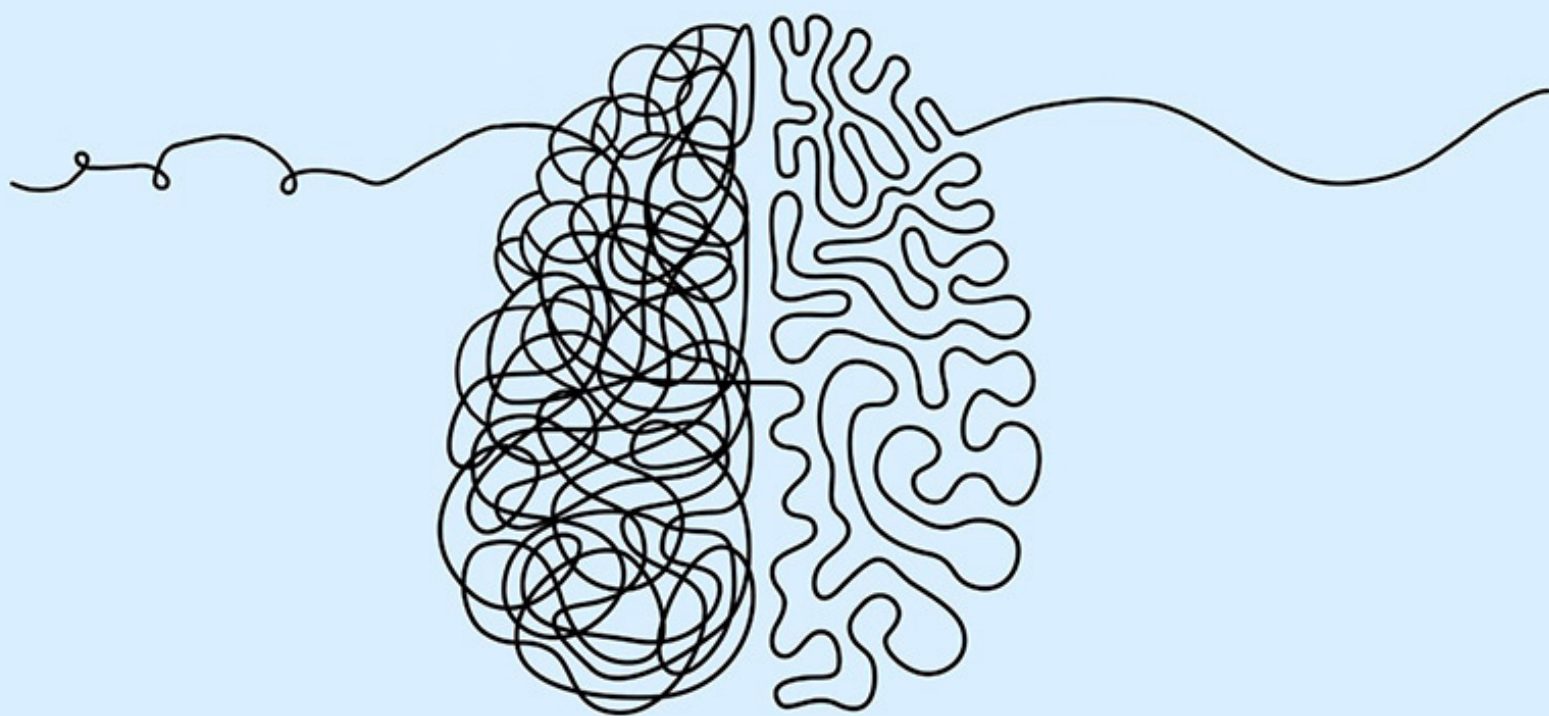




**Naomi Ruth Cohen**

Institute for Mental Health Education  
at The Chicago School of Professional Psychology

**21st Annual  
Community Mental Health Conference**



**Untying the Human Knot:**

Managing Stress and Anxiety in Today's World

Saturday, June 10, 2023

Evanston Township High School



20  
23

The conference sessions,  
including all relevant continuing education information,  
are included in this booklet in alphabetical order.

## CONTINUING EDUCATION INFORMATION

**Target Audience:** Community members and all mental health professionals.

**Psychologists:** This program, when attended in its entirety, is available for 1.0 continuing education credits. The Chicago School of Professional Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The Chicago School of Professional Psychology maintains responsibility for this program and its content. The Chicago School of Professional Psychology is committed to accessibility and non-discrimination in its continuing education activities. The Chicago School of Professional Psychology is also committed to conducting all activities in conformity with the American Psychological Association's Ethical Principles for Psychologists. Participants are asked to be aware of the need for privacy and confidentiality throughout the program. If program content becomes stressful, participants are encouraged to process these feelings during discussion periods. If participants have special needs, we will attempt to accommodate them. Please address questions, concerns and any complaints to [OfficeofCE@thechicagoschool.edu](mailto:OfficeofCE@thechicagoschool.edu). There is no commercial support for this program nor are there any relationships between the CE Sponsor, presenting organization, presenter, program content, research, grants, or other funding that could reasonably be construed as conflicts of interest.

**Counselors/Clinical Counselors:** This program, when attended in its entirety, is available 1.0 hours of continuing education. The Chicago School of Professional Psychology is licensed by the Illinois Department of Financial and Professional Regulation (IDFPR) to provide continuing education programming for counselors and clinical counselors. License Number: 197.000159

**Social Workers:** This program, when attended in its entirety, is available for 1.0 hours of continuing education. The Chicago School of Professional Psychology is licensed by the Illinois Department of Financial and Professional Regulation (IDFPR) to provide continuing education programming for social workers. License Number: 159.001036

**MFTs, LPCCs, and LCSWs:** Course meets the qualifications for 1.0 hours of continuing education credit for MFTs, LPCCs, and/or LCSWs as required by the California Board of Behavioral Sciences. If you are licensed outside of California please check with your local licensing agency to determine if they will accept these CEUs. The Chicago School of Professional Psychology is approved by the California Board of Behavioral Sciences (BBS) to offer continuing education programming for MFTs, LPCCs, LEPs, and/or LCSWs. The Chicago School of Professional Psychology is an accredited or approved postsecondary institution that meets the requirements set forth in Sections 4980.54(f)(1), 4989.34, 4996.22(d)(1), or 4999.76(d) of the Code.

**School Psychologists:** This program, when attended in its entirety, is available for 1.0 hours of continuing professional development. The Chicago School of Professional Psychology's School Psychology Program is approved by the National Association of School Psychologists to offer continuing professional development. The Chicago School of Professional Psychology maintains responsibility for this continuing professional development activity.

**ISBE:** This program, when attended in its entirety, is available for 1.0 hours of continuing professional development. The Chicago School of Professional Psychology is an approved provider for continuing professional development by the Illinois State Board of Education.

**Participation Certificate:** The Chicago School of Professional Psychology is able to provide students and other participants who simply wish to have documentation of their attendance at the program a participation certificate.

**Non Psychologists.** Most licensing boards accept Continuing Education Credits sponsored by the American Psychological Association but non-psychologists are recommended to consult with their specific state-licensing board to ensure that APA-sponsored CE is acceptable.

**Disclaimer for all programs:** *If participants have special needs, we will attempt to accommodate them. Please address questions, concerns, and any complaints to [OfficeofCE@thechicagoschool.edu](mailto:OfficeofCE@thechicagoschool.edu). There is no commercial support for this program nor are there any relationships between the CE Sponsor, presenting organization, presenter, program content, research, grants, or other funding that could reasonably be construed as conflicts of interest.*

**\*Participants must attend 100% of the program in order to obtain a Certificate of Attendance.**

# ART AND RENEWAL FOR THE HELPING PRACTITIONER

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Maria Egan, Art Therapist, MACAT          Rob Lentz, MFA; Executive Director of Open Studio Project          Patti Vick, MFA; Lead Adult Trainer at Open Studio Project</p>
<p><b>Workshop Description</b></p>	<p>The unique combination of clinical psychological theory and creative artistic practice that exists in art therapy has proven to be helpful in alleviating a variety of challenges experienced throughout life. Calming and mindful aspects of artmaking in a therapeutic environment can ease anxiety, depression, and other common psychological concerns.</p> <p>Art &amp; Renewal is a unique Open Studio Project workshop that is designed to support any helping practitioner whose work is emotionally demanding and prone to burn-out. Participants will develop a sustainable creative practice as a simple and effective way to release stress, restore empathy, and approach greater balance within their personal and professional life. This workshop invites participants to engage the Open Studio Process of intuitive art making and writing within a supportive small group format.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Practice new artistic skills to express their thoughts and feelings in a safe space, free of judgment.</li> <li>• List mindfulness techniques to manage the effects of burnout through art and writing.</li> <li>• List the Open Studio Processes of intention writing, art making, and witness writing.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Allen, P. B. (2016). "Art making as spiritual path: the open studio process as a way to practice art therapy", in Approaches to Art Therapy: Theory and Technique (3rd ed.), ed J.A. Rubin (London: Routledge), 271-285.</p> <p>Moon, C. H. (2016). "Open studio approach to art therapy", in The Wiley Handbook of Art Therapy, eds. D. E. Cussak and M. L. Rosal (Oxford; Malden: John Wiley &amp; Sons, Ltd.), 112-121.</p> <p>Reed, K., Cochran, K. L., Edelblute, A., Manzanares, D., Sinn, H., Henry, M., et al. (2020). Creative arts therapy as a potential intervention to prevent burnout and build resilience in health care professionals. <i>Adv. Crit. Care</i> 31, 179-190.</p>

# CONNECTING ESAS TO THE PEOPLE WHO NEED THEM

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Daniel Maigler, LCSW; Paws for Patrick</p>
<p><b>Workshop Description</b></p>	<p>Attendees to this conversational presentation will learn what an emotional support animal is and how they differ from other helping animals like therapy dogs or service animals. We will share some of the research about the efficacy of emotional support animals and testimonials about how ESAs can help in practice.</p> <p>We will then breakdown the legal requirements that must be met for a person to qualify for an ESA and address misconceptions that are often raised. Finally we will answer questions attendees have about ESAs and how they can be a part of the process of connecting ESAs to the people who need them most.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between an ESA, therapy dog, and service animal.</li> <li>• Explain why ESAs are effective in helping people with mental health issues.</li> <li>• List the legal requirements to qualify for an ESA or for a clinician to write an ESA letter.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Ferrell, J., &amp; Crowley, S. L. (2021). Emotional support animals: A framework for clinical decision-making. <i>Professional Psychology, Research and Practice</i>, 52(6), 560-568. <a href="https://doi.org/10.1037/pro0000391">https://doi.org/10.1037/pro0000391</a></p> <p>Hahn, S. A., Hinton, J., &amp; Hallyburton, A. (2020). Emotional Support Animals: An Overview of Practice and Legal Issues for Social Workers. <i>Health &amp; Social Work</i>, 45(4), 276</p> <p>Tin, A. H., Rabinowitz, P., &amp; Fowler, H. (2020). Emotional Support Animals: Considerations for Documentation. <i>American Family Physician</i>, 101(5),302- 304</p>

# ERASING THE DISTANCE

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Gabriela Diaz; Program Facilitator at Erasing the Distance</p>
<p><b>Workshop Description</b></p>	<p>The goal for this session is to demonstrate the way imagery and metaphor can enhance an individuals' understanding of personal narrative and function as a technique for clinicians to help uncover a deeper insight into the clients' experience. After attending this program, participants will be able to utilize storytelling as an effective tool for reducing stigma around people with mental health conditions, and understand the power of personal stories in promoting empathy.</p> <p>Participants will develop skills in crafting, sharing, and receiving personal mental health narratives in a judgment free space. Attendees will learn how to construct and tell their own stories about mental health experiences by exploring different storytelling techniques, such as using metaphor, imagery, and dialogue to create an engaging and relatable narrative. Pairing this with the goal of listening actively, mining for sensory details, without offering constructive feedback will foster connectivity and give attendees a tool they can carry into their own lives.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how storytelling as an effective tool for reducing stigma around people with mental health conditions.</li> <li>• Practice how to construct and tell their own stories about mental health experiences by exploring different storytelling techniques, such as using metaphor, imagery, and dialogue to create an engaging and relatable narrative.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Feniger-Schaal, R. (2016). A dramatherapy case study with a young man who has dual diagnosis of intellectual disability and mental health problems. <i>The Arts in Psychotherapy</i>, 50, 40–45. <a href="https://doi.org/10.1016/j.aip.2016.05.010">https://doi.org/10.1016/j.aip.2016.05.010</a></p> <p>Danila, M. I., Melnick, J. A., Mudano, A., Flood, K., Booth, K., Kirklin, K., &amp; Saag, K. G. (2018). A Performing Arts Intervention Improves Cognitive Dysfunction in 50 Hospitalized Older Adults. <i>Innovation in Aging</i>, 2(2), igy013–igy013. <a href="https://doi.org/10.1093/geroni/igy013">https://doi.org/10.1093/geroni/igy013</a></p> <p>Mondolfi Miguel, M. L., &amp; Pino-Juste, M. (2021). Therapeutic Achievements of a Program Based on Drama Therapy, the Theater of the Oppressed, and Psychodrama With Women Victims of Intimate Partner Violence. <i>Violence Against Women</i>, 27(9), 1273–1296. <a href="https://doi.org/10.1177/1077801220920381">https://doi.org/10.1177/1077801220920381</a></p> <p>Garlick, V. (2019). Book review: <i>Dramatherapy</i> [Review of Book review: <i>Dramatherapy</i>]. <i>Journal of Mental Health</i>, 28(2), 222–223. Routledge. <a href="https://doi.org/10.1080/09638237.2019.1581358">https://doi.org/10.1080/09638237.2019.1581358</a></p> <p>Erbay, L. G., Reyhani, İ., Ünal, S., Özcan, C., Özgöçer, T., Uçar, C., &amp; Yıldız, S. (2018). Does Psychodrama Affect Perceived Stress, Anxiety-Depression Scores and Saliva Cortisol in Patients with Depression? <i>Psychiatry Investigation</i>, 15(10), 0–975. <a href="https://doi.org/10.30773/pi.2018.08.11.2">https://doi.org/10.30773/pi.2018.08.11.2</a></p>

# FINDING HOPE

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Mike Bushman; Writer, Speaker, and Trainer</p>
<p><b>Workshop Description</b></p>	<p>In Finding Hope, we discuss the elements that contribute to suicide risk, recognizing warning signs of a crisis, responding effectively in crisis periods or moments, safety planning, lethal means safety, the recovery process and the critical importance of self-care for caretaking individuals.</p> <p>The presentation will focus substantially on the recovery process. Recovering from a suicidal crisis or attempt is often a journey, sometimes over months or years. The belief that the individual experiencing suicidal ideation or who has made an attempt in the past will get better is important. Being a supportive presence can go a long way in supporting your loved one's recovery.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List warning signs of suicide.</li> <li>• Describe how to make safer environments and practices through recovery.</li> <li>• Describe how to respond effectively to crisis moments.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Carroll, R., Metcalfe, C., &amp; Gunnell, D. (2014). Hospital Presenting Self-Harm and Risk of Fatal and Non-Fatal Repetition: Systematic Review and Meta- Analysis. PLOS ONE, 9(2), e89944. <a href="https://doi.org/10.1371/journal.pone.0089944">https://doi.org/10.1371/journal.pone.0089944</a></p> <p>Kleiman, E. M., &amp; Liu, R. T. (2013). Social support as a protective factor in suicide: Findings from two nationally representative samples. Journal of Affective Disorders, 150(2), 540–545. <a href="https://doi.org/10.1016/j.jad.2013.01.033">https://doi.org/10.1016/j.jad.2013.01.033</a></p> <p>Frey, L. M., &amp; Cerel, J. (2015). Risk for Suicide and the Role of Family. Journal of Family Issues, 36(6), 716–736. <a href="https://doi.org/10.1177/0192513x13515885">https://doi.org/10.1177/0192513x13515885</a></p>



# FROM PTSD TO PTSR: TRAUMATIC STRESS AND THE PANDEMIC GENERATION

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>William (Billy) Kaplan, LCSW; Treehouse Health</p>
<p><b>Workshop Description</b></p>	<p>The past few years have been packed with intense, worldwide experiences. Even if we just focus on the Pandemic, we can recognize that many of our lives have been profoundly and negatively impacted. The earliest days of the Pandemic felt to many of us like an overwhelming event, which is another way of saying the earliest days felt like a trauma. Some of us have managed it well. Yet, the Pandemic Generation – our children, teens, and young adults – are showing signs that the experience was traumatic. Mental health providers have been inundated with requests for help.</p> <p>While the diagnosis of PTSD has made sense after other traumas, it doesn't seem as accurate in describing the Pandemic Generation's experience because the Pandemic is ongoing. This presentation will propose shifting our thinking of PTSD from Post-Traumatic Stress Disorder to Pandemic Traumatic-Stress Response (PTSR). It will offer methods for managing the disorder including an exploration of Brainspotting, a neuro-experiential method developed to treat trauma.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the difference between PTSD and PTSR.</li> <li>• Explain the psychotherapy approach called Brainspotting.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>D'Antoni, F., Matiz, A., Fabbro, F., &amp; Crescentini, C. (2022). Psychotherapeutic Techniques for Distressing Memories: A Comparative Study between EMDR, Brainspotting, and Body Scan Meditation. <i>International Journal of Environmental Research and Public Health</i>, 19(3), 1142-. <a href="https://doi.org/10.3390/ijerph19031142">https://doi.org/10.3390/ijerph19031142</a></p> <p>Grand, D. (2013). <i>Brainspotting : the revolutionary new therapy for rapid and effective change</i>. Sounds True.</p> <p>Hughes, D. A. (2018). <i>Building the bonds of attachment : awakening love in deeply traumatized children</i>. Rowman &amp; Littlefield.</p> <p>Levine, P. A. (1997). <i>Waking the tiger - healing trauma : the innate capacity to transform overwhelming experiences</i>. North Atlantic Books.</p>

# HOARDING: IMPACT AND INTERVENTIONS

<b>CE/CEUs</b>	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists.
<b>Presenter</b>	Barbara Sarasin, MSW, CMC; Senior Care Manager, CJE SeniorLife Audrey Thompson, LMSW; Evanston Parks & Recreation Manager
<b>Workshop Description</b>	<p>In many cases a stressful or traumatic event is associated with the onset of hoarding symptoms. Hoarding is a disorder that may present on its own or as a symptom of another disorder. Two point six percent of individuals over 60 years age may have hoarding symptoms (Dozier, 2016). Hoarding impairs one's daily life. Hoarding Disorder is a DSM-5 diagnosis assigned to individuals who excessively save items and the idea of discarding items causes extreme stress.</p> <p>This presentation will cover the causes and risk factors, symptoms, treatment, four assessment scales as well as case examples for discussion.</p>
<b>Learning Objectives</b>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List the DSM-5 criteria for hoarding disorder.</li> <li>• List empirically supported interventions for hoarding disorder.</li> </ul>
<b>Program Standards &amp; Goals</b>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<b>References</b>	<p>Dozier, M. E., Porter, B., &amp; Ayers, C. R. (2016). Age of onset and progression of hoarding symptoms in older adults with hoarding disorder. <i>Aging &amp; mental health, 20</i>(7), 736–742. <a href="https://doi.org/10.1080/13607863.2015.1033684">https://doi.org/10.1080/13607863.2015.1033684</a></p> <p>Frost, R. O., Steketee, G., &amp; Tolin, D. F. (2011). Comorbidity in hoarding disorder. <i>Depression and Anxiety, 28</i>(10), 876–884. <a href="https://doi.org/10.1002/da.20861">https://doi.org/10.1002/da.20861</a></p> <p>Lin, N., Bacala, L., Martin, S., Bratitotis, C., &amp; Muroff, J. (2023). Hoarding Disorder. <i>The Psychiatric Clinics of North America, 46</i>(1), 181–196. <a href="https://doi.org/10.1016/j.psc.2022.10.007">https://doi.org/10.1016/j.psc.2022.10.007</a></p> <p>Mathews, C. A., Delucchi, K., Cath, D. C., Willemsen, G., &amp; Boomsma, D. I. (2014). Partitioning the etiology of hoarding and obsessive-compulsivesymptoms. <i>Psychological Medicine, 44</i>(13), 2867–2876. <a href="https://doi.org/10.1017/S0033291714000269">https://doi.org/10.1017/S0033291714000269</a></p> <p>Postlethwaite, A., Kellett, S., &amp; Mataix-Cols, D. (2019). Prevalence of Hoarding Disorder: A systematic review and meta-analysis. <i>Journal of Affective Disorders, 256</i>, 309–316. <a href="https://doi.org/10.1016/j.jad.2019.06.004">https://doi.org/10.1016/j.jad.2019.06.004</a></p> <p>Tolin, D. F., Frost, R. O., Steketee, G., &amp; Muroff, J. (2015). COGNITIVE BEHAVIORAL THERAPY FOR HOARDING DISORDER: A META-ANALYSIS. <i>Depression and Anxiety, 32</i>(3), 158–166. <a href="https://doi.org/10.1002/da.22327">https://doi.org/10.1002/da.22327</a></p>



# INTERVENTIONS AND STRATEGIES TO ADDRESS SCHOOL ANXIETY & SCHOOL REFUSAL

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Addie Van Zwoll, MJ, MSW, LCSW; Senior Program Manager at School-Based Health Alliance</p>
<p><b>Workshop Description</b></p>	<p>Have you noticed an increase in anxiety symptoms in your student population? While young people were struggling with anxiety pre-pandemic, many of these symptoms have been exacerbated by the pandemic. Some research suggests that as many as 1 in 5 youth are experiencing clinically elevated anxiety symptoms. It is clear that young people require additional mental health supports in schools. Many students are struggling to come to school and stay in school due to their anxiety and other behavioral health symptoms. School avoidance has become an increasing concern and school-based health centers are uniquely situated to be able to work with students, families and the schools to provide a supportive plan for encouraging student attendance and welcoming students back into the school environment. Often times, families are not included in these conversations or don't know what to do. It is imperative that we work with families to help generate solutions to help students re-engage in school so that they do not fall further behind.</p> <p>This presentation will provide participants with an opportunity to explore case studies, learn new strategies to help young people cope with their symptoms of anxiety, and will address new and innovative approaches in working with schools to best support students struggling with anxiety, such as providing a calm room for students during the school day. This presentation will also provide a space for clinicians to be able to ask questions and share best practices around helping students with anxiety in the school setting. It is the overall goal of this presentation to equip providers with the necessary skills or practical ideas to bring back to their own clinics. This presentation is meant to be engaging and multiple modalities will be used throughout the session to keep the audience engaged in the material.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List at least three interventions or strategies to alleviate signs and symptoms of anxiety.</li> <li>• Describe the importance of developing innovative programming and partnerships with their respective school(s).</li> <li>• Apply the knowledge learned during the session to develop a mini-treatment plan.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Werner-Seidler, A., Perry, Y., Calear, A.L., Newby, J.M., and Christensen, H. (2017) School-based depression and anxiety prevention programs for young people: A systematic review and meta-analysis. <i>Clinical Psychology Review</i>, 51, 30-47. <a href="https://doi.org/10.1016/j.cpr.2016.10.005">https://doi.org/10.1016/j.cpr.2016.10.005</a>.</p> <p>Corrieri, S., Heider, D., Conrad, I., Blume, A., König, H., and Riedel-Heller, R.G (2014). School-based prevention programs for depression and anxiety in adolescence: a systematic review. <i>Health Promotion International</i>, 29(3), 427-441 <a href="https://doi.org/10.1093/heapro/dat001">https://doi.org/10.1093/heapro/dat001</a></p> <p>Zolopa, C., Burack, J.A., O'Connor, R.M. et al. (2022) Changes in Youth Mental Health, Psychological Wellbeing, and Substance Use During the COVID-19 Pandemic: A Rapid Review. <i>Adolescent Res Rev</i> 7, 161-177. <a href="https://doi.org/10.1007/s40894-022-00185-6">https://doi.org/10.1007/s40894-022-00185-6</a></p>

# MANAGING STRESS FOR A HEALTHY FAMILY: INCREASING RESILIENCY IN OUR YOUTH

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Greta Nielsen, MA, LCPC, NCC; Owner of Illuminate Therapy &amp; Wellness, LLC</p>
<p><b>Workshop Description</b></p>	<p>Since 2020 there have been radical life changes for parents of children under 18. In a March, 2021 article "Stress In America 2021: One Year Later, A New Wave of Pandemic Health Concerns," the APA found that nearly half of parents (48%) said the level of stress in their life has increased compared with before the pandemic. Similarly, while slightly more than 3 in 10 adults (31%) reported their mental health has worsened compared with before the pandemic. According to a Mayo Clinic July, 2022 article "Resilience: Build Skills to Endure Hardship," they state that resilience can help protect you from various mental health conditions, such as depression and anxiety. Over the past 3 years families have been faced with extreme adversity adapting to the changes surrounding the pandemic. When stress, adversity or trauma strikes, you still experience anger, grief and pain, but you're able to keep functioning – both physically and psychologically. However, resilience isn't about putting up with something difficult or figuring it out on your own. It's being able to reach out to others for support and finding internal coping strategies to manage the stressors you face.</p> <p>When you have resilience, you harness the inner strength that helps you rebound from a setback or challenge. If you lack resilience, you might dwell on problems, feel victimized, become overwhelmed or turn to unhealthy coping mechanisms, such as substance abuse, eating disorders or risky behaviors. This presentation will focus on learning about family stress and the ways in which it gets transmitted in the family system, as well as how to educate and equip our children/clients with skills and strategies to tolerate, manage and face the stressors in their life.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List the 7 C's of Resilience.</li> <li>• List ways to reduce risk factors in the family system.</li> <li>• Explain how exposure to different types of stressors are associated with the development of mood and anxiety disorders in youth.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Joslyn, Erica (2015). Resilience in Childhood: Perspectives, Promise &amp; Practice. Bloomsbury Academic; 1st edition.</p> <p>Sheidow, A.J., Henry, D.B., Tolan, P.H., &amp; Strachan, M.K. The Role of Stress Exposure and Family Functioning in Internalizing Outcomes of Urban Families. <i>J Child Fam Stud</i>. 2014 Nov; 23(8):1351-1365. Doi: 10.1007/s10826-013-9793-3</p> <p>Thorup, A. A. E., Gantriis, D. L., Greve, A. N., Henriksen, M. T., Zahle, K. K., Stadsgaard, H., Ellersgaard, D., Burton, B. K., Christiani, C. J., Spang, K., Hemager, N., Jepsen, J. R. M., Plessen, K. J., Nordentoft, M., Mors, O., &amp; Bliksted, V. (2022). Exploring protective and risk factors in the home environment in high-risk families—results from the Danish High Risk and Resilience Study—VIA7. <i>BMC Psychiatry</i>, 22(1), 100-100. <a href="https://doi.org/10.1186/s12888-022-03733-5">https://doi.org/10.1186/s12888-022-03733-5</a></p> <p>Zolkoski, S. M., &amp; Bullock, L. M. (2012). Resilience in children and youth: A review. <i>Children and Youth Services Review</i>, 34(12), 2295-2303.</p>

# PRINCIPLES AND PRACTICES FOR CULTIVATING EMOTIONAL BALANCE

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Thomas Golebiewski, PhD; Clinical Social Worker and Professor</p>
<p><b>Workshop Description</b></p>	<p>This workshop will provide an overview of Self care and compassion practices can be integrated as an antidote to minimize and prevent burnout, exhaustion, toxic and cumulative stress and stressors. We'll consider stress and the stress response, the impact stress has upon the mind, body and brain; relaxation strategies and tools that may calm the mind and open the heart. We'll consider the premise that any time we are stressed, we are feeling an emotion and that how we attend to our experience is fundamental in managing stress and wellness. And cultivating emotional balance. We'll focus attention upon cultivating emotional balance and considering how the body, brain and mind works in tandem is critical to self care and the antidote to prevent burnout.</p> <p>We'll explore the foundations of mindfulness and ways of cultivating wise and deliberate practices (skillful means) that may calm the body, focus the mind, and open the heart. In other words, to consider a self care plan that is intentional about how and what can be done to manage stress to self regulate, relate and reflect. This workshop will explore awareness and compassion practices; frame the art of contemplative practices and drawn from some from the research of Dan Siegel (the wheel of awareness and the window of tolerance) and neuroscience and Tara Brach, experiential practices: to pause, relax and open and Rain (Recognize Allow Investigate Nurture).</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the origins, history, and benefits of CEB.</li> <li>• Describe the connections between emotional balance and well-being.</li> <li>• Explain relevant connections and insights drawn from the art and practice of mindfulness, the neuroscience of the mind, body and brain, and the benefits of cultivating an integrated approach to well beings.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Brach, T. (2020). Radical compassion: Learning to love yourself and your world with the practice of rain. Penguin Books, Limited.</p> <p>Brach, T. P. D. (2021).Trusting the gold: Uncovering your natural goodness. Sounds True.</p> <p>Siegel, D. (2020).Aware: The science and practice of presence--the groundbreaking meditation practice. Tarcherperigee.</p> <p>Siegel, D. J., &amp; Bryson, T. P. (2012). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind. Bantam Books Trade Paperbacks.</p>

# QUE NERVIOS: A DISCUSSION ON ANXIETY AND MENTAL HEALTH IN THE LATINX COMMUNITY

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Roxana Villatoro, MSW; Behavioral Health Therapist at Ascension Saint Francis Hospital</p>
<p><b>Workshop Description</b></p>	<p>Latinx culture is diverse and multifaceted, so there is no one-size-fits-all answer to how anxiety is dealt with in the community. However, there are some common cultural factors that can influence how anxiety is experienced and managed. Family is a core foundation of Latinx culture, and there is often a strong emphasis on community and social support. This can be both positive and negative when it comes to anxiety.</p> <p>In this presentation, we will be discussing how the importance of Latinx culture in managing anxiety lies in the unique cultural values and beliefs that can impact mental health. It is important to understand and address various cultural factors in order to know how to provide effective support and treatment for Latinx individuals with anxiety. This program will explore the importance of having a supportive network, while also addressing the pressure to conform to cultural expectations and norms within the Latinx community.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List the ways in which culture affects the way we express our thoughts, behaviors and emotions when dealing with anxiety.</li> <li>• List barriers affecting access to mental health.</li> <li>• Define and explain Machismo and Marianismo culture.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Jones, B. L., Grendell, M. K., Bezzant, J. M., Russell, K. A., Williams, B. W., Jensen, L., Peterson, C., Christensen, J., Pyper, B., Muh, J., &amp; Taylor, Z. E. (2022). Stress and Health Outcomes in Midwestern Latinx Youth: The Moderating Role of Ethnic Pride. <i>International Journal of Environmental Research and Public Health</i>, 19(24), 16966. <a href="https://doi.org/10.3390/ijerph192416966">https://doi.org/10.3390/ijerph192416966</a></p> <p>Moreno, E. (2017, April 19). Stress, Anxiety, Depression Affect Latinos More than Ever. <i>Salud America</i>. <a href="https://salud-america.org/stress-anxiety-depression-these-affect-latinos-more-than-ever-before/">https://salud-america.org/stress-anxiety-depression-these-affect-latinos-more-than-ever-before/</a></p> <p>Peña-Sullivan, L. (2019). The "Wrong Kind" of Immigrants: Pre-migration Trauma and Acculturative Stress Among the Undocumented Latinx Community. <i>Clinical Social Work Journal</i>. <a href="https://doi.org/10.1007/s10615-019-00741-z">https://doi.org/10.1007/s10615-019-00741-z</a></p> <p>Stress: The Silent Threat to Latino's Success. (2022, April 18). <i>Hispanicize</i>. <a href="https://hispanicize.com/lifestyle/health/stress-silent-threat-to-latinos-success/#:~:text=According%20to%20a%20study%20conducted">https://hispanicize.com/lifestyle/health/stress-silent-threat-to-latinos-success/#:~:text=According%20to%20a%20study%20conducted</a></p> <p>Stryker, S. D., Andrew Yockey, R., Rabin, J., Vaughn, L. M., &amp; Jacquez, F. (2021). How Do We Measure Stress in Latinos in the United States? A Systematic Review. <i>Health Equity</i>, 5(1), 338-344. <a href="https://doi.org/10.1089/heap.2020.0112">https://doi.org/10.1089/heap.2020.0112</a></p> <p>Valentín-Cortés, M., Benavides, Q., Bryce, R., Rabinowitz, E., Rion, R., Lopez, W. D., &amp; Fleming, P. J. (2020). Application of the Minority Stress Theory: Understanding the Mental Health of Undocumented Latinx Immigrants. <i>American Journal of Community Psychology</i>, 66(3-4). <a href="https://doi.org/10.1002/ajcp.12455">https://doi.org/10.1002/ajcp.12455</a></p>

# ROUND AND ROUND IT GOES: HELPING PARENTS, CAREGIVERS, AND THERAPISTS BREAK THE CYCLE OF ANXIETY

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Galina Lipkin LCPC, MA; NCC at Plena Mind Center</p>
<p><b>Workshop Description</b></p>	<p>When a child or adolescent is impacted by anxiety or any anxiety related disorder, a parent or caregiver's first instinct is to remove the anxiety-provoking stimulus in order to alleviate distress. This is a response that comes from a place of caring and compassion, however, accommodation from caregivers perpetuates anxiety, long-term, and results in worse outcomes for the child or adolescent.</p> <p>Supportive Parenting for Anxious Childhood Emotions (SPACE) was developed as an approach to help modify caregiver behavior to decrease accommodation of anxiety-based behaviors and to create long-term improvement for the affected individual. Utilizing elements of SPACE in home, school, and therapeutic settings can facilitate symptom improvement whether or not the child or adolescent is engaged in treatment. The approach focuses exclusively on changing caregiver behavior without any expectation of the child or adolescent to change, making it an effective stand alone or add-on approach to other treatment. This presentation will focus on identifying and gradually removing accommodations in a way that is supportive of the child or adolescent and facilitates long-term success.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the anxiety cycle and factors that break and reinforce it.</li> <li>• List the role of parents, caregivers, and therapists in perpetuating or breaking the anxiety cycle.</li> <li>• Identify accommodations that contribute to anxiety.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Lebowitz, E. R., Omer, H., Hermes, H., &amp; Scahill, L. (2014). Parent training for childhood anxiety disorders: the SPACE program. <i>Cognitive and behavioral practice</i>, 21(4), 456-469.</p> <p>Lebowitz, E. R., Marin, C., Martino, A., Shimshoni, Y., &amp; Silverman, W. K. (2020). Parent-based treatment as efficacious as cognitive-behavioral therapy for childhood anxiety: A randomized noninferiority study of supportive parenting for anxious childhood emotions. <i>Journal of the American Academy of Child &amp; Adolescent Psychiatry</i>, 59(3), 362-372.</p> <p>Shimshoni, Y., Shrinivasa, B., Cherian, A. V., &amp; Lebowitz, E. R. (2019). Family accommodation in psychopathology: A synthesized review. <i>Indian journal of psychiatry</i>, 61(Suppl1), S93.</p>

# SOMATIC INTERVENTIONS FOR STRESS REDUCTION

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Sarah Tolan-Mee, RSMT; Yellowbrick</p>
<p><b>Workshop Description</b></p>	<p>Somatic Interventions for Stress Reduction is an experiential workshop that invites participants to explore embodied practices that help alleviate stress. The word somatic comes from the ancient Greek word soma, or body. For thousands of years, people around the world have been using embodied practices to address the incredibly rigorous physical, emotional, mental, and spiritual demands of being human. This workshop will introduce a series of integrative mind-body exercises that foster awareness, calm, grounding, focus, and acceptance.</p> <p>We will explore the current neurobiological research that illuminates why somatic interventions are effective, and we will explore various somatic modalities including breathwork, gentle movement, visualization, intentional language, and sensorimotor mindfulness. Participants will be introduced to imaginative exercises that foster self-connection, physiological resilience, and creative flow. Everyone will come away from Somatic Interventions with an understanding of the way stress affects the nervous system, and how integrated somatic work can help navigate stress in the moment, and change the nervous system's response to stress over time.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe/explain how stress affects the nervous system.</li> <li>• List how to change the nervous system's response to stress over time.</li> <li>• Utilize multi-modal exercises to explore and rehabilitate their own stress response.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Porges, S. (2021). Polyvagal Safety: Attachment, Communication, Self-Regulation. W.W. Norton &amp; Company.</p> <p>Ogden, P. (2015). Sensorimotor Psychotherapy: Interventions for Trauma and Attachment. W.W. Norton &amp; Company.</p> <p>Siegel, D. (2018). Aware: The Science and Practice of Presence. Penguin Random House.</p>



# SPIRITUAL PRACTICES FOR STRESS MANAGEMENT

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists.</p>
<p><b>Presenter</b></p>	<p>Rabbi Andrea London; Beth Emet The Free Synagogue</p>
<p><b>Workshop Description</b></p>	<p>Jewish tradition teaches that the world stands on three things: study of sacred texts, prayer, and acts of loving kindness. Regardless of one's religious persuasion or lack thereof, these pillars are powerful techniques to help center us, find community, and live with greater purpose and meaning. Additionally, these are powerful tools to use when understanding and working with our clients.</p> <p>This workshop will explore different spiritual ideas, and how they can help use (I think this is us) manage stress and experience greater healing and wholeness in our lives. In particular, we will explore how to utilize these strategies with clients and integrate them into their understanding of themselves, lives and experiences.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Apply spiritual techniques to assist clients with stress management.</li> <li>• Utilize a new spirituality-based framework when conceptualizing their clients' lives and lived experiences.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Algahtani, F. D., Alsaif, B., Ahmed, A. A., Almishaal, A. A., Obeidat, S. T., Mohamed, R. F., Kamel, R. M., Gul, I., &amp; Hassan, S. U. N. (2022). Using Spiritual Connections to Cope With Stress and Anxiety During the COVID-19 Pandemic. <i>Frontiers in Psychology</i>, 13, 915290. <a href="https://doi.org/10.3389/fpsyg.2022.915290">https://doi.org/10.3389/fpsyg.2022.915290</a></p> <p>Ozcan, O., Hoelterhoff, M., &amp; Wylie, E. (2021). Faith and spirituality as psychological coping mechanism among female aid workers: a qualitative study. <i>Journal of International Humanitarian Action</i>, 6(1). <a href="https://doi.org/10.1186/s41018-021-00100-z">https://doi.org/10.1186/s41018-021-00100-z</a></p> <p>Yotter, C., &amp; Swank, M. (2017). The Impact of Spirituality and Stress on the Health of Emerging Adults. <i>SUURJ: Seattle University Undergraduate Research Journal</i>, 1, 17. <a href="https://scholarworks.seattleu.edu/cgi/viewcontent.cgi?article=1015&amp;context=suurj&amp;httpsredir=1&amp;referer=">https://scholarworks.seattleu.edu/cgi/viewcontent.cgi?article=1015&amp;context=suurj&amp;httpsredir=1&amp;referer=</a></p>

# STRESS LESS: RESILIENCE FOR SUCCESS

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Joe Zuzich, LCSW; Director of Education NAMI Andrea O'Morrow; NAMI Education Manager</p>
<p><b>Workshop Description</b></p>	<p>Stress Less: Resilience for Success is an in-school presentation for middle and high school students. Teenagers are experiencing stress at high levels for many different reasons: school, friendships, family relationships, extracurricular activities, and more. This presentation teaches students how to identify causes of stress, develop stress management techniques, and practice mindfulness. Mindfulness not only reduces stress and anxiety in individuals but leads to better school performance and overall well-being. By addressing this community need, NAMI Metro Suburban hopes to teach students how to reduce stress and practice good mental health behaviors.</p> <p>Students will learn to define stress and about the various types of stress/stressors. Through discussion, students will be able to identify sources of stress and recognize the signs and symptoms of stress in themselves and others. The presentation promotes students' resiliency through practice of self-compassion and mindfulness. Students will practice mindfulness and grounding exercises during the presentation.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List how stress affects your body, mind, and emotions.</li> <li>• Engage in internal reflection.</li> <li>• List ways to manage stress in our daily lives.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Drake, A., Doré, B. P., Falk, E. B., Zurn, P., Bassett, D. S., &amp; Lydon-Staley, D. M. (2021). Daily stressor-related negative mood and its associations with flourishing and daily curiosity. <i>Journal of Happiness Studies</i>, 23(2), 423–438. <a href="https://doi.org/10.1007/s10902-021-00404-2">https://doi.org/10.1007/s10902-021-00404-2</a></p> <p>Hoge, E. A., Bui, E., Mete, M., Dutton, M. A., Baker, A. W., &amp; Simon, N. M. (2023). Mindfulness-based stress reduction vs Escitalopram for the treatment of adults with anxiety disorders. <i>JAMA Psychiatry</i>, 80(1), 13. <a href="https://doi.org/10.1001/jamapsychiatry.2022.3679">https://doi.org/10.1001/jamapsychiatry.2022.3679</a></p> <p>Yaribeygi, H., Panahi, Y., Sahraei, H., Johnston, T. P., &amp; Sahebkar, A. (2017). The impact of stress on body function: A review. <i>EXCLI journal</i>, 16, 1057–1072. <a href="https://doi.org/10.17179/excli2017-480">https://doi.org/10.17179/excli2017-480</a></p>

# STRESS: A GATEWAY TO HEALTH -- A HOLISTIC APPROACH TO WELL- BEING IN A STRESSFUL WORLD

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Larry Stoler, PhD; Founder of Budding Spring Healing</p>
<p><b>Workshop Description</b></p>	<p>Today, there is increasing interest in alternative and complementary approaches to wellness among clinicians and the general public. It is not uncommon for both professionals and lay people to use yoga, mindfulness, meditation, nutritional supplements, and acupuncture/Qigong/Traditional Chinese Medicine to stimulate their innate natural healing responses. These approaches appeal to people because they are empowering, that is they are positive and have a growth-oriented perspective.</p> <p>Stress has long been understood to have a causal link to a variety of physical and mental disorders. In this workshop, participants will be shown a framework combining psychology and Chinese Medicine that can transform stress into an opportunity for promoting health and wellness. Specifically, participants will be shown how the Yin/Yang philosophy central to Chinese Medicine can change the stress – illness connection into one where stress becomes a path to self-understanding and healing. This framework also shows how the powerful energy of emotions, like the ones produced by stressful events, can activate our body's hidden healing potential. Participants will be taught Qigong energy practices that they can immediately use to help them become more balanced in the face of stress. This shift towards internal balance is central to activating our innate capacities for health and well-being.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List the benefits of applying the Yin/Yang framework to the stress response.</li> <li>• Describe key differences between the western and eastern medicine approaches to stress.</li> <li>• Practice Qigong self-care practice for stress management.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Au, D. W. H., Tsang, H. W. H., Ling, P. P. M., Leung, C. H. T., Ip, P. K., &amp; Cheung, W. M. (2015). Effects of acupressure on anxiety: a systematic review and meta-analysis. <i>Acupuncture in Medicine: Journal of the British Medical Acupuncture Society</i>, 33(5), 353-359. <a href="https://doi.org/10.1136/acupmed-2014-010720">https://doi.org/10.1136/acupmed-2014-010720</a></p> <p>Feinstein, D. (2022). Uses of Energy Psychology Following Catastrophic Events. <i>Frontiers in Psychology</i>, 13, 856209-856209. <a href="https://doi.org/10.3389/fpsyg.2022.856209">https://doi.org/10.3389/fpsyg.2022.856209</a></p> <p>Bougea, A., Spantideas, N., &amp; Chrousos, C. P. (2018). Stress management for headaches in children and adolescents: A review and practical recommendations for health promotion programs and well-being. <i>Journal of Child HealthCare</i>, 22(1), 19-33. <a href="https://doi.org/10.1177/1367493517738123">https://doi.org/10.1177/1367493517738123</a></p> <p>Chatwin, H., Stapleton, P., Porter, B., Devine, S., &amp; Sheldon, T. (2016). The Effectiveness of Cognitive Behavioral Therapy and Emotional Freedom Techniques in Reducing Depression and Anxiety Among Adults: A Pilot Study. <i>Integrative Medicine (Encinitas, Calif.)</i>, 15(2), 27-34.</p> <p>König, N., Steber, S., Seebacher, J., von Prittwitz, Q., Bliem, H. R., &amp; Rossi, S. (2019). How Therapeutic Tapping an Alter Neural Correlates of Emotional Prosody Processing in Anxiety. <i>BrainSciences</i>, 9(8), 206-. <a href="https://doi.org/10.3390/brainsci9080206">https://doi.org/10.3390/brainsci9080206</a></p>

# SUBSTANCE USE AS A SELF-COPING MECHANISM FOR TEENS: UNDERSTANDING THE RELATIONSHIP BETWEEN TEEN MENTAL HEALTH AND SUBSTANCE USE

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Erin Tegge, AM: LSW at PEER Services</p>
<p><b>Workshop Description</b></p>	<p>The normalization of using substances; including alcohol, cannabis, and tobacco to manage everyday stress has increased over the past few years among the adult population. This change in adult behavior has impacted our teens in sending either direct or indirect messages that self-coping with substances is acceptable. This presentation will look at the relationship between youth substance use, mental health and factors that impact both areas. Factors include individual, familial and social components.</p> <p>We will examine both sides; does youth substance use lead to mental health concerns or does mental health challenges lead to substance use? How do we differentiate between the two and intervene effectively when both concerns are present. Lastly, we will look at how effective substance use prevention is mental health prevention.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the prevalence of mental health and substance use among teens.</li> <li>• List what factors are impacting our teens in today's world.</li> <li>• List signs and symptoms of substance use.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Panchal, N., Rudowitz, R., &amp; Cox, C. (2022, June 28). Recent trends in Mental Health and substance use concerns among adolescents. KFF. Retrieved March 27, 2023, from <a href="https://www.kff.org/coronavirus-covid-19/issue-brief/recent-trends-in-mental-health-and-substance-use-concerns-amongadolescents/">https://www.kff.org/coronavirus-covid-19/issue-brief/recent-trends-in-mental-health-and-substance-use-concerns-amongadolescents/</a></p> <p>Partnership to End Addiction &amp; Child Mind Institute. (2019, February). Substance use + mental health in teens. Retrieved March 27, 2023, from <a href="https://drugfree.org/wp-content/uploads/2019/02/Substance-Use-Mental-Health-in-Teens-and-Young-Adults.pdf">https://drugfree.org/wp-content/uploads/2019/02/Substance-Use-Mental-Health-in-Teens-and-Young-Adults.pdf</a></p> <p>The Illinois Youth Survey (2022). County Report: Cook - Non Chicago. Center for Prevention and Research Development, University of Illinois at Urbana-Champaign. Retrieved August 29, 2022 from <a href="https://iys.cprd.illinois.edu/UserFiles/Servers/Server_178052/File/2022/Cnty22_Cook-Non_Chicago.pdf">https://iys.cprd.illinois.edu/UserFiles/Servers/Server_178052/File/2022/Cnty22_Cook-Non_Chicago.pdf</a></p>

# THE INTERNET AND THE RISE OF ANXIETY

<b>CE/CEUs</b>	This program does not offer continuing education credits.
<b>Presenter</b>	Eric W. Homer, MSW
<b>Workshop Description</b>	<p>In the years since the widespread adoption of internet access and social media, anxiety and depression have risen. It is not just one aspect of technology, though, that is causing this meteoric rise. Instead, these mediums play on young adults' existing vulnerabilities whether they're exploring true independence for the first time, experiencing career or financial stressors, or delving into previously ignored areas of their sexuality while looking for a spouse.</p> <p>Why does it appear to be worse now than before? We will discuss several key aspects that include:</p> <ul style="list-style-type: none"> <li>• The Proliferation of Disinformation: As we saw at the height of the COVID-19 pandemic, it is easy to spread false information including information that impacts individuals' mental health.</li> <li>• The Echo Chambers: While an immediate connection to others can be helpful, especially for those living with chronic illnesses (like HIV/AIDS) or in communities where they may feel alone based on their gender or sexuality, there are often drawbacks to connecting to strangers online especially when individuals promote harmful behaviors.</li> <li>• The Pain of Cancel Culture: For many entering adulthood, each decision takes on oversized importance. The fear of making a misstep that can result in cancellation (or ostracization) from the in-group can be overwhelming, especially when one does not yet have a firm handle on their own identity.</li> </ul>
<b>Learning Objectives</b>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List strategies to reduce potentially damaging social media in the community, work setting and home.</li> <li>• List some of the ways that social media that may cause stress within personal, family and work settings.</li> </ul>
<b>Program Standards &amp; Goals</b>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<b>References</b>	<p>Boursier, V., Gioia, F., &amp; Griffiths, M. D. (2020). Do selfie-expectancies and social appearance anxiety predict adolescents' problematic social media use? <i>Computers in Human Behavior</i>, 110, 106395-. <a href="https://doi.org/10.1016/j.chb.2020.106395">https://doi.org/10.1016/j.chb.2020.106395</a></p> <p>Shabahang, R., Aruguete, M. S., &amp; Shim, H. (2022). Social Media Posting Anxiety: Interpersonal Trust, Fear of Negative Evaluation, and Hurt Feeling Proneness as Predictors. <i>Journal of Media Psychology</i>, 34(1), 49-54. <a href="https://doi.org/10.1027/1864-1105/a000300">https://doi.org/10.1027/1864-1105/a000300</a></p> <p>Shabahang, R., Shim, H., Aruguete, M. S., &amp; Zsila, Á. (2022). Oversharing on Social Media: Anxiety, Attention-Seeking, and Social Media Addiction Predict the Breadth and Depth of Sharing. <i>Psychological Reports</i>, 3329412211228-332941221122861. <a href="https://doi.org/10.1177/00332941221122861">https://doi.org/10.1177/00332941221122861</a></p>

# THE STRESS EXPERIENCE: BREAKING THE WHOLE INTO MANAGEABLE PIECES

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Serena Wadhwa Psy.D, TriQual Living Center LCPC, CADC, CCTP</p>
<p><b>Workshop Description</b></p>	<p>Tension and anxiety are normal aspects of modern life, but ineffective stress management can lead to stress disorders, psychological distress, and physical ailments.</p> <p>This session explores strategies to prevent, reduce, and manage stress at a physical, emotional, mental, sensation-sense, behavioral, environmental and spiritual (values, purpose, meaning) level. We explore each level, possible experiences and tools to process and bring back some balance among the pieces. Care packages are provided which includes tangible tools for use.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List the seven levels of the stress experience.</li> <li>• Identify a minimum of two tools to assist in moving through the stress levels.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Alborzkouh, P., Nabati, M., Zainali, M., Abed, Y., &amp; Shahgholy Ghahfarokhi, F. (2015). A review of the effectiveness of stress management skills training on academic vitality and psychological well-being of college students. <i>Journal of Medicine and Life</i>, 8(Spec Iss 4), 39-44. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319270/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5319270/</a></p> <p>Can, Y. S., Iles-Smith, H., Chalabianloo, N., Ekiz, D., Fernández-Álvarez, J., Repetto, C., Riva, G., &amp; Ersoy, C. (2020). How To Relax in Stressful Situations: A Smart Stress Reduction System. <i>Healthcare</i>, 8(2), 100. <a href="https://doi.org/10.3390/healthcare8020100">https://doi.org/10.3390/healthcare8020100</a></p> <p>Hailu, G. N. (2020). Practice of stress management behaviors and associated factors among undergraduate students of Mekelle University, Ethiopia: a cross-sectional study. <i>BMC Psychiatry</i>, 20(1). <a href="https://doi.org/10.1186/s12888-020-02574-4">https://doi.org/10.1186/s12888-020-02574-4</a></p> <p>Thorn, B. (2021). Healthy ways to handle life's stressors. <i>Apa.org</i>. <a href="https://www.apa.org/topics/stress/tips">https://www.apa.org/topics/stress/tips</a></p> <p>Wadhwa, S. (2017). <i>Stress in the Modern World: Science and Society</i>. Santa Barbara, CA: ABC-CLIO Publishing.</p> <p>Wadhwa, S. (2017). <i>Stress Intelligence: 365+ ways to smooth the stress flow</i>. TriQual Living Center: Chicago, IL.</p> <p>Wadhwa, S. and Page, L. (2021). <i>Avoiding Burnout</i>. The Teaching Company, LLC.</p>



# THE USE OF ESSENTIAL OILS TO REDUCE STRESS & ANXIETY

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists.</p>
<p><b>Presenter</b></p>	<p>Sylvia Corcoran, LCSW, MEd; Therapist at Inclusive Insight Psychotherapy &amp; Counselling</p>
<p><b>Workshop Description</b></p>	<p>Aromatherapy is a holistic therapy using volatile plant oils, including essential oils, for spiritual, psychological and physical well-being. Essential oils are effectively the immune system of the plant kingdom. These are gifts derived from the earth to help quiet the mind, heal the body and connect us to the soul. Finding this balance of mind, body and soul is the foundation of true health and happiness.</p> <p>Attendees will gain an introduction of basic theory, safety of essential oils for home use. We will discuss a number of different essential oils, learn their therapeutic properties, and how to best use them in recipes. Attendees will walk away with their own (pre-made) essential oil roller and bath salt. No previous experience is necessary.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List essential oil scents that have been shown to reduce stress and anxiety.</li> <li>• List ways to utilize essential oils to reduce stress and anxiety in their lives/work.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Ali, B., Al-Wabel, N. A., Shams, S., Ahamad, A., Khan, S. A., &amp; Anwar, F. (2015). Essential oils used in aromatherapy: A systemic review. <i>Asian Pacific Journal of Tropical Biomedicine</i>, 5(8), 601-611. <a href="https://doi.org/10.1016/j.apjtb.2015.05.007">https://doi.org/10.1016/j.apjtb.2015.05.007</a></p> <p>Gong, M., Dong, H., Tang, Y., Huang, W., &amp; Lu, F. (2020). Effects of aromatherapy on anxiety: A meta-analysis of randomized controlled trials. <i>Journal of Affective Disorders</i>, 274, 1028-1040. <a href="https://doi.org/10.1016/j.jad.2020.05.118">https://doi.org/10.1016/j.jad.2020.05.118</a></p> <p>Karadag, E., Samancioglu, S., Ozden, D., &amp; Bakir, E. (2017). Effects of aromatherapy on sleep quality and anxiety of patients. <i>Nursing in Critical Care</i>, 22(2), 105-112. <a href="https://doi.org/10.1111/nicc.12198">https://doi.org/10.1111/nicc.12198</a></p> <p>Lin, P.-H., Lin, Y.-P., Chen, K.-L., Yang, S.-Y., Shih, Y.-H., &amp; Wang, P.-Y. (2021). Effect of aromatherapy on autonomic nervous system regulation with treadmill exercise-induced stress among adolescents. <i>PloS One</i>, 16(4), e0249795-e0249795. <a href="https://doi.org/10.1371/journal.pone.0249795">https://doi.org/10.1371/journal.pone.0249795</a></p>

# UNTYING THE HUMAN KNOT: MANAGING STRESS AND ANXIETY IN TODAY'S WORLD

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.5 CE for Psychologists, 1.5 IL CEU for Counselors and Social Workers, 1.5 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.5 NASP PDC for School Psychologists, or 1.5 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Orson Morrison, Psy.D.; Director of DePaul Family and Community Services, Founder of LifeSpan Counseling &amp; Psychological Services, LLP Paula R. Young, PhD, ACT Gabriela Diaz; Program Facilitator at Erasing the Distance</p>
<p><b>Workshop Description</b></p>	<p>This presentation will provide an overview of the relationship between stressful life events and their effects on physical and mental health, including anxiety and depression. The first two panelists will discuss the difference between normal stress and anxiety. In addition, they will differentiate between healthy and unhealthy levels of stress and their respective impact on the body. Panelists will discuss the impact of the pandemic, racial injustice, mass shootings, climate change, technology, and social media on stress and anxiety, and how this might look different for different sociocultural groups. Healthy coping strategies and selfcare to reduce stress during these difficult times will also be presented.</p> <p>In addition, An Erasing the Distance team member living with anxiety, Gabriela Diaz, will share her personal story, and sit on the panel for discussion following the performance: Gabriela will take us to the beginning of her experience with anxiety, interweaving the complexities of family dynamics, cultural expectations, and modern career challenges. She will also explore the pride, joy, and humor that can be uplifted when one reframes their perspective from living with a diagnosis to living with a superpower.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Least 3 socio-cultural factors that impact the development of anxiety disorders in different populations.</li> <li>• List two (2) ways that stress can affect mental and physical well-being.</li> <li>• List two (2) ways to mitigate the impact of stress on mental well-being.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Brooks, S.K., Webster, R.K, Smith, L.E., Woodland, L., Wessely, S., Greenberg, N., &amp; Rubin, G.J (2020). The Psychological Impact of Quarantine and How to Reduce It: Rapid Review of the Evidence. <i>The Lancet</i>, volume 395: 912-920.</p> <p>Curcio, C., &amp; Corboy, D. (2020). Stigma and anxiety disorders: A systematic review. <i>Stigma and Health</i>, 5(2), 125-137</p> <p>Jia, R., Ayling, K., Chalder, T., Massey, A., Gasteiger, N., Broadbent, E., Coupland, C., &amp; Vedhara, K. (2022). The prevalence, incidence, prognosis and risk factors for symptoms of depression and anxiety in a UK cohort during the COVID-19 pandemic. <i>BJPsych Open</i>, 8. <a href="https://doi.org/10.1192/bjo.2022.34">https://doi.org/10.1192/bjo.2022.34</a></p> <p>Park, D., Yu, A., Metz, S. E., Tsukayama, E., Crum, A. J., &amp; Duckworth, A. L. (2018). Beliefs about stress attenuate the relation among adverse life events, perceived distress, and self-control. <i>Child Development</i>, 89(6), 2059-2069. <a href="https://doi.org/10.1111/cdev.12946">https://doi.org/10.1111/cdev.12946</a></p> <p>Shapiro, M. O., Short, N. A., Morabito, D., &amp; Schmidt, N. B. (2020). Prospective associations between intolerance of uncertainty and psychopathology. <i>Personality and Individual Differences</i>, 166. <a href="https://doi.org/10.1016/j.paid.2020.110210">https://doi.org/10.1016/j.paid.2020.110210</a></p> <p>van den Heuvel, M. W. H., Stikkelbroek, Y. A. J., Bodden, D. H. M., &amp; van Baar, A. L. (2020). Coping with stressful life events: Cognitive emotion regulation profiles and depressive symptoms in adolescents. <i>Development and Psychopathology</i>, 32(3), 985-995. <a href="https://doi.org/10.1017/S0954579419000920">https://doi.org/10.1017/S0954579419000920</a></p>

# UPDATING YOUR OPERATING SYSTEM: THE FIVE DIALS APPROACH TO MANAGING HOW YOU ACT, THINK, AND FEEL IN REAL TIME

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Jenny Arrington; Co-founder + Lead Teacher at Rebel Human</p>
<p><b>Workshop Description</b></p>	<p>We want everyone to have to power to:</p> <ul style="list-style-type: none"> <li>• program their own mind</li> <li>• be in charge of their internal systems</li> <li>• quiet the internal noise (mind chatter)</li> <li>• develop and connect to their own moral compass</li> <li>• build your resilience, capacity, and resources</li> <li>• gain power and autonomy over your life</li> </ul> <p>It is difficult to think our way into this when we are struggling with past trauma, dysregulation, fear, ego, and our culture's constant bombardment of frictionless communication channels. Rebel Human uses embodied neuroscience to teach simple tools one can use to shift their physiology, emotional state, and mindset in real time. It helps schools and companies co-create a culture of psychological safety and care through developing skills in self-awareness, emotion regulation, impulse control, self-care and stress management, perspective taking, empathy, relationship building, respect for self and others, social engagement, and ethical responsibility. We do this through the Five Dials (breath, focus, self-talk, movement, and Non-sleep deep rest). This is embodied neuroscience.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how to manipulate the systems of your body to achieve a state of your choosing.</li> <li>• List ways to update your "operating system" so that you have new features.</li> <li>• Describe how to code over old self-limiting beliefs and create a new story.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Bringmann, H. C., Sulz, A., Ritter, P., Brunnhuber, S., Bauer, M., &amp; Mayer-Pelinski, R. (2021). Mantra meditation as adjunctive therapy in major depression: A randomized controlled trial. <i>Journal of Affective Disorders Reports</i>, 6, 100232. <a href="https://doi.org/10.1016/j.jadr.2021.100232">https://doi.org/10.1016/j.jadr.2021.100232</a></p> <p>Dol, K. S. (2019). Effects of a yoga nidra on the life stress and self-esteem in university students. <i>Complementary Therapies in Clinical Practice</i>, 35, 232–236. <a href="https://doi.org/10.1016/j.ctcp.2019.03.004">https://doi.org/10.1016/j.ctcp.2019.03.004</a></p> <p>Ma, X., Yue, Z. Q., Gong, Z. Q., Zhang, H., Duan, N. Y., Shi, Y. T., Wei, G. X., &amp; Li, Y. F. (2017). The Effect of Diaphragmatic Breathing on Attention, Negative Affect and Stress in Healthy Adults. <i>Frontiers in psychology</i>, 8, 874. <a href="https://doi.org/10.3389/fpsyg.2017.00874">https://doi.org/10.3389/fpsyg.2017.00874</a></p>

# VISUAL HARM REDUCTION: THE IMPACT OF FACILITY DESIGN ON EMOTIONAL WELL-BEING

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Monica Morris, LPC; PEER Services</p>
<p><b>Workshop Description</b></p>	<p>"Is it surprising that prisons resemble factories, schools, barracks, hospitals, which all resemble prisons?" -Michel Foucault</p> <p>In the renowned text, "Discipline &amp; Punish: The Birth of the Prison", author Michel Foucault likens the aesthetics of institutional facilities to that of prisons. And today, with contemporary issues such as mass incarceration and the wrongful detention of people with mental illness or substance use disorders, we continue to witness an oppressive barrier to care.</p> <p>As mental health professionals, it is essential that we not only maintain awareness of current events, but furthermore, that we seek to understand the complex, interwoven history between carceral and mental health systems. In this presentation, we will examine from an arts-based lens how this shared history manifests visually, and symbolically, within the architecture and design of treatment centers across the Chicagoland area. Photographs from the presenter's archive will be displayed alongside peer-reviewed literature from the fields of art therapy, architecture, critical theory, and behavioral health sciences. Attendees will explore how an art therapy approach, with its visual sensibilities, can offer new perspectives on our clinical environments. Relevant case examples from adult outpatient substance use treatment will be discussed.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explore new insights on the historical relationship between carceral, substance use, and mental health care systems.</li> <li>• Describe the emotional impact of stigma and design on client treatment outcomes.</li> <li>• List strategies to re-envision clinical spaces from an art therapy framework.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Hyland Moon, C. (2016). Relational Aesthetics and Art Therapy. In J. Aron Rubin (Ed.), <i>Approaches to Art Therapy: Theory and Technique</i> (3rd ed., pp. 50-68). New York, NY: Routledge.</p> <p>Gipson, L. R. (2015). Is cultural competence enough? Deepening social justice pedagogy in art Therapy. <i>Art Therapy</i>, 32(3), 142-145. doi:10.1080/07421656.2015.1060835</p> <p>Morris, M.R. (2019). <i>Out of Office: A Working History of Furniture in Mental Health Care Settings</i> [Unpublished master's thesis]. School of the Art Institute of Chicago.</p> <p>Rehn, J. and Schuster, K. (2017). Clinic Design as Placebo—Using Design to Promote Healing and Support Treatments. <i>Behavioral Sciences</i>, 7(77), 1- 11. doi:10.3390/bs7040077</p>

# WHEN STRESS BECOMES A CRISIS: PREVENTING MASS VIOLENCE IN AMERICA

<p><b>CE/CEUs</b></p>	<p>When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists, 1.0 NASP PDC for School Psychologists, or 1.0 ISBE PDC for Illinois Educators.</p>
<p><b>Presenter</b></p>	<p>Ana Belmonte, Psy.D.; Department Chair of Forensic Psychology, TCSP</p>
<p><b>Workshop Description</b></p>	<p>According to the Gun Violence Archive, there were 647 mass shootings in the United States in 2022. The news media, politicians, and the general public typically attribute mass gun violence to severe mental illness. However, research indicates that the majority of mass shooters and other perpetrators of violence are not motivated by symptoms of mental illness, but rather as a result of hate, fame-seeking, or experiencing crises in their lives. Data from The Violence Project (2021) showed that 80% of mass shooters analyzed were in a state of crisis at the time of the shooting. Individuals facing crises such as deterioration in relationships, losing a job, being rejected by peers or co-workers, or financial problems, may have a build up of frustrations and other emotions over time leading them to act violently. These individuals often show signs of difficulty coping with the stress in their lives, such as displaying increased agitation, abusive behavior, isolation, depression and mood swings, paranoia, and more. Many individuals show multiple signs of crisis.</p> <p>Individuals, institutions, and society as a whole have a number of avenues to prevent mass violence, such as addressing trauma, intervening in times of crisis, reduce social proof, and enact laws and social support systems. In this presentation, we will discuss the warning signs and behaviors of future violence and indicators that a person may be experiencing a crisis warranting intervention. Additionally, we will discuss intervention points, both at an individual and community level, to reduce and prevent mass violence.</p>
<p><b>Learning Objectives</b></p>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• List eight types of warning behaviors that may indicate risk for future violence.</li> <li>• List signs of crises that may indicate a risk for future violence.</li> <li>• List potential interventions to reduce risk for violence, at both the individual and community level.</li> </ul>
<p><b>Program Standards &amp; Goals</b></p>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<p><b>References</b></p>	<p>Meloy, J. R., Hoffmann, J., Bibeau, L., &amp; Guldemann, A. (2021). Warning Behaviors. In International Handbook of Threat Assessment. Oxford University Press. <a href="https://doi.org/10.1093/med-psych/9780190940164.003.0003">https://doi.org/10.1093/med-psych/9780190940164.003.0003</a></p> <p>Meloy, J. R., Hoffmann, J., Calhoun, F. S., &amp; Weston, S. W. (2021). Rethinking the Path to Intended Violence. In International Handbook of Threat Assessment. Oxford University Press. <a href="https://doi.org/10.1093/med-psych/9780190940164.003.0022">https://doi.org/10.1093/med-psych/9780190940164.003.0022</a></p> <p>Peterson, J., Densley, J. A., &amp; Densley, J. A. (James A. (2021). The violence project: how to stop a mass shooting epidemic. Abrams Press.</p>

# WHEN TO WORRY ABOUT ANXIETY IN OLDER ADULTS

<b>CE/CEUs</b>	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists.
<b>Presenter</b>	Susan Swanson, LCSW; CJE SeniorLife
<b>Workshop Description</b>	<p>Contrary to popular belief, older adults suffer from anxiety more than depression. Symptoms of anxiety and depression often occur together and are more difficult to differentiate in older adults. Anxiety is the most common mental health disorder among older adults affecting 10%-20% of this population. Anxiety disorders are highly treatable yet very few seek treatment. Older adults often conceal their anxiety and tend to minimize symptoms. Often, symptoms of anxiety manifest as physical symptoms. As a result, anxiety is under reported and often goes undiagnosed.</p> <p>How do we effectively work with older adults so that they are more likely to seek treatment for anxiety? How do we determine if the older adult's worry becomes so significant that their daily life is impacted? When does worry become a concern? First, it is important to recognize the signs and symptoms of anxiety and to be aware that these symptoms may manifest differently in older adults than in other populations. It is also critical to identify possible causes of anxiety in order to treat anxiety. Treatment of anxiety may range from learning new skills and strategies such as grounding exercises to clinical interventions which include talk therapy. This presentation will address anxiety in older adults and interventions.</p>
<b>Learning Objectives</b>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how signs of anxiety may differ in older adults.</li> <li>• List possible causes for increased anxiety in older adults.</li> <li>• List interventions to help reduce the symptoms of anxiety in older adults.</li> </ul>
<b>Program Standards &amp; Goals</b>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<b>References</b>	<p>Grenier, S., Payette, M., Gunther, B., Askari, S., Desjardins, F. F., Raymond, B., &amp; Berbiche, D. (2019). Association of age and gender with anxiety disorders in older adults: A systematic review and meta-analysis. <i>International Journal of Geriatric Psychiatry, 34</i>(3), 397-407. <a href="https://doi.org/10.1002/gps.5035">https://doi.org/10.1002/gps.5035</a></p> <p>H. Roberts, M., Merrick, P. L., Fletcher, R. B., &amp; Furness, K. (2017). Understanding the Experiences of Anxiety in Community Dwelling Older Adults—Understanding Anxiety in Older Adults. <i>Open Journal of Nursing, 7</i>(11), 1197-1208. <a href="https://doi.org/10.4236/ojn.2017.711087">https://doi.org/10.4236/ojn.2017.711087</a></p> <p>Wuthrich, V. M., Meuldijk, D., Jagiello, T., Robles, A. G., Jones, M. P., &amp; Cuijpers, P. (2021). Efficacy and effectiveness of psychological interventions on co-occurring mood and anxiety disorders in older adults: A systematic review and meta-analysis. <i>International Journal of Geriatric Psychiatry, 36</i>(6), 858-872. <a href="https://doi.org/10.1002/gps.5486">https://doi.org/10.1002/gps.5486</a></p>



# WHOLE HEALTH: A "MAGICK" INFORMED APPROACH TO HEALTH AND WELLNESS

<b>CE/CEUs</b>	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 CA BBS CEU for Counselors, Social Workers, and Marriage and Family Therapists.
<b>Presenter</b>	Eric J. Proescher, PsyD, MPH; Jesse Brown VA Medical Center
<b>Workshop Description</b>	<p>A review of current research on psychotherapy outcomes suggest most psychotherapists have only moderate treatment success. However, there are a special group of psychotherapists (also called "supershinks") that outperform all others and this level of performance is not understood by medical science despite advancements with evidenced based psychotherapy research and other knowledge developed in the psychological sciences. Additionally, clients who see both Psychics/Mentalists report far greater success and outcomes with Psychics/Mentalists over psychotherapists (Miller &amp; Hubble, 2017). The mental health field could learn from these group of "super-healers" by appreciating that they may be doing something that has been lost in our age of science based explanations. A closer look at the research evidence in psychotherapy outcomes suggest that lack of engagement in a large percentage of cases is a key barrier to recovery and transformation. The VA's WH approach is the key to increasing positive mental health outcomes via the "magick" of engagement. Furthermore, "magick" is a term when borrowed from the language of the "Occult" and translated into the reductionist language medical science is called the "Placebo Effect." "Magick" in the context of psychotherapy and self-help is harnessing the "Placebo Effect," a real effect with positive outcomes.</p> <p>The VA has been working on implementing a Whole Health (WH) system of care to provide patients and clinicians with tools for engagement by starting with the question what matters most to the person. WH refers to the holistic and integrative approach to health and wellness, which takes into account the interconnectedness of physical, mental, emotional, social, and spiritual aspects of a person's well-being. "Magick" and WH may appear to be vastly different concepts, but they do share some similarities. First, the focus on intention and mental state play a crucial role in achieving desired outcomes. Second, the emphasis on personal empowerment and taking control of one's life. That is to say, connecting with one's true will provides a sense of empowerment and control over one's health outcomes, and can improve mental and emotional resilience. Third, they help individuals access their inner resources and connect with their spiritual selves, which can enhance their overall well-being. Finally, "magick" and WH can help individuals to set and become clear on intentions and develop personalized rituals and/or use complimentary and intergrated (CIH) practices that support health and growth.</p>
<b>Learning Objectives</b>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain "Magick" and what it has to offer to the Whole Health (WH) approach to mental health and recovery.</li> <li>• Explain how to use the WH approach in their day-to-day work and life by ensuring clinicians and patients alike are having conversations about what is most important to them.</li> </ul>
<b>Program Standards &amp; Goals</b>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<b>References</b>	<p>King, R. J., Orr, J. A., Poulsen, B., Giacomantonio, S. G., &amp; Haden, C. (2018). "Understanding the therapist contribution to psychotherapy outcome: A meta-analytic approach": Correction. <i>Administration and Policy in Mental Health and Mental Health Services Research</i>, 45(1), 193-194.</p> <p>Kirsch, I., Wampold, B., &amp; Kelley, J.M. (2016). Controlling for the placebo effect in psychotherapy: Noble quest or tilting at windmills? <i>Psychology of Consciousness: Theory, Research, and Practice</i>, 3(2), 121-131.</p> <p>Miller, S. D., Hubble, M. A., Chow, D. L., &amp; Seidel, J. A. (2013). The outcome of psychotherapy: Yesterday, today, and tomorrow. <i>Psychotherapy</i>, 50(1), 88-97.</p> <p>Norcross, J. C., &amp; Lambert, M. J. (2018). Psychotherapy relationships that work III. <i>Psychotherapy</i>, 55(4), 303-315.</p> <p>Zou, K., Wong, J., Abdullah, N. Chen, X., Smith, T., Doherty, M., &amp; Zhang, W. (2016). Examination of overall treatment effect and the proportion attributable to context effect in osteoarthritis: meta-analysis of randomised controlled trials. <i>Annals of the rheumatic diseases</i>, 75(11), 1964-1970.</p>

# WRITING FOR WELLNESS: THE HEALING POWER OF PERSONAL NARRATIVE

<b>CE/CEUs</b>	This program does not offer continuing education credits.
<b>Presenter</b>	Ellen Blum Barish MA; Author and Presenter
<b>Workshop Description</b>	<p>You understand the power of personal stories because you listen to them in a deep way. But what about the stories from people's lives that are put on the page? Writing about stressful and anxiety-causing experiences can help people organize their thoughts, regulate their emotions, encourage them to ask for support and find meaning in those experiences.</p> <p>In this program, we will talk about how writing adds another layer of discovery to what happens in your office. Using short sections of personal essays and memoirs, we will explore elements of personal narrative and allow time for reflective writing and discussion.</p>
<b>Learning Objectives</b>	<p>After attending this introductory-level program, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the connection between writing and benefits for mental health.</li> <li>• Access and apply writing tools into therapeutic practice.</li> </ul>
<b>Program Standards &amp; Goals</b>	<p>This program meets APA's continuing education Standard 1.3: Program content focuses on topics related to psychological practice, education, or research other than application of psychological assessment and/or intervention methods that are supported by contemporary scholarship grounded in established research procedures.</p> <p>This program meets APA's continuing education Goal 1: Program is relevant to psychological practice, education, and/or science.</p>
<b>References</b>	<p>Graci, M. E., &amp; Fivush, R. (2017). Narrative meaning making, attachment, and psychological growth and stress. <i>Journal of Social and Personal Relationships</i>, 34(4), 486-509. <a href="https://doi.org/10.1177/0265407516644066">https://doi.org/10.1177/0265407516644066</a></p> <p>Guo, L. (2023). The delayed, durable effect of expressive writing on depression, anxiety and stress: A meta-analytic review of studies with long-term follow-ups. <i>British Journal of Clinical Psychology</i>, 62(1), 272-297. <a href="https://doi.org/10.1111/bjc.12408">https://doi.org/10.1111/bjc.12408</a></p> <p>Ruini, C., &amp; Mortara, C. C. (2022). Writing Technique Across Psychotherapies—From Traditional Expressive Writing to New Positive Psychology Interventions: A Narrative Review. <i>Journal of Contemporary Psychotherapy</i>, 52(1), 23-34. <a href="https://doi.org/10.1007/s10879-021-09520-9">https://doi.org/10.1007/s10879-021-09520-9</a></p>



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23**

**SATURDAY, JUNE 10, 2023, 9:30AM-3:30PM**

**EVANSTON TOWNSHIP HIGH SCHOOL**

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FOR QUESTIONS, PLEASE CALL  
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