

1 Adolescents and Eating Disorders: Not Just a Teenage Phase

Do you ever wonder if your client is struggling with an eating disorder? Is it “bad enough” to refer to a specialist? What help is available for adolescents with eating disorders? How can you support an adolescent during their eating disorder treatment? This presentation will help professionals who want to learn more about eating disorder diagnoses, when to refer, and what treatment options are available.

Robyn Janssen, PsyD, LP, Senior Clinical Dir. & Caleb Kaihoi, MA, LMFT, Site Dir. - The Emily Prog.

Level: I | For: Professionals | Content: Clinical

2 How to Think Critically About Differential Diagnosing and Co-Morbidity

Clinicians are often pressed to make initial diagnoses based on limited interview time and gathering of data. How does one think about diagnosing, especially when considering comorbidity and differential diagnoses? This workshop will use both didactics and practice to teach steps to differential diagnosing and provide participants with decision trees to aide in this process.

Miranda Gilmore, PsyD, LMFT, Licensed Psychologist & Kelly Haack, PhD, Licensed Psychologist - Fraser

Level: III | For: Professionals | Content: Clinical

3 Brief Interventions to Use Before, During and After a Meltdown

Learn tools and strategies to manage distress for both adolescents and adults in a variety of settings. This workshop will discuss ways to increase mindfulness techniques using a Dialectical Behavior Therapy (DBT) framework, explore tools to use at the moment a meltdown occurs, and teach attendees how to analyze events to promote effectiveness in the future.

Sarah Janzen, MSW, LICSW, Clinic Sprosr. & Maddie Asp, MSW, LGSW, Primary Therapist - Mental Health Systems

Level: II | For: All

4 You Had Me at Hello: Engaging Challenging Families

Research demonstrates parental participation is the missing link to preventing at-risk youth from placement or from relapsing once they transition home. This workshop will explore Parenting with Love and Limits, an evidence-based model that illustrates unique methods for family engagement including a combination of group and family therapy to teach parents core skills; motivational interviewing; clear boundaries to engage families; and the link between unresolved trauma and behavioral health.

John Burek, MS, President/CEO & Ellen Souder, MA-LPCC-S, VP of Clinical Svs. - Parenting with Love and Limits

Level: III | For: Professionals | Content: Clinical

5 But All My Friends Party? Perceptions of Drug Use and Associated Use Patterns

This workshop will explore current chemical use trends among adolescents by examining perceptions of drug risk and peer usage. This information is critical in understanding how young people make choices about which chemicals they introduce to their body. Participants in this interactive workshop will review current literature on the issue with an emphasis on connecting the information to their own professional settings.

Thad Shunkwiler, MS, LMFT, LPCC, CCMHC, Asst. Professor & Seth Dahle, Student Researcher - MN State Univ., Mankato

Level: I | For: Professionals | Content: Clinical

6 Meeting the Mental Health Needs of Students through Tier 2 and 3 Interventions in Schools

Tiered interventions in schools are a central element of School-Wide Positive Behavior Interventions and Supports (SW-PBIS). Over the years, school personnel have developed academic interventions that support students with varying needs; however, interventions supporting students' social-emotional development and mental health are often lacking. This session will identify voids in Tier 2 and 3 mental health and social-emotional services in schools, and describe evidence-based practices to fill these gaps.

Charlene Myklebust, PsyD, President and Educational Leadership Consultant - Professional Education Pal, LLC

Level: I | For: Professionals

7 Using Virtual Student Simulations - Michael Lombardo... Replaced

7 Return to Learn: Going to Back to School After a Concussion

A great deal of attention is paid to return-to-play protocols for student athletes who experience a concussion. Significantly less focus is placed on returning to the classroom. This presentation will dispel myths about concussions, describe the typical recovery process, examine the impact that concussions have on academic performance, consider how the classroom affects recovery, and present return-to-learn best practices.

Chris Bedford, PhD, ABSNP, Licensed Psychologist - Brainsight (St. Paul) and Clinic for Attention, Learning, and Memory (Minneapolis)

Level: I | For: All

8 Feeding the Second Chicken: Using Play Therapy to Heal Anxiety in Family Systems

The uptick in frequency and intensity of anxiety diagnoses for both children and their parents can leave therapists searching for interventions to heal anxiety's multigenerational impact. This workshop will provide a hands-on clinical approach and integrative play therapy strategies for therapists to increase co-regulation and decrease stress and anxiety in the entire family system.

Marit Appeldoorn, MSW, LICSW, Therapist, Sprosr. - Private Practice & Alexis Greaves, MA, LPCC, RPT-S, Co-Owner - Hope and Healing Family Counseling

Level: II | For: All | Content: Clinical

9 The Gender Affirmative Lifespan Approach: Research and Practice with Gender Expansive Children

In response to the increased need for culturally competent providers in transgender health care, this workshop will discuss the core therapeutic components of the Gender Affirmative Lifespan Approach (GALA) developed at the University of Minnesota's Program in Human Sexuality. The presentation will then focus on GALA driven research and GALA informed therapeutic interventions specifically for prepubescent gender expansive children.

Dianne Berg, PhD, Asst. Professor, Co-Director & Rachel Becker-Warner, PsyD, Psychologist - Prog. in Human Sexuality at the Univ. of MN

Level: II | For: All | Content: Clinical

10 Connecting the Dots in School: Motivating Students and Staff to Engage in Mindfulness-Based Strategies

Mindfulness-based strategies are becoming more commonplace as schools work to empower students and staff with tools to support mental health needs. Despite evidence of need and effectiveness, many remain resistant or fail to integrate helpful tools into normal day-to-day functioning. The presenters of this session will arm attendees with techniques to help connect the dots from introduction to implementation.

Anastasia Sullwold Ristau, PhD, Licensed Psychologist & Timothy Culbert, MD, FAAP, Developmental Behavioral Pediatrician - PrairieCare Medical Group

Level: II | For: Professionals | Content: Clinical

11 How Do I Help Them? Fostering Ordinary Magic of Resilience in Children Impacted by Trauma

In this interactive workshop, the presenters will showcase relationship-based therapeutic techniques for working with children who have experienced trauma. Using brief video role-play scenarios as examples, attendees will have a chance to practice these techniques with one another, and the presenters will lead a group discussion about what works and why.

Sara Langworthy, PhD, Consultant - Self-Employed & Tracy Schreifels, MS, LMFT, IMH-E® (III), Mental Health Specialist - Reach-Up Inc

Level: II | For: Professionals | Content: Clinical

12 Mindfulness and Self-Care for Stress Relief

Self-care is a crucial practice to help us stay fresh and positive as we engage in work with those experiencing mental health challenges. This interactive presentation will use mindfulness and other strategies to help participants better understand their stressors and ways to manage stress. Attendees are encouraged to bring their cell phone or tablet for a game and should be ready to practice self-care and mindfulness strategies for stress relief and energy renewal.

Cathy Thomas, MSED, LISW, School Social Worker & Ginger Fealy, MSED, LSW, School Social Worker - St. Michael-Albertville Schools

Level: I | For: All | Content: Clinical

Infant & Early Childhood Series

13 Neuronal Group Selection Theory: General Movements and Their Links to Mental Health

Neuronal Group Selection Theory (NGST) is the next generation of developmental framework to follow the Dynamic Systems Theory. NGST incorporates modern information related to brain development, epigenetics, attachment and concepts of variation and adaptability. This workshop will explore The General Movement Assessment, which is based on NGST and is proving to be an accurate way to predict infants that will later receive neurological diagnoses, including mental health diagnoses.

Corri Stuyvenberg, MA, PT, DPT, IMH-E® (II), Physical Therapist, Early Intervention - Minneapolis Public Schools

Level: III | For: Professional | Content: Clinical

