Naomi Ruth Cohen
Institute for Mental Health Education
at The Chicago School

2024
Community Mental Health Conference

Mental Health
in the Workplace

Saturday, June 8th, 2024
9:00am-5:00pm
Evanston Township High School
1600 Dodge Ave, Evanston

Conference Schedule

9:00am – 10:00am	**Registration/Continental Breakfast/Exhibit Hall/Poster Presentations**
10:00am – 12:00pm	**Panel Presentation – "Mental Health in the Workplace"** (Location – Auditorium)
12:00pm – 1:00pm	**Lunch/Exhibit Hall/Poster Presentations**
1:00pm – 4:30pm	**Breakout Sessions – 3 Rounds** (Location – See breakout session schedule on the next page for location information)
4:30pm – 5:00pm	**Networking Reception**

Breakout Session Schedule

(Sessions are listed in this booklet in alphabetical order)

ROOM	ROUND 1 - 1:00pm – 2:00pm	ROUND 2 - 2:15pm – 3:15pm	ROUND 3 - 3:30pm – 4:30pm
E111	Understanding the Law – Mental Disabilities and the ADA	Embracing Neurodiversity: Cultivating Inclusive Workplaces and Services	Cover My Mental Health; Resources for Overcoming Insurance Obstacles to Care
E113	Self-directed Neuroplasticity: Small Things Done Every Day Lead to Big Changes	Improving Work Performance with Brainspotting	Using Evidence Based Employment Service Principles to Improve Employment Outcomes
E115	Alternative Models for Care: 988 and Crisis Response	Talk Saves Lives for Workplace Settings	Zoom Fatigue and Mental Health in the Workplace
E117	How To Talk About Mental Health (at work)	Boundaries in the Workplace: Creating Peace through Honoring Culture and Diversity	Drawing the Line: Preventing Burnout, Building Resilience, and Better Relationships Through Effective Boundaries
N111	Nurturing Mental Wellness in Post-Pandemic Workplaces: Understanding Challenges and Building Supportive Cultures	Adult Social and Emotional Skills for the Workplace	Art & Wellness in the Workplace: Using Creativity to Manage Stress and Build Community
N112	Self Care: How to Mange Stress, Trauma, Anxiety, Depression & Thrive	Unlocking the Power of Play in the Workforce	Self-Care and Community Wisdom from a Circle Practice

The conference sessions, including all relevant continuing education information, are listed in this booklet in <u>alphabetical order</u>.

CONTINUING EDUCATION INFORMATION

Target Audience: Post-graduate/licensed mental health professionals, HR, school, and other professionals, students and community members.

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.

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 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.

Illinois Educators: 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.

Human Resource Professionals: Course meets the qualifications for 1.0 Professional Development Credits for Human Resource Professionals. The Chicago School of Professional Psychology is approved by SHRM to offer Professional Development Credits (PDCs) for the SHRM Certification Program (SHRM-CP® or SHRM-SCP®). For more information about SHRM certification or recertification, please visit www.shrmcertification.org.

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.

<u>*PARTICIPANTS MUST ATTEND 100% OF THE PROGRAM IN ORDER TO OBTAIN A CERTIFICATE OF ATTENDANCE.</u>

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. 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.

Adult Social and Emotional Skills for the Workplace

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Nilufar Rezai, MSW; Social Emotional Learning Specialist for Department of Personalized Learning at Chicago Public School Susan Laue, MS; CEO of SEL Behavioral Solutions/consultant of Open Studio Project
Workshop Description	Our presentation will outline the five key social and emotional (SE) skills for success in the workplace in the 21st Century. Business and nonprofit managers surveyed tell us that SE skills are what they look for in new hires. In addition, we find that most individuals leave their workplace due to lack of such skills among co-workers, not due to a lack of the technical skills to perform a job. We will work with session participants to assess their own social and emotional skills. They will be able share their most important SE needs in the workplace. Finally, we will examine how participants can apply SE skills to engage others at work and build rewarding relationships.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify their own social and emotional skills. • Be able to explain their most important SE needs in the workplace. • Discuss how to apply SE skills to engage others at work and build rewarding relationships.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Developing emotional regulation skills in the workplace: A key to job satisfaction among social conflicts between colleagues. (2018). Human Resource Management International Digest, 26(4), 19–21. https://doi.org/10.1108/HRMID-04-2018-0068 Schutte, N. S., & Loi, N. M. (2014). Connections between emotional intelligence and workplace flourishing. Personality and Individual Differences, 66, 134–139. https://doi.org/10.1016/j.paid.2014.03.031 Weidmann, B., & Deming, D. J. (2021). Team Players: How Social Skills Improve Team Performance. Econometrica, 89(6), 2637–2657. https://doi.org/10.3982/ECTA18461

Alternative Models for Care: 988 and crisis response

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Manuel Meza LCSW; Area Director of Clinical Operations for Thresholds Heather Watson, MSW; LSW Program Director-Crisis Response, Thresholds
Workshop Description	On July 16, 2022, 988 became the three-digit dialing code that routes callers to the Suicide & Crisis Lifeline which has been in operation since 2005. It is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) and numerous studies have shown that callers feel less suicidal, less depressed, less overwhelmed, and more hopeful after speaking with a 988 Lifeline crisis counselor (SAMHSA, 2024). We will discuss the implementation of 988, reasons why it was created, the positives of the system, and ways to improve it. We will also discuss how crisis response is growing in the field with services such as mobile crisis teams and living rooms. These community-based programs offer alternatives to police involvement and psychiatric hospitalizations (Shattell et al., 2014; Balfour et al., 2022). Participants will learn about these relatively new alternative programs in our community and how and by whom they can be used, raising awareness of important resources.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify at least one local crisis response resource. • Describe at least two key components of the 988 mental health crisis hotline system, including the potential impact on crisis response.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Shattell, M. M., Harris, B., Beavers, J., Tomlinson, S. K., Prasek, L., Geevarghese, S., Emery, C. L., & Heyland, M. (2014). A Recovery-Oriented Alternative to Hospital Emergency Departments for Persons in Emotional Distress: "The Living Room." Issues in Mental Health Nursing, 35(1), 4–12. https://doi.org/10.3109/01612840.2013.835012 Pope, L. G., & Compton, M. T. (2022). "If This Is an Emergency, Hang up and Dial 911" in the Era of 988. Psychiatric Services (Washington, D.C.), 73(10), 1179–1181. https://doi.org/10.1176/appi.ps.20220261 Balfour, M. E., Hahn Stephenson, A., Delany-Brumsey, A., Winsky, J., & Goldman, M. L. (2022). Cops, Clinicians, or Both? Collaborative Approaches to Responding to Behavioral Health Emergencies. Psychiatric Services (Washington, D.C.), 73(6), 658–669. https://doi.org/10.1176/appi.ps.202000721

Art & Wellness in the Workplace: Using Creativity to Manage Stress and Build Community

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Rob Lentz, MFA; Executive Director Open Studio Project Patti Vick, MFA; Lead Adult Trainer, Open Studio Project Maira Egan, MACAT, ATR; Art Therapist/Program Manager, Open Studio Project
Workshop Description	In their November 2023 "Stress in America" news release, the American Psychological Association warns of the long-lasting mental health impacts of pandemic-era stress. While many may see a return to "normal," APA psychologists have found there are significant posttraumatic effects impacting physical and mental health among all age cohorts. (APA, 2023). Research has shown that creativity in daily life leads to increased well-being (Conor et al.,2018). Promoting creativity as a path to wellness can be particularly beneficial when targeting workplaces with high rates of staff burnout, including frontline health care workers (Reed et al., 2020). In this hands-on experiential workshop, participants will engage in a creative art-making activity using the Open Studio process. Developed by art therapists at Open Studio Project, the process has three steps: writing an intention (an introductory mindfulness practice); creating art in an open-ended, comment-free environment; and witness writing (reflective journaling about the process of creating art). Research has shown that this specific therapeutic approach "builds confidence, encourages creativity, and contributes to a greater sense of social belonging and well-being" (Finkel and Bat Or, 2020). Beyond the benefits for individual participants, creating art in a group setting with peers deepens connections and fosters empathy with others. Recent advances in brain imaging have revealed how art making engages the "social brain," contributing to a sense of community through a shared artistic experience (van Leeuwen et al., 2022). Presenters will discuss the ways that Open Studio Project facilitators and art therapists have adapted the process to meet the needs of various workplaces: nurses, social service providers, teachers and school support staff, college students, as well as corporate and nonprofit work teams. Participants will come away with tools for developing their own creative practice and using the Open Studio process with workplace teams.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Explain the 3 key steps of the Open Studio Process. • Describe how art-making fosters empathy for others.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Conner, T. S., DeYoung, C. G., & Silvia, P. J. (2018). Everyday creative activity as a path to flourishing. The Journal of Positive Psychology, 13(2), 181–189. https://doi.org/10.1080/17439760.2016.1257049 Finkel, D., & Bat Or, M. (2020). The Open Studio Approach to Art Therapy: A Systematic Scoping Review. Frontiers in psychology, 11, 568042. https://doi.org/10.3389/fpsyg.2020.568042 van Leeuwen, J. E. P., Boomgaard, J., Bzdok, D., Crutch, S. J., & Warren, J. D. (2022). More Than Meets the Eye: Art Engages the Social Brain. Frontiers in Neuroscience, 16, 738865–738865. https://doi.org/10.3389/fnins.2022.738865 Reed, K., Cochran, K. L., Edelblute, A., Manzanares, D., Sinn, H., Henry, M., & Moss, M. (2020). Creative Arts Therapy as a Potential Intervention to Prevent Burnout and Build Resilience in Health Care Professionals. AACN Advanced Critical Care, 31(2), 179–190. https://doi.org/10.4037/aacnacc2020619 "Stress in America 2020: A National Mental Health Crisis," American Psychological Association, https://www.apa.org/news/press/releases/stress/2020/report-october.

Boundaries in the Workplace: Creating Peace through Honoring Culture and Diversity

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Klaudia M Carpenter, LCPC; Director of Community and Rapid Response Services at C4
Workshop Description	Boundaries in the workplace are essential for maintaining a healthy work environment and promoting productivity, collaboration, and respect among colleagues. According to Pillemer and Rothbard (2018), there are conflicts between creating an environment of inclusion and running a business with formal roles and expectations. Some key aspects of workplace boundaries include personal space, work-life balance, communication, respect for diversity, tasks delegation and responsibility, confidentiality, feedback/criticism, physical boundaries, and emotional/psychological boundaries. Friendships/relationships at work tend to blur the boundaries within a workplace. As explored by Eddleston and Mulki (2017), virtual workplaces add to this blur as they have made boundaries more difficult in that they strip the workforce of being a neutral place. This session will assist participants in identifying the risks associated with not setting boundaries in the workplace and provide a template for how to develop effective boundaries. Furthermore, the presenter will discuss what to do when workplace boundaries are challenged and how to effectively manage these challenges.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify the mental health risks associated with not setting boundaries in the work place that connect to culture and diversity. • Describe how to develop boundaries in the work place. • Explain how to manage challenges to your boundaries that effect your mental health.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Eddleston, K. A., & Mulki, J. (2015). Toward understanding remote workers' management of work–family boundaries: The complexity of workplace embeddedness. Group & Organization Management, 42(3), 346–387. https://doi.org/10.1177/1059601115619548 Ferguson, M., Carlson, D., & Kacmar, K. M. (2014). Flexing work boundaries: The spillover and crossover of workplace support. Personnel Psychology, 68(3), 581–614. https://doi.org/10.1111/peps.12084 Pillemer, J., & Rothbard, N. P. (2018). Friends without benefits: Understanding the dark sides of workplace friendship. Academy of Management Review, 43(4), 635–660. https://doi.org/10.5465/amr.2016.0309

Cover My Mental Health: Resources for Overcoming Insurance Obstacles to Care

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists or 1.0 IL CEU for Counselors and Social Workers.
Presenter	Joe Feldman, MBA; Founder and President of Cover My Mental Health
Workshop Description	Consistent with their previous analysis, a 2023 KFF brief analyzing claims denials and appeals for non-group qualified health plans found that consumers rarely appeal denied claims and when they do, insurers usually uphold their original decision. In 2021, HealthCare.gov consumers appealed less than two-tenths of 1% of denied in-network claims, and insurers upheld most (59%) denials on appeal. Though state and federal laws and regulations increasingly require mental health care coverage, challenges for consumers remain. Support from providers (such as with medical necessity letters) as well as by patients themselves can increase the likelihood of securing insurance approval for medically necessary services for the treatment of mental and substance use disorders, including psychotherapeutic treatment (Feldman et.al, 2021). This presentation will introduce Cover My Mental Health and its actionable resources including templates, worksheets and talking points for helping individuals and their clinicians to overcome prevalent insurance company barriers for those seeking mental health and substance use disorder care.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify at least two common insurance company obstacles to approved mental health and substance use disorder care. • Describe actionable resources for overcoming insurance company obstacles, such as for "not medically necessary" and "no in-network provider."
Program Standards & Goals	This program meets APA's continuing education STANDARD 1.2: Program content focuses on ethical, legal, statutory or regulatory policies, guidelines, and standards that influence psychological practice, education, or research. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Bendat, M. (2014). In Name Only? Mental Health Parity or Illusory Reform. Psychodynamic Psychiatry, 42(3), 353–375. https://doi.org/10.1521/pdps.2014.42.3.353 Feldman, J., DeBofsky, M., Plakun, E., Potts, C. (2021) Providing a Routine Medical Necessity Letter to Improve Access to Care for Our Patients. Journal of Psychiatric Practice 27(4):p 288-295. DOI: 10.1097/PRA.0000000000000563 Plakun, E. (2022). A Verdict overturned: Are we at our Wit's end? Journal of Psychiatric Practice, Vol. 28, No. 4, 324-327.	DOI: 10.1097/PRA.0000000000000643 Pollitz, K., Lo, J., Wallace, R., & Mengistu, S. Claims Denials and Appeals in ACA Marketplace Plans in 2021, KFF (2023) retrieved from https://www.kff.org/private-insurance/issue-brief/claims-denials-and-appeals-in-aca-marketplace-plans/#

Drawing the Line: Preventing Burnout, Building Resilience, and Better Relationships Through Effective Boundaries

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Natalie LaDuke, PhD, NCSP; Licensed Clinical Psychologist and Assistant Professor at The Chicago School Carly Tindall-Biggins, Ph.D., NCSP; Associate Director of Clinical Training for the School Psychology Department at The Chicago School
Workshop Description	This presentation was developed to explore the critical role of boundary setting in professional settings, emphasizing its importance for preventing burnout, fostering resilience, and cultivating healthier work relationships. The presentation highlights the psychological underpinnings of boundary setting, illustrating how clear boundaries can contribute to a more balanced and fulfilling work life and better mental health. Furthermore, the presentation also delves into the research on the early signs of burnout. The presenters will discuss the relationship between a lack of boundaries and increased susceptibility to burnout, arguing for clear, respectful boundaries as a preventative strategy. By adopting boundary-setting practices, professionals can build resilience against workplace stressors, leading to improved productivity and better professional relationships.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify practical strategies for boundary setting. • Describe psychological benefits of boundary-setting in the workplace.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Chen, H., Wu, P., & Wei, W. (2012). New Perspective on Job Burnout: Exploring the Root Cause beyond General Antecedents Analysis. Psychological Reports, 110(3), 801–819. https://doi.org/10.2466/01.09.13.PR0.110.3.801-819 Maslach, C., & Leiter, M. P. (2008). Early Predictors of Job Burnout and Engagement. Journal of Applied Psychology, 93(3), 498–512. https://doi.org/10.1037/0021-9010.93.3.498 Peasley, M. C., Hochstein, B., Britton, B. P., Srivastava, R. V., & Stewart, G. T. (2020). Can't leave it at home? The effects of personal stress on burnout and salesperson performance. Journal of Business Research, 117, 58-70. https://doi.org/10.1016/j.jbusres.2020.05.014 Rapp, D. J., Hughey, J. M., & Kreiner, G. E. (2021). Boundary Work as a Buffer Against Burnout: Evidence From Healthcare Workers During the COVID-19 Pandemic. Journal of Applied Psychology, 106(8), 1169–1187. https://doi.org/10.1037/apl0000951 Rupert, P. A., Miller, A. O., & Dorociak, K. E. (2015). Preventing burnout: What does the research tell us? Professional Psychology: Research and Practice, 46(3), 168–174. https://doi.org/10.1037/a0039297 Stosic, M. D., Blanch-Hartigan, D., Aleksanyan, T., Duenas, J., & Ruben, M. A. (2022). Empathy, friend or foe? Untangling the relationship between empathy and burnout in helping professions. The Journal of Social Psychology, 162(1), 89–108. https://doi.org/10.1080/00224545.2021.1991259

Embracing Neurodiversity: Cultivating Inclusive Workplaces and Services

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Samantha Kolkey, MSW; Director of Programs and Services, Center for Independent Futures
Workshop Description	As diversity, equity, and inclusion is finally being prioritized in the workplace, neurodiversity is a natural form of diversity to incorporate into these discussions and policy and workplace cultural shifts. With recent research allowing for more accurate diagnosis of neurodevelopmental disabilities, there are an increasing number of neurodivergent employees and job seekers. Research has shown that neurodivergent employees bring valuable skills and perspectives to workplaces in all industries including increased innovation, creativity, and problem-solving. By creating an inclusive and accommodating workplace culture, organizations, and business can improve employee engagement, motivation, productivity, and retention. In addition, for clinical providers, utilizing a neurodiversity lens and moving towards the social model of disability can support more accurate diagnosing and therefore treatment and long term positive outcomes for clients.

This session will begin with defining terms and a brief historical context of the neurodiversity movement and approach. Neurodivergent and autistic burnout will be defined and differentiated from occupational burnout, and mood disorder and anxiety diagnoses, and how these types of burnout significantly impact a neurodivergent person's success in the workplace. Neurodiversity hiring initiatives will be defined and discussed to support shifting the "traditional" HR lens when it comes to the recruiting, hiring, and retention practices of organizations and businesses. You will walk away with clinical knowledge and practical strategies for establishing policies, procedures, accommodations, and environments that foster neuroinclusive workplaces and services. |
| **Learning Objectives** | After attending this introductory-level program, participants will be able to:
• Define Neurodiversity, Neurodivergence, the Neurodiversity Movement, and the Neurodiversity Approach.
• Describe and differentiate autistic burnout and neurodivergent burnout from occupational burnout, mood disorder diagnoses, and anxiety disorder diagnoses.
• Apply practical knowledge, tools, and strategies to support a neuro-inclusive recruiting and hiring process, and workplace culture and environment, as well as neuro-inclusive clinical practice settings. |
| **Program Standards & Goals** | 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.

This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession. |
| **References** | Doyle N. Neurodiversity at work: a biopsychosocial model and the impact on working adults. Br Med Bull. 2020 Oct 14;135(1):108-125. doi: 10.1093/bmb/ldaa021. PMID: 32996572; PMCID: PMC7732033. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7732033/

Mantzalas, J., Richdale, A. L., & Dissanayake, C. (2022). A conceptual model of risk and protective factors for autistic burnout. Autism Research, 15(6), 976-987. https://www.researchgate.net/profile/Jane-Mantzalas/publication/359924348_A_conceptual_model_of_risk_and_protective_factors_for_autistic_burnout/links/62a95a38c660ab61f87dc373/A-conceptual-model-of-risk-and-protective-factors-for-autistic-burnout.pdf

Miller, D., Rees, J., & Pearson, A. (2021). "Masking is life": Experiences of masking in autistic and nonautistic adults. Autism in Adulthood,3(4), 330-338. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8992921/?ref=popsugar.com&=___psv__p_5332389__t_w_

Raymaker, D. M., Teo, A. R., Steckler, N. A., Lentz, B., Scharer, M., Delos Santos, A., ... & Nicolaidis, C. (2020). "Having all of your internal resources exhausted beyond measure and being left with no clean-up crew": Defining autistic burnout. Autism in adulthood, 2(2), 132-143. https://www.liebertpub.com/doi/full/10.1089/aut.2019.0079?fbclid=IwAR2HcuhZQfF1IeQfI_8ptvXEUuRILIiYxbfb8dDj0DGXREH1ytUkCiaRoeQ |

How To Talk About Mental Health (at work)

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Heather Bodie, BA; Executive Artistic Director of Erasing the Distance
Workshop Description	Researchers have begun to emphasize the importance of psychological capital (how people feel; their attitudes, mental states, and beliefs) to organizational effectiveness and performance (Hannah et al 2020), as well as the cause of employee engagement in counterproductive work behaviors (Liang et al 2022). As the conversation and social awareness increases around the topic of mental health, the need to incorporate the issue into workplace discussions has become urgent. But many of us are brand new to the topic and don't know where to start or what to say, especially at work. This session aims to translate wellness priorities into tools, actions, and language to increase employee communication, leadership competency, and capacity for conversations surrounding mental health in the workplace.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify simple and effective strategies to integrate the mental health conversation into a professional setting. • Explain and acknowledge the role stigma and personal bias play in the workplace. • Develop language to self-disclose, request support, and maintain boundaries appropriate for work.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Hannah, S. T., Perez, A. L. U., Lester, P. B., & Quick, J. C. (2020). Bolstering Workplace Psychological Well-Being Through Transactional and Transformational Leadership. Journal of Leadership & Organizational Studies, 27(3), 222-240. https://doi.org/10.1177/1548051820933623 Liang, L. H., Nishioka, M., Evans, R., Brown, D. J., Shen, W., & Lian, H. (2022). Unbalanced, Unfair, Unhappy, or Unable? Theoretical Integration of Multiple Processes Underlying the Leader Mistreatment-Employee CWB Relationship with Meta-Analytic Methods. Journal of Leadership & Organizational Studies, 29(1), 33-72. https://doi.org/10.1177/15480518211066074 Wibowo, A., & Paramita, W. (2022). Resilience and Turnover Intention: The Role of Mindful Leadership, Empathetic Leadership, and Self-Regulation. Journal of Leadership & Organizational Studies, 29(3), 325-341. https://doi.org/10.1177/15480518211068735

Improving Work Performance with Brainspotting

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	William "Billy" Kaplan, MSW, LCSW; President and Clinical Director, TreeHouse Health
Workshop Description	At work have you ever wondered, "Why do I always DO that?!" Do you notice yourself getting anxious when having to meet with your boss? Do you regularly have a bad day every Thursday? We will explore and demonstrate how these questions, and their associated reductions in work performance, can be addressed and healed through Brainspotting. This presentation will introduce the core concepts of Brainspotting (BSP), a neuro-experiential process for healing developed by David Grand, PhD, LCSW. BSP makes use of relevant eye positions to locate, focus, process and release a wide range of emotionally and bodily-based conditions.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Describe core concepts of Brainspotting. • Discuss research on the effectiveness of Brainspotting.
Program Standards & Goals	This program meets APA's continuing education STANDARD 1.1: Program content focuses on application of psychological assessment and/or intervention methods that have overall consistent and credible empirical support in the contemporary peer reviewed scientific literature beyond those publications and other types of communications devoted primarily to the promotion of the approach. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Corrigan, F., & Grand, D. (2013). Brainspotting: Recruiting the midbrain for accessing and healing sensorimotor memories of traumatic activation. Medical Hypotheses, 80(6), 759–766. https://doi.org/10.1016/j.mehy.2013.03.005 D'Antoni, F., Matiz, A., Fabbro, F., & Crescentini, C. (2022). Psychotherapeutic Techniques for Distressing Memories: A Comparative Study between EMDR, Brainspotting, and Body Scan Meditation. International Journal of Environmental Research and Public Health, 19(3), 1142. https://doi.org/10.3390/ijerph19031142 Fabio D'Antoni. (2021). Brainspotting reduces disturbance and increases Heart Rate Variability linked to distressing memories: A pilot study. Mediterranean Journal of Clinical Psychology, 9(3). https://doi.org/10.13129/2282-1619/mjcp-3055 Talbot, Jeanne; de la Salle, Sara; Jaworska, Natalia. (2023) A Paradigm Shift in Trauma Treatment: Converging Evidence for a Novel Adaptation of Eye Movement Desensitization and Reprocessing (EMDR). Canadian Journal of Psychiatry, Vol.68(4) 283–285. DOI: 10.1177/07067437221142283

Mental Health in the Workplace (Panel Presentation)

CE/CEUs	When attended in full, this program offers 2.0 CE for Psychologists, 2.0 IL CEU for Counselors and Social Workers, 2.0 BBS California CEUs for LPCCs, LPSWs, and LMFTs, 2.0 NASP PDC for School Psychologists, 2.0 ISBE PDC for Illinois Educators, or 2.0 SHRM PDCs for Human Resource Professionals.
Presenter	Jennifer Arrington, BA; CoFounder of Rebel Human and WrkfloW William "Billy" Kaplan, MSW, LCSW; President and Clinical Director Treehouse Health Heather Bodie, BA; Executive Director, Erasing the Distance, Keynote Speaker
Workshop Description	According to Mind Share Partners' 2023 Mental Health at Work Report, 31% of respondents indicated that their work or workplace environment negatively impacted their mental health, while 38% felt it positively impacted their mental health. Less than half feel that their company supports their mental health or employees with mental health conditions. Their 2021 report found that 76% of US workers reported at least one symptom of a mental health condition. An American Psychological Association survey found that 81% of respondents said that employers' support for mental health will be an important consideration when they look for work in the future—including 30% of workers who strongly agreed that employer support for mental health will factor into their future job decisions. Our panel will present solutions to create a workplace culture of psychological safety, the impact of pandemic trauma on the ways and wheres of how we work and the effectiveness of Brainspotting, as well as the role that language plays in our ability to acknowledge and address mental health challenges in our personal and professional environments. Our program features three local presenters sharing their expertise and perspectives, followed by a moderated interactive Q&A.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Apply simple and effective strategies to integrate the mental health conversation into personal and professional interactions. • Identify and acknowledge the role stigma and personal bias play in the workplace. • Develop language to self-disclose, request support, and maintain boundaries appropriate in work environments.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	D'Antoni, F., Matiz, A., Fabbro, F., & Crescentini, C. (2022). Psychotherapeutic Techniques for Distressing Memories: A Comparative Study between EMDR, Brainspotting, and Body Scan Meditation. International Journal of Environmental Research and Public Health, 19(3), 1142–. https://doi.org/10.3390/ijerph19031142 Evans-Lacko, S., & Knapp, M. (2018). Is manager support related to workplace productivity for people with depression: a secondary analysis of a cross-sectional survey from 15 countries. BMJ Open, 8(6), e021795–e021795. https://doi.org/10.1136/bmjopen-2018-021795 Schulkin, J., & Sterling, P. (2019). Allostasis: a brain-centered, predictive mode of physiological regulation. Trends in neurosciences, 42(10), 740-752. Wu, Ashley MHS; Roemer, Enid Chung PhD; Kent, Karen B. MPH; Ballard, David W. PsyD, MBA; Goetzel, Ron Z. PhD. Organizational Best Practices Supporting Mental Health in the Workplace. Journal of Occupational and Environmental Medicine 63(12):p e925-e931, December 2021.	DOI: 10.1097/JOM.0000000000002407

Nurturing Mental Wellness in Post-Pandemic Workplaces: Understanding Challenges and Building Supportive Cultures

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Janine "J" Cangialosi, MA; Therapist and Clinical Development Coordinator for Relief Mental Health in Oak Brook, IL
Workshop Description	In today's post pandemic work environments, the significance of mental health in the workplace must continuously be examined. This presentation dives into the ever important factors impacting employees' mental health at work and explores actionable steps that will foster a supportive and healthy workplace culture. An overview of the current mental health status in workplaces will be provided, highlighting challenges such as stress, burnout, and stigma associated with mental health issues. Participants will gain insights into the main contributors influencing mental health in the workplace, including workload, job satisfaction, organizational culture, work-life balance, and interpersonal relationships. Each factor is examined in depth to understand its impact on employee wellbeing. Overall, this presentation provides attendees with practical knowledge and actionable strategies to promote mental health and wellbeing in their workplaces, ultimately fostering a more engaged, productive, and resilient workforce.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Explain current threats affecting mental health wellbeing and employee productivity. • Identify primary contributors to reduction in mental health wellness at the workplace. • Describe the implications and impact of mental wellness. • Apply effective strategies for promoting a healthy workplace culture.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Pierce, L., & Rider, C. I. (2022). Supporting Mental Health at Work (Comment on "The Epidemic of Mental Disorders in Business"). Administrative Science Quarterly, 67(1), 56–69. https://doi.org/10.1177/00018392211072479 Malachowski, C. K., Boydell, K., Sawchuk, P., & Kirsh, B. (2016). The "Work" of Workplace Mental Health: An Institutional Ethnography. Society and Mental Health, 6(3), 207–222. https://doi.org/10.1177/2156869316642265 Leka, S., & Nicholson, P. J. (2019). Mental health in the workplace. Occupational Medicine (Oxford), 69(1), 5–6. https://doi.org/10.1093/occmed/kqy111

Self-Care and Community Wisdom from a Circle Practice

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Thomas Golebiewski, Ph.D., L.C.S.W.
Workshop Description	According to the Centers for Disease Control, job-related factors such as job strain and long work hours, as well as stress experienced on or off the job may negatively impact mental health conditions and substance use. Stressors due to the COVID-19 pandemic, economic insecurity, and the embodiment of collective trauma can also lead to burnout and exhaustion (Osborne, J. & Pandalai, S., 2023). The workplace can be stressful but having a personal "Mental Health Action Plan" can be both preventative and restorative in coping with the stressors that may often impact our energy, productivity, vitality, and creativity. This workshop, developed based on neuroscience and mindfulness, will be held in Circle and use the Restorative Practice of Circle Keeping. Attendees will sit in a circle in an inclusive and collaborative space; all are invited to participate, and all voices are equally important. This practice builds upon the Wisdom of the Community to explore practices of self-care, compassion and strategies that emerge from the wisdom of learning in community.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Describe stress and the impact upon overall health. • Explain the stress response and apply adaptive coping skills and strategies. • Create a self care plan that identifies preventative and restorative goals.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	McCrea, K. T., Guthrie, D. & J. Bulanda (2016). "When Traumatic Stressors are not past, but now: Psychosocial treatment to develop resilience with children and youth enduring concurrent, complex trauma." Journal of Child and Adolescent Trauma 9(1): 5-18. Morrison, T. Et. al. (2022). Learning to Embody a Social Justice Perspective in Couple and Family Therapy: A Grounded Theory Analysis of MFTs in Training. Contemporary Family Therapy. 1-14. Watson, M. F., Bacigalupe, G., Daneshpour, M., Han, W-J, & Parra-Cardona, R. (2020). COVID-19 Interconnectedness: Health inequity, the climate crisis, and collective trauma. Family Process. 59(3), 832-846.

Self Care:
How to Manage Stress, Trauma, Anxiety, Depression & Thrive

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Pam Brockman, MA; Sr. Faculty, Art of Living Foundation Shalini Parekh; Certified Teacher, Art of Living Foundation, International Association for Human Values
Workshop Description	The purpose of this experiential workshop is for participants to learn to manage their mind, anxiety, stress, trauma and negative emotions, using their breath. Sudarshan Kriya Yoga (SKY), a breathing technique, has been found to have a beneficial impact on stress, mental health, depression, sleep, and social connectedness (Kanchibhotla et al., 2022). Rhythmic breathing techniques enhance thriving at work and general health, as well as the emotional, social, and psychological well-being of employees at work (Chhajer, R. & Dagar, C., 2024). This workshop will provide an introduction on how to manage the mind and emotions using the breath, discuss the modern science behind it, and teach two breathing techniques: one to calm the mind, reduce trauma and balance the hemispheres of the brain, and one to increase dynamism and energy, confidence, and focus. In closing, we will introduce meditation, reveal the secret to making it easy, and lead a guided exercise. The International Association for Human Values and Art of Living Foundation have been teaching stress management programs using the breath globally since 1982 (AOLF)/1996 (Iahv). Both are 501c3 nonprofit, non-governmental organizations & members of the United Nations with special consultative status with the Economic & Social Councils. All faculty are trained and certified. Over 450 million people all over the world have been touched by AOLF/IAHV programs.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Apply at least one breathing techniques to manage stress, anxiety, or trauma. • Provide at least one example of guided meditation. • Discuss Sudarshan Kriya Yoga (SKY).
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Chhajer, R., & Dagar, C. (2024). Examining the impact of a restorative breath-based intervention "Sudarshan Kriya Yoga" at work: a field experiment. Frontiers in Psychology, 15, 1327119–1327119. https://doi.org/10.3389/fpsyg.2024.1327119 Doria, S., de Vuono, A., Sanlorenzo, R., Irtelli, F., & Mencacci, C. (2015). Anti-anxiety efficacy of Sudarshan Kriya Yoga in general anxiety disorder: A multicomponent, yoga based, breath intervention program for patients suffering from generalized anxiety disorder with or without comorbidities. Journal of Affective Disorders, 184, 310–317. https://doi.org/10.1016/j.jad.2015.06.011 Hamilton-West, K., Pellatt-Higgins, T., & Sharief, F. (2019). Evaluation of a Sudarshan Kriya Yoga (SKY) based breath intervention for patients with mild-to-moderate depression and anxiety disorders. Primary Health Care Research & Development, 20, e73–e73. https://doi.org/10.1017/S146342361900004 Kanchibhotla, D., Harsora, P., Gupte, P., Mehrotra, S., Sharma, P., & Trehan, N. (2022). Alleviating Work Exhaustion, Improving Professional Fulfillment, and Influencing Positivity Among Healthcare Professionals During COVID-19: A Study on Sudarshan Kriya Yoga. Frontiers in Psychology, 13, 670227–670227. https://doi.org/10.3389/fpsyg.2022.670227

Self-directed Neuroplasticity: Small things done every day lead to big changes

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Jennifer Arrington, BA; Co-Founder of Rebel Human and WrkfloW
Workshop Description	Less talking, more doing. Employees need short practices built into their work rituals to manipulate their nervous system regularly. Short practices that shift physiology in real time create new neural connections and help employees increase their focus, productivity, energy, patience, creativity, and wellbeing. Our research shows that small things done regularly have a big impact. It is preventative and a real-time adaptive intervention. Grounded in modern neuroscience, positive psychology, and time-tested embodied traditions, the FIVE DIALS approach to seamlessly integrating mental health support into every focused work session is an effective way to reimagine what work looks like. At any given moment, every human has access to FIVE DIALS that are within their control and connected to their autonomic nervous system– Breath, Focus, Self-Talk, Movement, and Non-Sleep Deep Rest (NSDR) – which they can use to change how they think, feel, and act in real-time. With PRACTICE, this approach updates the human operating system that is your brain (self-directed adaptive neuroplasticity), unlocking new features that help you feel better and do better. You will learn the science behind these short protocols and how to use them.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Apply short wellness interventions for transformation (SWIFT). • Model focused work and rest cycle. • Describe protocols that manage the body-brain budget.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Balban, M. Y., Neri, E., Kogon, M. M., Weed, L., Nouriani, B., Jo, B., Holl, G., Zeitzer, J. M., Spiegel, D., & Huberman, A. D. (2023). Brief structured respiration practices enhance mood and reduce physiological arousal. Cell Reports. Medicine, 4(1), 100895–100895. https://doi.org/10.1016/j.xcrm.2022.100895 Cole, S., Riccio, M., & Balcetis, E. (2014). Focused and fired up: Narrowed attention produces perceived proximity and increases goal-relevant action. Motivation and Emotion, 38, 815-822. Li, C., Chang, Q., Zhang, J., & Chai, W. (2018). Effects of slow breathing rate on heart rate variability and arterial baroreflex sensitivity in essential hypertension. Medicine (Baltimore), 97(18), e0639–e0639. https://doi.org/10.1097/MD.0000000000010639 Paunesku, D., Walton, G. M., Romero, C., Smith, E. N., Yeager, D. S., & Dweck, C. S. (2015). Mind-set interventions are a scalable treatment for academic underachievement. Psychological Science, 0956797615571017. Schulkin, J., & Sterling, P. (2019). Allostasis: A Brain-Centered, Predictive Mode of Physiological Regulation. Trends in Neurosciences (Regular Ed.), 42(10), 740–752. https://doi.org/10.1016/j.tins.2019.07.010 Wang, S. Y., Baker, K. C., Culbreth, J. L., Tracy, O., Arora, M., Liu, T., … & Wamsley, E. J. (2021). 'Sleep-dependent' memory consolidation? Brief periods of post-training rest and sleep provide an equivalent benefit for both declarative and procedural memory. Learning & Memory, 28(6), 195-203.

Talk Saves Lives for Workplace Settings

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Angela Cummings, BA; Executive Director for the Illinois Chapter of the American Foundation for Suicide Prevention
Workshop Description	According to the Centers for Disease Control and Prevention, suicide is a leading cause of death in the U.S. In 2020, suicide and nonfatal self-harm cost the nation over $500 billion in medical costs, work loss costs, value of statistical life, and quality of life costs. This program, Talk Saves Lives™: Suicide Prevention Education for Workplace Settings, is designed to be delivered to organizational leadership, managers/supervisors, and employees. This presentation provides participants with the scope of the problem of suicide, key research findings, including risk factors and warning signs for suicide, along with recommendations for the role we can all play in suicide prevention. Topics covered include: • Scope of the Problem: The latest data on suicide in the U.S. and worldwide • Research: Information from the latest suicide prevention research • Risk Factors and Warning Signs: Information on health, historical, and environmental factors that put individuals at risk for suicide along with suicide warning signs • Prevention: An understanding of the protective factors that lower suicide risk, and strategies for managing mental health and being proactive about self-care • What You Can Do: Guidance on how to get help for yourself or someone else in a suicidal crisis
Learning Objectives	After attending this introductory-level program, participants will be able to: • Recognize and describe suicide warning signs in someone they are concerned about. • Recognize and describe how warning signs may manifest in workplace settings. • Demonstrate confidence to start a conversation with someone they are concerned about.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Batty, G. D., Kivimäki, M., Bell, S., Gale, C. R., Shipley, M., Whitley, E., & Gunnell, D. (2018). Psychosocial characteristics as potential predictors of suicide in adults: an overview of the evidence with new results from prospective cohort studies. Translational Psychiatry, 8(1), 22–15. https://doi.org/10.1038/s41398-017-0072-8 Bostwick, J. M., Pabbati, C., Geske, J. R., & McKean, A. J. (2016). Suicide Attempt as a Risk Factor for Completed Suicide: Even More Lethal Than We Knew. The American Journal of Psychiatry, 173(11), 1094–1100. https://doi.org/10.1176/appi.ajp.2016.15070854 Centers for Disease Control and Prevention. Suicide and Self-Harm Injury. National Center for Health Statistics. https://www.cdc.gov/nchs/fastats/suicide.htm. Published May 17, 2023. Centers for Disease Control and Prevention. WISQARS Fatal and Nonfatal Injury Reports. https://www.cdc.gov/injury/wisqars/fatal/index.html. Published 2021. OSHA and AFSP Form an Alliance to Promote Workplace Mental Health. (2022). Concrete International, 44(10), 13–13.

Understanding the Law –
Mental Disabilities and the ADA

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Terry A. Fox, Esq., JD; Attorney, Partner at SBSB-Eastham, P.L.L.C.
Workshop Description	According to the World Health Organization, an estimated 15% of working age adults have a mental disorder at any point in time. This presentation is designed to give attendees an unbiased overview of the Americans with Disabilities Act (ADA) as it applies to individuals with diagnosed mental health disabilities in the employment context. Knowledge of the ADA is critical for both employer and prospective or current employee to navigate the duties, rights, and responsibilities each has in the employment relationship. Through use of examples participants will become comfortable with key terms and language related to reasonable accommodation, disclosure, and non-discrimination.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Identify what the ADA is • Describe how to approach an employer when necessary to seek reasonable accommodation • Explain the importance of reading and understanding job descriptions
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Americans with Disabilities Act of 1990, As Amended. (n.d.). ADA.gov. https://www.ada.gov/law-and-regs/ada/ Burnim, I. (2015). The Promise of the Americans With Disabilities Act for People With Mental Illness. JAMA : The Journal of the American Medical Association, 313(22), 2223–2224. https://doi.org/10.1001/jama.2015.4015 Wylonis, L., Wylonis, N. T., & Sadoff, R. (2017). Navigating the Rolling Hills of Justice: Mental Disabilities, Employment and the Evolving Jurisprudence of the Americans with Disabilities Act. Behavioral Sciences & the Law, 35(2), 178–185. https://doi.org/10.1002/bsl.2282

Unlocking the Power of Play in the Workforce

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Karen Perkins, BA; Program Director of Playworks
Workshop Description	In today's fast-paced and demanding work environments, stress and anxiety are pervasive, often leading to burnout and strained relationships among colleagues. However, there exists a powerful tool that can alleviate these pressures while fostering positive relationships and enhancing social-emotional learning: play. Play isn't just for children; it's a fundamental aspect of human behavior that can transform the workplace into a more vibrant, productive, and emotionally intelligent space. The work of Scott Eberle, Stuart Brown, and others looks at the power of play across the life span. By the end of the workshop, participants will not only have a deeper understanding of the transformative power of play in the workforce but also practical strategies for leveraging play to alleviate stress, strengthen relationships, and promote social-emotional learning. Through a combination of theory, hands-on activities, and collaborative discussion, this workshop will empower participants to create more engaging, supportive, and emotionally intelligent work environments.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Describe how play enhances interpersonal relationships and teamwork. • Apply strategies for incorporating play into daily work routines. • Cultivate social-emotional skills through playful activities.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Eberle, S. G. (2014). The Elements of Play: Toward a Philosophy and a Definition of Play. American Journal of Play, 6(2), 214–233. Fourie, L., Els, C., & de Beer, L. T. (2020). A play-at-work intervention: What are the benefits? South African Journal of Economic and Management Sciences, 23(1). https://doi.org/10.4102/sajems.v23i1.2815 Jha, I.N., Pal, D. and Sarkar, S. (2023), "Unlocking the secret to happiness at work: the power of inclusive leadership, organizational justice and workplace inclusion", Journal of Management Development, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/JMD-04-2023-0136 Vieira, J. L., Kim, H. S., Clark, L., Tabri, N., & Wohl, M. J. A. (2023). This time with feeling: In-play sports betting as a vehicle for emotion regulation. *Psychology of Addictive Behaviors, 37*(8), 1080–1088. https://doi-org.proxy1.library.eiu.edu/10.1037/adb0000966

Using Evidence Based Employment Service Principles to Improve Employment Outcomes

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, 1.0 NASP PDC for School Psychologists, 1.0 ISBE PDC for Illinois Educators, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Melissa Chavez Mizener, M.A/LPC, CIMHP, QMHP; Employment Program Manager Ron Harlow, BA; Operations & HR Manager
Workshop Description	Individual Placement and Support (IPS) is the most extensively and rigorously researched of all employment models and the only evidence-based employment model for people living with serious mental illness (Bond et al., 2020). People living with mental illness who gain employment become more self-reliant and confident, with a reduced dependence on the mental health system over time (Drake, R. & Wallach, M., 2020). IPS has shown that multiple factors beyond a basic skills match help to determine if a candidate is a good match for a position that will lead to long-term retention and increased job satisfaction. IPS participants' strengths are assessed based on their personal characteristics, past experiences, resources, and supports. Employment specialists use multifaceted knowledge of a participant's assets and needs to identify job opportunities that are a fit based not just on skills but also environmental factors such as workplace culture, location, workflow, pace, and potential for growth. The presenters will discuss how, through its support of IPS participants, their organization has observed that work is most likely to be beneficial for employee well-being if an employee has good-quality supervision, a positive workplace environment, and work that is meaningful to them. As a case example they will share how the organization has strived to build its own staff culture around those principles to improve its own employee retention, success, and wellness outcomes.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Describe how the evidence based IPS model of supported employment matches participants to employment opportunities. • Explain at least two IPS principles and philosophies.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Bond, G. R., Drake, R. E., & Becker, D. R. (2020). An update on Individual Placement and Support. World psychiatry : official journal of the World Psychiatric Association (WPA), 19(3), 390–391. https://doi.org/10.1002/wps.20784 Butenko, D., Rinaldi, M., Brinchmann, B., Brandseth, O. L., Killackey, E., & Mykletun, A. (2023). The personality profile of IPS employment specialists, and how it relates to job satisfaction: A longitudinal cohort study. Scandinavian journal of psychology, 64(1), 71–79. https://doi.org/10.1111/sjop.12864 Butenko, Daniil & Rinaldi, Miles & Brinchmann, Beate & Killackey, Eoin & Johnsen, Erik & Mykletun, Arnstein. (2022). Turnover of IPS employment specialists: Rates and predictors. Journal of Vocational Rehabilitation. 1-10. 10.3233/JVR-221195. Drake, R. E., & Wallach, M. A. (2020). Employment is a critical mental health intervention. Epidemiology and Psychiatric Sciences, 29, e178–e178. https://doi.org/10.1017/S2045796020000906

Zoom Fatigue and Mental Health in the Workplace

CE/CEUs	When attended in full, this program offers 1.0 CE for Psychologists, 1.0 IL CEU for Counselors and Social Workers, or 1.0 SHRM PDCs for Human Resource Professionals.
Presenter	Dana Laughlin, EdD, MA, NCC, LCPC; Department Chair of The Chicago School Clinical Mental Health Counseling Program
Workshop Description	Several studies in recent years (including Elbogen et al., 2022, and Luebstorf et al., 2023) have explored ''Zoom fatigue'': feeling anxious or depressed, stressed, socially isolated, or emotionally exhausted. Qualitative results show that video conferences are emotionally exhausting and that even after the post-pandemic period of adaptation and hybrid activities users are overwhelmed by the demands of video meetings. This can adversely impact mental health, work productivity, and quality of life. Many mental health and other professionals are reporting an excessive amount of fatigue after seeing clients, managing workload, and attending meetings using telehealth or video-conferencing technology. The physical symptoms of Zoom fatigue can include back pain, headaches, eye strain and other health concerns in addition to adverse mental health. This presentation will address this current phenomenon and suggest strategies to aid and assist in managing Zoom fatigue.
Learning Objectives	After attending this introductory-level program, participants will be able to: • Define "Zoom fatigue." • Describe at least two ways Zoom fatigue can have a negative impact on health. • Identify at least one strategy to mitigate Zoom fatigue.
Program Standards & Goals	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. This program meets APA's continuing education GOAL 3: Program will allow psychologists to maintain, develop, and increase competencies in order to improve services to the public and enhance contributions to the profession.
References	Elbogen, E. B., Lanier, M., Griffin, S. C., Blakey, S. M., Gluff, J. A., Wagner, H. R., & Tsai, J. (2022). A National Study of Zoom Fatigue and Mental Health During the COVID-19 Pandemic: Implications for Future Remote Work. Cyberpsychology, Behavior and Social Networking, 25(7), 409–415. https://doi.org/10.1089/cyber.2021.0257 Luebstorf, S., Allen, J. A., Eden, E., Kramer, W. S., Reiter-Palmon, R., & Lehmann-Willenbrock, N. (2023). Digging into "Zoom Fatigue": A Qualitative Exploration of Remote Work Challenges and Virtual Meeting Stressors. Merits, 3(1), 151–166. https://doi.org/10.3390/merits3010010 Nesher Shoshan, H., & Wehrt, W. (2022). Understanding "Zoom fatigue": A mixed-method approach. Applied Psychology, 71(3), 827–852. https://doi.org/10.1111/apps.12360 Ngien, A., & Hogan, B. (2023). The relationship between Zoom use with the camera on and Zoom fatigue: considering self-monitoring and social interaction anxiety. Information, Communication & Society, 26(10), 2052–2070. https://doi.org/10.1080/1369118X.2022.2065214 Riedl, R. (2022). On the stress potential of videoconferencing: definition and root causes of Zoom fatigue. Electronic Markets, 32(1), 153–177. https://doi.org/10.1007/s12525-021-00501-3

SATURDAY, JUNE 8TH, 2024
9:00AM-5:00PM

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