

## SCHEDULE • ROWLAND HALL, ROOM 340A



# 18TH ANNUAL SUPERVISOR TRAINING DAY

FRIDAY,  
OCTOBER 4, 2019

SCHOOL OF PROFESSIONAL  
& APPLIED PSYCHOLOGY

PHILADELPHIA  
COLLEGE OF  
OSTEOPATHIC  
MEDICINE™

**8:00 – 9:45 A.M.**  
REGISTRATION, CONTINENTAL BREAKFAST,  
AND WELCOME

**SESSION I: 8:45 A.M. – 10:45 A.M.**  
**ROBERT L. LEAHY, PH.D.**  
Clinical Professor of Psychology, Department of  
Psychiatry, Weill Cornell Medical College and Director of  
the American Institute for Cognitive Therapy, New York, NY

**EMOTIONAL SCHEMA THERAPY: COPING  
WITH DIFFICULT EMOTIONS**  
Everyone experiences unpleasant emotions, but not everyone develops GAD, PTSD, Major Depression or a psychological disorder. Emotional Schema Therapy is an integrative, social cognitive model that proposes that problems arise as a result of evaluations, interpretations, and predictions about emotional experience that result in problematic coping strategies. For example, an adaptive interpretation of sadness and anger after a breakup would include normalizing the emotion, viewing the emotion as temporary, relating the emotion to values of intimacy, and validating one's own experience. However, our research shows that depression, anxiety, worry, rumination, avoidance, and indecisiveness are the result of viewing one's emotions as lasting indefinitely, out of control, abnormal, shameful, incomprehensible and unacceptable. These beliefs result in unhelpful emotion regulation strategies that perpetuate the negative beliefs about one's emotions. In this workshop we will cover the fundamental Emotional Schema Therapy Model, techniques and conceptualizations that address the major dysfunctional emotional schemas, experiential and cognitive techniques to cope with emotional experience, and methods to enhance emotional enrichment, differentiation and emotional intelligence. This will include discussion of Emotional Perfectionism, Existential Perfectionism, "Pure Mind", Intolerance of Ambivalence, Constructive Discomfort, Successful Imperfection, and Personal Empowerment. In addition, we will discuss how an Emotional Schema conceptualization can assist in understanding how emotional socialization, current beliefs about emotion, and current unhelpful strategies often limit the individual in developing a fully enriched life. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

**EDUCATIONAL OBJECTIVES**  
Based on the presentation, the participants will be able to:

1. Identify the client's emotional schemas and unhelpful emotion regulation strategies.
2. Develop a case conceptualization based on the Emotional Schema Model
3. Describe cognitive, behavioral, and experiential techniques to develop an enrichment and tolerance of emotional experience.

**SUGGESTED READINGS**  
Khaleghi, M., Leahy, R.L., Akbari, E., Mohammadkhani, S., Hassani, J., & Tayyebi, A. (2017). Emotional schema therapy for generalized anxiety disorder: A single subject design. *International Journal of Cognitive Therapy, 10(4)*, 269-282.

Leahy, R. L., Wupperman, P., Edwards, E., Shivaji, S., & Molina, N. (2019). Metacognition and emotional schemas: Effects on depression and anxiety. *International Journal of Cognitive Therapy, 12(1)*, 25-37.

Westphal, M., Leahy, R. L., Pala, A. & Wupperman, P. (2016). Self-compassion and emotional invalidation mediate the effects of parental indifference on psychopathology. *Psychiatry Research, 242*, 186-191.

### ADDITIONAL READINGS

Leahy, R.L. (2018) *Emotional schema therapy: Distinctive features*. London: Routledge.

Leahy, R.L. (2018) *The jealousy cure: Learn to trust, overcome possessiveness, and save your relationship*. Oakland, CA: New Harbinger.

Leahy, R.L. (2017). *Cognitive therapy techniques: Second edition*. New York: Guilford.

Leahy, R.L. (2015). *Emotional schema therapy*. New York: Guilford.

**ABOUT THE PRESENTER**  
Robert L. Leahy received his B.A., M.S., and Ph.D. from Yale University, and has authored and edited 27 books on cognitive therapy and psychological processes. Dr. Leahy is the Past President of the Association for Behavioral and Cognitive Therapy (ABCT), Past President of the International Association for Cognitive Psychotherapy, Past President of the Academy of Cognitive Therapy and Clinical Professor of Psychology in Psychiatry at Weill Cornell Medical School. His books have been translated into 21 languages. He has been featured in print and televised media worldwide and is a frequent keynote speaker and workshop leader in conferences throughout the world. Dr. Leahy is the Honorary Lifetime President, New York City Cognitive Behavioral Therapy Association and Distinguished Founding Fellow, and Diplomate of the Academy of Cognitive Therapy. Dr. Leahy is the Associate Editor of the International Journal of Cognitive Therapy. He received the Aaron T. Beck Award for Outstanding Contributions in Cognitive Behavioral Therapy.

**Target Audience: Doctoral Level Psychologists  
and Other Mental Health Professionals**  
**Level of Instruction: Intermediate**  
**Number of CE Credits Offered: 2 CE credits**  
**Cost: Free**

**10:45 A.M. - 11:00 A.M. BREAK**

**SESSION II: 11:00 A.M. – 12:00 P.M.**  
**TERRI A. ERBACHER, PH.D.**  
Clinical Associate Professor, PCOM

**NUANCES OF SUICIDE RISK ASSESSMENT:  
TIPS AND TRICKS FOR VALIDITY IN A  
TECHNOLOGY WORLD**

Suicide is the second leading cause of death for those ages 15-24 years and risk becomes even greater in middle age. Over 47,000 individuals die by suicide each year, yet working with suicidal clients often presents as both a professional challenge and a personal fear. The ability to conduct an informed suicide risk assessment is a vital skill for clinicians. This session will focus on how to ensure validity in suicide risk assessments as well as the role of technology and social media. Participants will leave this workshop with many specific tips and strategies and skills that can be implemented immediately. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

1. Describe validity techniques to ensure valid risk assessments
2. Identify the relationship of suicide with technology and social media
3. Describe how to effectively query clients about the role of technology and social media as it pertains to suicide risk

### SUGGESTED READINGS

Berman, A. L., & Silverman, M.M. (2014). Suicide risk assessment and risk formulation part II: Determination of levels of risk. *Suicide and Life-Threatening Behavior, 44(4)*, 432-443. doi:10.1111/sltb.12067

Erbacher, T. A., & Singer, J.B. (2018). Suicide risk monitoring: The missing piece in suicide risk assessment. *Contemporary School Psychology, 22*, 186-194. doi:10.1007/s40688-017-0164-8

Ribeiro, J. D., Bodell, L. P., Hames, J. L., Hagan, C. R., & Joiner, T. E. (2013). An empirically based approach to the assessment and management of suicidal behavior. *Journal of Psychotherapy Integration, 23(3)*, 207-221. doi:10.1037/a0031416

### ADDITIONAL READINGS

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention and postvention*. New York, NY: Routledge.

Shea, S. C. (2002). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Lexington, KY: Mental Health Presses.

### ABOUT THE PRESENTER

Terri A. Erbacher, Ph.D. has been a school psychologist with the Delaware County Intermediate Unit since 1999 and a Clinical Associate Professor at Philadelphia College of Osteopathic Medicine since 2007, where she teaches courses in crisis management, suicide risk, and threat assessment. She has written extensively on these topics in book chapters, journal articles, and newsletters, and is a health contributor for Philly.com. Dr. Erbacher has given over 100 presentations to schools, parents, police, and community organizations, has been a frequent guest expert in the media, including NPR and 6ABC, and often consults and responds to local school districts in the aftermath of a critical incident. Among many board roles, Dr. Erbacher is past President for the Philadelphia Chapter of the American Foundation for Suicide Prevention and currently serves as the Crisis Committee Chairperson for the Association of School Psychologists of Pennsylvania. She is the lead author of the important and innovative text *Suicide in Schools* released in 2015. She has received multiple awards for her service to the community, including being named Pennsylvania's School Psychologist of the Year.

**Target Audience: Doctoral Level Psychologists  
and Other Mental Health Professionals**  
**Level of Instruction: Intermediate**

**Number of CE Credits Offered: 1 CE credit**

\* Note: This session meets criteria for Pennsylvania Act 74 licensure requirements.

**Cost: Free**

**LUNCH 12:00 P.M. – 1:15 P.M.**

**SESSION III: 1:15 P.M. – 4:30 P.M.**  
**SAMUEL KNAPP, ED.D., ABPP**

**THE SUPERVISOR'S ROLE IN ENHANCING  
PROFESSIONAL DEVELOPMENT: ETHICAL  
AND PROFESSIONAL ISSUES**

One of the major goals of graduate education is to install "professionalism" among trainees, which has been defined as the ability to self-monitor and improve. This workshop will ask participants to consider how they can help supervisees acquire and promote the habits and decision-making skills necessary to self-monitor and improve. This means a habit of "mindful practice" and a decision-making format that recognizes the possibility of cognitive biases and emotion-based distortions.

Participants will be asked to consider how they can help supervisees reflect on their values, monitor themselves,



structure their environments, and develop the self-reflective attitudes necessary to perform well in their careers. Some of the topics to be considered are the role of ethical principles in guiding behavior, the importance of role consensus, the possibility of implicit biases, the emotional well-being of the supervisees, the role of shame/guilt in the supervisor/ supervisee relationship, the possibility of an "underground curriculum," activities that increase self-awareness, ways to self-monitor one's behavior, and common problems that can occur in supervision. The presenter will use the clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

There will be participant interaction.

### EDUCATIONAL OBJECTIVES

Based on the presentation, the participants will be able to:

1. Identify factors related to professional development as a psychologist;
2. Describe ways to improve supervisee competence;
3. Describe the importance of self-reflection and self-monitoring as ethical values and activities;
4. List strategies designed to encourage self-reflection among supervisees.

### SUGGESTED READINGS

Epstein, R. M., & Hudert, E. M., (2002). Defining and assessing professional competence. *Journal of the American Medical Association*, 287, 226-235.

Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2017). Enhancing professionalism through self-reflection. *Professional Psychology: Research and Practice*, 48, 167-174.

Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2017). Self-awareness questions for effective psychotherapists: Helping good psychotherapists become even better. *Practice Innovations*, 2, 163-172.

Knapp, S., Gottlieb, M. C., & Handelsman, M. M. (2018). Ethics education: A positive approach. *Training and Education in Psychology*, 12, 196-202.

Thomas, J. T. (2007). Informed consent through contracting for supervision: Minimizing risks, enhancing benefits. *Professional Psychology: Research and Practice*, 38, 221-231.

Wilkinson, T., Wade, W., & Knock, D. (2009). A blueprint to assess professionalism: Results of a systemic survey. *Academic Medicine*, 84, 551-558.

### ABOUT THE PRESENTERS

Samuel Knapp is a Diplomate of the American Board of Professional Psychology (Counseling Psychology). He has been the Director of Professional Affairs for the Pennsylvania Psychological Association since 1987. In that role he advises psychologists on ethical and professional

issues, writes articles for the Pennsylvania Psychologist, advocates for professional psychologists with state and federal legislatures and agencies, and offers presentations on professional issues. He is also an adjunct professor of psychology at the Philadelphia College of Osteopathic Medicine and Lehigh University.

Dr. Knapp has written or edited 16 books, almost 100 peer reviewed articles, and has made more than 400 professional presentations mostly in the areas of ethics and professional issues. He is the author of the textbook, *Practical Ethics for Psychologists: A Positive Approach* and was editor of the *APA Handbook of Ethics in Psychology*. Dr. Knapp is part of the community of scholars and practitioner calling for "positive ethics," or a perspective that focuses on the role of overarching ethical theories to guide the work of psychologists. In addition, Dr. Knapp is the author of a forthcoming book on suicide prevention, to be published by the American Psychological Association.

### Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals

#### Level of Instruction: Intermediate

#### Number of CE Credits Offered: 3 CE Credits

\* Note: This workshop fulfills the requirement of the Pennsylvania State Board of Psychology that every post-doctoral supervisor after December 15, 2015 must have a course in supervision.

This workshop fulfills the ethics requirement of the Pennsylvania State Board of Psychology

Cost: Free

### CRITERIA FOR EARNING CE

For those attending the entire day-long program, morning-sessions (2 hours and 1 hour, respectively) and afternoon-session (3 hours), you must sign into each session, attend each session in its entirety and complete and submit the evaluation at the conclusion of each session to be awarded a total of six (6) Continuing Education credits. For those unable to attend the entire day program, to earn Continuing Education credits for a session, each participant must sign in, attend the entire session, and submit a completed evaluation form to staff at the conclusion of the session. Partial credits for any given session are not available.



**PSYCHOLOGISTS** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content.



**CERTIFIED COUNSELORS** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology, has been approved by NBCC as an Approved Continuing Education Provider, ACEPP No. 5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine is solely responsible for all aspects of the programs.

**SOCIAL WORKERS** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Philadelphia

College of Osteopathic Medicine, School of Professional and Applied Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts Psychology continuing education hours/credits for social workers. However, social workers are responsible for checking with their Board.

Unless otherwise specified in the program promotional materials, there is no commercial support interest to the sponsor, instructors, content of instruction or any other relationship that could be construed as a conflict of interest. Unless otherwise noted in the promotional materials, all of the Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology CE programs have a cost for attendance. For any program for which a fee is charged, there is a Refund/Cancellation Policy.

For any program that has a fee attached, Philadelphia College of Osteopathic Medicine, School of Professional & Applied Psychology requires that notification be made not later than three business days before the day of the program. If a cancellation is made three or more business days prior to the event a full refund will be paid. For cancellations made less than three days prior to the event a credit to attend a future CE program will be issued.

Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed, Coordinator of School Psychology Programs and Continuing

### REGISTRATION

All PCOM clinical supervisors and faculty are invited to attend. Please pass on this invitation to others at your agency who directly supervise our students in approved practicums/externships or internships.

Please submit your registration online no later than September 25, 2019 by visiting

[https://www.surveymonkey.com/r/SupervisorTrainingDay\\_2019](https://www.surveymonkey.com/r/SupervisorTrainingDay_2019)

### If you have any questions about your registration, refund/cancellation policy or other, please contact:

Katie Garson, M.S.Ed.  
PCOM School of Professional and Applied Psychology  
Rowland Hall, Suite 513  
4190 City Avenue  
Philadelphia, PA 19131  
Email: [katiega@pcom.edu](mailto:katiega@pcom.edu)  
Phone: 215-871-6463

### DIRECTIONS TO PCOM:

#### From New York, New Jersey or New England

- Take the New Jersey Turnpike South to the PA Turnpike Exit 6.
- Continue into Pennsylvania onto RT 276 W. Exit onto RT 476 S.
- Continue on 476 S to I-76 East at Conshohocken.
- Take I-76 East to the City Avenue Exit (U.S. Route 1 South).
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).

#### From Washington, D.C., Baltimore or Maryland

- Take Interstate 95 North to Philadelphia. In Delaware, take 495-Philadelphia/Port of Wilmington (this by-pass will turn back into I-95).
- Look for signs to I-76 West to Philadelphia - Valley Forge.
- Take I-76 (follow signs to Valley Forge) at St. Joseph's University sign - stay in left lane and look for Exit City Avenue, Route 1 South.
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).

#### From Philadelphia International Airport

- Take Interstate 95 North.
- Look for signs to I-76 West to Philadelphia - Valley Forge.
- I-76 (follow signs to Valley Forge) at St. Joseph's University sign - stay in left lane and look for Exit City Avenue, Route 1 South.
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).

#### From the West

- Drive east on the PA Turnpike to Exit #326 (King of Prussia/Valley Forge).
- After the toll booth, follow signs for Philadelphia, I-76 East.
- Take I-76 East to the City Avenue Exit (U.S. Route 1 South).
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).

#### From Scranton/Wilkes-Barre

- Take the Northeast Extension RT 476 S.
- Continue on I-476 S through the tolls. Take I-76 E at Conshohocken.
- Take I-76 East to the City Avenue Exit (U.S. Route 1 South).
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).

#### From Northern Suburbs/Route 1

- Take US-1 S/E Roosevelt Blvd.
- Merge onto US-1 S/City Ave E via Exit 339 on the left.
- Take City Avenue South two blocks to Monument Road.
- Make a left onto Monument Road, PCOM's entrance is on right. Follow signs to parking garage (flat fee \$5).