

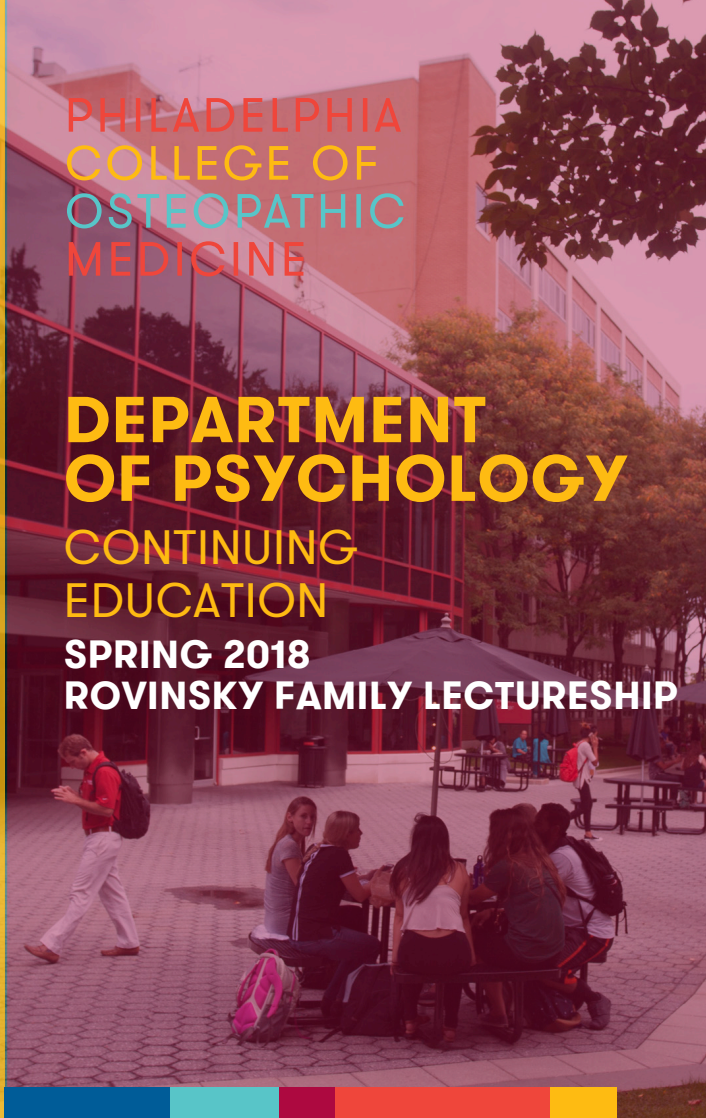
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PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
Department of Psychology – Continuing Education
Rowland Hall
4190 City Avenue
Philadelphia PA 19131-1693



PHILADELPHIA
COLLEGE OF
OSTEOPATHIC
MEDICINE

**DEPARTMENT
OF PSYCHOLOGY**
**CONTINUING
EDUCATION**
SPRING 2018
ROVINSKY FAMILY LECTURESHIP



PCOM is honored to recognize major support from the family of Harvey Rovinsky for the Rovinsky Family Lectureship.

The Department of Psychology appreciates the generous gift from the Rovinsky family, which helps to enhance the speaker series.



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.

READINGS

A brief list of readings for each presentation will be distributed to participants on the evening of the event.

CONTINUING EDUCATION (CE) 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.

PCOM's Department of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. PCOM's Department of Psychology maintains responsibility for this program and its content.

NBCC COUNSELORS: 2.0 CE hours/credits per event.

PCOM's Department of 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. PCOM's Department of Psychology is solely responsible for all aspects of the programs.

LICENSED SOCIAL WORKERS: 2.0 CE hours/credits per event.

PCOM's Department of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. PCOM's Department of Psychology maintains responsibility for this program and its content. The Pennsylvania Board of Social Work Examiners recognizes and accepts continuing education hours/credits for social workers from providers that are approved by the American Psychological Association to sponsor continuing education for psychologists. 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.

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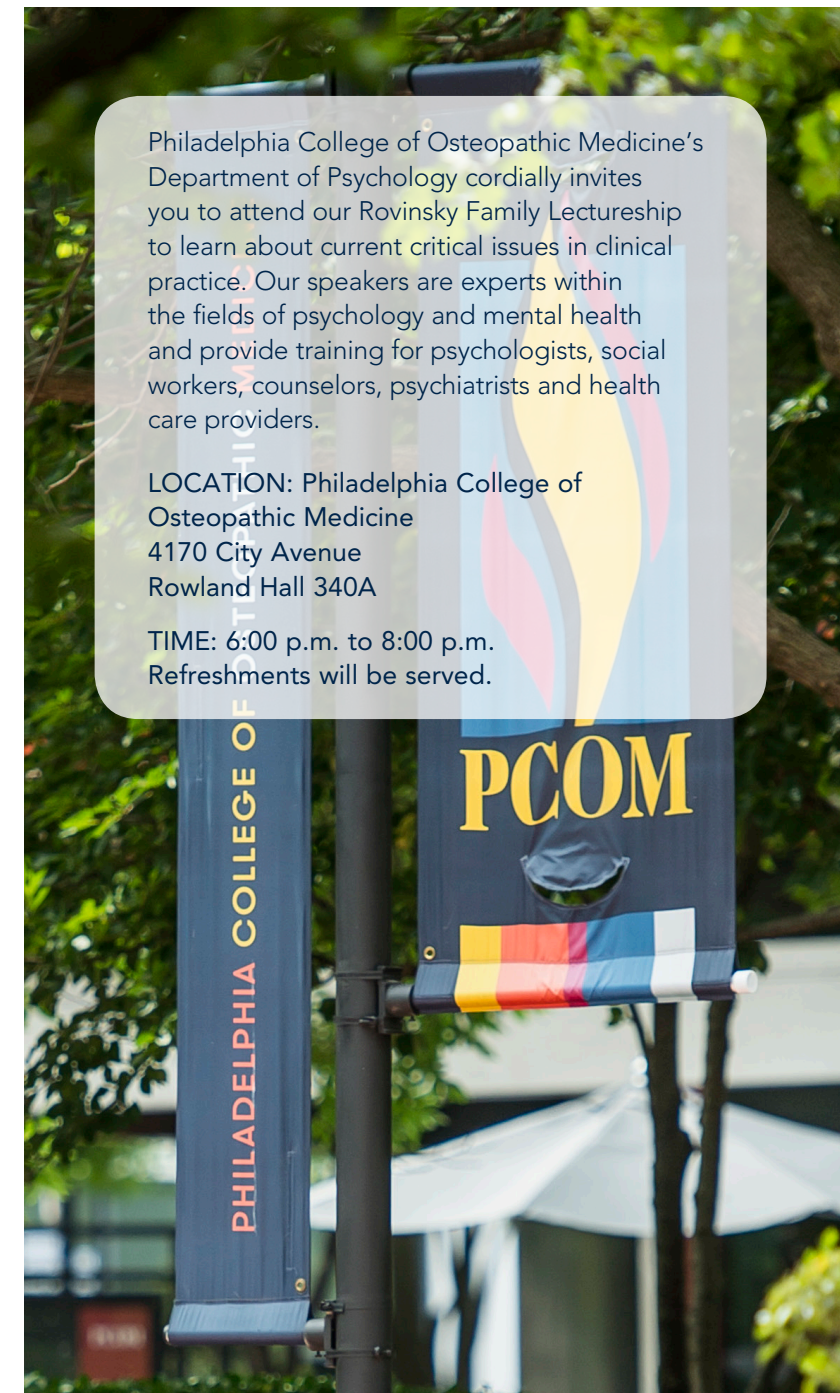
SPRING 2018

ROVINSKY FAMILY LECTURESHIP

Philadelphia College of Osteopathic Medicine's Department of 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 health care providers.

LOCATION: Philadelphia College of Osteopathic Medicine
4170 City Avenue
Rowland Hall 340A

TIME: 6:00 p.m. to 8:00 p.m.
Refreshments will be served.



APRIL 27, 2018

Ellen M. Adelman, PhD

MIND BODY INTELLIGENCE FOR PSYCHOTHERAPISTS: UNDERSTANDING MINDFULNESS-BASED THERAPY"

This two-hour workshop/presentation will serve as an introduction to mindfulness-based therapy. Mind Body Intelligence will be presented as a model for integrating depth psychology, cognitive behavioral strategies, and client-centered therapy, with interventions based on Buddhist mindfulness practices and current mindfulness-based therapies. The presenter will compare and contrast mindfulness-based therapeutic approaches and discuss the fundamentals of this approach. Participants will learn to use three mindfulness based techniques and understand the utility of meditation approaches for working with patients. The presenter will use the clinical and empirical literature as well as practice knowledge in this area to inform guidelines for best practice.

Educational Objectives

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

- Compare and contrast established mindfulness-based therapies;
- Explain the fundamental components of the Mind BodyIntelligence treatment approach and its relationship to Buddhist Psychology;
- Demonstrate the ability to utilize key mindfulness-based techniques including: concentration meditation, deep body healing, and insight meditation; and
- List the physical benefits of meditation practices for various medical conditions.

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

Level of Instruction: Intermediate

Number of CE Hours/Credits Offered: 2.0 Cost: Free

ABOUT THE SPEAKER: Ellen M. Adelman, PhD, is a licensed psychologist who has been in clinical practice for over 30 years. She is a graduate of the Department of Counseling Psychology at Temple University, where she has taught a number of courses on the undergraduate and graduate levels. She is a member of the American Psychological Association and the Pennsylvania Psychological Association, of which she is a member of the Annual Convention Committee.

Dr. Adelman has been practicing and studying mindfulness meditation for the past 20 years. She is the founder of The Sage Healing Institute, which is dedicated to the relief of both psychological and physical suffering through techniques informed by the integration of traditional psychological techniques and the principles of Buddhist Psychology. This treatment program and approach is called Mind-Body Intelligence. Dr. Adelman is also the Director of PsyCare Solutions Inc., the parent organization of Sage, which provides a multi-disciplinary approach to a full range of psychological issues. As director of PsyCare Solutions, Inc., she facilitates peer supervision and provides continuing education of clinicians, as well as providing direct patient care.

Suggested Readings:

Abbott, R.A., Whear, R., Rodgers, L.R., ...Dickens, C. (2014). Effectiveness of mindfulness-based stress reduction and

mindfulness based cognitive therapy in vascular disease: A systematic review and meta-analysis of randomized controlled trials. *Journal of Psychosomatic Research*, 76, 341-351. doi.org/10.1016/j.jpsychores.2014.02.012

Bianco, S., Barilaro, P., Palmieri, A. (2016). Traditional meditation, mindfulness and psychodynamic approach: An integrative perspective. *Frontiers in Psychology*. doi:10.3389/fpsyg.2016.00552

Gill, M., Waltz, J., Suhrbier, P., Robert, L. (2015). Non-duality and the integration of mindfulness into psychotherapy: Qualitative research with meditating therapists. *Mindfulness*, 6, 708-722.

Grepmaier, L., Mitterlehner, F., Loew, T., Bachler, E. (2007). Promoting mindfulness in psychotherapists in training influences the treatment results of their patients: A randomized, double-blind, controlled study. *Psychotherapy and Psychosomatics*, 76, 332-338. doi.org/10.1159/000107560

Kuyken, W., Warren, F.C., Taylor, R.S., Whalley, B. (2016). Efficacy of mindfulness-based cognitive therapy in prevention of depressive relapse: An individual patient data meta-analysis from randomized trials. *JAMA Psychiatry*, 73, 565-574. doi:10.1001/jamapsychiatry.2016.0076

Naoroibam, R., Metri, K. G., Bhargav, H., Nagaratna, R., & Nagendra, H. (2016). Effect of Integrated Yoga (IY) on psychological states and CD4 counts of HIV-1 infected patients: A randomized controlled pilot study. *International Journal of Yoga*, 9(1), 57-61. http://doi.org/10.4103/0973-6131.171723

Polusny M.A., Erbes C.R. & Thuras P., Moran, A., Lamberty, G.J., Collins, R.C., Lim, K.O. (2015). Mindfulness-based stress reduction for posttraumatic stress disorder among veterans: A randomized clinical trial. *JAMA*, 314, 456-465. doi:10.1001/jama.2015.8361

Ritzert, T.R., Forsyth, J.P., Sheppard, S.C., Boswell, J.F., Berghoff, C.R., & Eifert, G.H. (2016). Evaluating the effectiveness of ACT for anxiety disorders in a self-help context: Outcomes from a randomized wait-list controlled trial. *Behavior Therapy*, 47, 444-459. doi.org/10.1016/j.beth.2016.03.001

Valentine, S.E., Bankoff, S.M., Poulin, R.M., Reidler, E.B., & Pantalone, D.W. (2015). The use of dialectical behavior therapy skills training as stand-alone treatment: A systematic review of the treatment outcome literature. *Journal of Clinical Psychology*, 71, 1-20. doi:10.1002/jclp.22114

MAY 11, 2018

Lisa B. Thomas, PhD, NCSP; Assistant Director, Devereux Center for Effective Schools

BUILDING CAPACITY FOR FUNCTION-BASED INTERVENTION PLANNING: THE INITIAL LINE OF INQUIRY PROCESS

The Initial Line of Inquiry is a team-based problem solving process that has been used to develop brief function-based interventions at Tier 2 or as an initial starting point for a comprehensive Functional Behavioral Assessment (FBA) at Tier. The ILI can also be used for troubleshooting when interventions are no longer effective, as well as to support interagency collaboration. This presentation will provide foundational information about the behavior building blocks (i.e., setting events, antecedents, behavior, consequence, and function); describe the use of the ILI, as a brief, structured FBA to develop function-based interventions through a case example;

highlight key considerations for implementing the ILI; and share resources. The presenter will use the clinical and empirical literature as well as practice knowledge in this area to inform guidelines for best practice.

Educational Objectives:

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

- Explain the five behavior building blocks (i.e., setting events, antecedents, behavior, consequence, and function);
- Describe the Initial Line of Inquiry, a brief, practical FBA, used to develop function-based interventions; and
- Identify key considerations and resources for implementing the ILI process

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

Level of Instruction: Intermediate

Number of CE Hours/Credits Offered: 2.0 Cost: Free

ABOUT THE SPEAKER: Lisa B. Thomas, PhD, NCSP, is assistant director of the Devereux Center for Effective Schools. She received a PhD in school psychology from Lehigh University, where she specialized in pediatric/health psychology. In her professional experience, Dr. Thomas has provided assessment, training, and consultation services to a variety of individuals and organizations. She is currently involved in several projects to develop universal, targeted, and intensive behavioral and academic support systems within alternative education, behavioral health, and public school settings. Dr. Thomas has published her research in refereed journals and presented at national conferences. Her research interests include interventions for children with behavioral disorders, the application of school-wide positive behavior support to alternative settings, training and coaching school and behavioral health professionals, parent management training, and the assessment of reading and social skills.

Suggested Readings:

Crone, D. A., Hawken, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools: Functional behavioral assessment (2nd ed.)*. New York, NY: Guilford Press. https://www.guilford.com/books/Building-Positive-Behavior-Support-Systems-in-Schools/Crone-Hawken-Horner/9781462519729

Drevon, D., Hixson, R., Wyse, R., Corcoran, S., & Fursa, S. (2017). The effect of functional behavior assessment on school-based interventions: A meta-analysis of single-case research. *Psychology in the Schools*, 54, 351-369.

Gann, C. J., Ferro, J. B., Umbreit, J., & Liaupsin, C. J. (2014). Effects of a comprehensive function-based intervention applied across multiple educational settings. *Remedial and Special Education*, 35, 50-60.

Knoster, T. P. (2000). Practical application of functional behavioral assessment in schools. *Journal of the Association for Persons with Severe Handicaps*, 25(4), 201-211.https://eric.ed.gov/?id=EJ624751

Lohrmann-O'Rourke, S., Knoster, T., and Llewelyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. *Journal of Positive Behavior Interventions*, 1(1), 35-42.

Nordness, P.D., Swain, K. D., & Haverkost, A. (2012). A screening matrix for an initial line of inquiry. *Intervention in School and Clinic*, 47(4), 245-251.



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 PCOM'S DEPARTMENT OF PSYCHOLOGY CE PROGRAMS ARE FREE OF CHARGE. FOR ANY PROGRAM FOR WHICH A FEE IS CHARGED, THERE IS A REFUND/CANCELLATION POLICY.

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FURTHER INFORMATION ABOUT THE REFUND/CANCELLATION POLICY AND ANY OTHER QUESTIONS MAY BE OBTAINED BY CONTACTING RACHEL CUFFELD-GAYMON, MBA, COORDINATOR OF CONTINUING EDUCATION, AT 215-871-6533 OR RACHELCU@PCOM.EDU AND KATIE GARSON, MSed, COORDINATOR OF SCHOOL PSYCHOLOGY PROGRAMS.

