with schools and universities, we offer recommendations for educators' involvement in the future.

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

1. Explain an historical perspective on educators' involvement in suicide-related work.
2. Articulate what research has uncovered about educators' knowledge, roles, attitudes, and beliefs related to suicidal youth.
3. Identify preferred approaches for professional development, collaboration, and evaluation in mental health-education partnerships.

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: Why Mindfulness Matters. . . and How to Introduce it to Teens (*Introductory*)

Danella Hafeman, M.D., Ph.D., Postdoctoral Fellow and Attending Child Psychiatrist in Child and Adolescent Department of Psychiatry, University of Pittsburgh Adolescent Bipolar Services

Mindfulness has become a hot topic in recent years. In this workshop, we will (1) provide an introduction to mindfulness; (2) discuss how mindfulness interventions might impact brain and emotions; and (3) introduce some practical exercises that can be used to integrate these concepts in various settings with adolescents.

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

1. Define what mindfulness is (and what it is not)
2. Describe two mindfulness interventions, and how they might be applied in youth
3. Gain familiarity with mindfulness exercises that may be used in a variety of settings with teens

B. Workshop Title: Best Practices for Anxious Children and Teens (*Intermediate*)

Christina Kirsch, M.S., Clinician, Services for Teens at Risk (STAR-Center), Western Psychiatric Institute and Clinic

Sharon Shorak, L.S.W., Clinician, Services for Teens at Risk (STAR-Center), Western Psychiatric Institute and Clinic

This workshop is appropriate for both educators and clinicians. It will discuss the use of CBT for the treatment of anxious children and teens. The workshop will consist of an interactive lecture followed by break-out groups based upon interest to practice the use of coping skills and fear hierarchies.

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

1. Assist child or teen in identifying distorted thinking that contribute to anxiety as well as behavioral patterns that exacerbate anxiety
2. Assist child or teen in applying skills to cope with anxiety
3. Collaboratively generate a fear hierarchy with the client and implement in-vivo exposures

C. Workshop Title: Concussions and Adolescents: Understanding Pathology and Development (*Intermediate*)

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

Concussed adolescents are a unique and often challenging population for clinicians. Understanding the physiology of the injury within the context of adolescent behavior is difficult. Further, adolescents at risk for

prolonged recovery often present with or are vulnerable to developing other mental health conditions. Treatment requires a comprehensive evaluation accounting for clinical concerns and practical limitations.

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

1. Discuss the basic physiology of concussion and principles of concussion management/treatment
2. Explain the role that co morbid conditions play in recovery from concussion
3. Identify the risk factors for prolonged recovery from concussion

D. Workshop Title: Avoiding Transition Train Wrecks (*Introductory / Intermediate*)

**Shirley Lyle, M.Ed., Developmental Specialist, Acute Adolescent Partial Hospitalization Program
Western Psychiatric Institute and Clinic**

A prodigious concern of counselors and educators is the difficulty of transitioning students with mental health concerns back into the educational arena, especially when information is scarce. Insight will be offered to address many concerns. Discussion topics include communication barriers, discharge rationale, appropriate academic expectations, helpful accommodations, and the like.

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

1. Describe barriers to communications among schools and mental health facilities
2. Identify appropriate expectations for students transitioning from mental health facilities into educational environments
3. Discuss research based strategies used to support the general needs of students transitioning from mental health facilities to educational environments despite the quantity or quality of treatment information received

E. Workshop Title: Therapeutic Strategies for Managing Non-Suicidal Self-Injury in Teens (*Intermediate*)

Maureen Maher-Bridge, LCSW, Outpatient Clinician, Division of Psychiatry, The Ohio State University

Kimberly Poling, LCSW, Clinical Program Manager, Services for Teens at Risk (STAR-Center), Western Psychiatric Institute and Clinic

This workshop will provide an overview to help clinicians understand the potential motivations underlying non-suicidal self-injurious behavior. We will introduce the steps of chain analysis for determining treatment targets. Additionally, we will highlight the various strategies for addressing common treatment targets.

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

1. Describe common motivations underlying non-suicidal self-injurious behavior in teens
2. Know steps for conducting a chain analysis to help identify treatment targets
3. Distinguish suicidal behavior and non-suicidal behavior and develop an effective safety plan

F. Social Media Use in Depressed and Anxious Adolescents: A Two Way Street (*Introductory*)

Ana Radovic, M.D., MSc, Associate Professor, Department of Pediatrics, University of Pittsburgh School of Medicine, Children's Hospital of Pittsburgh of UPMC

Studies identify an association between depression symptoms and frequency of social media use. Which is the chicken and egg? Dr. Radovic's qualitative work with depressed adolescents and their parents found complex interplays with why depressed adolescents reach out to social media and effects of positive and negative use on mood.

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

1. Consider how adolescents with depression use social media in helpful ways
2. Consider how adolescents with depression use social media in ways which are not helpful
3. Consider how you can provide guidance to depressed adolescents on how to take advantage of positive aspects of social media while managing the negative aspects of use

G. Workshop Title: Preparing Youth with Mood and Anxiety Disorders for a Successful Transition to College (*Intermediate*)

Tina Goldstein, Ph.D., Associate Professor, Department of Child and Adolescent Psychiatry, University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic

Dara Sakolsky, MD, PhD, Assistant Professor of Psychiatry, Assistant Medical Director, Services for Teens at Risk (STAR), Western Psychiatric Institute and Clinic

Youth with mood and anxiety disorders face unique challenges as they transition from high school to college. Greater targeted preparedness in this process may help protect these high-risk youth during this vulnerable developmental period. In this presentation, we will discuss an adjunct group intervention we developed and delivered for transition-age youth focused on specific skills to build independence and optimize success in the transition to college. We will also present and discuss a clinical case to highlight these common themes.

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

1. Describe common challenges facing youth with psychiatric disorders during the transition to college.
2. Discuss the content and format of a skills-based group intervention targeting youth with psychiatric disorders transitioning to college.
3. Build familiarity with specific skills to promote independence among youth with psychiatric disorders transitioning to college.

H. Workshop Title: Prevention and Treatment of Depression and Suicidality among Gender Minority (Transgender and Nonbinary) Youth: An Introduction and Review of the Health Services 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 conclusion of this session, participants should be able to:

1. Describe and define what it means to have a gender minority identity
2. Understand 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.

I. Workshop Title: Uniform Protocol for the Assessment and Treatment of Acute Suicide Risk (*Introductory*)

Stephanie D. Stepp, Ph.D., Associate Professor, Psychiatry and Psychology, University of Pittsburgh School of Medicine.

This session will demonstrate the use of a uniform protocol for the assessment and management of patients with acute suicide risk. Following this demonstration, participants will practice administering the protocol.

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

1. Identify distress tolerance skills to teach youth in order to reduce suicide risk.
2. Improve skills to assess suicide risk so that the effectiveness of interventions can be readily evaluated.
3. Increase patient outcomes by implementing uniform suicide assessment and management protocol, in order to reduce suicide risk acutely and in the longer-term.

Registration Form
STAR-Center Conference (MD12)
 May 5, 2017 - Pittsburgh, PA
 Registration Deadline: April 28, 2017

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**

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

Alternate: **A** **B** **C** **D** **E** **F** **G** **H** **I**

Method of Payment (\$60 Registration Fee); (\$30 Registration Fee – WPIC/University of Pittsburgh Employee)

Tuition amount \$ _____ <input type="checkbox"/> Check (Payable to OERP/WPIC) Check# _____ <input type="checkbox"/> UPMC Account Transfer Business Unit _____ Dept. ID _____ Administrator Name _____ Administrator Signature _____ Credit card payments can be made by registering at: http://bit.ly/2iZ5usC
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Send this form along with payment to:

Nancy Mundy
 OERP/WPIC
 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.

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:

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 0.55 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.