




# 19TH ANNUAL SUPERVISOR TRAINING DAY

## PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE

### SCHOOL OF PROFESSIONAL AND APPLIED PSYCHOLOGY

#### FRIDAY, NOVEMBER 6, 2020



## MENTAL HEALTH NEEDS OF TRAUMA-IMPACTED LESBIAN GAY BISEXUAL AND TRANSGENDER (LGBTQ) YOUTH: IMPLEMENTING TF-CBT FOR LGBTQ YOUTH & AND THEIR CAREGIVERS

**SESSION I: 8:45 AM – 12:00 PM: LIVE WEBINAR**

Arturo Zinny, LPC, MA

Program Director, Healing Hurt People (HHP)

Center for Nonviolence and Social Justice (CNVSJ), Drexel University, School of Public Health

A growing body of evidence shows that LGBTQ youth suffer from potentially traumatic events (PTEs) at significantly higher rates than their straight and cisgender peers. Among the most prevalent PTEs affecting LGBTQ youth, which are related to their sexual orientation or gender identity, are parental rejection, bullying, physical and sexual harassment, victimization, and hate crimes. Additionally, LGBTQ youth experience the same trauma types as other youth, e.g., child abuse and neglect, domestic and community violence, motor vehicle accidents, man-made disasters, etc. Nationally representative studies documented significantly higher rates of PTSD among LGBTQ youth compared with their straight and cisgender peers, 12-month prevalence of PTSD is 11.3% among LGBTQ youth ages compared to a national annual youth prevalence of 3.9% (Russell & Fish, 2016). Importantly, trauma symptoms go beyond the diagnosis of PTSD, and include a broader category of symptoms associated with depression, anxiety, behavior and substance use problems.

Mr. Zinny will provide an overview of the Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Lesbian Gay Bisexual and Transgender (LGBTQ) Youth Implementation Manual, which includes strategies for implementing this evidence-based practice. TF-CBT is a components-based hybrid

approach that integrates trauma-sensitive interventions, with cognitive-behavioral principles to address the needs of children and families impacted by traumatic experiences (Cohen et al., 2017). TF-CBT has a robust evidence with twenty-four randomized controlled trials (RCT) showing this model's superiority over both control and comparison conditions for decreasing PTSD symptoms and diagnosis, depression, and behavior problems in children (Cohen et al., 2017).

The manual was developed through a National Child Traumatic Stress Network (NCTSN, [www.nctsn.org](http://www.nctsn.org)) Learning Community, led by Judith Cohen (TF-CBT co-developer). The Learning Community consisted of 32 members from 12 organizations across the United States. It also had significant contributions from the Family Acceptance Project® (FAP). 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:

- Discuss the significant mental health disparities affecting LGBTQ youth in the USA.

- Identify and describe 2-3 evidence-based, culturally sensitive strategies for implementing trauma-focused therapy with LGBTQ youth.
- Identify and discuss 2-3 evidence-based, culturally sensitive strategies for engaging caregivers in trauma-focused therapy with LGBTQ youth.

## SUGGESTED READINGS

Cohen, J. A., Mannarino, A. P., & Murray, L. K. (2011). Trauma-focused CBT for youth who experience ongoing traumas. *Child Abuse and Neglect, 35*(8), 637-646. <https://doi.org/10.1016/j.chiabu.2011.05.002>

Hatchel, T., Ingram, K. M., Mintz, S., Hartley, C., Valido, A., Espelage, D. L., & Wyman, P. (2019). Predictors of suicidal ideation and attempts among LGBTQ adolescents: The roles of help-seeking beliefs, peer victimization, depressive symptoms, and drug use. *Journal of Child and Family Studies, 28*(9), 2443-2455. <https://doi.org/10.1007/s10826-019-01339-2>

Johns, M. M., Lowry R., Andrzejewski, J., Barrios, L. C., Demissie, Z., McManus, T., Rasberry, C. N., Robin, L., & Underwood, J. M. (2019). Transgender identity and experiences of violence victimization, substance use, suicide risk, and sexual risk behaviors among high school students — 19 states and large urban school districts, 2017. *MMWR: Morbidity & Mortality Weekly Report, 68*(3), 67-71. <http://dx.doi.org/10.15585/mmwr.mm6803a3>

Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual Review of Clinical Psychology, 12*, 465-487. doi:10.1146/annurev-clinpsy-021815-093153.

## ADDITIONAL READINGS

Cohen, J. A., Mannarino, A. P., Wilson, K., & Zinny, A. (2018). *Trauma-Focused Cognitive Behavioral Therapy LGBTQ Implementation Manual*. Pittsburgh, PA: Allegheny Health Network.

Herman, J. (1992). *Trauma and Recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books.

Ryan, C., & Diaz, R. (2011). *Family Acceptance project: Intervention guidelines and strategies*. San Francisco: Family Acceptance Project.

## ABOUT THE PRESENTER

Arturo Zinny, LPC, MA is the Program Director of Healing Hurt People (HHP) at the Center for Nonviolence and Social Justice, Drexel University. HHP is a hospital and community-based violence intervention program (VIP) serving victims of violent injury (gunshot, stabbing, and assault) ages 8 to 35. HHP provides trauma-informed case management,

peer support and trauma-focused treatment to its participants and their families.

In 2004, Mr. Zinny obtained his Psychologist degree in Argentina. Since then he has provided mental health and drug and alcohol services to underserved children, adults, and families impacted by chronic adversity, intergenerational trauma, and poverty. He has also provided supervision and technical assistance on implementing trauma-services for children and families in community behavioral health settings both in the USA and Argentina. Currently, Mr. Zinny is responsible for guiding the program implementation of HHP. Before his current role, Mr. Zinny served as Project Director for the Philadelphia Alliance for Child Trauma Services (PACTS) at Community Behavioral Health (CBH). In this role, he oversaw the implementation of trauma-specific services by PACTS' citywide network of 20 community behavioral health agencies; lead efforts to increase awareness of childhood trauma in Philadelphia and coordinated PACTS' Youth Advisory Board. Mr. Zinny has also served as Director of Behavioral Health Services at Congreso de Latinos Unidos in Philadelphia.

Mr. Zinny is a former chair of the National Child Traumatic Stress Network's (NCTSN) Lesbian Gay Bisexual Transgender and Questioning (LGBTQ) Youth Sub-Committee. Mr. Zinny is also a co-author of the Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) with LGBTQ Implementation Manual. He is a nationally certified TF-CBT Therapist. Mr. Zinny is also a student at Drexel University's Ph.D. in Public Health, Community Health and Prevention concentration.

Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals  
 Level of Instruction: Intermediate  
 Number of CE Credits Offered: 3 Credits  
 Cost: Free

# IMPROVING WOMEN'S HEALTH AND MENTAL HEALTH: PSYCHOLOGY COMPETENCIES AND STRATEGIES IN INTEGRATED PRIMARY CARE

## SESSION II: 1:00 – 4:30 PM: LIVE WEBINAR

Helen L. Coons, PhD, ABPP

Associate Professor and Clinical Director

Women's Behavioral Health and Wellness Service Line, Department of Psychiatry, University of Colorado School of Medicine

This applied, interactive workshop will focus on improving the health and well-being of women across the life span in primary care settings. The presentation will focus on: 1. essential clinical, multicultural, interprofessional and ethical competencies for psychologists caring for women with range of complex physical conditions; 2. common psychosocial challenges among women from diverse and marginalized communities in primary care; 3. strategies to improve women's physical and psychological well-being and 4. essential interprofessional communication strategies in women's primary care settings. Case examples will be presented to highlight a range of biopsychosocial, behavioral and multicultural issues among women across the life span in primary care settings. National service and leadership training opportunities for psychology graduate students interested in health psychology in general and specifically women's health and integrated care will also be discussed. 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:

- Summarize clinical, multicultural, interprofessional and ethical competencies for psychologists in women's primary care.
- List five common psychosocial issues among diverse women across the life span with complex physical conditions in primary care.
- Describe three evidenced-based strategies to improve women's physical and psychological well-being in primary care.
- List interprofessional communication strategies to improve women's health care.

- Summarize national service and leadership training opportunities for psychology doctoral students interested in health psychology, women's health and integrated care.

### SUGGESTED READINGS

Carrol, A. J., Jaffe, A. E., Stanton, K., Guille, C., Lazenby, G. B., Soper, D. E., Gilmore, A. K., & Holland-Carter, L. (2020). Program evaluation of an integrated behavioral health clinic in an outpatient women's health clinic: Challenges and considerations. *Journal of Clinical Psychology in Medical Settings*, 27(2), 207-216.

Hunter, C. L., Goodie, J. L., Oordt, M. S., & Dobmeyer, A. C. (Eds) (2017). *Integrated Behavioral Health in Primary Care*. American Psychological Association.

Darnell, B. D. (2019). *Psychological Treatment for Patients with Chronic Pain*. American Psychological Association.

Kendig, S., Keats, J. P., Hoffman, M. C., Kay, L. B., Miller, E. S., Moore Simas, T. A., Frieder, A., Hackley, B., Indman, P., Raines, C., Semenuk, K., Wisner, K. L., & Lemieux, L. A. (2017). Consensus bundle on maternal mental health: Perinatal depression and anxiety. *Obstetrics and Gynecology*, 129(3), 422-430.

McDaniels, S.H., Grus, C. L., Cubic, B. A., Hunter, C. L., Kearney, L. K., Schuman, K. C., Karel, M. J., Kessler, R. S., Larkin, K. T., McCutcheon, S., Miller, B. F., Nash, J., Qualls, S. H., Stancin, T., Stanton, A. L., Sturm, L. A., & Bennett-Johnson, S. (2014). Competencies for psychology practice in primary care. *American Psychologist*, 69(4), 409-429.

Spiers, M. V., Geller, P.A., & Kloss, J. D. (2013). *Women's Health Psychology*. John Wiley & Sons.

### ABOUT THE PRESENTER

Helen L. Coons, Ph.D., ABPP is an Associate Professor and Clinical Director, Women's Behavioral

Health Service Line, Department of Psychiatry, University of Colorado School of Medicine. She is a board-certified clinical health psychologist who specializes in women's health and mental health, psychosocial oncology and integrated care in women's health settings. Dr. Coons received her Ph.D. in Clinical Psychology from Temple University, Philadelphia, in 1990 after completing her pre-doctoral internship in Medical Psychology at the Duke University School of Medicine, Durham, NC. She was also a DHHS Primary Health Care Policy Fellow in 2005. Dr. Coons has been a consultant on women's issues for Federal agencies, non-profit organizations as well as corporations. She has served on APA's Committee on Women in Psychology (2006-2008), Committee for the Advancement of Professional Practice (2009-2010), Board of Professional Affairs (2013-2015), Council of Representatives for Division 38 (2010-2015), Board of Directors (2016-2018), the APA Finance Committee (2019-2021), and is president, Society for Health Psychology (APA Division 38). Dr. Coons has also promoted leadership development training as the founding chair of the Leadership Institute for Women in Psychology (2007-2014), through

presentations at the APAGS Retreat on Leadership Development (2014), the APAGS Leadership Institute Inaugural Class (2016), for ECP's attending APA's Practice Leadership Conference, and during the APA convention. She is also the co-founder and co-facilitator of the new APA Leadership Academy for Early Career Psychologists (2019-present). Dr. Coons is known as a dynamic speaker for professional, community and corporate audiences on a range of health, behavioral health and leadership topics and enjoys serving as an expert source for media writers. She is the recipient of several distinguished awards from APA and APA Divisions for her contributions to clinical health psychology, women's health, practice innovations and leadership development in psychology.

Target Audience: Doctoral Level Psychologists and Other Mental Health Professionals  
Level of Instruction: Intermediate  
Number of CE Credits Offered: 3 Credits  
Cost: Free



### CRITERIA FOR EARNING CE

Full attendance is required to receive CE credit for each session. No partial credits are available. All participants must sign an attestation regarding attendance and indicate the type of CE credit they require through a link which will be provided following the session. At the conclusion of each session participants will be provided an additional link to complete an evaluation survey; we request that you take a few minutes to anonymously provide feedback.



**Psychologists:** Philadelphia College of Osteopathic Medicine's 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 & 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, 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:** Philadelphia College of Osteopathic Medicine, School of Professional and Applied Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. The 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, all 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.

***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. For any program where a fee is charged, there is a Refund/Cancellation Policy.***

Refund/Cancellation Policy: For any program that has a fee attached, the School of Professional and Applied Psychology requires that notification of cancellation be made no later than 3 business days before the day of the program. Full refunds are available for notifications for programs with fees that are made within 3 business days prior to the day of the event. For all other cancellations, a credit will be issued for a future PCOM CE program.

*Further Information about the Refund/Cancellation Policy and any other questions may be obtained by contacting Katie Garson, M.S.Ed., Coordinator of Continuing Education at [katiega@pcom.edu](mailto:katiega@pcom.edu).*

**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.**