SEPTEMBER 17 & 18

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NCPA FALL 2021 VIRTUAL CONFERENCE

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TRIANGLE SMART DIVORCE®
OUR 2021 FALL CONFERENCE WILL BE HELD VIRTUALLY VIA ZOOM ON FRIDAY, SEPTEMBER 17, 2021 AND SATURDAY, SEPTEMBER 18, 2021.

MORNING WORKSHOPS BEGIN AT 9:00AM AND END AT 12:15PM WITH A 15-MINUTE BREAK BUILT-IN.

AFTERNOON WORKSHOPS BEGIN AT 1:30PM AND END AT 4:45PM WITH A 15-MINUTE BREAK BUILT-IN.

SPECIAL THANK YOUS TO OUR COMMITTEE: CATHERINE FORNERIS, PHD, JD, CHAIR DONNA S. ARENDSHORST, PHD CHELSEA M. BARTEL, PHD SUZANNE BATES, PHD LINDSEY COPELAND, PHD ANGELA ENLOW, PHD JENNIFER FUNARO, MA ANDREW GOFF, PHD JOANNA L. MUSSEY, PHD
with Cecil R. Reynolds, PhD, Emeritus, Professor of Educational Psychology, Professor of Neuroscience, Distinguished Research Scholar, Texas A&M University

The importance of performance validity and effort assessment in child and adolescent evaluations is increasingly recognized, and this is reflected in the rapidly developing literature on this topic. A surprising number of children fail performance validity testing across many settings, including special education evaluations, forensic cases (e.g., mild TBI litigation), assessments for testing accommodations and 504 plans, social security disability, and more. Contemporary research has provided information regarding the prevalence of invalid test performance among children and youth, the frequency that performance validity tests are used during pediatric evaluations, potential factors underlying children and youth's failure to provide their best effort on testing, and the development of objective methods of assessing the performance validity in pediatric populations.

This training provides an overview of the current literature on pediatric performance validity assessment, with an emphasis on the need as well as methods for evaluating effort in both clinical and school settings when making diagnostic or classification decisions about children and youth based on scores from maximum performance tests such as measures of IQ, academic achievement, and a variety of neuropsychological tests. The training will also provide a detailed introduction to the Pediatric Performance Validity Test Suite™ (PdPVTS™), a new digital performance validity measure developed specifically for use with children and adolescents.

By the end of this workshop, participants will be able to:

1. explain the rationale and importance of including performance validity assessment in pediatric neuropsychological, psychoeducational, and related diagnostic evaluations whether the evaluation is completed for clinical or forensic purposes;
2. distinguish between measures of performance validity and symptom validity;
3. define the unique details of the development of measures of effort and performance validity;
4. describe the development and psychometric characteristics of the Pediatric Performance Validity Test Suite;
5. administer and interpret the newly available Pediatric Performance Validity Test Suite.

Instructional Level: Intermediate

Educational Format: Lecture

Instructor:
Cecil R. Reynolds, PhD, ABN, ABPdN, earned his Doctoral Degree from the University of Georgia in 1978 under the tutelage of Dr. Alan S. Kaufman, with a major in School Psychology and minors in Statistics and in Clinical Neuropsychology. He is the author of more than 300 scholarly publications and author or editor of over 50 books including The Energetic Brain and the Handbook of Clinical Child Neuropsychology. He is the author of more than 40 commercially published tests including the Behavior Assessment System for Children (the most widely used measure of its kind in the English-speaking world), the Reynolds Intellectual Assessment Scales, and the Test of Memory and Learning.

(continued on the next page)
Dr. Reynolds is a diplomate in Clinical Neuropsychology of the American Board of Professional Neuropsychology, a diplomate of the American Board of Pediatric Neuropsychology, and a Past President of both of these Boards, and was a diplomate in School Psychology of the American Board of Professional Psychology, prior to retiring his diplomate in 2004. He was elected a Distinguished Practitioner and Fellow of the National Academies of Practice in 2012. He maintained a clinical practice treating trauma victims and individuals with Traumatic Brain Injury for 25 years before retiring from clinical work at the end of 2003 to extend his forensic practice and writing efforts.

He is a past president of the National Academy of Neuropsychology, APA Divisions 5 (Evaluation, Measurement, and Statistics),40 (Clinical Neuropsychology), and 16 (School Psychology). He is a Fellow of APA Divisions 1, 5, 15, 16, 40, and 53. He served as Editor in Chief of Archives of Clinical Neuropsychology (1990-2002), Applied Neuropsychology (2004-2008), and the prestigious APA journal Psychological Assessment (2009-2015), and is now Editor of the APA's open access journal, Archives of Scientific Psychology, and Editor of the Journal of Pediatric Neuropsychology. Dr. Reynolds has received multiple national awards recognizing him for excellence in research and for service to the profession, including the Lightner Witmer Award, the Jack Bardon, Award, and the Nadine Murphy Lambert Award (given only periodically for distinguished contributions to the profession that are of unusual depth and breadth), along with APA Division 16 Senior Scientist Award, the Samuel A. Messick Award for Distinguished Contributions to Measurement Science, and the Distinguished Clinical Neuropsychologist as well as the President's Gold Medal Award both from the National Academy of Neuropsychology. A 2020 quantitative review of impact on the field of clinical neuropsychology published in the Oxford Handbook of the History of Clinical Neuropsychology ranked Dr. Reynolds as the 7th most influential person in the history of the field. He is Emeritus Professor of Educational Psychology, Professor of Neuroscience, and Distinguished Research Scholar at Texas A & M University and currently practices Forensic Neuroscience in Austin Texas.
Talking Racial Stress: Continuing the Conversation after the Intake Interview
with Ryan C.T. DeLapp, Ph.D. – Attending Psychologist and Assistant Professor within the Montefiore Health System

This course will clarify the potential mental health impacts of both overt and covert forms of racial discrimination and introduce assessment materials for evaluating the emotional impact of discrimination. Also, the course will provide a CBT-based framework for incorporating experiences of discrimination into one's case conceptualization and provide options for creating space for patients to discuss and heal from their perceptions of discrimination with clinicians.

By the end of this workshop, participants will be able to:

1. engage in preparatory activities improve clinician's comfort with discussing race-related topics with patients
2. use formal, structured methods of assessing racial stress to assist in diagnosis and case formulation
3. engage in informal conversations about racial stress throughout the course of treatment with BIPOC that inform their conceptualization of how racial stress impacts the patient's presenting concerns
4. utilize cognitive-behavioral principles to conceptualize the impacts of racial stress on someone's well-being

Instructional Level: Intermediate

Educational Format: Power Point presentation, experiential exercises, case presentations, and discussion

Instructor:
Ryan DeLapp, Ph.D., is a clinical psychologist at Albert Einstein's Student Mental Health Center and an attending psychologist at Montefiore's Child/Adolescent Psychiatric Outpatient Division. He earned his doctorate in clinical psychology from the University of Louisville before completing his pre-doctoral internship at Montefiore Medical Center. Dr. DeLapp specializes in cognitive-behavioral therapy (CBT) for anxiety, mood, and behavioral disorders. He also has several publications and presentations discussing considerations for assessing and treating racial stress.
This workshop is designed to describe best practices in trauma-informed screening, assessment, and treatment of child trauma victims and their families. We will review trauma screening practices that are being used in multiple child-serving systems (i.e., child welfare, juvenile justice, mental health) and some screeners that are being used despite recent evidence of their lack of appropriateness for a clinical population. Participants will have opportunities to review case scenarios and engage in discussion about case conceptualization and treatment planning for children/families impacted by trauma. Lastly, we will discuss considerations for individuals and agencies considering adding new trauma-informed practices keeping in mind lessons learned from the implementation science field about best approaches to onboard, implement, and sustain trauma-informed interventions in community settings.

By the end of this workshop, participants will be able to:

1. define terms such as child traumatic stress, trauma-informed practices, and evidence-based interventions;
2. list three findings from implementation science on spread and sustainability of interventions; and
3. list three resources for working effectively with children and families who have experienced trauma.

Instructional Level: Basic

Educational Format: Lecture, Case Vignettes & Discussion

Instructor:
**George (Tripp) Ake, PhD,** is a licensed psychologist with over 20 years of experience in the field of child trauma treatment. He is an Associate Professor in the Department of Psychiatry and Behavioral Sciences at Duke University Medical Center and an Adjunct Assistant Professor in the Department of Psychiatry at UNC-Chapel Hill School of Medicine. Dr. Ake is also the program director for the UCLA-Duke National Center for Child Traumatic Stress, the coordinating center for the SAMSHA-funded National Child Traumatic Stress Network. He serves as the Director of Training at the Center for Child & Family Health.

Dr. Ake provides trauma treatment services at CCFH and supervises many of the psychology postdoctoral fellows and interns from Duke and UNC who provide services in the mental health clinic. He has extensive experience in providing trauma-focused mental health treatment to children and adults and is becoming more well known for his work in using implementation science to guide selection, onboarding, and sustaining evidence-based treatments typically used to target symptoms secondary to trauma exposure in children. Dr. Ake's research and training interests currently focus on implementation science, interpersonal violence, and trauma-informed child welfare practice.

Areas of Focus: Trauma-Informed Organization/Practice, Trauma Screening and Assessment, Parent-Child Interaction Therapy (PCIT), Resource Parenting Curriculum (RPC), Child Welfare Trauma Training Toolkit
Making Sense of Side Effects, Serotonin, and other Medication Mysteries: A Psychopharmacology Review and Update with Cerrone Cohen, MD

Understanding psychiatric medications can be difficult. It's not uncommon to receive several prescriptions for the same disorder and individual experiences with medications can vary widely. Meanwhile, new medications hit the market each year. When considered together it can be a prescription for confusion and clients often look to you for guidance. In this workshop, we will unpack the how and why behind medications commonly used to treat depression, anxiety, ADHD, bipolar disorder, psychosis, and more. You'll learn similarities and differences between medications, examine their mechanisms of action, side effects, and review evidence-based approaches to treating the conditions you see the most in your practice. We will revisit the old and discuss what's new with the ultimate goal of helping you better collaborate with clients, their families, and prescribers in your daily practice.

By the end of this workshop, participants will be able to:

1. describe strategies for effective collaboration with prescribers and patients taking psychiatric medication;
2. explain the basic mechanism of action for common psychotropic medications;
3. describe a framework for medication-based treatment of depression, bipolar, anxiety, and other common psychiatric disorders;
4. describe similarities and differences among drugs used to treat common psychiatric disorders; and
5. identify common side effects of psychiatric medications used for treatment of depression, bipolar, anxiety, and other related psychiatric disorders.

Instructional Level: Intermediate

Educational Format: Lecture and discussion

Instructor: Dr. Cerrone Cohen completed a combined residency in Family Medicine and Psychiatry at the University of California Davis Medical Center in Sacramento, California. He currently serves as an assistant professor in both the Department of Family Medicine & Community Health and the Department of Psychiatry & Behavioral Sciences at Duke University in Durham, NC. In his shared role, he provides both primary care and mental health services in outpatient settings. He also is a member of Duke Primary Care’s collaborative care team, where he assists primary care providers in initiating and monitoring treatments for depression and anxiety. Dr. Cohen is also passionate about teaching mental health care to primary care providers, both current and future. He has lectured at both national and international conferences and has been recognized in multiple spaces for his teaching acumen. In addition to his work in mental health Dr. Cohen also currently serves as an associate program director for the Family Medicine residency at Duke. In his spare time, he enjoys cooking, running, and college football.
This workshop is designed to assist mental health care providers in understanding and serving clients in consensually nonmonogamous (CNM) relationships and especially polyamorous families. We begin with a brief definition of CNM and sketch a quick overview of the primary types of CNM that are popular in the United States, and then focus more specifically on polyamory. Using data from her 25-year study of children in polyamorous families, Dr. Eli will explain who does polyamory and why, what kinds of families poly folks form, and the advantages and disadvantages that adults and children report experiencing in their poly families. This session closes with time for questions and discussion.

**By the end of this workshop, participants will be able to:**

1. define terms such as consensual nonmonogamy, polyamory, & polycule,
2. distinguish between forms of consensual nonmonogamy,
3. list three advantages people in polyamorous families report; and
4. list three disadvantages people in polyamorous families report.

**Instructional Level:** Intermediate

**Educational Format:** Lecture and discussion

**Instructor:**

Dr. Elisabeth “Eli” Sheff is a researcher, expert witness, educator, and relationship coach. With a PhD in Sociology and certification as a Sexuality Educator from AASECT, Dr. Eli specializes in gender and sexual minority families, consensual non-monogamy, and kink/BDSM. Sheff is the foremost academic expert on polyamorous families with children, and her 25+ year Longitudinal Polyamorous Family Study is the only longitudinal study of poly families with children to date.
Assessment and Treatment of Co-Occurring Psychiatric Conditions in Adults on the Autism Spectrum: What Psychologists Need to Know

with Tara Chandrasekhar, MD, Assistant Professor, Department of Psychiatry and Behavioral Sciences, Duke University Medical Center
and Brenna Maddox, PhD, Assistant Professor, Department of Psychiatry, University of North Carolina at Chapel Hill, Implementation Scientist, TEACCH Autism Program

Autistic adults experience high rates of psychiatric conditions, with many in urgent need of mental health services. In the next decade, over 700,000 autistic adolescents will transition into adulthood, leading to exponential increases in demand for mental health clinicians trained to work with this population. This workshop will focus on the assessment and treatment of co-occurring psychiatric conditions in autistic adults. We will provide an overview of autism and how it presents in adults, discuss common co-occurring psychiatric conditions and how to disentangle them from core autism characteristics, and describe evidence-based mental health treatment strategies for autistic adults.

By the end of this workshop, participants will be able to:

1. describe the characteristics of autism,
2. summarize the common co-occurring psychiatric conditions in autistic adults; and
3. list three modifications to cognitive-behavioral therapy when working with autistic adults.

Instructional Level: Basic

Educational Format: Lecture, discussion, and videos

Instructors:

Dr. Brenna Maddox is an Assistant Professor at the University of North Carolina-Chapel Hill, in the Department of Psychiatry. As the implementation scientist for the TEACCH Autism Program, her work focuses on improving community services for people on the autism spectrum across the lifespan. She is particularly interested in training and supporting community mental health clinicians, modifying evidence-based mental health interventions for autistic people with anxiety or depression, and preventing suicide in this population. Dr. Maddox is also a clinical psychologist with expertise in the assessment and treatment of co-occurring mental health conditions in autism. She is a deputy editor for the journal, Autism in Adulthood, and a co-chair of the American Association of Suicidology's Autism and Suicide Committee.

Dr. Tara Chandrasekhar is an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Duke University. As a child, adolescent, and adult psychiatrist, she treats patients in the Duke Autism Clinic and participates in clinical research at the Duke Center for Autism and Brain Development. Her clinical work focuses on the mental health needs of adolescents and young adults on the autism spectrum. She also has an interest in neurodiversity advocacy, and leads efforts to increase inclusion for autistic students at Duke University. Dr. Chandrasekhar also is committed to training the next generation of child and adolescent psychiatrists and serves as the Program Director of the Duke Child and Adolescent Psychiatry Fellowship.
Intentionally Inclusive Services to Transgender Youth
with Terri L. Phoenix, Ph.D. Director of the UNC Chapel Hill LGBTQ Center

This workshop is designed to introduce working with transgender and gender non-binary clients. We will discuss basic terminology and controversies, current research on the lived experiences of transgender and gender non-conforming people, relevant standards and guidelines related to transition, and recommendations for working effectively with transgender and gender non-binary clients.

By the end of this workshop, participants will be able to:

1. define the following terms: gender identity, gender expression, sexual orientation, assigned sex at birth, transgender, nonbinary, transition, gender affirming care
2. discuss the history of the evolution of the term transgender and community conflict over use of terms
3. explain the relevance and application of WPATH Standards, Center of Excellence for Transgender Health Guidelines, and Endocrine Society guidelines
4. identify a minimum of five best practices for working with transgender youth

Instructional Level: Intermediate

Educational Format: Lecture, discussion, and video clips

Instructor:
Dr. Terri Phoenix is the Director of the LGBTQ Center at UNC-Chapel Hill. Terri has served on the Executive Board of the National Consortium of Higher Education LGBT Resource Professionals, as Chair of the Board for Safe Schools North Carolina, and on the NC ACLU transgender advisory board. Terri's work has been recognized with the UNC-Chapel Hill Staff Diversity Award (2016) and the University Award for the Advancement of Women (2015). T has given numerous invited and peer-reviewed presentations on inclusive practices at local, regional, and national conferences. Terri has been a field instructor/task supervisor with the UNC-CH, School of Social Work and is a training consultant with the SSW/AHEC Training Partnership. Dr. Phoenix has 25 years' experience working with youth in various settings including therapeutic group homes, detention centers, psychiatric hospitals, universities, and non-profit organizations. T is an alumnus of East Carolina University (BA), UNC-Greensboro (MS), and University of Georgia (PhD). Outside of work, T loves to spend time with family and friends, walk in the woods, and ride T's motorcycle.
Psychologists Role in Palliative Care - topic (title coming soon)
with Matthew Schooler, PsyD and Colleague

By the end of this workshop, participants will be able to:

1.

Instructional Level:

Educational Format:

Instructor:

Details Pending:
More Info Coming Soon
VIRTUAL CONFERENCE INFORMATION

Date and Time:
Friday, September 17, 2021
Saturday, September 18, 2021

9:00am - 12:15pm:
Morning Workshops (with a 15-minute break)

12:15pm - 1:30pm:
Lunch Break

1:30pm - 4:45pm:
Afternoon Workshops (with a 15-minute break)

Registration Deadline and Refund Policy:
Preregistration is required. You must register by Wednesday, September 15 at 11:55pm.
No refunds on or after Wednesday, September 15. All refunds are minus a $20 processing fee.

Continuing Education Information:
These workshops are sponsored by the North Carolina Psychological Association (NCPA).
NCPA is approved by the American Psychological Association to offer Continuing Education (CE) for psychologists. NCPA maintains responsibility for this program and its content.

Each workshop is offered for 3 hours of Category A CE credit.

Attendance Requirement for CE Credit:
To receive CE credit, you must attend the entire workshop. No credit will be given to participants who are more than 15 minutes late at the beginning of the workshop. You must be present at the close of the workshop and sign in and sign out. You may not be excused early. Partial credit is not provided.

Click here to register online now.
Registration Form

Click here to register online

Registration Deadline is Wednesday, September 15 at 11:55 pm

Name: ___________________________ Degree: ___________________________

Profession: ___________________________

Email: ___________________________

Phone: ___________________________

Friday, September 17

_____ #1 The Why and How of Performance Validity Testing in Children and Adolescents: The Pediatric Performance Validity Test Suite (PdPVTS) - Dr. Cecil Reynolds (3 hours)

_____ #2 Talking Racial Stress: Continuing the Conversation after the Intake Interview - Dr. Ryan DeLapp (3 hours)

_____ #3 Implementation of Trauma-Informed Screening, Assessment, and Treatment for Children and Families - Dr. George (Tripp) Ake (3 hours)

_____ #4 Making Sense of Side Effects, Serotonin, and other Medication Mysteries: A Psychopharmacology Review and Update with Cerrone Cohen, MD (3 hours)

Saturday, September 18

_____ #5 Polyamorous Relationships & Families - Dr. Elisabeth “Eli” Sheff (3 hours)

_____ #6 Assessment and Treatment of Co-Occurring Psychiatric Conditions in Adults on the Autism Spectrum: What Psychologists Need to Know - Drs. Tara Chandrasekhar & Brenna Maddox (3 hours)

_____ #7 Intentionally Inclusive Services to Transgender Youth - Dr. Terri Phoenix (3 hours)

_____ #8 (3 hours)

Cost:

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<tr>
<th>NCPA Members</th>
<th>Non-NCPA Members</th>
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<tr>
<td>One Full Day - $125</td>
<td>One Full Day - $155</td>
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<tr>
<td>Half-Day - $65</td>
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<tr>
<td>Both Days - $225</td>
<td>Both Days - $285</td>
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