

CONTINUING EDUCATION

YOU CAN EARN UP TO 18 CE CREDITS
(MUST ATTEND ALL 3 CONFERENCE DAYS)

A total of 18 continuing education credit/contact hours can be earned!

Continuing education can be earned by those in the following professions: psychologists, licensed mental health counselors, licensed clinical social workers, licensed marriage and family therapists, and school psychologists.

Psychologists

The CCF has been approved by the American Psychological Association to offer continuing education for psychologists. The CCF maintains responsibility for the program.

Nurses

The American Nurses Credentialing Center (ANCC) accepts continuing education credit provided by APA providers towards ANCC re-certification.

Florida Providers

The conference has also been approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling; Florida Board of Psychology and Florida Office of School Psychology. Provider #BAP 50-12872.



CONTINUING EDUCATION

IN ORDER TO OBTAIN A CERTIFICATE OF ATTENDANCE OR CONTINUING EDUCATION CREDITS:

A staff member **MUST** sign you in when you arrive in the morning, sign out for the lunch break, sign in for the afternoon workshop, and sign out for the day.

If you don't get signed out you won't receive credit.

CREDIT HOUR CALCULATION

Your hours will be calculated based on hours of actual attendance. Partial Credit will **NOT** be granted (you must attend the keynote and/or workshop in its entirety to receive credit).

EVALUATION COMPLETION

Be sure to complete the keynote and workshop evaluation forms that will be sent via email within the first 15 minutes of signing in to a keynote/workshop session.

All evaluation forms **MUST** be submitted by Monday February, 13th at 11:59 PM.

IMPORTANT

It is your responsibility to sign in and out everyday to receive credit. Failure to do so will result in no CE credit. Your certificate will be emailed to you post-conference.

INDIVIDUAL PRESENTATION LEARNING OBJECTIVES

February 8th, 2023

LOCATION: BAYVIEW BALLROOM



Aaron Hogue, PhD
Molly Bobek, LCSW

KEYNOTE: Family Therapy Goes Mainstream: Emerging from a Behavioral Services Silo

1. Discuss the evidence base supporting family-based treatments for adolescent substance use and related problems
2. Describe the core elements approach and its application to family therapy for adolescent substance use disorder
3. Reflect upon their own assumptions and premises about adolescent substance use and families



Shawn C.T. Jones,
PhD, MHS

KEYNOTE: ...But Now I See: Using Racial Literacy to Promote Justice and Healing for Black Youth

1. Describe the current state-of-the evidence concerning racism-related stress and trauma
2. Demonstrate and apply a racial mindfulness technique as a means of considering the stress associated with racial encounters
3. Reflect on how their own racial literacy may impact their commitment to social justice in the context of racial stress and trauma



Richard Liu,
PhD

KEYNOTE: Suicide in youth: From prevalence to prevention

1. Describe recent trends in the prevalence of suicidal thoughts and behaviors among teenagers, including trends in sexual minority youth
2. Explain two available screening instruments for suicide risk in youth
3. Identify at least one intervention for suicide risk in youth

WORKSHOP LEARNING OBJECTIVES

BAYVIEW BALLROOM



Leveraging Diverse Family Systems for Black Youth Faced with Racial Stress & Trauma, Shawn C.T. Jones, PhD, MHS

1. Describe the current state-of-the evidence concerning racism-related risk factors for Black youth
2. Demonstrate and apply a racial mindfulness technique as a means of considering the stress associated with racial encounters
3. Identify the research and clinical utility of racial identity and racial socialization as protective factors for Black youth
4. Reflect on how their own racial socialization experiences may impact their understanding of working with Black youth and families

ROOM 117



Workshop: Creating a relational frame in the context of youth substance use: Foundations of family engagement, Molly Bobek, LCSW & Alexandra MacLean, MA



1. Describe the core elements approach for family therapy for adolescent substance use
2. Explain the relational component of adolescent substance use problems
3. Use treatment engagement strategies for adolescents and their families

ROOM 115



Improving cultural responsiveness of youth mental health services through cultural assessment, Amanda Sanchez, PhD

1. Describe the importance of utilizing cultural assessment to improve the cultural responsiveness of services for minoritized youth and families
2. List the primary topics that are recommended for inclusion in initial and ongoing cultural assessment for youth and caregivers
3. Apply cultural assessment topics to case conceptualization and treatment planning

ROOM 122



Using outcome questionnaires to improve treatment: An evidence-based approach to patient-centered care, Amanda Jensen-Doss, PhD

1. Participants will be able to describe the ways in which measurement-based care can be used as a communication and clinical decision support tool in their clinical practice with youth clients
2. Participants be prepared to engage youth clients and their caregivers in measurement-based care
3. Participants will be able to discuss measurement-based care feedback with youth clients and their caregivers

INDIVIDUAL PRESENTATION LEARNING OBJECTIVES

February 9th, 2023

LOCATION: BAYVIEW BALLROOM



Diane Chen,
PhD

KEYNOTE: Building an Evidence Base for Gender Affirmative Care for Transgender Youth

1. Identify key tenets of gender affirmative care
2. Discuss current gaps in research related to pediatric gender health care
3. Describe emerging research on psychosocial outcomes of gender-affirming medical care



**Rosaura Orengo-
Aguayo,**
PhD

KEYNOTE: Trauma-Focused Cognitive Behavioral Therapy in low-resourced and post-disaster settings in the Caribbean and Central America

1. Describe the cultural and linguistic tailoring of TF-CBT using implementation science principles and technology
2. Describe the implementation of Trauma Focused Cognitive Behavioral Therapy (TF-CBT) in two different low resourced contexts impacted by poverty, natural disasters, and violence
3. Explain program evaluation outcomes, lessons learned, and future directions for global implementation of TF-CBT



Maureen Kenny,
PhD

KEYNOTE: Prevention of Child Sexual Abuse: It Takes a Village

1. Participants will be able to list several ways in which parents can help prevent childhood sexual abuse
2. Participants will utilize strategies from several areas to help prevent childhood sexual abuse
3. Participants will be able to select appropriate child abuse prevention programs based on the needs of their agency

WORKSHOP LEARNING OBJECTIVES



Increasing home-school communication through an electronic daily report card, William Pelham, Jr. PhD, ABPP & Amy Altszuler, PhD

ROOM 124

1. Attendees will be able to describe how to develop and implement a Home-School Daily Report Card
2. Attendees will be able to identify appropriate behavioral goals and home/school reinforcers
3. Attendees will be able to describe the MyGoalPal application and its key features



Roles and Responsibilities of a Gender Affirming Mental Health Clinician, Diane Chen, PhD & Claire Coyne, PhD

ROOM 115

1. Describe two core components of developmentally-informed, gender affirmative care practices
2. Identify key components of comprehensive psychosocial evaluations of readiness for gender-affirming medical and surgical interventions
3. Apply the tenets of gender affirmative care to discussing clinical case examples



Targeting social fears and selective mutism in schools, Jami Furr, PhD & Aileen Herrera, MS, LMHC

ROOM 117

1. Describe the contributions of nature and nurture to the etiology of selective mutism and social anxiety in youth
2. State 3 assessment measures and observations in the evaluation of selective mutism and social anxiety in school
3. Identify and describe 3 empirically supported behavioral, cognitive, and communication-based techniques and accommodations to use in academic settings to support youth with selective mutism and/or social anxiety.



Identification, Assessment and Treatment of Childhood Sexual Abuse: An Overview, Maureen Kenny, PhD

BAYVIEW BALLROOM

1. Participants will be able to compare various validated assessments used when working with child victims of trauma
2. Participants will be able to select techniques that will be best suited for treatment of child victims of sexual abuse
3. Participants will apply knowledge of mandatory reporting laws to cases of child sexual abuse



Hurricanes, Earthquakes and Pandemics, Oh My! How to Implement Trauma Focused Services after Disasters using Puerto Rico as a Case Example, Rosaura Orenco-Aguayo, PhD

ROOM 122

1. Implement a three-tiered, trauma-informed intervention model after a disaster
2. Apply key cultural, linguistic, and contextual adaptations to implementing Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) in a post-disaster context
3. Describe key lessons learned in the implementation of TF-CBT in Puerto Rico including the importance of collaboration, cultural sensitivity and humility

INDIVIDUAL PRESENTATION LEARNING OBJECTIVES

February 10th, 2023

LOCATION: BAYVIEW BALLROOM



Marisol Perez,
PhD

KEYNOTE: Promoting Body Positivity and Decreasing Appearance-based Bullying and Teasing

1. Discuss the prevalence and impact of body dissatisfaction and appearance-based bullying and teasing in youth
2. Describe gender differences in body dissatisfaction patterns in youth
3. Explain current prevention strategies for promoting body positivity and reducing appearance-based bullying and teasing in youth



Daniel Bagner,
PhD

KEYNOTE: Preventing Behavior Problems and Promoting Language in Early Childhood

1. To describe the nature, prevalence, and impact of early childhood behavior problems.
2. To critique existing interventions for early childhood behavior problems.
3. To apply intervention approaches for early behavior problems and language with a focus on children from low-income backgrounds and underserved minority backgrounds.



Jennifer Green,
PhD

KEYNOTE: School mental health crisis response: Preventing the (mis)use of emergency responders

1. Describe how police officers and school staff interact to respond to mental health crises in school settings
2. Describe when and why urban schools call upon police officers during mental health crises
3. List 3 strategies that can be used by schools to proactively address the mental health needs of students, with the aim of decreasing calls to emergency responders

WORKSHOP LEARNING OBJECTIVES



Strategies for Promoting Body Confidence in Youth across Diverse Settings, Marisol Perez, PhD

BAYVIEW BALLROOM

1. List at least 3 cognitive behavioral strategies to promote body confidence in youth
2. Discuss challenges that arise in promoting body positivity
3. Describe diversity related issues in implementing body confidence interventions in youth



Mental health services for everyone after disasters or mass casualty events: Psychological First Aid and Skills for Psychological Recovery, Robin Gurwitch, PhD

ROOM 122

1. Discuss the importance of immediate and early mental health response after disasters or mass casualty events to reduce risk for adverse outcomes, including the importance of a cultural lens
2. List at least 3 steps of Psychological First Aid
3. List at least 2 steps of Skills for Psychological Recovery



Getting the whole picture: Using school-wide data to improve student mental health service access, Jennifer Green, PhD

ROOM 117

1. Explain how school-wide surveys can be used to identify gaps in mental health service access for all students, including for high-risk populations
2. Describe common barriers to mental health service access for adolescents
3. Demonstrate how the participant could use school-wide surveys to inform efforts to increase access to mental health services for adolescents



CARE-ing in times of COVID: The importance of relationships for children and the role for Child Adult Relationship Enhancement, Jami Furr, PhD

ROOM 124

1. Discuss how trauma impacts child development, behaviors, and relationships, including the impact of COVID and the Social Justice Movement
2. Identify at least 2 reasons why use of CARE skills with children and teens may benefit those with a trauma history
3. List 3 ways to improve relationships with children and teens, including how to improve behaviors in children and teens
4. Discuss how to help adults provide instructions that are more likely to improve compliance
5. Discuss how CARE skills can be easily implemented into any setting or interaction with children and teens, including foster care homes



Effective Interventions for Managing Challenging Classroom or School Behaviors, Isabel Rodriguez, LCSW

ROOM 115

1. Participants will be able to describe behavioral principles related to behavioral change.
2. Participants will be able to describe five essential practices for classroom PBIS.
3. Participants will be able to describe 2 additional evidence based practices related to behavioral change.