The 2020 Annual

**SHiP**

School Health Interdisciplinary Program

Addressing the Needs of the Whole Child: What Works in School Health and Wellness

**Virtual Pre-Recorded Conference**

Available July 15-September 15

Earn over 33 continuing education hours!

Registration: $50

**Sponsored by**

- The National Center for School Mental Health at the University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry
- Office of Population Health Improvement, Maryland Department of Health
- Division of Student Support, Academic Enrichment, and Educational Policy, Maryland State Department of Education
- Maryland Department of Juvenile Services
- Maryland Department of Human Services, Social Services Administration
- Maryland State School Health Council
- Maryland Assembly on School-Based Health Care

For more information contact Dr. Sylvia McCree-Huntley, National Center for School Mental Health, at shuntley@som.umaryland.edu or 410-706-0981, or visit schoolmentalhealth.org.
The **School Health Interdisciplinary Program (SHIP)** conference is a multi-faceted approach to continuing education. SHIP providers comprehensive training on coordinated school health. This conference focuses on topics vital to school professionals. SHIP is committed to advancing quality and sustainability in school health, with this year’s theme of *Addressing the Needs of the Whole Child: What Works in School Health and Wellness.* Training will focus on helping school-based professionals understand core concepts in the school health field, including best practice strategies and policies.

**Desired Learning Outcomes.** Attendees will be able to:
- Identify strategies to enhance effective partnerships to improve student health, mental health, and well-being in school;
- Describe how student health, mental health, and well-being influence academic success;
- Gain new knowledge on how to promote student well-being and success, while reducing high-risk behaviors.

**Session topics include**
- Adolescent Community Reinforcement Approach for Substance Abuse Issues
- Adverse Childhood Experiences (ACEs) training
- Ethics in Social Media
- Health Education and Wellness
- Rash Decisions in School Children
- SARS COVID-19
- School Health Nursing and COVID-19
- Self-Care for School Staff
- Suicide Prevention: Cultural Considerations
- Social Services: Immigrant Students
- Telemedicine and Telemental Health
- Trauma-Informed Care in the School Setting
- and many more!

**Target audiences include** school nurses, caregivers, school social workers, school psychologists, school-based health center staff, administrators, after-school program providers, alternative program staff, child advocates, health educators, school teachers and support staff, community and faith-based representatives, child-serving agency staff, mental health practitioners, substance use providers, pediatricians, occupational therapists, psychologists, psychiatrists, pupil personnel workers, school counselors, school resource officers, social workers, and special educators.

**Counselors, Psychologists, Social Workers:** The University of Maryland is an approved sponsor of the Maryland Board of Examiners of Professional Counselors and Therapists, for Psychologists, and Social Workers for continuing education credits for licensed professionals in Maryland. Attendees may receive 1.0-3.0 contact hours per session. This will depend on the presentation selected to participate in for this educational activity.

**Nurses.** The University of Maryland School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credential Center’s Commission on Accreditation. Nurses may receive 1.0-1.15 contact hours per session. This will depend on the presentation selected for the attendee to participate in for this educational activity.
Welcome & Introductions

**Sylvia McCree-Huntley, EdD**  
Director, Professional Development & Training  
National Center for School Mental Health at the University of Maryland School of Medicine

**Alicia Mezu, MSN/Ed, BSN, BSc, RN**  
Health Services Specialist  
Maryland State Department of Education

**Nancy Lever, PhD**  
Conference Co-Chair  
Co-Director, National Center for School Mental Health  
Associate Professor, University of Maryland School of Medicine

**Erin Hager, PhD**  
Associate Professor, University of Maryland School of Medicine  
Chair, Maryland State School Health Council

**Cheryl Duncan De Pinto, MD, MPH, FAAP**  
Director, Office of Population Health Improvement  
Maryland Department of Health

**Joy Twesigye, MSN, MPP**  
President, Maryland Assembly on School-Based Health Care

Training Conference Sessions

**S1 | School Health Councils and Wellness Teams in Maryland**  
*Erin Hager, PhD, University of Maryland School of Medicine*  
The Maryland State School Health Council (MSSHC) offers this presentation for participants to learn more about the role and activities of local school health councils. If you are a local school health council member or representative or may be interested in becoming a member in your local district, you are especially encouraged to attend. The session is focused on increasing capacity, outcomes, and collaboration of local school health councils. **Attendees can earn 1.0 continuing education hours for completing this session.**

**S2 | Students With Somatic Symptoms: What’s a School to Do?**  
*Elizabeth McDermott, BA, BSN, RN, NCSN, Georgetown Day School*  
*Rebecca Kilfoy, MSN, ACNP, NCSN, Owen J. Roberts School District*  
In this session, we will discuss the prevalence of somatization among students. We will examine the potential effects of COVID-19 on students' mental health and the complications that COVID-19 may cause in working effectively with students with somatic symptoms. Finally, we will provide information on a program that you can implement in your school to help students understand the origin of somatic symptoms and develop coping mechanisms, thereby reducing somatic clinic visits. **Attendees can earn 1.0 continuing education hours for completing this session.**

**S3 | The COVID-19 Pandemic: Update for School Professionals**  
*Alison Trinkoff, ScD, MPH, RN, FAAN*  
This presentation will provide the latest updates on the COVID-19 pandemic and discuss the multi-system inflammatory syndrome and other health effects that have recently impacted children who may have been exposed to COVID-19. The similarities and differences of this syndrome and Kawasaki Syndrome will be discussed. **Attendees can earn 1.5 continuing education hours for completing this session.**
S4 | Building Self-Healing Communities-ACE Interface: Understanding N.E.A.R.

Terrell Sample, MSOL, MPA, BJA Stop Violence Project Director, Maryland State Department of Education, Division of Student Support, Academic Enrichment and Educational Policy
Ruby Parker, MS, Assistant Director of Community Engagement Services at The Family Tree
Frank J. Kros, MSW, JD, Master Presenter, Transformation Education Institute

Adverse Childhood Experiences (ACEs) are traumatic events that occur in a child’s life, such as physical or sexual abuse, neglect, household dysfunction or witnessing violence. Supportive research has shown that these types of experiences have a direct impact on children’s developing brains and immune system, increasing the risk for negative health and well-being outcomes that can evolve into adulthood. ACEs are common and cut across demographics, encompassing income levels, race, and culture. This presentation will provide participants with information and resources for awareness within their schools and communities in addition to detailed knowledge of brain development in children, a deeper understanding of ACEs, and what it means to help build and support resilient, self-healing communities. Attendees can earn 1.5 continuing education hours for completing this session.

S5 | A Sampling of the Adolescent Community Reinforcement Approach

Melissa Ambrose, LCSW-C, University of Maryland School of Medicine

The Adolescent Community Reinforcement Approach (A-CRA) is an evidence-based behavioral intervention that seeks to replace environmental contingencies that have supported alcohol or drug use with pro-social behaviors. Participants will learn the goals of A-CRA and sample some of the skill-focused procedures used in this intervention. Attendees can earn 1.0 continuing education hours for completing this session.

S6 | Overview of LifeSkills Training: Substance Use Prevention Program

Janice Mace, LSCW-C, Project Coordinator, Maryland State Opioid Response-Student Assistance Program

Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. Participants will learn about the program and how to access free training offered to Maryland schools if they are interested in becoming a trainer. Attendees can earn 1.0 continuing education hours for completing this session.

S7 | Screening, Brief Intervention, and Referral to Treatment for Schools

Melissa Ambrose, LCSW-C, University of Maryland School of Medicine

This session will present the concept of SBIRT as a systems-change initiative. Participants will learn a new way of reconceptualizing how we understand substance use problems, how we define substance use and how we treat substance use. The three working pieces of SBIRT will be presented and the applicability of SBIRT in school settings will be addressed. Attendees can earn 1.5 continuing education hours for completing this session.

S8 | Wellness and Self-Care for School Staff and Helping Professionals

Part 1: Wellness and Self-Care for School Staff
Elizabeth Parker, PhD, RD, University of Maryland School of Medicine

Teachers and school staff may experience traumatic incidents with their students, which may transition into the classroom setting. It is important for teachers and other school staff to experience self-care and establish boundaries. This session will share strategies on how to establish coping skills and experience wellness for teachers and school staff.
Part 2: Promoting Well-being in Helping Professions: Understanding and Combating Compassion Fatigue, Burnout, and Secondary Traumatic Stress

Kris Scardamalia, PhD, University of Maryland School of Medicine, Department of Psychiatry

School-based mental health professionals, school nurses, and educational staff play important roles in supporting student mental health, often listening to students’ fears and helping them cope with stressful events. In addition, educators and staff report working long days and feeling overwhelmed by juggling many job responsibilities. The cumulative effect of this stress can take the form of compassion fatigue, burnout, and/or secondary traumatic stress, which contributes to lower job satisfaction and staff turnover. This session will present differences between and strategies to counter fatigue, burnout, and secondary traumatic stress. Participants will also learn strategies to enhance well-being and promote job satisfaction. Attendees can earn 1.45 continuing education hours for completing this session.

S9 | Using Mindfulness to Bring Self-Care and Compassion to Students and Families During These Uncertain Times

Kim Cosgrove, LSCW-C, Program Director, PACT’s Therapeutic Nurseries Early Head Start, Kennedy Krieger Institute, Child and Family Support Program

Carole Norris-Shortle, LSCW-C, LCMFT, RPT-S, Faculty Member, University of Maryland School of Medicine, Department of Psychiatry, Taghi Modaressi Center for Infant Study

Recent research has found that mindfulness practices in schools have a positive impact on learning, behavior, and overall academic performance (Harpin et al., 2016; Vickery & Doriee, 2015). According to the Association for Mindfulness in Education, “Mindfulness practices help students focus and pay attention. Many teachers report that on the days when students practice mindfulness, the students are calmer and the class accomplishes more than on days when mindfulness is not practiced.” This presentation will share Mindfulness practices and strategies to create a classroom community in which students can contribute in a meaningful way. Attendees can earn 1.0 continuing education hours for completing this session.

S10 | Telemental Health 101

Jennifer Cox, LCSW-C, Program Director, University of Maryland School Mental Health Program

In this unique time of COVID-19 and with the rapid change to telemental health services, many clinicians are finding themselves having to quickly learn how to use telemental health services for individual, group and family sessions as well as how to provide school-wide services creatively and effectively. This session will provide an introduction to telemental health services that will include how to set up your therapeutic space, guidance for being on camera, tips for therapists, caregivers and clients, and safety in telemental health. Additionally, participants will learn telemental health tips for providing teleservices in schools across the tiers. This discussion will also include the review of techniques, programs, and FREE interactive tools that can be used at the school-wide, classroom and small-group level to provide services and stay connected. Attendees can earn 1.0 continuing education hours for completing this session.

S11 | Cultural Considerations in Suicide Prevention

Brandon Johnson, MHS, Substance Abuse and Mental Health Services Administration (SAMHSA)

Data from the Centers for Disease Control (CDC) has shown that African American children, ages 5-12, have seen a significant increase in suicide rates over the last few years. This rate has been increasing over the last 15 years, despite the suicide rate decreasing for white children of the same age range. The suicide rate of American Indian/Alaska Native youth under 18 is continuing to see increases as well. Experts from the federal level will discuss culturally specific prevention and intervention efforts for youth of various races and ethnicities. Attendees can earn 1.0 continuing education hours for completing this session.
S12 | Providers and Navigators Taking the Lead in Addressing Anxiety and Mental Health in Immigrant Families at Children’s National Hospital

Michelle Jiggetts, MD, MS, MBA, Program Administrator, Complex Care Program & Parent Navigator Program, Children’s National Hospital
Grethen Cruz Figueroa, PsyD, Faculty Psychologist, SIS/BURGESS Clinics, Community Support Services, Children’s National Hospital

Immigrant youth are faced with many challenges when maneuvering new physical and social environments. Anxiety, depression, family disruption, and trauma are among the most common difficulties they might face. Early intervention is key in promoting good mental health and resilience, and as a primary point of contact, school systems can play a major role. This presentation aims to help equip school staff in identifying at-risk youth, providing them with appropriate support, and linking them to resources they might need to ensure a successful and healthy future. Attendees can earn 1.5 continuing education hours for completing this session.

S13 | Ethics in Social Media: Protection for Clinicians

Samara Stone, LCSW-C, CEO & Founder, The Stone Foundation, LLC

This training will help participants become aware of their online presence and explore ethical implications in a tech-savvy world with hands-on activities and real-life vignettes that provide clarity on how to navigate these changing technological waters. This session will provide updates on new laws/regulations related to ethics. Attendees can earn 3.0 continuing education hours for completing this session in addition to the live, 2-hr session on July 31 from 10am-12pm.

S14 | Pediatric Depression

Gloria Reeves, MD, Associate Professor, University of Maryland School of Medicine

Depression is unfortunately a common illness among young people, and now children and adolescents are experiencing high levels of stress and emotional distress related to the COVID-19 pandemic. In this presentation, we will review information on clinical presentation and treatment of depression and also discuss factors that support resilience during these challenging times. Attendees can earn 1.0 continuing education hours for completing this session.

S15 | Vaping 201: What We’ve Learned

Dawn S. Berkowitz, MPH, CHES, Director, Center for Tobacco Prevention & Control, Prevention and Health Promotion Administration, Maryland Department of Health

This session will cover the evolution of the vaping epidemic in the United States and the current public health efforts to curb it. The latest evidence on addiction and associated harms will be covered as well as resources available both for prevention and to help students who are addicted to these products. Attendees can earn 1.0 continuing education hours for completing this session.

S16 | Youth and Provider Perspectives in the Early Identification and Treatment of Psychosis

Sean “Driscoll” Driscoll, Peer Specialist, University of Maryland
Joseph DeLuca, MA, Pre-Doctoral Psychology Intern, VA/University of Maryland School of Medicine Psychology Internship Consortium

This session will help school-based staff, including educators and health and mental health providers, to better understand signs and symptoms of early psychosis and best practices in the assessment and treatment of adolescents and young adults. The lived experience of a transitional-age youth will be shared and will include the role school staff played in helping to identify, refer, and support him during his high school years. Lessons learned, resources, and practical strategies for supporting youth experiencing psychosis will be highlighted. Attendees can earn 1.0 continuing education hours for completing this session.
To Be Faster and Stronger and Live Longer: Health-Focused Literacy and Advocacy Programs for Improving Students’ Knowledge and Skills for Improving Health Behaviors and Addressing Social Determinants of Health

Hannah Lane, PhD, Medical Instructor, Duke University, Department of Population Health Sciences

Children and adolescents have increasingly influential voices among their peer groups, families, and community decision-makers; thus, public health literacy and advocacy training programs have the potential to address social determinants of health through knowledge generation, skill-building, and experiential learning. This presentation describes the importance of these programs, drawing upon data from “Student Wellness Champions for Change,” a school-based curriculum focused on pediatric obesity prevention in low- and middle-income elementary and middle schools. We describe student participants’ health literacy, perception of themselves as leaders and public health advocates, and satisfaction with our program. Attendees can earn 1.0 continuing education hours for completing this session.

Understanding Infant and Early Childhood Mental Health

Kay Connors, LSCW-C, Instructor, Co-Director, Center of Excellence for Infant and Early Childhood Mental Health, University of Maryland School of Medicine

Infant and early childhood mental health is the foundation of health and learning. Safe, stable, and nurturing families, communities, and programs are essential to optimal brain health and development. This workshop will provide evidence-based information, strategies, and resources that health and education professionals can implement to help young children “grow well and grow love.” Attendees can earn 1.5 continuing education hours for completing this session.

How to Support All Families in School Health

Part 1: All Families are Special: How to Best Support Families Raising Children With Special Needs

Brocklin Qualls, Med, Director, Child and Youth Services, ARC of Montgomery, The ARC Family, Infant & Child Care Center

This workshop will strengthen best practices used to support families raising children with special needs. The presenter will share information on how meeting the needs of children with complex medical conditions and disabilities alongside their typical peers has improved the likelihood of long-term positive health, developmental and educational outcomes, and parents’ need for comprehensive, coordinated care for children up to ten years. This presentation will share knowledge and resources related to: (1) nursing care and monitoring; (2) developmental growth; (3) education; and (4) centralized family support services that support a medical home.

Part 2: How to Support Families and Educators for Caring for Children with Special Needs in a Daycare Setting

Barbara Obst, MSEd, BSN, NCSN, Specialist Health Needs Interagency Collaboration, Kennedy Krieger Institute, Program Coordinator

This workshop will help attendees to recognize the impact a child with disabilities can have on the family as well as the educator. Attendees will also be able to identify what needs to be addressed so that the parent and educator can be prepared for a child with disabilities attending an educational setting. Attendees can earn 1.0 continuing education hours for completing this session.
S20 | School Health Nursing and COVID-19: What a School Nurse Needs to Know

Cheryl Duncan De Pinto, MD, MP, Director, Office of Population Health Improvement, Maryland Dept of Health
Alicia Mezu, MSN/Ed, BSN, BSc, RN, Health Services Specialist, Maryland State Department of Education
Barbara Obst, MSEd, BSN, NCSN, Specialist Health Needs Interagency Collaboration, Kennedy Krieger Institute, Program Coordinator

Megan Roesler, MSN, RN, CPN, Specialist Health Needs Interagency Collaboration, Kennedy Krieger Institute

This session is for school nurses in public and private schools as they prepare for the opening of schools, and what they need to know so that students' health can be maintained in the school setting during Covid and post-Covid times. Discussion as well as resources will be shared regarding the role of the school nurse now, communication strategies, health room management, emergency planning for students who become ill at school, and caring for students with special health care needs. Attendees can earn 2.0 continuing education hours for completing this session.

S21 | The Importance of Trauma-Informed Care in the School Setting

Binny Chokshi, MD, Assistant Professor of Pediatrics, Children's National Hospital, George Washington University School of Medicine and Health Sciences

Research has shown that traumatic exposures, such as adverse childhood experiences (ACEs), can have lasting negative effects on the health and well-being of children. Vulnerable neural connections can be permanently disrupted through exposure to adversity and resultant toxic stress, which can disrupt the groundwork for future health and well-being. An understanding of the effect of trauma on health is essential for individuals working in the school setting, as the health impact of early childhood adversity can manifest through risky behaviors and diagnoses such as ADHD. This presentation will review the connection between trauma, adversity, and health outcomes and then focus on the Substance Abuse and Mental Health Services Administration’s (SAMHSAs) trauma informed approach. There will be a focus on a strengths-based trauma informed approach, with a discussion of resiliency building. Attendees can earn 1.0 continuing education hours for completing this session.

S22 | Transition from Care in School-Based Health and Wellness Centers to Adult Care—Where Do We Go From Here?

Cathleen Shannon, RN, MSN, CPNP-PC, Pediatric Nurse Provider, Watkins Mill High Schools SBHWC

We do a great job caring for our students in pediatric practices as well as in the school-based health and wellness centers (SBHWC) model, but what happens when our students graduate or age out? Have we prepared them to be savvy healthcare consumers? Have we given them the tools they need to advocate for themselves and to navigate this complex healthcare environment? This presentation will present the current knowledge and trends about transitioning adolescents to adult healthcare but will focus on the needs of student clients in SBHWCs. It will include a brief review of the current literature and provide valuable resources to implement in your clinics and practice. Attendees can earn 1.0 continuing education hours for completing this session.

S23 | Integrating Oral Health Services into School-Based Health Centers

Donna Behrens, RN, MPH, BSN, Consultant, Maryland Community Health Systems and Maryland Assembly on School-Based Health Care

Oral disease in children is largely preventable and costly when treatment is delayed. To improve access to prevention and early detection, elementary and secondary schools have become common denominators in community-based approaches to reach children at risk for oral disease. Increasing the number of school and school-based health centers offering oral health programs as part of services will help increase the prevention and early detection efforts. This workshop will focus on how to best integrate oral health services into school-based health centers. Attendees can earn 1.0 continuing education hours for completing this session.
S24 | Rash Decision in School Children  
**Bernard Cohen, MD, Professor of Pediatric and Dermatology**
This workshop will challenge the audience to identify the patterns of skin rashes and disorders as a strategy for making the diagnosis in school-age children. The workshop will also cover the clinical management of the top 10+ skin disorders that present in this age group. With this knowledge, the participants will be able to make specific diagnoses and determine best management strategies. *Attendees can earn 1.0 continuing education hours for completing this session.*

S25 | Telemedicine Workshop: Staying Tele-healthy  
**Ken Tellerman, MD, General and Developmental / Behavioral Pediatrician Chair, Emotional Health Committee**  
MDAAP, Clinical Assistant Professor of Pediatrics, University of Maryland School of Medicine  
The Covid pandemic has accelerated the use of telemedicine in healthcare. The workshop will explore ways that telehealth can be integrated into pediatric primary care, examine the advantages and limitations of telemedicine, and challenge participants to consider novel creative ways to provide healthcare and education to families with children and adolescents. *Attendees can earn 1.0 continuing education hours for completing this session.*

S26 | SARS COVID-19 – The Tiny Thing with the Enormous Impact  
**Patryce Toye, MD, Chief Medical Officer, MedStar Family Choice**
This session will focus on the novel SARS COVID-19 virus. It will cover its origins, why this virus caused a pandemic, the structure of the virus, how it infects humans and causes disease. We will review testing for the virus, antibody testing and how the two should be used in clinical practice. *Attendees can earn 1.0 continuing education hours for completing this session.*

S27 | The Cost of Poverty  
**Danielle Gerry, MD, MBA, Associate Medical Director, MedStar Family Choice**
This session will review poverty statistics and government expenditures to ameliorate poverty. It will then discuss the impact on poverty on health and how poverty drives the social determinants of health. *Attendees can earn 1.0 continuing education hours for completing this session.*

S28 | Using Quality Improvement to Improve the School-Based Health Center Experience  
**Ben Wormser, MD, General Academic Pediatrics Fellow, Johns Hopkins University School of Medicine**
The merits of quality improvement, or QI, have been well recognized in medicine and nursing in recent years. But can its principles and practices be applied to the School-Based Health Center setting? This session will take the audience beyond the PDSA cycle to get them ready to make real change for students and providers. *Attendees can earn 1.0 continuing education hours for completing this session.*

**DISCLOSURE STATEMENT:** The National Center for School Mental Health strives to ensure balance, independence, objectivity and scientific rigor in all of its educational programs. All presenters participating in this program have been required to disclose any real or apparent conflict(s) of interest that may have a direct bearing on the subject matter of this program. This includes relationships with pharmaceutical companies, biomedical device manufacturers or other corporations whose products or services are related to the subject matter of the presentation topic. The intent of this policy is to identify openly any conflicts of interest so that the attendees may form their own judgments about the presentation with the full disclosure of the facts. In addition, each presenter is expected to openly disclose any off-label, experimental or investigational uses of drugs or devices in their presentations.
The Maryland Early Intervention Program

A collaborative for the early identification and treatment of mental illness with psychosis

What is the Early Intervention Program?

We offer specialized programs with expertise in the early identification, evaluation, and comprehensive psychiatric treatment of adolescents and young adults at risk for, or in the early stages of, a mental illness with psychosis.

We use an integrated approach to address the health and mental health needs of young adults, including providing support for co-occurring substance use disorders, and metabolic and other co-occurring medical conditions. The EIP is committed to reducing disability by equipping individuals at risk and their families with tools to manage their illness, move successfully through the developmental stages of growth, and establish a life of their choosing.

Who does the Early Intervention Program serve?

- Individuals in the early stages of a mental illness with psychosis who may have strange and unusual experiences, such as
  - Hearing or seeing things that others do not see or hear
  - Having unusual thoughts or beliefs that appear as strange to themselves or others
  - Feeling fearful or suspicious of others, sometimes including others they usually trust
  - Isolating themselves from family and friends

- Health and behavioral health providers interested in
  - Learning about early psychosis
  - Receiving consultations on complex cases
  - Implementing or Supporting an Early Intervention Team
  - Referring individuals in the early stages of a mental illness with psychosis for treatment

- Family members, friends, educators, and others interested in learning about the early stages of a mental illness with psychosis and available services.

What services are available?

We are striving to develop a comprehensive, state-wide program, with services provided within the University of Maryland, as well as by satellite sites across the state. All EIP activities are guided by a multi-disciplinary Advisory Council, including youth, family and consumer advocacy membership. We integrate research into each of these components and will focus on using existing/new objective methods for early detection and prediction of disease emergence, progress, or recovery.

- **Outreach and Education** – to behavioral health providers, schools, colleges/universities, youth and family organizations, and primary care settings.

- **Clinical Services** – for individuals (aged 12-30) having experiences that indicate a risk for future psychosis, who have early signs of psychosis, or who are in the initial stages of psychosis.

- **Consultation Services** – to providers regarding identification and treatment for individuals that may be experiencing symptoms that may be predictive of future psychosis, who have early signs of psychosis, or are in the initial stages of psychosis.

- **Training and Implementation Support** – to providers establishing Early Intervention Teams (EITs) throughout the state; creating a learning collaborative so that EITs and others providing services to those with early psychosis can collaborate, share resources, provide support, and coordinate services.

Who is operating the EIP?

The EIP builds on the foundation of the University of Maryland School of Medicine Department of Psychiatry Maryland Psychiatric Research Center and the Divisions of Child and Adolescent Psychiatry, Community Psychiatry, Psychology, and Psychiatric Services Research; and the University of Maryland Baltimore County Department of Psychology.

How can I learn more?

To get more information, request education, make referrals, or request consultations, contact us:

**(877) 277-MEIP (6347)**

E-mail info@MarylandEIP.com
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CPS & OP Healthcare Project
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- Posters
- Educational materials
- BeTween Riding & Driving (activity guide to work with 10-15 year olds)
- Online webinars for professionals
- Teen driver resources
- Pediatric vehicular heatstroke prevention (outdoor display)

Maryland Kids in Safety Seats
MD Department of Health

- Presentations
- Car seat installation assistance
- Phone helpline
- Educational materials
- Referral for low-cost car seats
- Special needs transportation consultations

cps@miemss.org
www.miemss.org/home/emsc/cps

mdh.kiss@Maryland.gov
www.mdkiss.org

These projects receive grant funding in part from the Maryland Highway Safety Office
Maryland Healthy Transitions

One in four young adults experience mental illness. Healthy Transitions is a SAMHSA-funded program that serves young people ages 16-25 with (or at risk for) severe behavioral disorders.

The goals of Healthy Transitions are to:
- Raise awareness of young people’s mental health challenges.
- Increase early identification of mental health conditions in young people.
- Provide services and supports to meet the needs of young people while they transition into adulthood.

How do we accomplish these goals?
Healthy Transitions staff work to:
- Improve young adults’ outcomes in employment, housing, behavioral and physical health, education, and criminal justice involvement via flexible assertive community treatment.
- Engage, educate, and support families and communities through family psycho-education and broader outreach and education.
- Enhance core competencies of behavioral health practitioners.
- Link local implementation to state-level program and policy developing to address broader system and financing issues.

Where is Healthy Transitions?
Healthy Transitions currently serves the following Maryland counties: Anne Arundel, Caroline, Dorchester, Kent, Queen’s Anne’s, and Talbot.

How can I learn more? Contact us!

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Kennedy Krieger Institute

Located in the Baltimore-Washington region, Kennedy Krieger Institute is internationally recognized for improving the lives of 25,000 children, adolescents and adults with diseases, disorders and injuries impacting the nervous system each year. It accomplishes this through intensive inpatient and day hospital rehabilitation, home and community services, special education schools, cutting-edge research, fellowships and training programs, advocacy, and more than 80 outpatient clinics. Because every patient, student and family at Kennedy Krieger is unique, the Institute’s approach to treatment is both individualized and interdisciplinary, allowing for the best possible outcomes and the highest quality of care.

Kennedy Krieger Institute
KennedyKrieger.org
Comprehensive Behavioral Healthcare Services

Children, Adolescents and Adults

Senior/Older Adult Behavioral Health Program

24-Hour Assessment Referral Center
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Dual Diagnosis Treatment for Adults

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Child Advocacy Artist George E. Miller creates art that addresses the issues that affect our children & young people. His multicultural artwork embraces the beauty of diversity and gives vision to our most positive thoughts and beliefs! His messages will enlighten, educate and lift your spirit!

Visit George’s artwork, [www.gemartstudio.com](http://www.gemartstudio.com), and order your own educational art that inspires the spirit of learning!
Continuing Education

This conference is sponsored by the National Center for School Mental Health at the University of Maryland School of Medicine. Credit is awarded on a session-by-session basis, with full attendance required. Ethics will be recorded live for 3.0 contact hours, Category 1 and Category A. Stay tuned for the announcement of the Ethics’ live recording.

**Attendees.** A certificate of attendance will be available for attendees. To receive this certificate, attendees must attend sessions, complete the evaluation, and after completing their final session send an email to ncsmh@som.umaryland.edu.

**Counselors.** The University of Maryland School of Medicine is an approved sponsor of the Maryland Board of Examiners of Professional Counselors and Therapists for continuing education credits for licensed professional counselors and therapists in Maryland, Category B. After completing each session, attendees must submit the evaluation and knowledge check questions. Attendees will receive a CE certificate via email from the University of Maryland 2-4 weeks after the conference.

**Nurses.** The University of Maryland School of Nursing is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center’s Commission on Accreditation. Nurses may receive 1.0 to 3.0 contact hours/per session. This will depend on the presentation selected for the attendee to participate in for this educational activity. To request CE, nurses must attend CE designated session(s) and submit completed evaluation surveys. Nurses will receive a CE certificate via email from the University of Maryland 2-4 weeks after the end of the SHIP conference. All requests must be received within 90 days of the event.

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**Social Workers.** The University of Maryland School of Medicine is an approved sponsor of The Maryland Board of Examiners for Social Workers for continuing education credits for licensed social workers in Maryland, Category II. After completing each session, attendees must submit the evaluation and knowledge check questions. Attendees will receive a CE certificate via email from the University of Maryland 2-4 weeks after the conference.
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