

# EDUCATION AND CONSULTATIVE SERVICES

of UPMC Western Psychiatric Hospital

UPMC | WESTERN PSYCHIATRIC  
HOSPITAL

## 2022 STAR-Center Conference

### Health Equity and Youth Suicide

(MD96)

Friday, May 6, 2022  
8:30 a.m. to 3:30 PM EST

Virtual event on Zoom. Login opens at 8:15 AM.  
(Zoom link will be sent to registered participants May 5, 2022)

#### Course Directors

David A. Brent, M.D., Director, STAR-Center  
Paula McCommons, Ed.D. Director, STAR-Center Outreach

*Recovery and Wellness: The Journey Starts Here*  
A Joint Effort Sponsored by Community Care Behavioral Health Organization and  
UPMC Western Psychiatric Hospital

## Description

STAR-Center is a suicide prevention program for teens and young children within the UPMC Western Psychiatric Hospital, Department of Psychiatry. From its inception in 1986, the program has been primarily funded through an appropriation from the Commonwealth of Pennsylvania to the University of Pittsburgh.

STAR-Center is a program that combines clinical and outreach services designed to combat the problem of child and adolescent suicide. We provide outpatient assessment and treatment for depressed and anxious children and teens. We also offer acute treatment to depressed and suicidal teens via our Intensive Outpatient Program (IOP).

Our annual conferences strive to disseminate what we have learned about best practice clinical care into practical guidelines for educational and community settings. STAR Center is devoted to providing training opportunities for students and psychiatric residents as well as contributing to the future development of research designed to study the pressing issues related to child and adolescent suicide.

## Course Objectives:

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

1. Explain the current trends, research findings, and racial disparities concerning preteen suicide and suicidal behavior
2. Discuss options of assessment of suicidal ideation and suicide attempts in preteens
3. Identify opportunities for suicide prevention for preteens
4. Identify resources for professional development and new teacher induction
5. Discuss best practices in selecting mental health programs and services
6. Identify assessment tools for evaluating ongoing school mental health initiatives

## Target Audience:

This program is appropriate for clinical and educational personnel.

## Cost:

- Registration Fee - \$30
- UPMC/University of Pittsburgh Employee Registration Fee - \$15

The registration fee includes continuing education credits. Additional certificates can be purchased for \$10 by contacting Nancy Mundy ([mundnl@upmc.edu](mailto:mundnl@upmc.edu)).

***PLEASE NOTE: PowerPoints will be made available electronically a few days prior to the conference. To print copies of the presentations, please visit the STAR-Center Website – [www.starcenter.pitt.edu](http://www.starcenter.pitt.edu) or go to <https://www.oerp.pitt.edu/conference-materials/> for additional information.***

***For additional information regarding presenters or presentations, please go to [www.starcenter.pitt.edu](http://www.starcenter.pitt.edu), or contact Jamey Covaleski @ [covaleskijj@upmc.edu](mailto:covaleskijj@upmc.edu).***

## **2022 Virtual STAR-Center Conference**

### **Conference Agenda**

**May 6, 2022**

**Via Zoom**

**8:00 AM LOG ONTO ZOOM**

**8:30 to 11:30 AM CONFERENCE OVERVIEW**

#### **KEYNOTES**

**Preteen Suicide and Suicidal Behavior: Assessment and Prevention**

***Arielle H. Sheftall, PhD***

*Principal Investigator, Center for Suicide Prevention and Research*

*Center for Health Equity and Outcomes Research*

*Abigail Wexner Research Institute at Nationwide Children's Hospital*

*Assistant Professor, Department of Pediatrics, Psychiatry and Behavioral Health*

**There will be a brief break between Keynotes**

**This Can't Wait... Giving Educators the Tools: The Need to Understand and Address Students' Mental Health Concerns**

***Mary Margaret Kerr, EdD***

*Professor of Health and Human Development, University of Pittsburgh*

**11:30 AM LUNCH (On Your Own)**

**12:45 PM SKILL DEVELOPMENT WORKSHOPS - GROUP 1**

**2:00 PM BREAK**

**2:15 PM SKILL DEVELOPMENT WORKSHOPS – GROUP 2**

**3:30 PM ADJOURNMENT**

STAR-Center is funded by an appropriation from the Pennsylvania General Assembly. The University of Pittsburgh is an affirmative action, equal opportunity institution.

**All workshops are introductory to intermediate instruction level.**

## KEYNOTE ADDRESSES

### **Keynote Address: Preteen Suicide and Suicidal Behavior: Assessment and Prevention**

#### **Arielle H. Sheftall, PhD, Principal Investigator, Center for Suicide Prevention and Research**

Center for Health Equity and Outcomes Research

Abigail Wexner Research Institute at Nationwide Children's Hospital

Assistant Professor, Department of Pediatrics, Psychiatry and Behavioral Health

This presentation will discuss the current trends, research findings, and racial disparities concerning preteen suicide and suicidal behavior. The presenter will also suggest assessment for this age group as well as opportunities for prevention.

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

1. Explain the current trends, research findings, and racial disparities concerning preteen suicide and suicidal behavior
2. Discuss options of assessment of suicidal ideation and suicide attempts in preteens
3. Identify opportunities for suicide prevention for preteens

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### **Keynote Address: This Can't Wait! Giving Educators the Tools They Need to Understand and Address Students' Mental Health Concerns**

#### **Mary Margaret Kerr, EdD**

Professor of Health and Human Development, University of Pittsburgh

This presentation offers evidence-informed strategies for helping educators understand and address their students' mental health. Specifically, we review a) oversights in educator preparation programs, b) missteps in professional development and coaching, c) confusion in the selection of mental health programs and services, and d) resources for addressing these critical problems.

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

1. Identify resources for professional development and new teacher induction
2. Discuss best practices in selecting mental health programs and services
3. Identify assessment tools for evaluating ongoing school mental health initiatives

## SKILL DEVELOPMENT WORKSHOPS

*Please note that participants will select two workshops – one from Group 1 and one from Group 2.*

### **GROUP #1 - 12:45 – 2:00 p.m. (SELECT ONE WORKSHOP FROM GROUP #1)**

#### **A. Workshop Title: Balancing Recovery, Rights, and Risk in Violence Prevention: The Role of Threat Assessment**

- **Jack Rozel, MD, MSL**  
UPMC Western Psychiatric Hospital
- **Rob Ambrosini, PsyD**  
Southwestern Pennsylvania Regional Threat Assessment Hub

The recovery model is uniquely well suited to understanding and preventing violence – not because of recovery’s link to living with mental illness, but because of recovery’s emphasis on understanding and working with the whole person and family. Schools and communities are increasingly using threat assessment as a tool to understand and manage violence risk. Done properly, the multidisciplinary threat assessment approach is person centered, recovery oriented, and protective of the rights of the student while attending seriously to the need to prevent targeted violence.

This presentation will explore – and hopefully – demystify threat assessment and how it is used to prevent school violence. Threat assessment is an increasingly common tool being used by schools to evaluate threats and one actively promoted by the Pennsylvania Safe2Say program. Similar models have been broadly endorsed by mental health advocacy groups along with law enforcement professionals. Identifying untreated or undertreated mental illness and providing linkage for effective services is an important part of the process, but only one element of the process. Threat assessment provides an opportunity to build multidisciplinary plans to support students at risk for violence.

This presentation will explore these topics, using illustrative case examples, and, if done live, polling for interaction with the audience in addition to Q&A. Ethics, risks, and limitations of threat assessment will be addressed as well.

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

1. Define multidisciplinary threat assessment
2. Identify concerning behavior or speech that may indicate violence risk
3. Discuss limits, risks, and benefits of threat assessment

#### **B. Workshop Title: Having the Conversation: Strategies for Effective Communication with Adolescents about their Social Media Use**

- **Candice Biernesser, PhD, LCSW**  
Postdoctoral Scholar, Department of Psychiatry, University of Pittsburgh

This presentation will aim to aid parents, teachers, and clinicians in navigating conversations about social media use and monitoring with adolescents through providing updated information on social media trends and their impact on adolescent suicidal risk and effective strategies for monitoring at-risk adolescents.

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

1. Discuss the most up-to-date literature investigating the influence of social media use on adolescent suicide risk
2. Identify newer trends in social media use and their impact on risk behaviors
3. Recognize strategies for social media monitoring that have the strongest evidence base for reducing risk among vulnerable youth

**C. Workshop Title: Dialectical Behavior Therapy (DBT) in Schools**

- **Carla D. Chugani, PhD, LPC**

Assistant Professor of Pediatrics, Psychiatry, and Clinical and Translational Science, University of Pittsburgh School of Medicine

This presentation will provide an overview of models (and their associated research) for delivering DBT in secondary and post-secondary school settings.

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

1. Describe the core components of DBT treatment
2. Recognize popular models of adapting DBT treatment for delivery in school settings
3. Describe recent advances in delivering DBT skills as universal prevention/psychoeducation in schools

**D. Workshop Title: Substance Use in Adolescents and Young Adults**

- **Antoine Douaihy, MD**

Professor of Psychiatry and Medicine, University of Pittsburgh Medical Center and University of Pittsburgh School of Medicine

- **Rebecca Miller, MD**

Assistant Professor of Psychiatry, University of Pittsburgh Medical Center and University of Pittsburgh School of Medicine

Substance use is pervasive and endemic among adolescents and young adults (AYAs). The approach to the screening, assessment, and treatment of AYAs with SUDs is similar in some respects to adults; however, developmental considerations require an approach tailored to the psychological, cognitive, legal, and social context. This workshop will discuss substance use and SUD in AYAs.

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

1. Identify the recent and emerging trends in substance use among adolescents and young adults (AYAs)
2. Discuss the screening assessment, and diagnosis processes
3. Discuss the evidence-based treatments for substance use disorders (SUDs) for AYAs

**E. Workshop Title: Safety Planning with Pre-Teens**

- **Kelsey Bero, LPC, NCC**

Behavioral Health Therapist II, STAR-Center, UPMC Western Psychiatric Hospital

This workshop will review the elements of safety planning with special consideration to the needs of the pre-adolescent population. Skill development will focus on adjustments to the assessment of suicidal ideation, introduction of safety plan, and collaborative creation of safety plan with the pre-teen. Additional discussion of how to the present safety plan to parents and caregivers will be reviewed.

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

1. Identify and use age-appropriate language to assess suicidality and introduce the concept of safety planning
2. Apply safety planning steps to collaboratively create safety plan with pre-adolescents
3. Confidently communicate safety plan components to parents and caregivers of pre-teens for effective implementation

**F. Workshop Title: Clinician Well-Being in 2022: Trading Perfection for “Good Enough”**

- **Sansea Jacobson, MD**

Child & Adolescent Psychiatrist, STAR-Center, UPMC Western Psychiatric Hospital

- **Dominique Dove, MSCP**

Behavioral Health Therapist I, STAR-Center, UPMC Western Psychiatric Hospital

The last two years left many mental health professionals languishing. This immersive, interactive session will acknowledge the consequences of unrelenting stress, disconnectedness, and frustration with telehealth and broken systems. We will define the concept of being “good enough” and explore ways to support our colleagues and ourselves differently going forward.

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

1. Describe how a “good enough” mindset can support well-being and define what “good enough” means in our current clinical/work environment
2. Describe at least one new way to cope with workplace stress in an adaptive way
3. Connect meaningfully and authentically with fellow clinicians around the experience of being a mental health professional in 2022

**GROUP #2 - 2:15-3:30 p.m. (SELECT 1 WORKSHOP FROM GROUP #2)**

**G. Workshop Title: Identifying and Managing Workplace Stress: Tips for Educators While Coping with Stress Through a Pandemic**

- **Toya Jones, EdD, LCSW, BASW**

Program Director, Assistant Professor, University of Pittsburgh School of Social Work

Educators have very challenging jobs. Never have educators faced more stress than during this current pandemic, upheaval in traditional school practices, racial turbulence, and let's not forget that you have your own lives to manage. If you are stressed, you're right on track! You may be wondering about the best ways to manage your stress as you return to school, online, or in person. This seminar is for you. We will first learn what stress is and how unproductive stress affects our brain, body, mood, and behavior. Next, we'll explore easy to use, yet effective strategies, to reduce our stress and get us back on track. Lastly, we'll discover useful tips, I like to call them "Dr. Toya's Tips" on how to customize a stress conquering plan just for you!

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

1. Identify how stress affects the brain, body, mood, and behavior
2. Discover evidence-informed strategies for identifying, managing, and preventing stress
3. Use a mobile app to manage stress through a customized plan just for you

**H. Workshop Title: Giving Children the Tools to Tame the Monster: Talking to Students About the Trauma Associated with Loss Events in Schools**

- **Mark Lepore, EdD, LPC, LCSW**

Clarion University of Pennsylvania

While being honest with children about something as frightening and upsetting as death, illness, or injury may feel callous and damaging, it is actually very important to be straightforward and truthful. This presentation will concentrate on means and methods for providing the support children need when dealing with loss events.

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

1. Recognize how grief reactions may manifest in behaviors
2. Explain how factors related to the individual child and the loss event will guide your approach
3. Identify and utilize tools (skills) that a student can use to help promote their resilience



**I. Workshop Title: Understanding and Treating Children and Adolescents with Chronic Pain and Other Somatic Symptoms**

- **Alisha Miller, PhD**  
Licensed Psychologist, Western Psychiatric Hospital
- **Kaycee Weir, PhD**  
Licensed Psychologist, Children’s Hospital of Pittsburgh

Chronic pain and other somatic symptoms are a common experience among children and adolescents and persistent pain has been linked with significant physical, social, and psychological impairment and distress. This presentation will provide an overview of chronic pain and other somatic symptoms in youth as well as discuss specific tools and strategies for working with this population.

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

1. Define chronic pain and identify common presentations of pain and other somatic symptoms
2. Identify at least three factors that may increase youth risk for developing chronic pain and other somatic symptoms
3. Describe interventions and accommodations for children and adolescents with chronic pain and other somatic symptoms

**J. Workshop Title: Mindfulness in Times of Stress, and How to Introduce it to Teens**

- **Danella Hafeman, MD, PhD**  
Assistant Professor, Department of Psychiatry, University of Pittsburgh

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

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

1. Define what mindfulness is (and what it is not)
2. Describe how mindfulness interventions can impact emotion regulation and stress response
3. Gain familiarity with mindfulness exercises that may be used in a variety of settings with teens

**K. Workshop Title: Brief Interventions for Depression in Youth: Considering Benefits and Limitations**

- **Rachel Vaughn-Coaxum, PhD**

Assistant Professor of Psychiatry, University of Pittsburgh, School of Medicine

This workshop will cover the current evidence for brief interventions for depression in youth, including skills-based cognitive behavioral treatments and alternative approaches. The presentation will include practical applications, limitations to our knowledge, and clinical considerations for use of brief interventions in different settings and with different client populations.

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

1. Identify current evidence-based brief interventions for depression symptoms in youth
2. Recognize the limitations to our knowledge on the effectiveness of certain brief interventions for youth depression
3. Identify broader clinical considerations for use of brief interventions in clinical care settings, and the role of client-level individual differences for informing clinical decision-making

**L. Workshop Title: Addressing the Mental Health Needs of Transgender and Non-Binary Youth**

- **Dana L. Rofey, PhD, FTOS**

Associate Professor, University of Pittsburgh, Department of Psychiatry, Pediatrics, Psychology

Transgender and non-binary youth (TGNB) experience disproportionate disparities such as higher rates of mental illness, multiple chronic diseases, and higher rates of disability compared to their cis-gender peers. Due to stress and discrimination that TGNB face, our youth are at increased risk for depression, anxiety, and suicidality. Studies show that approximately 50% of TGNB will contemplate suicide, with risk being much higher if rejected by their families. Clinicians need to provide a safe space to explore identity and recognize that providing gender-affirming behavioral and medical healthcare decreases these inequities.

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

1. Recognize additional questions to ask when assessing TCNB youth presenting for mental healthcare
2. Identify unique mental healthcare needs for our TCNB youth
3. Discuss evidence-based recommendations for treatment paradigms in TGNB youth experiencing co-occurring mental health disorders

All presentations are introductory to intermediate instruction level.

***For additional information regarding presenters or presentations, please go to [www.starcenter.pitt.edu](http://www.starcenter.pitt.edu), or contact Jamey Covaleski @ [covaleskijj@upmc.edu](mailto:covaleskijj@upmc.edu).***

## Psychologists



As a Jointly Accredited Organization, University of Pittsburgh is approved to offer psychology continuing education by the American Psychological Association. University of Pittsburgh maintains responsibility for this course. Psychologists completing this course receive 5.25 continuing education credits.

## Counselors



Education and Consultative Services of UPMC Western Psychiatric Hospital has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 5059. Programs that do not qualify for NBCC credit are clearly identified. UPMC Western Psychiatric Hospital is solely responsible for all aspects of this program. This program is being offered for 5.25 continuing education hours.

## Licensed/Clinical Social Workers, Licensed Professional Counselors, Licensed Marriage and Family Therapists: LSW/LCSW/LPC/LMFT

As a Jointly Accredited Organization, University of Pittsburgh is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. University of Pittsburgh maintains responsibility for this course. Social workers completing this course receive 5.0 continuing education credits.

## Other Professionals

Other professionals are awarded .525 Continuing Education Units (CEU's). One CEU is equal to 10 contact hours. **Peer Specialists:** This program fulfills requirements for Certified Peer Specialist continuing education.

## PA Educators (Act 48):

UPMC Western Psychiatric Hospital is recognized by the Pennsylvania Department of Education to offer Continuing Education Credits under the Act 48 guidelines. UPMC Western Psychiatric Hospital adheres to the Act 48 Continuing Education Guidelines. PA educators will receive 5.25 hours of Act 48 credit for completing this program.

- *Upon completion of the evaluation on the CCEHS registration site, up to two continuing education certificates per attendee will be awarded. You will be able to obtain your APA and LSW/LCSW/LPC/LMFT certificate from this site. If you need additional certificates (NCC, General CEU, Act 48), please contact Nancy Mundy at [mundnl@upmc.edu](mailto:mundnl@upmc.edu). Additional certificates beyond two are \$10.*
- *If you need both the APA and the LSW/LCSW/LPC/LMFT certificate, you should obtain the LSW/LCSW/LPC/LMFT certificate from the registration site, then contact Nancy Mundy at [mundnl@upmc.edu](mailto:mundnl@upmc.edu) for the APA certificate. You will need to pay the \$10 additional certificate fee.*
- *NBCC and General CEU certificates will come from Education and Consultative Services upon answering the questions in the evaluation regarding CE credits and an e-mail address. Please allow four- to six-weeks for this process.*
- *Act 48 continuing education credit hours will be uploaded into the PERMS system via the University of Pittsburgh Department of Education. Please include your PERMS number in the evaluation where requested. Your credit hours will be available in the PERMS system two weeks after the program.*
- *Please retain your certificate in a safe place. Replacement cost for NCC and General CEU certificates is \$30.*

## Registration Information

Please register at [2022 STAR-Center Conference: Health Equity and Youth Suicide | UPMC - Center for Continuing Education in the Health Sciences](#)

Registration deadline: April 29, 2022

Non-UPMC	\$30
UPMC/University of Pittsburgh	\$15 (with a UPMC or Pitt e-mail address)

### Tuition includes:

- \* All registration and conference materials
- \* Continuing education and credits

The registration fee includes continuing education credits. One certificate per participant. Additional certificates can be purchased for \$10 by contacting Nancy Mundy ([mundnl@upmc.edu](mailto:mundnl@upmc.edu)).

UPMC employees who would like to be sponsored by their department can request this from their manager. Please have your manager complete the form found [here](#). Participants paying through this Departmental Transfer still need to register online with the code found on the form, which will bring your conference fee to \$0 when registering, but your department will be charged. Your work e-mail address will need to be used when registering. All registrations with this code will be matched against the department transfers that are sent to us.

Full tuition must accompany registration. A \$10 administration fee will be deducted from all refunds for cancellations. All refund requests must be in writing and received in the office no later than Thursday, April 28, 2022. There will be no refunds if a cancellation occurs on the date of the event.



*We encourage participation by all individuals. If you have a disability or require special accommodations, advance notification of any special needs will help us better serve you. Please notify us of your needs at least **two weeks** in advance of the program by contacting Nancy Mundy at [mundnl@upmc.edu](mailto:mundnl@upmc.edu).*

## ***New Registration Instructions***

The UPMC Center for Continuing Education in the Health Sciences (CCEHS) learning portal is used to register, view, track, and manage all your continuing education credits.

*If, at any point these directions result in you seeing a blank page in your account, please look at your cart in the upper right-hand corner. If there is anything in there, please click on the cart to see how to proceed (and look at the directions below). Or delete what is in there and begin again. Please contact [Nancy Mundy](#) if you have difficulties after attempting the following directions.*

### **Creating an Account at [cce.upmc.com](https://cce.upmc.com)**

1. Go to <https://cce.upmc.com> in your browser or just click on the link.
2. On Login page, click on "Create Account"
3. Complete questions. Please add in your credentials as your degree (MSW, PhD, MD, etc.), and use the dropdown to identify your profession.
4. Click on "Save". Please keep track of your password or store your sign-in information.

### **Registering for a Program**

1. If you have your account set up (see #1), and you've logged in, please go to the link of the program that you've been sent, or click on the "Catalog" tab, and put the name of the program in the search bar or use the link in the page above.
2. You will be on the program page. Review the information and complete the options/choices (if any). Click on "Add to Cart". If there are no options to choose, please continue with the registration. You will see the activity in your "Pending Activities" and there is nothing else to complete until after the event.
3. You'll see the name of the payment page and the appropriate amount. Click on "Checkout"
4. Only add in a coupon code if you've been notified that there is one. Please refer to the program brochure if you need to. Coupon codes will be listed in the brochure. If there are no coupons, just please click on "Checkout"
5. Add your billing information on the next page. Please complete all required (\*) fields. Please make sure this address is connected to your credit card. Scroll to the bottom of the page and click on "Review Order"
6. Enter your payment information and click on "Continue"
7. Click on "Submit Order"
8. On the next page, click on *View Course Page*. If you go into your "Account", and then "Courses", you'll see this listed in your "Pending Activities".
9. You'll have to return to your "Pending Activities" once the program has occurred to finish the process and obtain your CE credits/certificate.

### **Securing your CE Credits**

It's important to note here that you can secure your CE credits on this system for the following: APA, LSW/LCSW/LPC/LMFT, Attendance. All other CE credits/certificates (NCC, General CEU, CADC/CCDP, Act 48) will be sent to you via e-mail from a staff member at Education and Consultative Services four to six weeks after the event, once you've completed the information requested.

1. Please log in to <https://cce.upmc.com>, click on "My Account", and then "Courses" and then "Pending Activities".
2. Click on the course that's listed.
3. The next page will come up with a purple box "Register/Complete Course". Please click on that.
4. On the left, see "Course Progress"
5. Please click on "Complete Course Evaluation" and then "Submit" when completed.
6. Return to "Course Progress" and click in the circle for "Credit" and "Certificate"
7. You'll see a download link on the current page, or you can return to your "Account" and "Courses" and then "Completed Activities" to secure your certificate.