



HARVARD
MEDICAL SCHOOL

Middle School through College

MENTAL HEALTH and EDUCATION

November 6-7

2015

Cambridge, MA



Identification, coordination and treatment for improved mental health and educational outcomes

Expert-Led Instruction, Guidelines, and Best Practices for:

- Psychiatrists
- Pediatricians, Family Physicians, and Adolescent Medicine Specialists
- Teachers, Educators and Guidance Counselors
- College Mental Health Service Providers
- Mental Health Counselors
- Special Education Professionals
- Psychologists
- School Nurses
- Nurse Practitioners and Physician Assistants
- School and College Administrators
- Psychiatric Clinical Nurse Specialists
- Social Workers

Depression
Anxiety
Autism
Bullying and Cyber-Bullying
Suicide Prevention
OCD
Self-Injury
Violence Risk Assessment
ADHD
Psychosis
Parents and Family
Internet Addiction
“Sexting”
LGBT Advocacy
Underage Drinking
Recreational Drug Use
Anger Management
Building Resilience
Sexual Victimization
Eating Disorders



McLean HOSPITAL
HARVARD MEDICAL SCHOOL AFFILIATE

Register at MentalHealthandEducation.HMSCME.com

Course Overview

Most mental disorders begin before age 24 and they are the primary cause of disability among adolescents and young adults. About 20% of students from middle school through college suffer from a significant mental health problem during their education years. The consequences of having a mental disorder can be profound. Untreated mental illness often leads to absenteeism, tardiness, impaired performance, and impaired relationships. According to the US Dept. of Education, these students, even while receiving special education services, are at very high risk of dropping out of high school, with anywhere from 37 – 60% of students dropping out each year. In college, too, mental illness is associated with lower GPA and higher rates of dropping out. Even though treatment has been shown to decrease absenteeism, tardiness, performance issues, and overall suffering, most students with mental disorders are not receiving any treatment, and many who do are receiving sub-optimal treatment.

There is no question that for many disorders, there are no quick and easy fixes. Instead, treatment often requires the multidisciplinary efforts of mental health professionals, educators, administrators, and family members. Increasingly, educators and counselors at schools and colleges are the first to identify mental illness, but many students continue to go unrecognized and untreated.

Harvard Medical School Faculty

Randy P. Auerbach, PhD, ABPP	Cynthia S. Kaplan, PhD	Mona P. Potter, MD
Catherine Bell, PhD	Michael B. Leslie, MD	Bryan C. Pridgen, MD
Kathryn D. Boger, PhD	Susan Mandelbaum-Cohen, LICSW	Michael O. Rich, MD, MPH
Jeff Q. Bostic, MD, EdD	Sophia M. Maurasse, MD	Ann K. Shinn, MD, MPH
Esther J. Dechant, MD	Elizabeth McCarthy, LICSW	Jacqueline Sperling, PhD
Kathryn Donnelly, LICSW	Bretton A. Mulder, PsyD	Jeff Szymanski, PhD
Robert A. Fein, PhD	Gil G. Noam, EdD, PhD (Habil)	Thomas J. Weigel, MD
Munya Hayek, MD	David A. Perna, PhD	Amy M. Yule, MD
Michael R. Hollander, PhD	Stephanie Pinder-Amaker, PhD	

Guest Faculty

Johanna Bergan Executive Director, Youth M.O.V.E. National	Richard T. McKeon, PhD, MPH Chief, Suicide Prevention Branch, SAMHSA (Substance Abuse and Mental Health Services Administration)	Meri Viano Senior Regional Manager, Parent-Professional Advocacy League
Lisa Lambert Executive Director, Parent- Professional Advocacy League		

Course Directors

Christopher Palmer, MD Director, Department of Postgraduate and Continuing Education, McLean Hospital Assistant Professor of Psychiatry, Harvard Medical School	Joseph Gold, MD Chief Medical Officer, and Chief of the Nancy and Richard Simches Division of Child & Adolescent Psychiatry, McLean Hospital Director of Community Child Psychiatry Services, Partners Psychiatry and Mental Health Medical Co-Director, Massachusetts Child Psychiatry Access Project (MCPAP), Partners HealthCare Assistant Professor of Psychiatry, Harvard Medical School	Cynthia Kaplan, PhD Associate Clinical and Administrative Director, Child and Adolescent Programs (CAP), McLean Hospital Assistant Professor of Psychology, Department of Psychiatry, Harvard Medical School Stephanie Pinder-Amaker, PhD Director, College Mental Health Program, McLean Hospital Instructor in Psychology, Department of Psychiatry, Harvard Medical School
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HARVARD

MEDICAL SCHOOL

Dear Colleague:

As you likely already know, we are in the midst of a major mental health care crisis in the United States! Increasing numbers of adolescent and young adult students are suffering from psychiatric and psychological problems every year, affecting their lives in profound ways, including their ability to participate effectively as students. Recognition of these mental health issues and access to care are major challenges, often leading to frustration, and even desperation, not just among students and family members, but also among clinicians, educators, and counselors.

Questions arise about how best to identify and address psychiatric and psychological problems within and across professional boundaries to help these students succeed academically and socially.

Mental Health and Education 2015 is designed to answer these questions. Role by role, this conference provides important updates and best practices for physicians, psychologists, educators, college mental health professionals, administrators, special education professionals, nurses, social workers, and counselors. Sessions will bring you the latest updates around diagnostic and other specialty areas. Collaborative and highly interactive workshops enable you to engage in multidisciplinary groups, explore how struggling students can be helped in different settings, examine approaches applied by different professionals, and discover how integrated and coordinated treatment can improve outcomes.

This conference features inspiring education from leading experts, who provide recommendations for addressing issues relevant to students from middle school through college, including:

- Identification and diagnosis of major mental illnesses
- Psychopharmacologic and psychotherapeutic treatments
- Educational accommodations and strategies to foster success
- Prevention and harm-reduction efforts
- Family and student involvement and advocacy

The curriculum will broaden your knowledge, advance your expertise, and provide you with practical recommendations that you can immediately put to use to help students in need.

We hope you will join us, and look forward to seeing you in early November!

Best regards,



Christopher Palmer, MD



Joseph Gold, MD



Cynthia Kaplan, PhD



Stephanie Pinder-Amaker, PhD



HARVARD

MEDICAL SCHOOL

Venue

Boston Marriott Cambridge Hotel
50 Broadway • Cambridge, MA 02142
+1 617-494-6600

Accommodations

The Boston Marriott Cambridge Hotel has a limited block of rooms available at a discounted price that expires on Thursday, October 15, 2015. Please reserve your room early to ensure your conference accommodations. To reserve a room, call 800-228-9290 or 617-494-6600 and request a room in the "McLean Hospital Mental Health and Education Conference 2015" block, or you can make a reservation online on or before October 15 by visiting the course website.



Please do not make non-refundable travel arrangements until you've received an email from the HMS-DCE office confirming your registration.

Accreditation

Physicians: Harvard Medical School is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians. Harvard Medical School designates this live educational activity for a maximum of 14 *AMA PRA Category 1 Credits™*. Physicians should only claim credit commensurate with the extent of their participation in the activity.

Psychologists: McLean Hospital is approved by the American Psychological Association to sponsor continuing education for psychologists. McLean Hospital maintains responsibility for this program and its content. Participants meeting requirements will receive 14 CE credits.

Nurses: This program meets the requirements of the Massachusetts Board of Registration in Nursing (244 CMR 5.00) for 14 contact hours of nursing continuing education credit. Advance practice nurses, please note: educational activities which meet the requirements of the ACCME (such as this activity) count toward 50% of the nursing requirement for ANCC accreditation.

Social Workers: For information about continuing education credit for Social Workers, please call 617-855-3140.

Licensed Mental Health Counselors: McLean Hospital is an NBCC Approved Continuing Education Provider (ACEP™) and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. The hospital's provider number is 6085. This program is approved for 14 clock hours of CE credit or 1.4 CEUs.

Educators: McLean Hospital is a registered provider of professional development points (PDPs) for educators in Massachusetts. This program is approved for 14 hours of continuing education.

ACGME Competencies

This course is designed to meet the following Accreditation Council of Graduate Medical Education competencies: patient care, interpersonal and communication skills, and systems-based practice.

Disclosure Policy

Harvard Medical School (HMS) adheres to all ACCME Essential Areas, Standards, and Policies. It is HMS's policy that those who have influenced the content of a CME activity (e.g., planners, faculty, authors, reviewers, and others) disclose all relevant financial relationships with commercial entities so that HMS may identify and resolve any conflicts of interest prior to the activity. These disclosures will be provided in the activity materials along with disclosure of any commercial support received for the activity. Additionally, faculty members have been instructed to disclose any limitations of data and unlabeled or investigational uses of products during their presentations.

Choose from 15 different breakout sessions to customize your conference experience and align it with your learning needs and areas of interest. You also have the opportunity to participate in your choice of four collaborative interdisciplinary workshops. These workshops examine common challenges faced by physicians, psychologists, educators, college mental health professionals, administrators, special education professionals, nurses, social workers, and counselors. Facilitated by course faculty, these collaborative sessions provide an engaging 360-degree exploration of current questions and challenges so that you can leave the conference with new ideas and practical plans to address issues in your own practice or educational setting.

Middle School through College Mental Health and Education 2015

FRIDAY, NOVEMBER 6

7:00–7:45	Registration and Continental Breakfast
7:45–8:00	Welcome and Introduction Christopher M. Palmer, MD
8:00–9:00	Keynote Address: Overview of Mental Health Needs of Adolescents and Young Adults in the United States (the SAMHSA Perspective) Richard T. McKeon, PhD, MPH
9:00–10:00	Depression, Impulsivity, and Suicide Prevention Randy P. Auerbach, PhD, ABPP
10:00–10:15	<i>Break</i>
10:15–11:15	Anxiety Disorders and OCD Jeff Szymanski, PhD
11:15–11:45	Question & Answer Panel Discussion Morning Speakers
11:45–1:00	<i>Lunch Break</i>

Customize Your Learning Experience

1:00–2:15	BREAKOUT SESSION ONE Choose from among the following four focus areas: 1A – 1D			
	1A. Self-Injury Michael R. Hollander, PhD	1B. School Violence and Risk Assessment Robert A. Fein, PhD	1C. Parents and Families Lisa Lambert and Meri Viano	1D. OnTrack Clinic: Best Possible Outcomes when Psychosis Interrupts College Ann K. Shinn, MD, MPH
2:15–3:30	BREAKOUT SESSION TWO Choose from among the following four focus areas: 2A – 2D			
	2A. College Mental Health Stephanie Pinder-Amaker, PhD and Catherine Bell, PhD	2B. Mental Health in Middle and High Schools Jeff Q. Bostic, MD, EdD and Mona P. Potter, MD	2C. Eating Disorders Esther J. Dechant, MD	2D. ADHD Thomas J. Weigel, MD
3:30–3:45	<i>Break</i>			
3:45–5:45	BREAKOUT SESSION THREE - Collaborative Problem-Solving Workshops Choose from among the following four interactive workshops: 3A – 3D			
	3A. College Mental Health <i>Moderators:</i> Stephanie Pinder-Amaker, PhD and Catherine Bell, PhD	3B. Middle and High School Mental Health <i>Moderators:</i> Jeff Q. Bostic, MD, EdD and Mona P. Potter, MD	3C. Student and Family Advocacy and Involvement <i>Moderators:</i> Lisa Lambert; Meri Viano; Munya Hayek, MD; Susan Mandelbaum-Cohen, LICSW; Kathryn Donnelly, LICSW; and Student Representative of Active Minds	3D. Prescribers <i>Moderators:</i> Thomas J. Weigel, MD and Bryan C. Pridgen, MD

Middle School through College

Mental Health and Education 2015

SATURDAY, NOVEMBER 7

7:00–8:00	Registration and Continental Breakfast
8:00–9:00	Keynote Address: Reaching Success Together: Bring Youth to the Table Johanna Bergan
9:00–10:00	Internet Addiction, Sexting, and Cyber-Bullying Michael O. Rich, MD, MPH
10:00–10:15	<i>Break</i>
10:15–11:15	Underage Drinking and Recreational Drug Use: Prevention, Harm Reduction, and Treatment Amy M. Yule, MD
11:15–11:45	Question & Answer Panel Discussion Morning Speakers
11:45–1:00	<i>Lunch Break</i>

Customize Your Learning Experience

1:00–2:15	BREAKOUT SESSION FOUR Choose from among the following four focus areas: 4A – 4D			
	4A. LGBT – Coming Out and Thriving Michael B. Leslie, MD and Bryan C. Pridgen, MD	4B. Anger Management David A. Perna, PhD	4C. Building Resilience – The PEAR Model Gil G. Noam, EdD, PhD (Habil), and Elizabeth McCarthy, LICSW	4D. Autism Spectrum Disorders Bretton A. Mulder, PsyD
2:15–3:30	BREAKOUT SESSION FIVE Choose from among the following three focus areas: 5A – 5C			
	5A. How to Make ERP for Anxiety and OCD in Adolescents Engaging, Fun, and Effective Mona P. Potter, MD, Kathryn D. Boger, PhD, and Jacqueline Sperling, PhD	5B. Bullying and Sexual Victimization: Prevention and Response to PTSD Cynthia S. Kaplan, PhD	5C. Mindfulness Sophia M. Maurasse, MD	

Learning Objectives

Upon completion of this course, participants will be able to:

- Outline major mental health challenges facing middle school, high school and college students, and develop strategies to address them in their practice setting.
- Appropriately intervene with specific illnesses, addressing both mental health treatment and educational strategies.
- Evaluate prevention and harm reduction efforts used in middle schools, high schools and colleges.
- Plan and implement strategies to enhance student and family advocacy and involvement.
- Work collaboratively with other mental health professionals and educators, as well as experts, to develop a plan to address their own challenging cases and practice gaps.

Program changes/substitutions may be made without notice. To view the most up-to-date version of the course program, please visit the course website.

Register at MentalHealthandEducation.HMSCME.com



Register online at MentalHealthandEducation.HMSCME.com

Middle School through College

Mental Health and Education 2015

November 6 - 7 • Cambridge, MA • Course #734692-1601

Doctoral Level Professionals*	<input type="checkbox"/> \$425
Other Professionals and Trainees*	<input type="checkbox"/> \$325
Processing fee	\$5
Total	\$ _____

*Tuition includes all lectures and breakout sessions, coffee breaks, and continental breakfast each morning

To align your learning experience with your practice needs, please indicate your choice of breakout sessions below, marking your first choice in each session with a “1” and your second with a “2”:

Friday, November 6

SESSION ONE

- ___ 1A. Self-Injury
- ___ 1B. School Violence/Risk Assessment
- ___ 1C. Parents and Families
- ___ 1D. OnTrack Clinic

SESSION TWO

- ___ 2A. College Mental Health
- ___ 2B. Mental Health in Middle and High Schools
- ___ 2C. Eating Disorders
- ___ 2D. ADHD

**SESSION THREE - COLLABORATIVE
PROBLEM-SOLVING
WORKSHOPS**

- ___ 3A. College Mental Health
- ___ 3B. Middle and High School Mental Health
- ___ 3C. Student and Family Advocacy
- ___ 3D. Prescribers

Saturday, November 7

SESSION FOUR

- ___ 4A. LGBT
- ___ 4B. Anger Management
- ___ 4C. Building Resilience
- ___ 4D. Autism Spectrum Disorders

SESSION FIVE

- ___ 5A. ERP for Adolescents
- ___ 5B. Bullying and Sexual Victimization
- ___ 5C. Mindfulness

Full Name _____
First Middle Initial Last

Profession _____ Degree _____

Mailing Address _____
Street

City _____ State/Prov _____ ZIP/Postal Code _____ Country _____

Daytime Phone (_____) _____ Fax Number (_____) _____

Email Address _____

Please note: Your email address is used for critical information about the course, including registration confirmation, evaluation distribution, and certificate delivery. **Please be sure to include an email address you check daily or frequently.**

☐ Check here if you wish to be excluded from receiving email notification of future Harvard Medical School Department of Continuing Education programs

To Register by Mail:

Complete the fields on this page and include a check (draft on a United States bank) payable to: **Harvard Medical School Department of Continuing Education**

Mail this completed form and your check to:
**Harvard Medical School Department of Continuing Education
P.O. Box 417476
Boston, MA 02241-7476**

Physicians, please also complete these required fields

Primary Specialty: _____ Board Certified? ☐ Yes ☐ No

Professional School Attended: ☐ Harvard Medical School ☐ US Medical School ☐ International Medical School

Year of Graduation: _____

Tuition Payment, Confirmation, and Refund Policy

Payment via credit card (Visa, MasterCard, or American Express) or check only. Telephone and fax registrations are not accepted. Registration with cash payment is not permitted.

Upon receipt of your paid registration, an email confirmation from the HMS-DCE office will be sent to you. Be sure to include an email address that you check frequently. Your email address is used for critical information including registration confirmation, evaluation and certificate.

Refunds, less an administrative fee of \$75, will be issued for all cancellations received two weeks prior to the start of the course. Refund requests must be received by postal mail, email, or fax. No refund will be issued should cancellation occur less than two weeks prior. “No shows” are subject to the full course fee and no refunds will be issued once the conference has started.