

PHILADELPHIA COLLEGE OF
OSTEOPATHIC MEDICINE

SCHOOL OF PROFESSIONAL
AND APPLIED PSYCHOLOGY

2019-2020 ROVINSKY FAMILY LECTURESHIP SERIES

Philadelphia College of Osteopathic Medicine,
School of Professional & Applied Psychology
appreciates and is honored to recognize major
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the Rovinsky Family Lectureship.



PHILADELPHIA COLLEGE OF
OSTEOPATHIC MEDICINE
ROWLAND HALL - 424
4190 CITY AVENUE
6:00 TO 8:00 P.M.

SCHOOL OF PROFESSIONAL AND APPLIED PSYCHOLOGY

2019-2020 ROVINSKY FAMILY LECTURESHIP SERIES

Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology cordially invites you to attend our Rovinsky Family Lectureship to learn about current critical issues in clinical practice. Our speakers are experts within the fields of psychology and mental health and provide training for psychologists, social workers, counselors, psychiatrists, and healthcare providers.

Location: Philadelphia College of Osteopathic Medicine
Rowland Hall - 424, 4190 City Avenue

Time: 6:00 to 8:00 p.m.
Light refreshments will be served.

SEPTEMBER 13, 2019

George McCloskey, Ph.D.
Professor, School of Professional & Applied Psychology
Director of School Psychology Research
Philadelphia College of Osteopathic Medicine

"Intelligence and Executive Functions: What's the Difference?"

This presentation will compare and contrast the psychological constructs of intelligence and executive functions and explore how schools of thought have evolved over a period of nearly one hundred years. Methods used to assess intelligence and executive functions will be discussed with an emphasis on the extent to which assessment of the two constructs does, or does not, overlap. The construct of intelligence has a long history in psychology and psychometrics. Many theories have shaped operational definitions of intelligence and related attempts to measure it; the question of what is being measured with tests of intelligence remains a topic of debate. So too with the construct of executive functions. When definitions and related measures of intelligence are examined alongside definitions and

related measures of executive function, clinicians can gain greater insight into how these two constructs interrelate. Although the constructs and measures share many features, important distinctions can be made and used to guide interpretation of test performance and recommendations for linking assessment to appropriate evidence-based intervention. 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. Compare and contrast the psychological constructs of executive functions and intelligence
2. Describe how executive function difficulties can impact performance on tests of intelligence
3. Explain the seeming paradox of high scores on intelligence tests coupled with the inability to demonstrate competency in academic and work settings.
4. Describe assessment methods that can identify executive function deficits in relation to other cognitive abilities and academic achievement.

Target Audience:

Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Advanced

Number of CE Hours/Credits: 2.0

Cost: \$30

About the Speaker:

Dr. McCloskey, earned his Ph.D. in School Psychology from The Pennsylvania State University. He is a professor and Director of School Psychology Research in the School of Professional and Applied Psychology of the Philadelphia College of Osteopathic Medicine and holds Diplomate status with the American Academy of Pediatric Neuropsychology. Dr. McCloskey has amassed 35 years of experience in test development, teaching, research and assessment and intervention work with a wide range of clients and has developed a comprehensive model of executive capacities that can be used to assess strengths and deficits and guide efforts to foster growth and intervene with difficulties. He is the lead author of the books *Assessment and Intervention for Executive Function Difficulties* and *Essentials of Executive Functions Assessment* and his most recent

writing on interventions for executive function and executive skills difficulties appears in Chapter 10 of the book *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. He also is the author of the *McCloskey Executive Functions Scales (MEFS)* that are being standardized and published with Schoolhouse Educational Services. Dr. McCloskey also has been involved in test development and publishing activities for more than 30 years. He directed the development of the WISC-IV Integrated and was a Senior Research Director and the Clinical Advisor to the Wechsler Test Development Group for The Psychological Corporation (now part of Pearson) and Associate Director of Test Development for AGS (now Pearson). He has authored chapters on neuropsychological approaches to test interpretation in multiple sources including *Essentials of WAIS-IV Assessment*, *Contemporary Intellectual Assessment*, *Intelligent Testing with the WISC-V* and *Essentials of WISC-V Assessment*.

Suggested Readings:

Duggan, E. C., & Garcia-Barrera, M. A. (2015). Executive functioning and intelligence. In S. Goldstein, D. Princiotta, & J. A. Naglieri (Eds.), *Handbook of intelligence: Evolutionary theory, historical perspective, and current concepts* (pp. 435-458). New York, NY, US: Springer Science + Business Media. doi. org/10.1007/978-1-4939-1562-0_27

Engelhardt, P. E., Nigg, J. T., & Ferreira, F. (2017). Executive function and intelligence in the resolution of temporary syntactic ambiguity: An individual differences investigation. *The Quarterly Journal of Experimental Psychology*, 70(7), 1263-1281.

Friedman, N. P., & Miyake, A. (2017). Unity and diversity of executive functions: Individual differences as a window on cognitive structure. *Cortex*, 86, 186-204.

García-Madruga, J. A., Gómez-Veiga, I., & Vila, J. Ó. (2016). Executive functions and the improvement of thinking abilities: The intervention in reading comprehension. *Frontiers in Psychology*, 7, 58.

Makris, N., Tachmatzidis, D., Demetriou, A., & Spanoudis, G. (2017). Mapping the evolving core of intelligence: Changing relations between executive control, reasoning, language, and awareness. *Intelligence*, 62, 12-30.

Rey-Mermet, A., Gade, M., Souza, A., von Bastian, C., & Oberauer, K. (in press). Is executive control related to working memory capacity and fluid intelligence?. *Journal of Experimental Psychology: General*.

OCTOBER 18, 2019

Meredith Weber, PhD, NCSP

Associate Professor

Director of Clinical Training, School Psychology Programs

School of Professional & Applied Psychology

Philadelphia College of Osteopathic Medicine

“Trauma in children and youth and trauma informed care.”

In the last several years there has been growing acknowledgement among professionals across several disciplines that childhood trauma and stress can significantly affect not only many aspects of child development, but can also impact adult medical and mental health. Childhood trauma and stress have truly become an issue of public health. Professionals who work with children are expected to possess an understanding of trauma-informed care and an understanding of childhood traumatic stress and resilience. This workshop will cover the behavioral, emotional, and educational implications for children and families who have been exposed to significant stressors. We will discuss a broad range of potential stressors and what the professionals and institutions that serve them can do to become strength based and trauma-informed. 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 the concept of trauma and the broad range of what constitutes childhood trauma.
2. Discuss and anticipate the possible effects of childhood trauma.
3. Describe how to understand child and adolescent behavior through a trauma-informed lens.
4. Assess whether or not schools and other child-serving institutions are using trauma-informed practices.

Target Audience:

Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits: 2.0

Cost: \$30

About the Speaker:

Meredith Weber, Ph.D., NCSP, is a licensed psychologist and certified school psychologist. She is an Associate Professor and the Director of Clinical Training of the School Psychology Program at PCOM. Dr. Weber earned her B.A. from Cornell University and her doctoral degree from the APA-accredited graduate program in school psychology at Temple University, where she also later joined the faculty of the College of Education and served as program coordinator and director of clinical training for the graduate programs in school psychology. She completed her post-doctoral fellowship in child trauma at the CARES Institute of UMDNJ's School of Osteopathic Medicine evaluating and treating child trauma, as well as performing forensic evaluations of child sexual abuse. She has worked as a supervising psychologist at Joseph J. Peters Institute (JJPI) in Philadelphia with child, adolescent and adult survivors of child sexual abuse, as well as with youth with sexual behavior problems. Dr. Weber has worked with children, adolescents and families in various community mental health settings and co-authored the book *Disruptive Behavior Disorders in Children* (Momentum Press, 2017). She presents nationally, consults and lectures on child trauma and recovery, Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), treating children with sexual behavior problems, and working with children and adolescents with challenging behaviors.

Suggested Readings:

Center on the Developing Child at Harvard University. (2012). *The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain* (Working Paper 12). Retrieved from www.developingchild.harvard.edu

Chaffin, M., Hanson, R., Saunders, B. E., Nichols, T., Barnett, D., Zeanah, C., Miller-Perrin, C. (2006). Report of the APSAC task force on attachment therapy, reactive attachment disorder, and attachment problems. *Child Maltreatment*, 11(1), 76-89.

Harris, Y. (2018). Chapter 2: The impact of community violence exposure on the developmental outcomes of young children of color. In J. Szente (Ed.) *Assisting young children caught in disasters: Multidisciplinary perspectives and interventions* (pp. 9-24). Cham, Switzerland: Springer.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health*, 29(1)1-16.

National Scientific Council on the Developing Child (2005). *Excessive stress disrupts the architecture of the developing brain* (Working Paper No. 3). Retrieved from www.developingchild.harvard.edu

National Scientific Council on the Developing Child (2010). *Persistent fear and anxiety can affect young children's learning and development* (Working Paper No. 9). Retrieved from www.developingchild.harvard.edu

Saar, M. S., Epstein, R., Rosenthal, L., & Vafa, Y. (2014). The sexual abuse to prison pipeline: The girl's story. Retrieved from: www.law.georgetown.edu/go/poverty

NOVEMBER 1, 2019

Kelly R. Wayne, PsyD

Nationally Certified School Psychologist

Red Clay Consolidated School District

"Effective Counseling Interventions for Supporting Trauma Impacted Students"

This presentation describes the negative impact exposure to trauma has on children and adolescents' cognitive functioning, academic achievement, interpersonal relationships, and emotional and behavioral regulation in a school setting. Research has identified components of cognitive behavior therapy and dialectical behavior therapy to be effective interventions when working with individuals with a history of trauma. Participants will analyze the core components of evidence-based practices appropriate for trauma-impacted students and their application to school-based supports. Additionally, participants will discuss the importance of identifying risk and resiliency factors when putting in place trauma-informed interventions. Finally, participants will be able to describe how to integrate principles and strategies in connection to cognitive behavior therapy and dialectical behavior therapy when developing case conceptualizations, crafting behavior support plans and planning both group and individual school-based counseling sessions for students who have been exposed to trauma. 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 the impact exposure to trauma has on school-aged children and adolescents' cognitive functioning, academic achievement, interpersonal relationships, and emotional and behavioral regulation.
2. List the core components of evidence-based practices appropriate for trauma impacted students and their application to school-based counseling and supports.
3. Discuss the importance of identifying risk and resiliency factors when implementing trauma-informed interventions.
4. Describe how to integrate principles and strategies related to cognitive behavior therapy and dialectical behavior

therapy when developing case conceptualizations, creating behavior support plans, as well as planning group and individual school-based counseling sessions for students exposed to trauma.

Target Audience:

Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits: 2.0

Cost: \$30

About the Speaker:

Dr. Kelly Wayne is a Nationally Certified School Psychologist. Her work supports high school students in the Red Clay Consolidated School District (Wilmington, Delaware). She has expertise in empirically-based interventions for helping students whose lives have been adversely impacted by trauma. She received her Psy.D. in School Psychology from Philadelphia College of Osteopathic Medicine. Her dissertation, "Using Dialectical Behavior Therapy to Improve School Performance of High School Students" explored the impact of teaching principles and strategies associated with Dialectical Behavior Therapy to students and teachers.

Suggested Readings:

E. Rossen & R. Hull (Eds.), (2013). *Supporting and educating traumatized students: A guide for school-based professionals*. New York, NY: Oxford University Press.

Lang, C. M., Edwards, A. J., Mittler, M. A., & Bonavitacola, L. (2018). Dialectical behavior therapy with prolonged exposure for adolescents: Rationale and review of the research. *Cognitive and Behavioral Practice*, 25(3), 416–426.

Lucio, R., & Nelson, T. L. (2016). Effective practices in the treatment of trauma in children and adolescents: From guidelines to organizational practices. *Journal of Evidence-Informed Social Work*, 13(5), 469–478.

Mazza, J. J., Dexter-Mazza, E. T., Miller, A. L., Rathus, J. H., & Murphy, H. E. (2016). *DBT skills in schools: Skills training for emotional problem solving for adolescents (DBT STEPS-A)*. New York, NY: Guilford Press.

Reinbergs, E. J., & Fefer, S. A. (2018). Addressing trauma in schools: Multitiered service delivery options for practitioners. *Psychology in the Schools*, 55(3), 250–263.

Santiago, C. D., Raviv, T., Ros, A. M., Brewer, S. K., Distel, L. M. L., Torres, S. A., Langley, A. K. (2018). Implementing the Bounce Back trauma intervention in urban elementary schools: A real-world replication trial. *School Psychology Quarterly*, 33(1), 1–9.

Wycoff, K. & Franzese, B. (2019) *Essentials of trauma-informed assessment and intervention in school and community settings*. Toronto, Ontario: John Wiley & Sons, Inc.

Yoon, S., Steigerwald, S., Holmes, M. R., & Perzynski, A. T. (2016). Children's exposure to violence: The underlying effect of posttraumatic stress symptoms on behavior problems. *Journal of Traumatic Stress*, 29(1), 72–79.

DECEMBER 6, 2019

Eehwa Ung, Ph.D.

Assistant Professor, Department of Clinical Psychology

School of Professional & Applied Psychology

Philadelphia College of Osteopathic Medicine

"Psychosis: Therapeutic Engagement with Individuals and Their Families"

Individuals with psychosis often are very distressed by their experiences; their family members watch helplessly and wonder about how to best support their loved one. This presentation will discuss the genetic and biopsychosocial risk factors that contribute to the development, progression, and lived experience of psychosis. Due to the importance of involving family in the person's treatment, the experience and engagement of family members will also be discussed. Based on the information about psychosis, discussions and examples will address how to therapeutically engage with the individual and their family in a way that destigmatizes their experiences, provides support during this period, and empowers and instills hope towards recovery. Examples in this presentation will cover various contexts of therapeutic engagement, such as, providing treatment recommendations and feedback to someone who is receptive versus not receptive to the information; resources for their parents, siblings, partner, children, and other family members on how to best support their loved one; and creating space to process the experience of psychosis. 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 the risk factors that contribute to the development of psychosis.
2. Discuss the importance of involving families in the treatment of psychosis.
3. Identify elements of therapeutic engagement that destigmatize, validate, empower and instill hope for the individual with psychosis and their family.

About the Speaker:

Eehwa Ung, Ph.D. is a licensed psychologist with a passion for early detection and intervention of psychosis. She aims to improve the implementation and access of assessment and evidence-based treatment for those struggling with psychosis and severe mental illness. Dr. Ung strives to understand how community resources, access to care, treatment, and client advocacy can help to address systemic and societal issues related to mental health care. She is trained in recovery, person-centered, and strength-based models. Her clinical work involves conducting psychosis-specific assessments and providing evidence-based treatment, such as CBT, for psychosis and severe mental illness in community mental health clinics, university medical centers, inpatient hospitals, and schools. She has given presentations to graduate students, inpatient hospital staff, and at community outreach events. The presenter will use clinical and empirical literature as well as knowledge in this area to inform guidelines for best practice.

Suggested Readings:

- Cechnicki, A., Bielaska, A., Hanuszkiewicz, I., & Daren, A. (2013). The predictive validity of Expression Emotions (EE) in schizophrenia. A 20-year prospective study. *Journal of Psychiatric Research*, 47(2), 208-214. doi:10.1016/j.psychires.2012.10.004
- Fusar-Poli, P., Tantardini, M., De Simone, S., Ramella-Cravaro, V., Oliver, D., Kingdon, J., McGuire, P. (2017). Deconstructing vulnerability for psychosis: Meta-analysis of environmental risk factors for psychosis in subjects at ultra high-risk. *European Psychiatry*, 40, 64-75. doi: 10.1016/j.eurpsy.2016.09.003
- McFarlane, W.R. (2016). Family interventions for Schizophrenia and the psychoses: A review. *Family Process*, 55(3), 460-482. doi: 10.1111/famp.12235
- Miklowitz, D.J., O'Brien, M.O., Schlosser, D.A., Addington, J., Candan, K.A., Marshall, C., Friedman-Yakoobian, M. (2014). Family-focused treatment for adolescents and young adults at high risk for psychosis: Results of a randomized trial. *Journal of American Academy of Child and Adolescent Psychiatry*, 53(8), 848-858. doi: 10.1016/j.jaac.2014.04.020
- Mueser, K.T., Penn, D.L., Addington, J., Brunette, M.F., Gingerich, S., Glynn, S.M., Kane, J.M. (2015). The NAVIGATE program for first-episode psychosis: Rationale, overview, and description of psychosocial components. *Psychiatric Services in Advance*, 66(7), 680-690. doi: 10.1176/appi.ps.201400413

APRIL 17, 2020

Scott Glassman, Psy.D.

Clinical Assistant Professor

Associate Director, MS Program in Mental Health Counseling

School of Professional & Applied Psychology

“Integrating Motivational Interviewing and CBT”

Motivational Interviewing (MI) and Cognitive-Behavioral Therapy (CBT) are evidence-based practices that can complement one another in maximizing the effectiveness of treatment and accelerating the change process. Designed for clinicians with some previous exposure to MI, this 2-hour training reviews the core components of MI (spirit, method, and 4 processes) and explores how MI can enhance common components of CBT, including alliance building, treatment engagement, agenda setting, Socratic questioning, cognitive restructuring, in-session skill development, and homework participation. Participants will understand how MI's emphasis on change talk, its relational competencies of partnership, autonomy, support, and empathy, and its technical use of open questions, reflections, affirmations, and summaries map directly onto CBT processes. CBT tasks both in early and later sessions will be viewed through the MI lens of the 4 processes of the change conversation: engaging, focusing, evoking, and planning. The presenter will use 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 MI spirit in initial sessions when educating clients about CBT, describing confidentiality, gathering information on goals and values, and setting an agenda.
2. Explain the process of Elicit-Provide-Elicit across phase and tasks of CBT and give examples for several different applications (e.g., session focused, homework planning, rationale review).
3. Apply reflective listening, affirmation and open questions to Socratic questioning.
4. Describe how MI is integrated with discussions about self-monitoring and homework development, including the use of “blended EPE” which incorporates client's perceived importance and helpfulness.

Target Audience:

Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits: 2.0

Cost: \$30

About the Speaker:

Scott Glassman, Psy.D. is a licensed Psychologist in Pennsylvania, Clinical Assistant Professor, and Associate Director of the MS Program in Mental Health Counseling at the Philadelphia College of Osteopathic Medicine. He earned his B.A. in Psychology and MS.Ed. in Psychological Services from the University of Pennsylvania, and received his Psy.D. in Clinical Psychology from the Philadelphia College of Osteopathic Medicine. Dr. Glassman directs grant-funded wellness initiatives in PCOM's primary care centers where he also trains students, faculty, and staff in Motivational Interviewing. His positive psychology group program A Happier You was featured on National Public Radio. Dr. Glassman is a member of the Motivational Interviewing Network of Trainers (MINT) and provides MI workshops to agencies across the northeast region. His additional areas of interest include cognitive behavioral approaches in primary care, positive emotions, and recovery-oriented models of care.

Suggested Readings:

Eskildsen, A., Hougaard, E., & Rosenberg, N. K. (2010). Pre-treatment patient variables as predictors of drop-out and treatment outcome in cognitive behavioural therapy for social phobia: A systematic review. *Nordic Journal of Psychiatry*, 64(2), 94-105.

Gutner, C. A., Gallagher, M. W., Baker, A. S., Sloan, D. M., & Resick, P. A. (2016). Time course of treatment dropout in cognitive-behavioral therapies for post-traumatic stress disorder. *Psychological Trauma: Theory, Research, Practice, and Policy*, 8(1), 115-121.

Naar, S. & Safren, S.A. (2017). *Motivational Interviewing and CBT*. New York: Guilford Press.

Spoelstra, S. L., Schueller, M., Hilton, M., & Ridenour, K. (2015). Interventions combining motivational interviewing and cognitive behaviour to promote medication adherence: A literature review. *Journal of Clinical Nursing*, 24, 1163-1173. doi:10.1111/jocn.12738

MAY 15, 2020

Mary L. Sharp-Ross, Psy.D., NCSP

Sharp-Ross PsychEd Services, LLC.

Clinical Assistant Professor, School Psychology Programs, School of Professional & Applied Psychology, Philadelphia College of Osteopathic Medicine

“Immigrant Origin Children and Youth in the Schools: Social-Emotional and Academic Obstacles to Their School Success”

Immigrant Origin Children and Youth (IOCY) comprise the fastest

growing segment of the US population. As children of immigrants and/or newcomers to the US, they face unique school adjustment challenges that undermine their chances for positive educational outcomes. This presentation will present an overview of the major risk factors that compromise the psychological well-being and academic potential of this population, including acculturation identity issues, socioeconomic hardship, language barriers, schooling gaps, and trauma associated with migration. A focus of discussion will consider the unique special needs of Students with Interrupted Formal Education (SIFE) and the role that school psychologists and other mental health professionals can play in supporting this at-risk population. Review of case studies will highlight the challenges that school psychologists face in providing non-discriminatory assessment of IOCY, as well as present suggestions for best practices in implementing academic and psychological interventions to help these students succeed. Research based programming initiatives will be considered, including programs tailored to offset the likelihood of IOCY becoming "Long Term English Learners." The presenter will use 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. List the social-emotional risk factors that preclude full participation of IOCY in school programs.
2. Describe the process of subtractive schooling and the impact of that process on the school outcomes of IOCY.
3. Describe the characteristics of Students with Interrupted Formal Schooling
4. Discuss how to provide consultation to guide appropriate interventions for students.
5. Describe programming initiatives designed to facilitate school engagement among IOCY.

Target Audience:

Doctoral-Level Psychologists and Other Mental Health Professionals

Level of Instruction: Intermediate

Number of CE Hours/Credits: 2.0

Cost: \$30

About the Speaker:

Dr. Mary L. Sharp-Ross is a Licensed Psychologist and Certified School Psychologist who worked as a Bilingual School Psychologist in PA

schools for 13-years prior to pursuing full-time private practice. Dr. Sharp-Ross' career has spanned nearly 40-years of working with immigrant students and their families. Her midcareer decision to become a School Psychologist was influenced by her life changing experiences working with immigrants as an ESL teacher, and a translator on migrant farms, in refugee camps, and in migrant medical clinics. Dr. Sharp-Ross' ongoing work with immigrants includes assessing disabilities in non-English speaking adults, and contracting with multiple school districts in PA to evaluate English Learners, some of whom have escaped gang violence in Central America. She has presented widely on the subject of English Learners and immigrant students at state, national, and international conferences, as well as conducting workshops for school districts. She holds PA certifications as a Teacher of Spanish and an ESL Program Specialist; she graduated with her Ed.S. and Psy.D. degrees in School Psychology from the Philadelphia College of Osteopathic Medicine.

Suggested Readings:

Cartmell, H., & Bond, C. (2015). What does belonging mean for young people who are International New Arrivals? *Educational & Child Psychology*, 32(2), 89–101.

Clark-Gareca, B., Short, D., Lukes, M., Sharp-Ross, M. Long Term English Learners: Current research, policy, and practice. *TESOL J.* 2019; e452.

DeCapua, A., & Marshall, H. (2011). Reaching ELLs at risk: Instruction for students with limited interrupted formal education. *Preventing School Failure*, 55(1), 35–41.

Katsiaficas, D., Suárez-Orozco, C., Sirin, S. R., & Gupta, T. (2013). Mediators of the relationship between acculturative stress and internalization symptoms for immigrant origin youth. *Cultural Diversity and Ethnic Minority Psychology*, 19(1), 27–37.

Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., & Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant-origin children and youth. *American Psychologist*, 73(6), 781–796.

REGISTRATION

Please submit your registration online by visiting ContEd.pcom.edu and click the "View Catalog" button.

PARKING

PCOM has a parking garage that can be entered from the PCOM driveway off Monument Road, from Stout Road, or from City Avenue.
Cost: \$5.00

CONTINUING EDUCATION CREDITS

Criteria for Earning CE

Those attending must sign into each session, attend each session in its entirety and complete and submit the evaluation form at the conclusion of each session to be awarded a total of 2.0 Continuing Education credits. Partial credits for any given session are not available.




Psychologists: 2.0 CE hours/credits per event. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association (APA) 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.



NBCC Counselors: 2.0 CE hours/credits per event. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No.5672. Programs that do not qualify for NBCC credit are clearly identified. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is solely responsible for all aspects of the programs.

Licensed Social Workers: 2.0 CE hours/credits per event. Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association (APA) 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 the psychology continuing education hours/credits for social workers. However, social workers are responsible for checking with their Board. The board requires a minimum duration of two hours per program. After successfully meeting the criteria for earning CE's, social workers will receive the Certificate of Attendance.



Dean, Professor and Director of Continuing Education
School of Professional and Applied Psychology
Robert A. DiTomaso, PhD, ABPP

Associate Director of Continuing Education
Professor of Psychology
Bruce S. Zahn, EdD, ABPP

Coordinator for Continuing Education
Katie Garson, M.S.Ed.

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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 Education, at 215-871-6463 or katiega@pcom.edu

