

2021 Annual School Health Interdisciplinary Program

*Supporting the School and Community:
What Works in School Health and Wellness*

Virtual Conference and On Demand

Available from June 15 to August 15, 2021

Sponsored by:

The National Center for School Mental Health
University of Maryland School of Medicine
Division of Child and Adolescent Psychiatry

Division of Student Support, Academic Enrichment, and Educational Policy
Maryland State Department of Education

Office of Population Health Improvement
Maryland Department of Health

Maryland State School Health Council

Overview

The School Health Interdisciplinary Program (SHIP) is a multifaceted approach to continuing education. SHIP provides comprehensive training on coordinated school health. The conference focuses on topics vital to school professionals. SHIP is committed to advancing quality and sustainability in school health with this year's theme being **Supporting the School and Community: 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 outcome

By the conclusion of the 2021 SHIP conference attendees will be able to:

- Identify at least three strategies that will improve students' physical and mental health and overall well-being that school-based providers and staff can implement in their school health practice during the 2021-2022 academic year;
- Provide at least three examples of how students' health, mental health, and well-being influence their ability to learn and achieve academic success.
- Identify at least three behavioral risk-reduction strategies that promote students' health and academic success that can be implemented in schools during the 2021-2022 academic year.



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.

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.

The University of Maryland School of Medicine is an approved sponsor of The Maryland Board of Examiners of Psychologists for continuing education credits for licensed psychologists in Maryland.

The University of Maryland School of Medicine National Center for School Mental Health is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education learning activities and maintains full responsibility for this program. This training qualifies Category I for live sessions and Category II continuing education units for on pre-recorded sessions.

Welcome and Introductions

Sylvia McCree-Huntley, EdD

Director, Professional Development & Training

National Center for School Mental Health, University of Maryland School of Medicine

Nancy Lever, PhD

Conference Co-Chair

Co-Director, National Center for School Mental Health

Associate Professor, University of Maryland School of Medicine

Jamie Perry, MD

Director

Office of Population Health Improvement

Maryland Department of Health

Lynne E. Muller, PhD, NCC, LCPC

Section Chief, Student Services and School Counseling

Division of Student, Family and School Support

Maryland State Department of Education

Alicia Mezu, MSN/Ed, BSN, BSc, RN

Health Services Specialist

Maryland State Department of Education

Erin Hager, PhD

Associate Professor

University of Maryland School of Medicine

Chair, Maryland State School Health Council

Training Conference Sessions

S#1 Maryland State School Health Council

In this series of short video vignettes, you will hear from over 15 school health leaders from across Maryland who will discuss: (1) how each of the 10 Whole School, Whole Community, Whole Child (WSCC) model components relates to student mental health, (2) WSCC component-specific practices schools can put into place, in general, to promote positive student mental health, and (3) WSCC component-specific practices schools can put into place during COVID-19 recovery to promote positive student mental health.

Erin Hager, PhD

University of Maryland School of Medicine

Attendees can earn 1.0 continuing education hours.

S#2 Supporting a Culturally Responsiveness Healthcare System for Children, Youth, and Families

This presentation will define terminology related to culture, health equity, race, racism, health disparities, social determinants of health. The presentation will review the root causes of health disparities and discuss strategies to promote a culturally responsive system of health care.

Harolyn Belcher, MD, MHS

Kennedy Krieger Institute

Attendees can earn 1.0 continuing education hours for completing this session.

S#3 Finding Calm: Tapping for Educators and Students

In this training we will learn about Tapping and how it can expand our tool box for supporting students and ourselves when stress and anxiety take over. Tapping is a self-care strategy that increases our capacity to regulate emotions that can get in the way of teaching and learning, enabling us to find acceptance and calm during moments of distress. You will learn about the origins of tapping, why it works and how to do it. Participants will experience for themselves how easy, powerful and accessible this coping strategy can be for themselves and their students.

Carey Thompkins, LCSW

Tompkins Counseling & Consulting LLC

Attendees can earn 1.0 continuing education hour for completing this session.

S#4 Equity and Diversity: Cultural Responsiveness and Equity in Schools

Equity and diversity require putting systems in place to ensure that every child has an equitable chance for achieving their highest potentials. Seeking to understand the unique challenges and barriers faced by students of diverse cultural backgrounds and providing additional supports to help them overcome those barriers are the first steps to successful outcomes for all students. In this session we will look at ways to address implicit and unconscious biases in the workplace. We will look at ways to check our own biases and take meaningful action to understand and address them. We will review the importance of self-assessment of attitudes, conventionalized ideas, bound potential, and skills needed that are crucial for

overcoming the obstacles to achieving Equity and Diversity. In addition, the importance of essential conversations will be discussed, for understanding cultural differences when partnering to create an inclusive climate of success across cultural lines.

Rosita López, EdD

Northern Illinois University

Attendees can earn 1.0 continuing education hours for completing this session.

S#5 Racism and Family Wellness

We will share our experiences as school social workers/counselors with the effects of racism on family wellness. In this presentation, participants will hear about various ways that racism can affect family wellness (both children and caregivers), particularly as these effects can influence school participation and performance. Participants will review strategies and resources to prevent and mitigate the negative effects of racism on family wellness, as well as strategies and resources for school mental health professionals to address individual and structural biases that could be negatively affecting family wellness.

Allie Perez, MSW, LICSW

AppleTree Institute

Aisha Bryant

AppleTree Institute

Claudia Price, LICSW

Office of the State Superintendent of Education

Attendees can earn 1.0 continuing education hours for completing this session.

S#6 Part 1: The Role of the School Nurse during COVID-19

The role of the school nurse includes leadership, community/public health, care coordination, and quality improvement. School nurses understand the importance of a student's health and wellbeing as it relates to the student's ability to learn. This session focuses on the Role of the School Nurse and how the role continues to evolve. During COVID-19 school nurses have been on the frontlines with other healthcare personnel and school staff to assist with the pandemic and related activities necessary to provide a safe and healthy school environment. Through it all, school nurses continue have a positive impact on the health and wellness of students and families, including promoting a healthy and safe school environment.

Alicia Mezu, MSN/Ed, BSN, BSc, RN

Maryland State Department of Education

Barbara Obst, BSN, MEd, NCSN

Kennedy Krieger Institute

S#6 Part 2: Students with Special Health Care Needs: Impact of Virtual Learning Models on Emergency Care Plans

The school nurse is responsible for the development of the emergency care plan and the necessary training to recognize and intervene during a health crisis in the school setting. The COVID-19 pandemic forced the closure of a majority of school across the globe affecting the location of educational services.

Emergency care plans need to reflect changes to the learning environment to include both in-person and virtual settings as they continue to require appropriate staff training to maintain student safety.

Patricia Fato, BSN, RN, CPN
Barbara Obst, BSN, MEd, NCSN
Megan Roesler, MSN, RN, CPN
Kennedy Krieger Institute

S#6 Part 3: School Nurses from the Archdiocese: Lessons Learned

This presentation will be a panel of the school nurses and counselors who were the "trailblazers" of opening schools during this past year. This panel of "trailblazers" will share what some of the barriers were, what their roles were, who they collaborated with, their process and how they implemented their plans for opening. With their expertise the attendee will gain insight on how to prepare for return to school in person, and lessons learned.

Alicia Mezu, MSN/Ed, BSN, BSc, RN
Maryland State Department of Education

Barbara Obst, BSN, MEd, NCSN
Kennedy Krieger Institute

Panel Presentation:
Maura Martin RN
Marguerite Gibbons MS
Archbishop Spalding High School

Jan Brandt RN
Park School

Elizabeth McDermott RN
Georgetown Day School

Attendees can earn 2.5 continuing education hours for completing for all three parts of this session.

S#7 Understanding Medical Cannabis; What school nurses and educators need to know!

The new law in Maryland regarding administration of Medical Cannabis in the school setting is essential for school nurses and educators to be knowledgeable in how medical cannabis works for children with special health needs, during this session the participant will learn the plant anatomy, as well as the function of the endocannabinoid system. How does medical cannabis effect this system? It is also important to understand what the routes and side effects of medical cannabis are. Strategies will also be given on how to plan for a student receiving medical cannabis.

Barbara Obst, BSN, MEd, NCSN
Patti Ormiston, MSN
Kennedy Krieger Institute

Attendees can earn 1.0 continuing education hours for completing this session.

S#8 Restorative Approaches in Action

Maryland practitioners will share ways they have implemented restorative approaches in this 60-minute panel discussion. Four different perspectives of impact will be shared with participants: system level, whole school, student communities, and individual students. Each perspective provides insight about the impact restorative approaches has upon our systems, schools, students, and staff.

Kimberly Buckheit, MA

Maryland State Department of Education

Attendees can earn 1.0 continuing education hours for completing this session.

S#9 Understanding Adversity, Trauma and Resilience in Early Childhood

This workshop will help participants realize the impact of adversity and trauma on young children's development and recognize signs of trauma in young children. It will identify relationship-based, trauma-informed approaches and opportunities in pre-kindergarten through 1st grade to help staff apply trauma-informed and resilience-based strategies to mitigate the effects of the trauma in young children.

Kay Connors, LCSW-C

University of Maryland School of Medicine

Taghi Modaressi Center for Infant Study, Division of Child and Adolescent Psychiatry

Attendees can earn 1.5 continuing education hours for completing this session.

S#10 Upset Feelings--Feeling Felt Not Fixed: How Parents, Caregivers and Providers Can Support Early Childhood Development through Uncertain Time

"When students and parents are reacting with big feelings, they usually do not want the school professional to "fix them" but rather understand and respect their perspective. If the professional, tries to "fix them" or "tell them how to fix their problem" this tends to fuel even bigger feelings."

In this workshop we will discuss the usefulness of our Mindful Self-Regulation and the strategies from it that will help us learn how to bring a sense of calmness and awareness to these "big feeling moments." The participants will be introduced to at least 2 mindful self-regulation strategies. Participants will also gain a better understanding of why adults have a hard time responding to a child's big feelings with kindness and patience. And finally, we will consider strategies to support both the parent and child through the developmental "big feelings" stages such as separation anxiety. Some interventions will be offered that have been used successfully in with high risk families in a B."

Kim Cosgrove, LSCW-C

Kennedy Krieger Institute

Carole Norris Shortle, LCSW

University of Maryland Center for Infant Study

Attendees can earn 1.0 continuing education hours for completing this session.

S#11 Healthy Children. An Introduction to Sleep Health

Sleep health is recognized as essential for general health, well-being and child development. Yet Sleep problems and sleep disorders are exceedingly common. As there is little education on this mature area of science from kindergarten through advanced training programs for providers, diagnosis and optimal treatment are not readily available. This talk provides basic information on sleep wake mechanisms,

diagnostic strategies and review of evidence-based treatment strategies of the most common childhood sleep disorders. The presentation is targeted for clinicians, providers and educators.

Daniel S. Lewin, Ph.D., DABSM, CBSB

Associate Director, Sleep Medicine
Children's National Hospital

Attendees can earn 1.0 continuing education hours for completing this session.

#12 Uncertainty and Grief: Impact of the Pandemic

The impact of the COVID-19 pandemic is being felt throughout our lives. Physical health, emotional well-being, economic security, social connections, and spiritual life are all affected. People are having varied reactions and responses including increased anxiety, isolation, anger and sadness as we learn to exist within this new context. The uncertainty of the intensity and duration of this crisis can exacerbate underlying conditions or unhealthy coping techniques. This 60-minute session will frame the pandemic as a grief experience, discuss grief responses across the age span, and provide realistic strategies to sustain yourself in the face of grief and trauma exposure.

Emily Prusator, LICSW, RPT

Grief & Trauma Psychotherapist, Wendt Center For Loss and Healing

Attendees can earn 1.0 continuing education hours for completing this session.

#13 The Impact of Pandemic Control Policies on Student Health: Food Insecurity, Diet, Physical Activity, and Excess Weight Gain

Through conversations with school system partners and brief presentations of late-breaking research in Maryland, we will describe the impact of pandemic control policies on student health and ways school can work to support healthy behaviors and address potential consequences of pandemic-related unhealthy behaviors during the 2021-2022 school year.

Erin Hager, PhD

University of Maryland School of Medicine
Chair, Maryland State School Health Council

Filipa Gomes, MSN, RN

School Health Services Coordinator
Carroll County Public Schools

Attendees can earn 1.0 continuing education hours for completing this session.

#14 Helping the Helpers: Well-being for School-Based Behavioral Health Providers

School-based behavioral health providers, including mental health professionals, school nurses, and educational staff, have played a critical role in supporting student's over the past year, often to the detriment of their own well-being. Historically behavioral health providers reported working long days and feeling overwhelmed by juggling many job responsibilities. The pandemic has exacerbated this stress and added new sources of stress to an already difficult job. The cumulative effect of this stress can take the form of compassion fatigue, burnout, or secondary traumatic stress which contribute 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.

Kris Scardamalia, PhD, LP

National Center for School Mental Health
University of Maryland School of Medicine

Sharon Hoover PhD, LP

National Center for School Mental Health
University of Maryland School of Medicine

Attendees can earn 1.0 continuing education hours for completing this session.

S#15 Adolescent Substance Use: When, Where, and How to Get Help

This presentation will discuss the current trends of substance use among adolescents, making use of SAMHSA and CDC data. Risk factors for the initiation of a substance use disorder in adolescents will be presented. Suggestions for the early identification and intervention of an adolescent substance use disorder will be discussed. This presentation will give a basic review of DSM V criteria for a substance use disorder. ASAM levels of care will be briefly reviewed followed by ways to access these levels of care. The presentation will close with suggestions of the development of protective factors that can reduce the likelihood of a substance use disorder.

Shannon Garrett, LMSW, LCADC

Austin Addiction & Mental Health Center

Attendees can earn 1.0 continuing education hours for completing this session.

S#16 Smoking and Vaping in a COVID-19 World

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.

Dawn Berkowitz, MPH, CHES

Center for Tobacco Prevention and Control
Prevention and Health Promotion Administration
Maryland Department of Health

Attendees can earn 1.0 continuing education hours for completing this session.

S#17 The Community and Public Health Environmental Initiative (CPHEI): Bringing Nursing Services and Environmental Health Oversight to Early Head Start and Head Start Communities

Although Early Head Start (EHS) and Head Start (HS) programs are required to meet certain health performance standards, many do not have the financial resources to employ nurses or health educators. The University of Maryland School of Nursing has partnered with Maryland Family Network to create the Community and Public Health Environmental Initiative (CPHEI), which brings free nursing services and environmental health oversight to Baltimore City EHS and HS programs through the efforts of staff, clinical faculty and nursing students. Attendees will learn about the work of this innovative model and how other schools of nursing can implement the Initiative in EHS and HS programs in their communities.

Laura Allen, MA, MS, RN

Community and Public Health Environmental Initiative
Department of Family and Community Health
University of Maryland School of Nursing

Attendees can earn 1.0 continuing education hours for completing this session.

S#18 Behavior Health Equality for LGBTQ+ Adolescence in Maryland

This workshop will discuss environmental factors that impact adolescent mental health, provide current data on mental health among adolescents in Maryland and examine how schools and providers can create healthy environments that are protective of LGBTQ+ adolescent mental health.

Lee Carson, MSW, LSW

Public Health Management Corporation

Attendees can earn 1.0 continuing education hours for completing this session.

S#19 Maryland's Legislative Process and Local Involvement

The session will examine Maryland legislative process and explain the different types of legislative activities in which advocates may choose to partake.

Brooke Torton**Kerri Lowrey, JD, MPH**

University of Maryland School of Law

Attendees can earn 1.0 continuing education hours for completing this session.

S#20 Post-Acute/Long-COVID in Children: Implications and Considerations for Educators

Here we will talk about our experience in treating children who have persistent symptoms after COVID-19 infection and the impact on educational experience.

Laura Malone, MD, PhD**Amanda Morrow, MD**

Kennedy Krieger/Johns Hopkins

Attendees can earn 1.0 continuing education hours for completing this session

S#21 The Benefits of Mindfulness in the Practice of School Health

This session will present the concept of and evidence-based benefits of mindfulness for school health providers and students. There will be experiential practical techniques during the session which health suite staff can use themselves and introduce to students to encourage a state of mindfulness in their daily lives, and in acutely stressful situations.

Vickie Freedenberg, PhD, APRN

Electrophysiology Nurse Scientist Children's National Hospital

Attendees can earn 1.0 continuing education hours for completing this session

S#22 Engaging and Supporting Fathers in the Time of COVID-19

This session will share an effective opportunity to engage fathers in the school and classroom setting. Presenters will also share the important role of fathers in the lives of their children, especially as systemic health and social inequities have increased.

James Worthy, MS

Patrick J. Patterson, MSW, MPH

Global Partners for Fathers and Families, LLC

Attendees can earn 1.0 continuing education hours for completing this session

Live Conference Sessions

S#23 A Victim Centered Approach to Human Trafficking

June 23rd 10:00 AM to 11:00 AM

This training will provide a glimpse into the FBI's Child Exploitation Task Force and the work they do to assist victims of sex trafficking. The trainers will provide their insight into these types of cases, calling on their more than 20 years of combined experience in sex trafficking investigations. Participants will gain a better insight into the challenges facing those who fall victim to traffickers, specifically here in Maryland. The trainers will provide the participants with signs and indicators of potential sex trafficking situations.

Corporal Christopher Heid

Maryland State Police

Special Agent Patrick Winn

Federal Bureau of Investigation

Attendees can earn 1.0 continuing education hours for completing this session.

S#24 Botvin Session

July 13th, from 9:00 AM to 3:30 PM (with a 30-minute break for lunch)

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 participate in free training offered to Maryland schools if they are interested in becoming a trainer.

Pamela Dorman, MSW, LCSW-C

School Mental Health Senior Counselor

Jennifer Lease, MSW, LCSW-C

School Mental Health Senior Counselor

Attendees can earn 6.0 continuing education hours for completing this session.

S#25 Adolescent Community Reinforcement Approach for Substance Abuse Issues

July 14th, 9:00 AM to 12:00 PM

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.

Melissa Ambrose, LCSW-C

University of Maryland School of Medicine

Attendees can earn 3.0 continuing education hours for completing this session.

S#26 Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Schools**July 21st, 9:00 AM to 12:00 PM**

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.

Melissa Ambrose, LCSW-C

University of Maryland School of Medicine

Attendees can earn 3.0 continuing education hours for completing this session.

S#27 Gang Awareness**July 23rd, 10:00 AM to 12:00 PM**

This training examines the impact gang culture is having on all of our children, including the relevance to bullying and cyber bullying issues. Following an overview of the more recognized and celebrated traditional gang forms, the program focuses on the phenomenon of nontraditional and hybrid gangs that influence our adolescent and preadolescent youth. The presentation includes research-based prevention and intervention strategies and provides gang prevention and intervention resources.

Vincent DeVivo

Community Outreach Specialist

United States Attorney's Office, District of MD

Attendees can earn 2.0 continuing education hours for completing this session.

CONTINUING EDUCATION

This conference is sponsored by The National Center for School Mental Health, University of Maryland School of Medicine. Credit is awarded on a session-by-session basis, with full attendance required.

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 authorized by the Maryland Board of Examiners of Professional Counselors and Therapists for continuing education credits for licensed professional counselors and therapists in Maryland; to sponsor continuing education learning activities and maintains full responsibility for this program. This training qualifies for Category I/A for Live Sessions / Category II/B for Pre-Recorded Sessions for continuing education units. Attendees must complete knowledge check questions and evaluations to receive a CE certificate. Attendees will be able to download and print their certificate after the completion of the evaluation.

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 or more 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 survey. 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.

Psychologists

The University of Maryland School of Medicine is authorized by the Board of Examiners of Psychologists in Maryland to sponsor continuing education learning activities and maintains full responsibility for this program. This training qualifies for Category I/A for Live Sessions / Category II/B for Pre-Recorded Sessions for continuing education units. Attendees must complete knowledge check questions and evaluations to receive a CE certificate. Attendees will be able to download and print their certificate after the completion of the evaluation.

Social Workers

The University of Maryland School of Medicine is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education learning activities and maintains full responsibility for this program. This training qualifies for Category I for Live Sessions / Category II for Pre-Recorded Sessions for continuing education units. Attendees must complete knowledge check questions and evaluations to receive a CE certificate. Attendees will be able to download and print their certificate after the completion of the evaluation.

Attendees can earn up to a total of 39 hours!

15 hours Category I/A for Live Sessions

24 hours Category II/B for Pre-Recorded Sessions

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.



EXHIBITORS & SPONSORS

Acclaimed Promotional Specialties Inc

Adolescent Community Reinforcement Approach (A-CRA)

BOTVIN LifeSkills Training(LST) – Provider Workshop

Child Advocacy Artist

KOGNITO Screening and Brief Intervention (SBI)

Maryland Early Intervention Program

Maryland FYI - Family & Youth Interventions for Substance Use

Maryland Healthy Transitions

Maryland Institute for Emergency Medical Services Systems

Maryland State School Health Council

Maryland Suicide Prevention & Early Intervention Networks - MD-SPIN

Mom Power Training

Parent CRAFT

Screening, Brief Intervention, & Referral to Treatment SBIRT Provider Training

Strengthening Families Program (SFP)

Exhibit Information

Go to www.schoolmentalhealth.org click on conferences and go to the

School Health Interdisciplinary Program site.

Regional Planning Committee Members

Laura Allen, MA, MS, RN

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Community and Public Health Environmental Initiative
Department of Family and Community Health
University of Maryland School of Nursing

Kristi Corona

Program Management Specialist
Department of Pediatrics, Growth and Nutrition
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State Adolescent Health Coordinator
Maternal and Child Health Bureau
Prevention and Health Promotion Administration
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Outreach and Education Lead, Maryland Healthy
Transitions
University of Maryland School of Medicine

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Specialized Health Needs Interagency Collaboration
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Mary Price, BA

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Megan Roesler, MSN, RN, CPN

Specialized Health Needs Interagency Collaboration
Kennedy Krieger Institute
Nurse Educator

Christina Walker, MS

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National Center for School Mental Health
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Thank you to retired Cheryl Duncan De Pinto, MD, MPH, Maryland Department of Health for all of her guidance and support for SHIP!

A special thank you to Te'a Brown, Lauren Sapp, and Dante Washington for their leadership on the logistics of SHIP!