

2021

Professional Development Institute for Trauma-Informed Practice

September 30 & October 1

presented by:



BEAU BIDEN FOUNDATION[®]
FOR THE PROTECTION OF CHILDREN

SOAR 

survivors of abuse in recovery, inc.



SOAR

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About Survivors of Abuse in Recovery

Survivors of Abuse in Recovery is a Delaware based non-profit organization dedicated to providing professional mental health services to victims of sexual trauma and their families regardless of their ability to pay.

A leader in the field, SOAR also provides education, advocacy and professional development.



BEAU BIDEN FOUNDATION[®]

FOR THE PROTECTION OF CHILDREN

About the Beau Biden Foundation

The Beau Biden Foundation for the Protection of Children (BBF) was established in June 2015 as an operating 501(c)(3) nonprofit to continue Delaware Attorney General Joseph R. “Beau” Biden III’s commitment to protect children and confront abuse. We believe that children should grow up safe and healthy, in a world free from abuse. Our conviction is that child abuse can be prevented by effectively educating adults and children, developing the next generation of child welfare professionals, and strengthening child protection laws around the country. BBF currently has child abuse prevention programming in 23 states. Learn more about the Foundation at www.BeauBidenFoundation.org and follow the Foundation on Facebook, Twitter, and Instagram (@BeauBidenFdn)

Thursday September 30

9:00 - 10:30 A

The Intersection of Race and Trauma

Julius Mullen, Ed.D. and Eliza M. Hirst, Esq., CWLS

This virtual training provides a thoughtful journey of how racism and historical trauma have impacted people of color within various systems across the United States. Our aim is to focus on developing a better understanding of these intersections while discussing the prevalence and impact of toxic stress through the lens of racial trauma. Based on a cultural humility framework, concrete strategies and practical ideas will also be highlighted throughout this workshop.

From attending this training participants will be able to:

1. Describe the historical intersection of race and trauma in a variety of settings.
2. Identify the impact of racial trauma on executive functioning, life skills and daily interaction across the developmental span.

9:00 - 10:30 B

How has the Pandemic Affected Human Trafficking

Johanna P. Bishop, Ed.D., CPT and Claudine Wiant, M.S., J.D.

Extra-ordinary social disruptors such as pandemics change peoples' lives and affect whole societies. For traffickers and victims of human trafficking, although 'business as usual' changed, the business of trafficking continued, and some say, even increased during the height of COVID-19. Recognizing trafficking or traffickers has not been easy, but global reports have shown that human trafficking continues as a robust enterprise during the pandemic. The spread of the pandemic has placed more children, youths, and adults in online environments. Children and youths are especially vulnerable in front of computer screens, as they more easily become prey for online traffickers trolling the internet. This session will present the latest data known about the risks that COVID-19 has posed on human trafficking victims, inform the audience about online predator dangers, discuss how trauma continues to affect victims, and examine trafficking case studies.

At the end of this session, participants will be able to:

1. Explain the pandemic's increased risk of trafficking for various populations.
2. Recognize signs of trafficking.
3. Summarize the short and long-term effects of COVID-19 on human trafficking and society.

Thursday September 30

10:45 – 12:15 A

Assessment and Treatment of Low Desire in Sexual Trauma Survivors

Berkeley Antonioli, PhD, LCSW, Med

Survivors of sexual trauma comprise a unique clinical population of individuals who often struggle with self-regulatory skills, relationships, and healthy sexual expression. Those who experienced chronic sexual trauma in childhood often find it especially difficult to own and express their sexual desire in ways that engender choice, embodiment and pleasure. Many resolve to shut that most intimate part of themselves off completely, experiencing little to no sexual desire in their adult, consensual relationships. Trauma therapists can be the first person a survivor trusts to share their fears and anxieties around this intensely vulnerable part of themselves. This presentation is intended to support clinicians treating sexual trauma survivors in the assessment and treatment of low desire. Topics such as when to refer out for medical concerns, sexual pain, embodiment practices, sensate focus, fantasy, and the use of self-pleasure in healing will be discussed.

As a result of this training:

1. Attendees will be able to assess clients presenting with low sexual desire considering biological, relational, and psychological factors.
2. Clinicians will better understand how to translate their existing trauma-informed skills toward targeted sex therapy interventions to enhance outcomes for their clients.

10:45 – 12:15 B

Burnout, Organizational Stress and Using Trauma-Informed Care to Respond to these Challenges

Dr. Sandra Bloom

In this presentation, Dr. Sandra Bloom will offer some answers to four main questions: Is there a workforce crisis?; if there is a workforce crisis, how did it originate?; What are the signs and symptoms of the impact of this crisis on organizations?; and How might trauma-informed knowledge and practice make a difference?

Learning objectives:

1. Define burnout
2. Describe signs of chronic stress in organizations
3. Describe some advantages of trauma-informed care

Thursday

1:00 – 2:30

Why Do Offenders Offend, and How Do We Stop It?: An analysis of sex offense behavior and strategies for protecting children

Heather McGonigle, LPC, LPCMH and Claudine Wiant, JD

This presentation will provide a brief overview of sex offense specific types, behaviors, and pathways to sexual offending to identify early interventions that can interrupt grooming behaviors. The skills offered in this training are designed to implement recommended strategies and best practices for ensuring protections for children.

Attendees will leave with action steps to take for families, in addition to organizations, and communities that serve children. They will also be provided with:

1. a general understanding of the types of offender behavior and subsequent risk factors.
2. The ability to identify grooming behaviors that put children at risk for abuse.

2:45 – 4:15

Building Resilience in Children

Lydia DeBiase, LCSW

This presentation will look at how adversity affects children's behavioral, social, and emotional functioning and the different ways children respond to these experiences. It will also look at the definition and science of resilience and evidence based practices that can be used to help build resilience in children who have experienced adverse childhood experiences.

As a result of this seminar:

- 1.) Participants will understand the impact of adversity on children.
- 2.) Participants will learn about the definition and science of resilience.

Friday October 1

Three Hour Session

9:00 - 12:15

Trauma and People with ID and Vulnerable Populations

Beth Barol, PhD, LSW, BCB, NADD-CC and

Ginny Focht-New, PhD, PMH-CNS, BCB, NADD-CC

In this session we will focus on health, healing, and pursuing a meaningful life for everyone including individuals with an intellectual disability and their supporters. We will open the door to deeper explorations by briefly examining the range of ways in which trauma impacts a person using examples from individuals' biographies to illustrate these principles. Then, we will explore a range of "social therapeutic" healing interventions, focusing on stabilizing and rebuilding the brain and body through nutritional, life-style practices, at-home therapeutic opportunities, relationships, and strengthening the parasympathetic nervous system. Finally, we will touch on the use of neuromodulation practices and equipment to offer more stability and control for the person we are endeavoring to support.

As a result of their attendance:

1. Participants will be able to describe the relationship between the effects of trauma on the brain, body, and mind and the challenges of living that lead to a diagnosis of mental illness in many people with a Dual Diagnosis.
2. Participants will be able to identify 4 practices that they can implement on a daily basis to help mitigate the effects of trauma
3. Supporters will explore their role as 'social therapists' on an individual's healing journey of recovery from the effects of trauma and as a result, be able to implement a proactive set of interventions.

Friday October 1

10:45 – 12:15 A

Applying Trauma Informed Principles at the Organizational Level and Implementing Strategies to Prevent and Respond to Staff Secondary and Vicarious Trauma

Aileen Fink PhD

Understanding and applying trauma informed principles at the organizational level is fundamental to the success of delivering trauma informed approaches at the consumer level. Within trauma informed organizations, a commitment to prevent and respond to staff secondary and vicarious trauma is crucial. This presentation will review trauma informed principles and highlight their applicability as well as provide specific strategies and resources that can be used to infuse trauma informed principles at the organizational level. The presentation will also review the concepts of secondary and vicarious trauma and highlight specific strategies and resources that organizations can use to prevent and respond to secondary and vicarious trauma for staff.

Participants will be able to:

1. Increase understanding of application of trauma informed principles at the organizational level
2. Increase understanding of secondary and vicarious trauma and strategies to prevent and respond to secondary and vicarious trauma for staff

10:45 – 12:15 B

Burnout, Organizational Stress and Using Trauma-Informed Care to Respond to these Challenges

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Friday October 1

1:00 – 2:30 A

Children Emerging from Trauma

Mandell Much, PhD

Prevalence, signs and symptoms, etiology, prevention, and intervention. Sequence 1 - Ages 13-17. The presentation will provide participants with specifics regarding childhood abuse including risk factors, identification, and treatment for both children impacted by abuse and their parents or caregivers. The webinar will also describe the impact of COVID-19 on stress and vulnerability for children and families. Finally, the webinar will provide specific strategies for parents and caregivers, educators, and day care workers who will likely see an increase in the reporting of suspected abuse cases once schools re-open.

Participants will:

1. learn the signs of childhood trauma especially as impacted by COVID-19
2. identify ways to help children and caregivers recover from childhood abuse

1:00 – 2:30 B

Therapeutic work with children and their parents to address Intergenerational Transmission of Trauma

Laurel Silber, Psy.D.

There are many dimensions to the corrosive effects of trauma. One has to do with the secondary generational effects of trauma. That is the way unresolved trauma from a parent's background (their childhood) influences the present context of the child's development through the primary parent-child relationship. How do we help parents with this issue? How do we use this circumstance clinically to rework trauma and enhance the growth promoting aspects of the relationship and the child's development? This presentation will address this by providing theory and relevant attachment research along with examples to help elucidate this complex clinical terrain.

As a result of this training participants will be able to:

1. Describe the phenomena of intergenerational transmission of trauma
2. Identify ways to work with the secondary effects of trauma in clinical work with children

Friday October 1

2:45 - 4:15

Trauma or Drama: What you see may not be what it is!

Natasha Mullen, LPCMH, LMSW, ACS

This virtual interactive workshop discusses how stress and conflict often stems from childhood trauma for many girls and women of color. Abusive relationships, parental neglect, grief and loss and household dysfunction will be identified as primary types of childhood adversity. Based on an African American cultural perspective, resiliency skills will be shared to guide black girls and women to manage conflict across social domains.

Workshop participants will:

1. Learn the prevalence and impact of trauma among African American girls/women.
2. Understand the linkage of childhood trauma and social conflict involving African American girls/women.

Faculty

Berkeley Antonioli, PhD, LCSW, MEd is a Sexologist and Licensed Clinical Social Worker in DE and MD. She earned her MSW and MEd from Widener University in 2015, and completed her PhD at Widener in 2019. She holds bachelors degrees in Psychology and Gender Studies from Salisbury University. Dr. Antonioli's dissertation research focused on exploring the qualitative experience of erotic transference in adult survivors of early sexual trauma. She enjoys contributing to best practices and ethical training opportunities for clinicians working with this vulnerable population. Dr. Antonioli has held various positions with SOAR, Inc. since starting in 2014, and currently practices part-time outpatient therapy, supervision and consultation. She is grateful for the privilege of being the primary caregiver to her child when she is not engaged in clinical work.

Beth Barol, PhD, LSW, BCB, NADD-CC, is currently an Associate Clinical Director of the Clinical Services for Vulnerable Adults clinic, in Chester, Pennsylvania. She serves as co-Director of the Capacity Building Institute for Pennsylvania and CEO of Camphill Soltane. Dr. Barol has dedicated the past 45 years to serving and supporting people with Intellectual and Developmental Disability (IDD) who also have challenging behaviors and co-occurring mental health issues. She started out as a direct support worker and live-in "houseparent" and has served a community-based project director, residential program director, facility director and clinician. She served as the Clinical Director for the Pennsylvania office of Developmental Program's Statewide Training and Technical Assistance initiative focusing on individuals with dual diagnoses for 10 years.

Dr. Barol has been working with Biographical timelines for over 30 years, and trained trainers in the process in Pennsylvania, when she worked as the Clinical Director of the State-wide Training and Technical Assistance initiative, and through her consultation and training overseas.

Her areas of special interest include: Positive Approaches with people with IDD and challenging behaviors including co-occurring mental illness, the effects of trauma, and neurological differences. She works on the behalf of these individuals through her clinical roles as well as through her experience in Group Process, Conflict Resolution, Partnership Building, Leadership Development, System Change, and Management. She is trained in EMDR, Biofeedback, and Neurofeedback and is integrating these modalities in her current teaching and clinical work.

Dr Barol was the 2020 recipient of the NADD Earl L. Loschen, MD award for clinical practice. She consults regularly in the U.S. and internationally.

Dr. Johanna Bishop is Director of Behavioral Science Programs at Wilmington University. Her career includes working with the chemical and petrochemical industries, establishing voluntary industry skills standards, and working in the highly regulated nuclear power industry, where she conducted train-the-trainer programs, developed training curricula, performed needs assessments, evaluated training, conducted leadership training, developed human performance improvement training, among other duties. During Hurricane Isabel she was called to duty with the Emergency Preparedness team, and after 9/11 she was an active participant in the first NRC-mandated force-on-force exercises. At Wilmington University, Johanna developed the graduate Certificate in Case Management program, and undergraduate certificates in Emotional Intelligence & Leadership, Community Engagement, and Human Trafficking Awareness. She founded and organized the first human trafficking symposium in 2016, has met with numerous survivors of trafficking and listened to their stories. She has gathered community expertise to share knowledge and practice to call attention to human trafficking, immigration, child abuse, and domestic violence in society. Johanna's plan is to develop communities resilient to human trafficking.

Johanna earned her doctorate in Human Resource Development/ Human & Organizational Learning at The George Washington University, holds several Master's degrees from Wilmington College and is currently working on earning a degree in the Administration of Human Justice with a concentration in Criminal Behavior and a focus on Human Trafficking at Wilmington University.

Dr. Bishop has presented numerous sessions related to human trafficking at nationwide sociology, anthropology, and emergency management conferences. She also serves as Commissioner on the New Castle County Ethics Commission in Delaware.

Dr. Sandra L. Bloom is a Board-Certified psychiatrist, graduate of Temple University School of Medicine and currently Associate Professor, Health Management and Policy at the Dornsife School of Public Health, Drexel University. For the past thirty years, Dr. Bloom has done pioneering work in the field of traumatic stress studies and is a past President of the International Society for Traumatic Stress Studies. Dr. Bloom originated and has written three books about the Sanctuary Model and in 2020 introduced a new, online organizational approach called Creating Presence (<https://www.creatingpresence.net>). Dr. Bloom is currently chairing a national organization, CTIPP – The Campaign for Trauma-Informed Policy and Practice - whose goal is to advocate for public policies and programs at the federal, state, local and tribal levels that incorporate up-to-date scientific findings regarding the relationship between trauma across the lifespan and many social and health problems. CTIPP was awarded the Distinguished Service Award for 2019 from the American Psychiatric Association.

Lydia DeBiase, LCSW is an Instructor at Kutztown University in the Social Work Department. She has worked in child welfare for 17 years as a caseworker, supervisor, and placement manager. She has also worked with juveniles adjudicated delinquent, incarcerated adults with mental illness and outpatient mental health and addiction. In addition to teaching she has a private practice that specializes in working with maltreated children. She earned a BSW from Kutztown University and an MSW from Widener University. She is currently a PhD Candidate at Widener University. She is a Licensed Clinical Social Worker. Her areas of expertise include trauma-informed care, child welfare, families at risk, maltreated children, criminal justice, case management, clinical supervision, and clinical work.

Dr. Aileen Fink serves as the Director for the Division of Prevention and Behavioral Health Services in the Delaware Children's Department. She is a licensed Psychologist with more than 30 years of behavioral health experience providing direct services for children, families and adults as well as developing and managing behavioral health programs. Prior to becoming the Director for the Division of Prevention and Behavioral Health, she worked at the Delaware Children's Department for 18 years in multiple roles. With the Department, Dr. Fink has worked as clinical lead for a federal Systems of Care grant; Psychology Manager, developing and managing behavioral health services for youth in the state's juvenile justice residential facilities, school-based behavioral health services for middle school students and intensive outpatient services; and as the Director of Trauma Informed Care, leading the Department's development of a trauma informed system of care. Dr. Fink completed her doctorate in Clinical Psychology at Hahnemann University (now Drexel University) in Philadelphia, PA and completed a pediatric psychology internship at the Nemours/A.I. DuPont Children's Hospital. She has worked with children, adolescents and adults in a variety of clinical settings and has held Clinical Director and Program Director positions in outpatient, intensive outpatient and residential mental health treatment programs. Dr. Fink has extensive training in the use of evidence-based practices and a strong commitment to strengths-based, culturally relevant and trauma informed approaches.

Dr. Ginny Focht-New is currently a Clinical Associate Professor and the Associate Clinical Director for Clinical Services for Vulnerable Adults clinic at Widener University. She is a certified psychiatric clinical nurse specialist with an additional certification in biofeedback and with the National Association of Dual Diagnosis. Ginny has been teaching social work students since 2006. Her courses range from research, interpersonal processes, treating trauma, to assessment and diagnosis of mental health conditions and working with people with intellectual/developmental disabilities.

Eliza M. Hirst, Esq., CWLS is the Chief Strategy Officer at Children & Families First. From 2010-2020, Eliza served as a Deputy Child Advocate with Delaware's Office of the Child Advocate where she represented children in dependency/neglect proceedings, and continues to volunteer as a child attorney. She is also an Adjunct Professor at the Delaware Law School where she teaches courses on Children and the Law and Education Law. Eliza is a member of the Delaware, New York, and Pennsylvania Bars, and the U.S. District Court for the District of Delaware. In 2012, Eliza was certified by the National Association of Counsel for Children as a Child Welfare Law Specialist (CWLS).

Heather McGonigle, LPC, LPCMH is the Clinical Director for Survivors of Abuse in Recovery, Inc. (SOAR). Having previously served in the Greater Philadelphia Area, Heather comes with experience in working in general mental health, trauma-informed care/trauma counseling, co-occurring conditions, chemical dependencies, sexual offense specific treatment and assessment, clinical supervision, and non-profit leadership and program development. Heather also serves as an affiliate faculty instructor for the Community and Trauma Counseling Graduate program at Jefferson University and the Graduate School of Education Counseling and Mental Health Counseling program at University of Pennsylvania. She is a licensed clinician in both PA and DE, with a special interest in trauma treatment and trauma informed care.

Dr. Much is a licensed psychologist in private practice, who retired after 29 years from his role of Chief Clinical Officer at Aquila of Delaware, Inc. in July 2020. He has extensive experience in providing direct clinical services, training, evaluation and testing, program development and oversight, and clinical supervision. He has provided forensic evaluations for the past 36 years for attorneys, the Court, the Office of Defense Services, and the Attorney General's Office. Dr. Much has or is currently serving on numerous Boards and Committees aimed at improving the lives of Delaware's Children and Families. He is a past president of the Delaware Psychological Association, a two-term delegate representing Delaware for the American Psychological Association Council of Representatives, and is currently the Membership Chair on the Executive Council of the Delaware Psychological Association.

Dr. Julius Mullen, Ed.D. is the Chief Clinical Officer at Children & Families First. Julius is a nationally certified counselor and licensed to practice mental health in the state of Delaware. He is recognized as an expert in trauma informed care where he a national trainer for PACES Connection, leads CFF's Brain Science Training Institute and has presented to thousands of professionals/parents/youth about the impact of trauma and race. As an Adjunct Professor for Wilmington University, Julius teaches across several departments including the doctorate of prevention science program. Julius has also co-authored two children's books focused on overcoming trauma, toxic stress and racism.

Natasha Mullen is a licensed professional counselor, licensed master social worker and approved clinical supervisor of mental health. She has a master degree in education and hundreds of hours as a trainer/educator in clinical counseling. Mrs. Mullen has over twenty years of experience as a mental health practitioner and nearly a decade as a clinical administrator. She also has spent over seven years teaching counseling and education courses as an adjunct professor for Wilmington University. Her expertise includes trauma, attachment, anxiety and depression with children, adolescents and families within various settings including homes, schools, communities, etc. She is certified in Delaware as a trauma focused cognitive behavior therapist and highly trained in EMDR (eye movement desensitization) and cognitive behavioral therapy. Natasha has conducted various trainings and seminars across the state of Delaware for non-profit organizations, schools and community agencies.

Laurel Silber, Psy.D. is a clinical psychologist with a practice in Bryn Mawr, PA working with children and their families for over 30 years. She is Director of the child program and faculty at the Institute for Relational Psychoanalysis of Philadelphia and past President of the Section on children and adolescents of the Division of Psychoanalysis of APA. She has published original articles on the subject of intergenerational transmission of trauma, the importance of play to child development and child psychotherapy, gender and childism. She has presented at a past Trauma Institute and looks forward to speaking with us again.

Claudine Wiant, JD is the Director of Programming for the Beau Biden Foundation for the Protection of Children. Claudine develops and conducts prevention-based workshops for adults and children on how to recognize, intervene, and, most critically, confront all forms of child abuse. She also partners with schools and youth serving organizations to create child protection policies that effectively interrupt the grooming process by child predators and respond to indicators of abuse.

Claudine is a retired police sergeant after twenty years of service with law enforcement. While 'on the job,' she was assigned as a family services unit detective, crime prevention supervisor, media coordinator, and served as a mediator and crisis negotiator for her agency. After retiring from law enforcement, Claudine became a Title IX Civil Rights Investigator and Clery Compliance Coordinator in higher education. She began volunteering for the Foundation in 2015 before accepting a position in 2017.

In 2017, Claudine earned her Master of Science in Administration of Justice and graduated from the Delaware Law School with her Juris Doctor in 2019. Claudine also volunteers as a certified Court Appointed Special Advocate (CASA) and is the mother of three sons.

CONTINUING EDUCATION CREDITS

Each hour and a half or three-hour program, when attended in its entirety, is offered for continuing education (CE) credits. Participants must attend 100% of the program. Upon completion of a program evaluation form, a certificate will be issued. This serves as documentation of attendance and can be submitted to your licensing board for CE approval. It is strongly recommended that attendees keep the institute brochure for their records, and for use in the event their licensing board reviews their CE programs.

ACCESSIBILITY, NON-DISCRIMINATION, AND ETHICS Survivors of Abuse in Recovery, Inc. and the Beau Biden Foundation are committed to accessibility and non-discrimination in CE activities and strive to conduct all activities in strict conformity with the American Psychological Association's Ethical Principles for Psychologists. Participants are asked to be aware of the need for privacy and confidentiality throughout the program. If program content becomes stressful, participants are encouraged to process these feelings during discussion periods. Participants with special needs will be accommodated as possible. There is local commercial support for this program, and professional relationships exist between the CE/CLE sponsors, presenting organizations, and individual presenters. The interdisciplinary planning committee for the institute, comprised of mental health professionals, legal professionals, fundraisers and program developers, has made efforts to maintain professional integrity and minimize possible conflicts of interest that could arise regarding program content and funding for the institute itself. Participants will be informed of the utility/validity of the content/approach discussed (including the basis for the statements about validity/utility), as well as the limitations of the approach and most common (and severe) risks, if any, associated with the program's content. If you believe that a violation of ethics has occurred during this presentation, or if you have concerns about such issues as accessibility for persons with disabilities, distress with regard to program content, or other complaints, please contact Valerie Marek, LCSW, CADC at (302) 655-3953 ext 106.

Board of Clinical Social Work Examiners Section 7: Continuing Education Requirements for Social Workers. The Board will accept courses which:

7.2.5.1.1 increase the licensee's knowledge about skill in diagnosing and assessing, skill in treating, and/or skill in preventing mental and emotional disorders, developmental disabilities and substance abuse; AND

7.2.5.1.2 are instructed or presented by persons who have received specialized graduate-level training in the subject, or who have no less than two (2) years of practical application or research experience pertaining to the subject.

7.2.5.2 For purposes of this subsection, “Mental and emotional disorders,” “developmental disabilities” and “substance abuse” are those disorders enumerated and described in the most current Diagnostic and Statistical Manual including, but not limited to, the V Codes and the Criteria Sets and Axes provided for further study.

Board of Examiners of Psychologists Section 10: Continuing Education Requirements for Psychologists

10.5 The subject of the continuing education must contribute directly to the professional competency of a person licensed to practice as a psychologist or registered as a psychological assistant. The activity must have significant intellectual or practical content and deal with psychological techniques, issues or ethical standards relevant to the practice of psychology.

10.6 Activities from APA-approved continuing education sponsors will be automatically accepted. The following may be eligible:

10.6.1 Other programs which are not APA-approved sponsors but where the material is relevant to professional practice and provides the equivalent of APA-defined credit. An applicant must provide a brochure or other documentation that supports the following criteria: relevance, stated objectives, faculty and educational objectives. To document attendance and completion, a certificate of attendance is required. In these circumstances, hours will be accrued on the basis of clock hours involved in the training. a program evaluation form, a certificate will be issued. If applicable, you may obtain credit in multiple jurisdictions for this program. Registrants in jurisdictions outside of Delaware will receive a Certificate of Attendance/Completion that may or may not meet credit requirements in other jurisdictions.

Board of Professional Counselors of Mental Health and Chemical Dependency Professionals

Section 12: Continuing Education Requirements for Mental Health Counselors and Marriage and Family Therapists

Acceptable CE shall include the following:

12.2.2.2 Any activity that’s purpose is to maintain licensees' professional competence in the practice of professional mental health counseling, marriage and family therapy, chemical dependency counseling, or art therapy is acceptable and does not require Board review and approval. Examples include, but are not limited to, interactive courses, workshops, seminars and webinars.

12.2.2.2.1 Courses that do not clearly achieve this purpose require Board approval. Licensees should request Board approval in advance of attendance. Requests for approval may be submitted afterward, but there is no guarantee of approval. These hours must be documented by a course agenda, syllabus, or other brief documentation that would allow the Board to assess the appropriateness of the course content. Only licensees may request course approvals. Sponsoring organizations may not request course approvals.

CONTINUING LEGAL EDUCATION CREDITS

Pending Credit. Credit has been submitted and is pending approval with the Commission on Continuing Legal Education of the Supreme Court of Delaware for 3.0 General Credits, in relation to the programs: Women and Justice System Involvement: What's Trauma Got To Do With It?" and "Interviewing & Counseling: Preparing the Trauma Survivor for Trial." To receive full credit, participants must attend 100% of the program. Upon completion of

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