2017 NCPA SPRING CE WORKSHOPS
FRIDAY, APRIL 28 & SATURDAY, APRIL 29
THE FRIDAY CENTER - CHAPEL HILL, NC
FRIDAY, APRIL 28

MORNING SESSION: 9:00 AM – 12:15 PM
- Gender Identity/Expression and Transgender Communities
- Not All that Blows Up is Bipolar: Disentangling Mood and Externalizing Disorders in Youths

AFTERNOON SESSION: 1:30 PM – 4:45 PM
- Clinical Issues in Working with Transgender Clients and Families
- Working Smarter, Not Harder: Using Evidence Based Assessment to get Better Client Satisfaction and Outcomes

SATURDAY, APRIL 29

MORNING SESSION: 8:30 AM- 11:45 AM
- How the Trump Administration Will Affect Behavioral Health Care: Challenges, Interpretations, and Forecasting the Future of Professional Psychology
- When a Client Dies: the Personal and Professional Impact on the Therapist
- Developing Integrated School-Based Mental Health Services

AFTERNOON SESSION: 1:30 PM - 4:45 PM
- An Update on New Psychotropic Agents
- Supporting Appropriate Evaluation & Identification of Specific Learning Disabilities
- Preparing for Legal/Ethical Challenges - Malpractice Insurance: Why You Need It, Why You Need to Understand It, and How it Works*

*WORKSHOPS WITH AN ASTERISK (*) ARE INTENDED TO MEET THE NC PSYCHOLOGY BOARD’S ETHICS/LEGAL REQUIREMENTS FOR PSYCHOLOGISTS.

ANNUAL STUDENT POSTER SESSION  MEMBERSHIP LUNCHEON

SPONSOR A GRADUATE STUDENT OR INTERN

The North Carolina Psychological Association is approved by the American Psychological Association to offer Category ‘A’ Continuing Education credit for psychologists.
Workshop 1:

**Gender Identity/ Expression and Transgender Communities**

Terri Phoenix, Ph.D.
Director, LGBTQ Center at UNC-Chapel Hill

This workshop is designed to introduce working with transgender and gender non-binary clients. We will discuss basic terminology, current research on the live experiences of transgender and gender non-conforming people, 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 terms such as gender identity, gender expression, & transition;
2. list three findings from research on transgender experiences; and
3. list three resources for working effectively with transgender clients.

Instructional Level: Basic

Educational Format: Lecture & discussion

Dr. Terri Phoenix is the Director of the LGBTQ Center at UNC-Chapel Hill. T is an alumnus of East Carolina University (BA), UNC-Greensboro (MS), and University of Georgia (PhD) and served on the Executive Board for the Consortium of Higher Education LGBT Resource Professionals. Dr. Phoenix has 20 years’ experience working with youth in various settings including therapeutic group homes, psychiatric hospitals, high schools, and non-profit organizations. T has won several awards for T’s work and has given numerous invited and peer-reviewed presentations on LGBTIQ+ communities and inclusive practices at local, regional, and national conferences. Dr. Phoenix lives in Durham, North Carolina with T’s wife, Kendra and daughter, Duncan.
Workshop 2:

Not All that Blows Up is Bipolar:
Disentangling Mood and Externalizing Disorders in Youths
Eric A. Youngstrom, Ph.D.
Professor of Psychology and Neuroscience, UNC Chapel Hill

Externalizing problems are one of the main reasons parents and teachers will send children to the clinic, and mood disorders are one of the leading public health problems in adolescence, with high impairment and risk of suicide. Although historically categorized as “internalizing” problems, mood disorders are quite often associated with irritability, impulsivity, and aggression, especially in agitated depression and bipolar spectrum disorders. The blurred boundaries have created a lot of controversy. The pendulum swung towards diagnosing a lot of bipolar disorder in youth, and then swung to DSM-5 creating a new diagnosis, disruptive mood dysregulation disorder. The treatments we would use for oppositional behavior, depression, bipolar, and conduct disorder are quite different, so getting the diagnosis right matters to the clinician and the family. This workshop uses a series of clinical vignettes to illustrate some of the key battleground issues in the debate about mood and externalizing disorders. With a combination of lecture, small group exercises, and discussion, we link the most recent research to clinical application, showing how our evolving understanding can guide our clinical care.

By the end of this Workshop, participants will be able to:
1. identify the pros and cons of the new DMDD diagnosis, and decide if and how to address it in their practice;
2. use free assessment scales, risk factors, and clinical features to help distinguish which cases are more likely to follow a bipolar versus unipolar depression course;
3. recognize when to adjust treatment for different mood and behavior profiles; and
4. state what should be different in treatment optimized for non-mood externalizing problems versus depression or bipolar spectrum conditions.

Instructional Level: Intermediate

Educational Format: Lecture, Case vignettes, Interactive group learning, Discussion

Eric Youngstrom, Ph.D., is a professor of Psychology and Neuroscience and Psychiatry at the University of North Carolina at Chapel Hill. He earned his Ph.D. in clinical psychology at the University of Delaware and completing his pre-doctoral internship training at Western Psychiatric Institute and Clinic. He then joined the faculty at Case Western Reserve University. In addition to his professorial duties at Carolina, he is also the Acting Director of the Center for Excellence in Research and Treatment of Bipolar Disorder. He is the first recipient of the Early Career Award from the Society of Child and Adolescent Clinical Psychology and an elected full member of the American College of Neuropsychopharmacology. He is a fellow of the American Psychological Association (Divisions 5, 12, and 53), as well as the Association for Psychological Science and the Association for Behavioral and Cognitive Therapies. He consulted on the 5th Revision of the Diagnostic and Statistical Manual (DSM-V) and the International Classification of Diseases (ICD-11). He chairs the Work Group on Child Diagnosis for the International Society for Bipolar Disorders, along with the Advocacy Task Force. Dr. Youngstrom has received grants from the NIMH (continuous funding since 2002), the Ohio Department of Mental Health, and multiple foundations. He is Past President of the Society of Clinical Child and Adolescent Psychology.

INFORMATION: MORNING WORKSHOPS - FRIDAY, APRIL 28

Time: 9:00 am - 12:15 pm
Credit: 3 hours Category “A” Continuing Education Credit
Attendance: To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.
Registration: $185 NCPA Members & Non-Psychologist Members of Other Professions
$150 Early Career Psychologists (Graduated 2011 - Present) **
** (if not a member of NCPA please send proof of graduation date)
$250 Psychologist non-members of NCPA
$75 Students (includes both lunch and breaks; 10 slots available)

Please Note: A $50 late fee will be added for all registrations received after Noon, Thursday, April 20, 2017.
AFTERNOON WORKSHOPS: 1:30 PM - 4:45 PM - SELECT ONE

Workshop 1:

Clinical Issues in Working with Transgender Clients and Families

Holly Savoy, Ph.D.
Private Practice

Dane R. Whicker, Ph.D.
Clinical Associate - Duke University Medical Center

Avery Cook, MSW, LCSW
Clinical Coordinator, CAPS UNC-Chapel Hill

As mental health providers, we strive to deliver affirmative and competent care to those who are in most need of our help. Given the elevated rates of suicidality, substance use, history of abuse, and social rejection, transgender and gender expansive individuals are among the most vulnerable populations with whom we work. The demand for services by this population is increasing rapidly and the ages at which these individuals seek services are becoming younger and younger.

The goal of this workshop is to help clinicians feel confident and prepared to work with this population. We will use recent research from the field, share our own clinical experiences, and ask for audience participation.

By the end of this Workshop, participants will be able to:
1. describe at least 3 tasks of mental health providers when working with transgender clients;
2. name at least 3 reliable criteria for distinguishing gender dysphoria from other common co-morbid diagnoses;
3. describe at least 3 concerns commonly faced by families of transgender individuals; and
4. identify at least 3 strategies and/or resources to support transgender individuals and their family members through transitioning.

Instructional Level: Intermediate

Educational Format: Lecture, Case vignettes, Interactive group learning, Discussion

Dr. Holly Bielstein Savoy is a licensed psychologist in private practice in Charlotte who specializes in working with lesbian, gay, bisexual, transgender, and gender non-conforming adolescents and adults. In addition to her private practice, she has been involved in LGBT advocacy and enjoys presenting and educating other providers about transgender issues and how to be more trans-affirming in their work. She graduated from the University of Missouri-Columbia with her doctorate in Counseling Psychology. She is a founding member of the Charlotte Transgender Healthcare Group and a member of the World Professional Association for Transgender Health (WPATH). She is also a past-president of the Mecklenburg Psychological Association and currently serves on the board of the Division of Independent Professional Practice for the North Carolina Psychological Association.
Dr. Dane Whicker is a clinical psychologist at Duke University Medical Center. Clinically, his areas of special interest include 1) cognitive behavioral therapy for lesbian, gay, bisexual, transgender, and gender-expansive youth and adults, 2) assessment and treatment of individuals with gender dysphoria and other complicating comorbid diagnoses, and 3) full-model Dialectical Behavior Therapy. Current research efforts focus on eating disorder pathology in transgender youth and the effects of within-group prejudice on gay men. Educational activities include providing trainings on gender and sexual diversity to mental health providers, multidisciplinary teams in fertility and primary care settings, and to parents and families of LGBTQ+ youth. Dane graduated from Marquette University with his doctorate in Clinical Psychology. He completed his pre-doctoral internship at Duke University Medical Center. While there, he became a member of the Duke Adolescent Gender Care Clinic Team. Now he works there as part of a multidisciplinary team supporting transitioning transgender and gender expansive youth. Dane is also a member of the Duke School of Medicine’s Diversity and Inclusion Council and a founding member of the Cognitive Behavioral Research and Treatment Program’s Multicultural Action Committee.

Avery Cook, MSW, LCSW is the Clinical Coordinator at Counseling and Psychological Services at UNC-Chapel Hill, where she engages in clinical work with individuals on issues involving gender identities and expression, LGB culture and identity development, as well as anxiety, depression and crisis intervention. She collaborates with the LGBTQ Center at UNC to serve students on campus and conducts trainings across the state on issues related to gender identity and gender expression. She also has a private practice in Chapel Hill.

Workshop 2:

**Working Smarter, Not Harder: Using Evidence Based Assessment to Get Better Client Satisfaction and Outcomes**

Eric A. Youngstrom, Ph.D.
Professor of Psychology and Neuroscience, UNC Chapel Hill

It can be challenging to integrate advances in technology and assessment into clinical practice. Though there is a huge volume of published research, only a tiny fraction is valid and clinically relevant. Despite these hurdles, we can update our practices to use evidence-based assessment (EBA) to guide much of our work with most of our clients. We walk through a dozen steps to speed the process and produce better client satisfaction and outcomes. The goal is not to conduct the perfect assessment every time, but rather to use principles to select high utility methods for key clinical functions: Are you aiming for prediction (i.e., identifying risk factors, quantifying symptoms), prescription (i.e., matching treatment with diagnosis and patient values), or process (i.e., monitoring progress, defining goals)? Each function needs different strengths from an assessment. Assessing people in youth or late life adds issues of development, multiple informants, and confidentiality. Knowing the “vital few” presenting problems and matching these with well-curated tools creates an efficient assessment process that yields diagnoses that are more accurate, better patient engagement, and improved outcomes. These steps add less than five minutes and less than five dollars to the typical assessment, yet yield large gains in accuracy, more agreement about next clinical action, and better outcomes. We illustrate the approach with a young adult dealing with mood and attention problems, treating the evaluation as a detective story.

**By the end of this Workshop, participants will be able to:**
1. find benchmarks for common problems in different settings, such as public schools, outpatient services, forensic settings, and inpatient units; and how to use these to optimize assessment strategies;
2. use brief assessments to optimize differential diagnosis and treatment matching;
3. measure clients’ progress against their goals and external benchmarks; and
4. access free online tools for assessment of common issues, including paper and online scoring options.

**Instructional Level:** Intermediate

**Educational Format:** Lecture, Case vignettes, Interactive group learning, Discussion
Eric Youngstrom, Ph.D., is a professor of Psychology and Neuroscience and Psychiatry at the University of North Carolina at Chapel Hill. He earned his Ph.D. in clinical psychology at the University of Delaware and completing his pre-doctoral internship training at Western Psychiatric Institute and Clinic. He then joined the faculty at Case Western Reserve University. In addition to his professorial duties at Carolina, he is also the Acting Director of the Center for Excellence in Research and Treatment of Bipolar Disorder. He is the first recipient of the Early Career Award from the Society of Child and Adolescent Clinical Psychology and an elected full member of the American College of Neuropsychopharmacology. He is a fellow of the American Psychological Association (Divisions 5, 12, and 53), as well as the Association for Psychological Science and the Association for Behavioral and Cognitive Therapies. He consulted on the 5th Revision of the Diagnostic and Statistical Manual (DSM-5) and the International Classification of Diseases (ICD-11). He chairs the Work Group on Child Diagnosis for the International Society for Bipolar Disorders, along with the Advocacy Task Force. Dr. Youngstrom has received grants from the NIMH (continuous funding since 2002), the Ohio Department of Mental Health, and multiple foundations. He is Past President of the Society of Clinical Child and Adolescent Psychology.

**INFORMATION: AFTERNOON WORKSHOPS - FRIDAY, APRIL 28**

**Time:** 1:30 pm - 4:45 pm  
**Credit:** 3 hours Category “A” Continuing Education Credit  
**Attendance:** To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.  
**Registration:**  
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- $75 Students (includes both lunch and breaks; 10 slots available)  
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SPONSOR A GRADUATE STUDENT OR INTERN!

As part of our continuing commitment to connect psychology graduate students and interns with NCPA members, we encourage you to consider sponsoring a psychology student or intern at the 2017 Spring Workshops. Sponsors may:

- Cover the registration cost of a student or intern to attend ONE day at the Conference (Friday or Saturday) for $75; OR
- Cover the registration cost of a student or intern to attend BOTH days for $140.

The cost of a sponsorship includes lunch and refreshments. If you would like to be a sponsor, or a student or intern looking to be matched with a sponsor, please mark the appropriate space on the registration form.

We are so grateful for the generosity of our sponsors; without YOUR valuable assistance, students and interns may not get the opportunity to attend this conference!!

Please Note: You do NOT need to attend the conference in order to be a sponsor.

STUDENT GRANT OPPORTUNITY

Opportunity to Help a NCPA Graduate Student Member

The NCPF Graduate Student Travel Grant assists NCPA graduate student members with travel expenses to present their research at conferences (not just NCPA). Each grant award is $500. Contributions to this fund allow us to provide grants to more student members. If you would like to make a tax-deductible contribution to this program, please write it on the line marked Student Grant on the registration form.

EARLY CAREER & EXPERIENCED PSYCHOLOGISTS

NCPA is interested in helping our Early Career Psychologists (ECP) (degree received in the past 7 years) find support, advice and enhance their professional network by meeting each other and talking with experienced psychologists in the state. If interested we can reserve tables for Early Career Psychologists and Experienced Psychologists at lunch both days. If you are an experienced psychologist and would like to share information with the ECP group, please plan to sit at one of the reserved tables. There is a special registration fee for ECP to attend the conference.
SATURDAY, APRIL 29
MORNING WORKSHOPS: 8:30 AM - 11:45 AM - SELECT ONE

Workshop 1:  
**How the Trump Administration Will Affect Behavioral Health Care: Challenges, Interpretations, and Forecasting the Future of Professional Psychology**  
Antonio E. Puente, Ph.D.  
President, American Psychological Association

With the repeal of ACA, new Health Care Policies are emerging trends that significantly impact the Practice of Psychology. This workshop will review recent changes in CPT, the emergence of Chips and Macra, and shift from individual to population health. Trends will be discussed as emerging during the new year, continuing for 2-3 years and long term.

**By the end of this Workshop, participants will be able to:**
1. understand the major changes to behavioral health expected during the next 12-18 months;  
2. explain the political and economic forces affecting health care policy;  
3. provide recommendations that address immediate and mid-range impact on practice; and  
4. consider the potential long-term alternatives to traditional mental and behavioral health practice.

**Instructional Level:** Intermediate

**Educational Format:** Workshop; Lectures

Antonio Puente, Ph.D., is the current President of the American Psychological Association. Born in La Habana, Cuba, Dr. Puente received his master's and Ph.D. from the University of Georgia. Dr. Puente has taught at the University of North Carolina at Wilmington since 1981. He also maintains a private practice in neuropsychology.

Dr. Puente has been a crucial force for the practice of psychology, especially in his role with the AMA CPT panel from 1993 to 2008. At that time, he was elected a voting member of the Editorial Panel of the CPT – the first psychologist and third non-physician to serve in this capacity. His work over a long period with the AMA and CMS on the CPT codes used in billing for healthcare services and the psychology testing codes has helped assure the future of the practice of psychology.

A past president of NCPA and NCPF, Dr. Puente has given freely of his time to educate NCPA members about issues in CPT and ICD coding. He is a recipient of the Mary Clarke Award from NCPA, and in 2011 received APA’s Distinguished Contributions to Independent Practice Award.
**Workshop 2:**

**When a Client Dies: the Personal and Professional Impact on the Therapist**

Janet Savia, Psy.D.  
Sage Psychology Group  

Bob Dick, Ph.D.  
Private Practice  

Jonathan Farber, Ph.D.  
Private Practice  

A panel of therapists who have directly experienced death of clients in a variety of settings will present structured case presentations outlining how these deaths impacted them and their work with other clients. Cases will not include deaths due to suicide. Supportive resources, suggestions for reading, Q & A, exploration of decision points/sticky issues and, time permitting, development of a personal action plan based on attendee’s values, beliefs and practice setting will be included in the workshop.

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

1. articulate the types of client deaths a clinician might encounter in practice;  
2. identify emotional responses likely to be experienced by treating therapist surrounding a client’s death;  
3. identify at least 3 potential impacts of client death on workplace functioning and professional identity; and  
4. identify 3-5 decision points and “sticky issues” that may emerge following a client’s death.

**Instructional Level:** Basic  

**Educational Format:** Lecture, case presentations, discussion

**Dr. Janet Savia** is an early career psychologist, but has a lifetime of listening and learning and leading experience. She works with adult individuals and groups. She has offices in Durham and volunteers with Duke Hospice and Cornucopia Cancer Support Center.

**Dr. Bob Dick** has been in practice for over 40 years, and is known throughout the Triangle as, “A therapist’s therapist”. He frequently consults for other healing professionals and their clients. He works with individuals and couples, as well as groups. He has offices in Raleigh and Chapel Hill.

**Dr. Jonathan Farber** has been in practice for over 25 years. He has served on the faculty of UNC-CH, and he continues to supervise, consult, write, and learn. He works with individuals, couples, and families. He has offices in Chapel Hill, NC and Washington, DC.
**Workshop 3: Developing Integrated School-Based Mental Health Services**

David Thompson, M.S., Ed.S.
Director of Student Services, Buncombe County Schools - Asheville, NC

There is clear evidence of the impact of trauma, chronic stress, and social/emotional development on children’s ability to self-regulate behaviors, process directions and instruction, plan rational responses, and benefit from academic instruction under stress. While many school districts have contracted for school-based mental health services from community providers, these counseling goals developed in therapy do not always have a clear connection to classroom/school behavior outcomes. When the goals are aligned and clearly measured, student behavior and academic outcomes improve. Through an Interconnected Systems Framework, social/emotional supports and services are provided to all students at different levels of intensity.

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

1. name the 5 main features of an Interconnected Systems Framework (ISF) model for school mental health and name 4 ways this differs from traditional school mental health models;
2. list the three intensity levels in a Multi-Tiered System of support and provide at least 2 examples of school-based mental health services or supports that could be provided at each tier of intervention;
3. categorize the core features of an Interconnected Systems Framework and list at least 3 types of outcome data that can be used for:
   i. individual student assessment and progress monitoring.
   ii. individual school program planning and evaluation.
   iii. school district program planning and assessment.
   iv. community MH planning and assessment.
4. evaluate the core features and outcomes of ISF and develop 3 statements providing a rationale for using either an ISF model or a traditional school-based outpatient mental health model.

**Instructional Level:** Intermediate

**Educational Format:** PowerPoint, lecture, and group discussion, feedback

David Thompson has been Director of Student Services with Buncombe County Schools since 2007. In addition to providing oversight of the counseling/social work functions, Mr. Thompson’s responsibilities include School Nurses, 504 District Coordination, Student Enrollment and Records, McKinney-Vento Services, Positive Behavior Intervention and Supports, and School-Based Mental Health Services.

Mr. Thompson coordinates school-based mental health services from community providers and is currently leading district and community teams in implementing an innovative outcome-driven model, Interconnected System Framework, which provides mental health supports and interventions for all students at various levels of intensity.

Mr. Thompson holds a Bachelor’s degree in Education from Belmont University, Nashville, TN. He also has a Master's Degree in Educational and Counseling Psychology and an Ed.S Degree in School Psychology from the University of Tennessee, Knoxville, Tennessee.

**INFORMATION: MORNING WORKSHOPS - SATURDAY, APRIL 29**

**Time:** 8:30 am - 11:45 am

**Credit:** 3 hours Category “A” Continuing Education Credit

**Attendance:** To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.

**Registration:**
- $185 NCPA Members & Non-Psychologist Members of Other Professions
- $150 Early Career Psychologists (Graduated 2011 - Present) **
- $250 Psychologist non-members of NCPA
- $75 Students (includes both lunch and breaks; 10 slots available)

**Please Note:** A $50 late fee will be added for all registrations received after Noon, Thursday, April 20, 2017.
ANNUAL NCPF POSTER SESSION: 11:30 am - 12:15 pm
Graduate & Undergraduate Psychology Students will present their posters. Recognition of Poster Session entries will be acknowledged at the membership luncheon. The poster session is organized by the NC Psychological Foundation's Scientific, Academic, & Student Affairs Committee, co-chaired by John Parsley, Psy.D. & Terra Rose, Psy.D.

ANNUAL MEMBERSHIP LUNCHEON: 12:15 pm - 1:30 pm
The business meeting portion of lunch will include an annual report from Richard Ogle, Ph.D., NCPA President. This includes a financial update and other matters of the Association. In addition, the Poster Session participants will be recognized, and the NCPA and NCPF President's Awards, the Mary G. Clarke Award, and The Sally Cameron Award will be presented.

KEYNOTE SPEAKER: ANTONIO E. PUENTE, PH.D.

Psychology – A View from the Top
Antonio E. Puente, Ph.D.
President, American Psychological Association

AFTERNOON WORKSHOPS: 1:30 PM – 4:45 PM - SELECT ONE

Workshop 1:

An Update on New Psychotropic Agents
Suzanne C. Harris, Pharm.D., BCPP, CPP
Clinical Assistant Professor, Clinical Pharmacist Practitioner- Psychiatry

Attempting to understand and compare all of the new products that have been released in recent years is a daunting task for clinicians. Non-prescribing providers need information about the advantages and disadvantages of each medication and the data that supports their use within the context of an overall treatment plan. This program will examine new psychotropic medications recently marketed, focusing on clinically relevant differences between new products and predecessors where data are available. Participants will be provided an update on new psychotherapeutic uses of existing agents and new psychotropic agents that will impact their practice.

By the end of this Workshop, participants will be able to:
1. identify and describe the basic pharmacology, adverse effects, common drug interactions, therapeutic uses, and dosing of selected psychiatric drugs recently marketed in the past few years;
2. understand the medication regimen and how it fits into the patient’s overall treatment plan;
3. recommend an evidence-based medication regimen that fits the individual patient's needs within the context of broad mental health treatment plan; and
4. critically review patient case studies on current approaches to patients with psychiatric illnesses.

Instructional Level: Basic

Educational Format: Lecture with PowerPoint slides; discussion with active learning using cases and audience response questions
Dr. Harris, Pharm.D., BCPP, CPP, is a clinical assistant professor in the Division of Practice Advancement and Clinical Education at the UNC Eshelman School of Pharmacy and a clinical pharmacy practitioner in psychiatry with UNC Hospital and Clinics, where she is involved with psychiatric medication management for patients with psychosomatic disorders. Dr. Harris also serves as Director of the UNC Hospital Region Experiential Program. Dr. Harris received her Doctor of Pharmacy degree in 2002 from the University of Texas College of Pharmacy at Austin and completed a psychiatric specialty residency with Kaiser Permanente Colorado Region in Denver, Colorado. Dr. Harris' career and research interests are in transitions of care for psychiatric patients, experiential training, and innovative practice models and teaching strategies. Dr. Harris is a member of the American Association of the Colleges of Pharmacy, National Alliance on Mental Illness Durham chapter, and American Society of Health-System Pharmacists. Additionally, she is an active member of the College of Psychiatric and Neurologic Pharmacists, having served on the Research, Communications, Resident and New Practitioner, and Student Committees.

Workshop 2:

Supporting Appropriate Evaluation and Identification of Specific Learning Disabilities

Lynn K. Makor, M.A., CAGS
Consultant for School Psychology
NC Department of Public Instruction/Carolina Institute for Developmental Disabilities

On February 5, 2016, the NC State Board of Education approved the NC Policies Governing Services for Children with Disabilities Addendum, which must be fully implemented by July 1, 2020, for the evaluation and identification of students with Specific Learning Disabilities (SLD). An overview of this policy amendment and the requirements for SLD identification within NC public schools will be provided. The presenter will discuss similarities and differences from the previous policy. Additionally, a structured framework will be offered in order for practitioners to ensure that their evaluations of students in NC public schools sufficiently address the amended SLD criteria. The framework supports best practices in the collection and analysis of student data used for special education decision-making.

By the end of this Workshop, participants will be able to:
1. identify the amended criteria for SLD identification within NC public schools;
2. obtain a structured framework for utilization within SLD evaluation planning; and
3. consider ways to apply the structured framework within their individual practice in order to sufficiently address all required criteria in SLD identification.

Instructional Level: Intermediate

Educational Format: Lecture, Slides, Discussion

Lynn Makor, MA, CAGS, has served as the Consultant for School Psychology with the North Carolina Department of Public Instruction since April 2014. Prior to this role, Lynn served as both lead school psychologist and school psychologist practitioner in the 6th largest school district in NC. Throughout her career, Lynn has been directly involved in developing both state and district level policies related to evaluation and identification of students with special needs, most specifically Autism Spectrum Disorder, Intellectual Disabilities, Specific Learning Disabilities and Traumatic Brain Injury. Lynn is also responsible for coordination and maintenance of the North Carolina Registry of Approved Providers for TBI, which consists of approximately 200 school psychologists who have received specialized training in order to conduct assessments of students suspected of requiring special education as a result of brain injury. Although her experiences most recently have been specific to special education policy, Lynn strongly advocates for prevention and early intervention efforts, and has been involved in the development of a recently approved general education concussion monitoring policy for all students sustaining this MTBI, to ensure appropriate monitoring and support is established as students return to the educational environment. She is also involved in the NC School Mental Health Initiative, a group of stakeholders who have partnered to inform policy and legislative leaders in the establishment of more systematic approach to school mental health services for students in NC public schools.
Workshop 3:

Preparing for Legal/Ethical Challenges - Malpractice Insurance: Why You Need It, Why You Need to Understand It, and How it Works*

Randolph (Tré) Morgan, III, J.D.

*THIS WORKSHOP IS INTENDED TO MEET THE NC PSYCHOLOGY BOARD’S ETHICS/Legal REQUIREMENTS FOR PSYCHOLOGISTS.

This seminar will walk participants through the purpose, importance and meaning of malpractice insurance policies.

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

1. review their malpractice insurance needs and identify needed coverage;
2. identify and interpret the major provisions of a malpractice insurance policy;
3. identify and understand their obligations under their malpractice insurance policy;
4. identify and understand the insurer’s obligation under their malpractice insurance policy; and
5. understand the interplay of their malpractice insurance with licensing board complaints.

Instructional Level: Basic - Intermediate

Educational Format: Lecture, discussion

Randolph (Tré) Morgan, III is a North Carolina State Bar Board Certified Family Law Specialist and the owner and founder of The Law Office of Randolph Morgan III, P.A. The primary focus of Morgan’s practice is protecting clients, particularly families and children going through the divorce process outside of the courtroom. Tré does this by utilizing the Collaborative Divorce Process, mediation and other non-litigation processes to avoid the destruction and cost of litigated court cases. Through his family law practice, he discovered that many of his therapist friends needed help understanding the legal aspects of their practices. Helping these friends led to an increased role in consulting with and advising therapists in legal matters, including subpoena defense, corporate issues and related fields. Tré strongly believes in the value that therapists bring to people’s lives and wants to help therapists continue to help their own clients.

INFORMATION: AFTERNOON WORKSHOPS - SATURDAY, APRIL 29

Time: 1:30 pm - 4:45 pm
Credit: 3 hours Category “A” Continuing Education Credit
Attendance: To receive credit, you must be present for the entire workshop, and you must sign the sign-in/sign-out sheets. No partial credit will be given.
Registration: $185 NCPA Members & Non-Psychologist Members of Other Professions
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$250 Psychologist non-members of NCPA
$75 Students (includes both lunch and breaks; 10 slots available)

Please Note: A $50 late fee will be added for all registrations received after Noon, Thursday, April 20, 2017.
Conference Registration Fee, Deadlines, and Refund Policy: The registration fee includes the workshops selected, refreshment breaks, and lunch each day. The deadline for registration is Thursday, April 20, 2017 at 12:00 pm NOON. There is a $50 late fee for registrations received after 12 O’clock Noon on April 20, 2017. All refunds are minus a $50 administrative fee. You will receive a full refund for cancellation before Monday, April 17 and a one-half refund for cancellation by Noon, Thursday, April 20. No refunds are issued after Noon on April 20, 2017. The deadline for online registration is Noon on Thursday, April 20.

Continuing Education Credit: The North Carolina Psychological Association is approved by the American Psychological Association to sponsor continuing education for psychologists. The North Carolina Psychological Association maintains responsibility for this program and its content. Each workshop is offered for 3 hours of Category “A” Continuing Education credit. The credits are Category “A” under the rules of the North Carolina Psychology Board.

Attendance Requirements: To receive CE credit, you must be present for the entire workshop, and you must sign the sign-in and sign-out sheets. Participants who are more than 15 minutes late for a session will not receive CE credit. Participants who leave before the close of the workshop will not receive CE credit.

Ethics & Legal: If a workshop is intended to meet the NC Psychology Board Ethical/Legal CE Requirements, it will be marked with an asterisk (*) and noted under the title of the workshop.

Facility Information: The Friday Center is located just off I-40 in Chapel Hill. Take the Highway #54 exit (273 A or B). Participants receive directions that are mailed with your conference confirmation. Directions are also posted on the Friday Center website and the NCPA website.

Hotel Information: NCPA has reserved a block of rooms at the Courtyard by Marriot next to the Friday Center. Double and King sized rooms (both non-smoking) are available at $139.00 per night. To reserve a room, call the hotel locally at 919.883.0700 or 1.800.321.2211 & ask for the Spring CE Conference 2017 Block. To register online click this link: www.marriott.com/RDUCHT. The link will take you directly to the registration page for Spring Conference attendees. There are a limited number of rooms reserved, so please register early. After Monday, March 28, rooms will be provided on a space-available basis at prevailing rates. Additional hotels are posted on www.ncpsychology.org.

Special Needs: If you have special dietary needs (vegetarian, a medical issue, etc.) or physical requirements please make note of this on the registration form. This must be received at least two (2) weeks in advance (by April 13, 2017).

Student Sponsor/Student Travel Grant: Please consider sponsoring a graduate student or psychology intern to attend the conference (limit = 10 slots per offering) or contribute to the student travel grant. See the information on p. 7, contributions can be included on registration form.

Early Career Psychologists and Experienced Psychologists: Tables will be reserved during lunch for you to sit together, share information, and ask questions. Information is on p.7.

Exhibitors: NCPA is extremely fortunate to have a number of exhibitors who support the conference. Join us in showing our appreciation by visiting the exhibit area during breaks and meal hours. Thank You!

No Smoking: All workshops are non-smoking.

Program/Continuing Education Committee: Catherine Forneris, Ph.D., Chair; Suzanne Bates, Ph.D., Michael Bigsby, Ph.D., Jerry Brittain, Ph.D., Emily Brown Cabezudo, Ph.D., Andrew Goff, Ph.D., Susan Hurt, Ph.D., Katrina Kuzyszyn-Jones, Psy.D., Amy Mistler, Ph.D., Abby Nardo, Ph.D., Cristin Saffo, Psy.D., Janet Savia, Psy.D., Kacey Wilson, Ph.D., Sally Cameron, and Carol Kulwicki.

For Additional Information Contact:
NC Psychological Association, 1004 Dresser Court, Suite 106, Raleigh, NC 27609
Phone: 919.872.1005  Fax: 919.872.0805
Email: carol@ncpsychology.org  Web: www.ncpsychology.org
# 2017 NCPA Spring CE Workshops Registration Form

**Registration Deadline: Monday, April 24 at Noon**

**Name** _________________________________________________________________________ Degree __________

**TO APPEAR ON NAMETAG**

- First Name
- Last Name

**Address** _________________________________________________________________________

- City __________
- State _____
- Zip __________

**Phone Number** _____________________________ **Email** __________________________________________________

REQUIRED FOR CE EVALUATION

Profession (Psychologist, Social Worker, etc.) ____________________________________________________________

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**FRI DAY WORKSHOPS - Select ONE Morning and ONE Afternoon Workshop:**

**MORNING: 9:00 AM – 12:15 PM**

- Gender Identity/Expression in Transgender Communities
- Mood & Externalizing Disorders in Youths

**AFTERNOON: 1:30 PM - 4:45 PM**

- Clinical Issues in Working with Transgender Clients, Families
- Using Evidence-Based Assessment for Better Client Results

**SATURDAY WORKSHOPS - Select ONE Morning and ONE Afternoon Workshop:**

**MORNING: 8:30 AM - 11:45 AM**

- The Trump Administration Affect on BH Care
- When A Client Dies: Impact on the Therapist
- Developing Integrated School-Based MH Services

**AFTERNOON: 1:30 PM - 4:45 PM**

- Update on New Psychotropic Agents
- Evaluation, Identification of Specific Learning Disabilities
- Legal/Ethical Challenges - Malpractice Insurance*

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*THIS WORKSHOP IS INTENDED TO MEET THE NC PSYCHOLOGY BOARD’S ETHICS/LEGAL REQUIREMENTS FOR PSYCHOLOGISTS.

<table>
<thead>
<tr>
<th></th>
<th>NCPA Members &amp; Other Professions</th>
<th>Early Career Psychologists (NCPA Members Only)</th>
<th>Psychologist Non-NCPA Member</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day, Fri. OR Sat.</td>
<td>$185 _____</td>
<td>$150 _____</td>
<td>$250 _____</td>
<td>$75 _____</td>
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<tr>
<td><strong>2 days, Fri. &amp; Sat.</strong></td>
<td>$340 _____</td>
<td>$270 _____</td>
<td>$470 _____</td>
<td>$140 _____</td>
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</table>

**Late Fee after 12pm on 4.24.17**

- $50 _____
- $50 _____
- $50 _____
- $50 _____

**TOTAL PAID $_______________**

**A $30 discount has been applied for attending both a Friday and Saturday Workshop ($10 for students).**

___ **Graduate Student/ Intern Sponsorship:** I will be a Sponsor for 1 day: $75 _____ or 2 days: $140 _____

___ I am a Graduate Student/Intern and would like a Sponsor; fill in name, etc. above and return form to NCPA.

___ **NCPA Student Member Travel Grant:** I would like to make a **tax deductible** contribution (see p. 7) $ ______

___ Lunch Only on Saturday, April 29 - $25

**TOTAL ENCLOSED $_______________**

___ **Special Needs** I have special needs (dietary/physical): ___________________________________________

NCPA must be notified by 4.13.17

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**PAYMENT METHOD**

**Circle One:** Check  MasterCard  Visa  For credit card payment, please complete the following:

Name as it appears on card __________________________________________________________

Card Number _____________________________ Exp. Date ________ CVV Number ________

3 DIGITS ON BACK OF CARD

Exact Billing Address _____________________________ City __________ State _____ Zip ______

Signature ____________________________________________________________________________

**PLEASE SEND REGISTRATION FORM** with either a check payable to NCPA or credit card information to: NCPA, 1004 Dresser Court, Suite 106, Raleigh, NC 27609 **OR** fax form to 919.872.0805 email questions: carol@ncpsychology.org  **Note:** Registration is not considered received unless it is accompanied by payment; spaces will NOT be held without payment.