

# Continuing Education Programs

## PSYCHOLOGY



NOTRE DAME OF MARYLAND UNIVERSITY



Notre Dame of Maryland University is approved by the American Psychological Association to sponsor continuing education for psychologists. Notre Dame of Maryland University maintains responsibility for this program and its content.

**Each three credit, continuing education seminar costs \$99 and is offered at our main campus in Baltimore.**

## **SEPTEMBER 9, 2016: ETHICAL CONSIDERATIONS WHEN TREATING EATING DISORDERS**

**TIME: 9 a.m. to 12 p.m.**

Marla M. Sanzone, Ph.D.

Psychologists and psychotherapists must concern themselves with unique ethical questions when treating clients / patients with eating disorders. In contrast to the clinicians' role in the treatment of other mental / emotional conditions, eating disorders inherently involve a complexity of multi-system interactions; potentially dangerous physical / medical symptoms, varying degrees of cognitive and affective instability, and often disruptive as well

as supportive social / environmental factors. This seminar will address these and related complex ethical issues clinicians uniquely face when treating eating disorders and recommendations based on empirically grounded data will be discussed. In addition, other foci will include how responsibility for appropriate treatment is shared by therapist and client, where relevant boundary protections apply, and how these concerns interface with clinical training, supervision, consultation and/or referral to other professionals.

### **Objectives**

1. Participants will know when ethical practice requires integrated multidisciplinary treatment.
2. Participants will analyze the differences between refusal to provide treatment as a form of ethical limit-setting and social modeling versus neglect of professional responsibility and client abandonment.
3. Participants will critically evaluate the controversial indications that suggest that ethical practice could involve respecting a patient's autonomy, personal choices and beliefs such as the right to refuse re-feeding.
4. Participants will be able to describe the ethics involved, and the impact on the therapeutic relationship when individual patient rights are challenged to the point of needing to breach confidentiality, involuntarily committing or seeking legal/medical guardianship in order to save the patient's life.

**Marla M. Sanzone, Ph.D., M.P.** is a licensed psychologist with a Post-Doctoral Masters of Science in Clinical Psychopharmacology. She has a full time independent practice and adjunct teaches at George Washington University. Dr. Sanzone is a past president of the Maryland Psychological Association and has held leadership roles for the Maryland Board of Examiners of Psychologists.

## **NOVEMBER 11, 2016: MINDING THE MIND IN PSYCHOTHERAPY: APPROACHES TO TREATMENT OF PERSONALITY DISORDERS WITH MENTALIZATION- BASED THERAPY**

**TIME: 9 a.m. to 12 p.m.**

John M. Hayes, Ph.D.

Mentalization is specific kind of mindfulness deployed to understand our own thoughts and affective states and to ascertain the internal experience and

motivations of others. It has been developed out of psychoanalytic developmental theory and cognitive neuroscience by Peter Fonagy, Mary Target and Anthony Bateman, among other. In this seminar, the concept of mentalization and its relationship to early developmental, attachment and relational trauma, that contribute to the emergence of disordered personality problems will be discussed. Interventions targeted to specific failures of mentalization will be identified and practiced, as well as the stance of the therapist to stimulate mentalization.

### **Objectives**

1. Participants will be able to define and adopt a "mentalizing" stance in therapeutic dialog with troubled patients.
2. Participants will be able to discuss the three major failures of mentalization and demonstrate calibrated therapeutic responses to encourage the restoration of mentalization.
3. Participants will to create and articulate an operational understanding of personality disorder based on understanding of early developmental failures, attachment anxieties, and relational trauma.

**John Michael Hayes, Ph. D., ABPP** (Psychoanalysis) is on the clinical staff of the Retreat at Sheppard Pratt and is in private practice of psychotherapy, psychoanalysis, and couple's therapy in Baltimore, Maryland. He is assistant clinical professor of psychiatry, University of Maryland School of Medicine, and is on the faculty of the Washington Psychoanalytic Institute.

## **JANUARY 13, 2017: ASSESSING DIVERSE POPULATIONS**

**TIME: 9 a.m. to 12 p.m.**

Irena Fedorovsky, Psy.D.

Culturally competent assessment practices are critical for accurate and effective diagnosis and treatment planning. The culturally competent administration and interpretation of psychological tests is a value method for a comprehensive evaluation to inform treatment recommendations. There is empirical evidence in the development, administration, standardization and interpretation of assessments as being instrumental in the differential diagnosis of complex patient populations. Challenges arise when psychological tests may be used with populations for whom they were not empirically validated. While it is clear that there is a strong need to develop evidence-based assessments for diverse populations, at the present time, the question remains, how do we assess individuals from diverse backgrounds using the currently empirically validated tests while maintaining cultural competence? This seminar will examine the issues and strategies of conducting culturally competent psychological assessment in diverse populations.

### **Objectives**

1. Participants will analyze the elements of cultural competency in assessment.
2. Participants will critically evaluate the limitations of current assessments for use with diverse populations.
3. Participants will demonstrate strategies and guidelines for assessing individuals from diverse backgrounds with cultural competence.

**Irena Fedorovsky, Psy.D.** is a licensed psychologist who specializes in psychological and cognitive assessment. She is an assistant professor of psychology at the Notre Dame of Maryland University and she maintains an independent practice.

# FEBRUARY 10, 2017: ENHANCING CULTURAL AND LINGUISTICALLY APPROPRIATE SERVICES TO IMPROVE CLINICAL ENGAGEMENT

**TIME:** 9 a.m. to 12 p.m.

Dietra Hawkins, Psy.D.

Cultural Competence is a term that creates a lot of unease with many practitioners. How can a person be “competent” on such an expansive topic? What can practitioners do if they said or did something that unintentionally was perceived as a slight or insult?” Fortunately, there are a number of resources readily available for clinicians, educators and students to become more cultural competent. At this workshop participants will gain knowledge of the Cultural and Linguistically Appropriate Services (CLAS) standards, compare and contrast key terms, and discuss how the standards can be used to advance health equity, and eliminate health care disparities. Through interactive exercises and the use of media, participants will learn to recognize microaggressions and strategies to rebuild rapport.

## Objectives

1. Participants will define key CLAS (Cultural and Linguistically Appropriate Services) terms such as culture, cultural competence, health literacy, equity, and equality.
2. Participants will demonstrate a working understanding of the CLAS standards primary purpose, and critically evaluate how cross-cultural miscommunications can hinder engagement with patients, including controversies and limitations of the CLAS standards.
3. Participants will recognize microaggressions and apply clinical strategies for rebuilding trust with a client.

**Dietra D. Hawkins, Psy.D.** is a licensed Clinical Psychologist who works nationally and internationally with state and local government organizations, public and private K-12 schools and behavioral health agencies as the owner and lead consultant with Both And Partners, Inc. She is a published author and frequent speaker for workshops addressing Appreciative approaches toward system change; Recovery Oriented Systems of Care, Asset Based Community Development and Inclusion, and the Healing of Racism.

Dr. Hawkins holds a faculty appointment as an Assistant Clinical Professor at Yale University, Program for Recovery and Community Health, School of Medicine. Prior to her consultation practice, she served as the Director of Consultation and Training at the Yale Program for Recovery and Community Health (PRCH). Dr. Hawkins has extensive experience with family, child, adult and community behavioral health, and has worked closely with Parent and Consumer Advocacy organizations.

## ADDITIONAL INFORMATION

To register for any of these sessions, go to [rsvpbook.com/APASeminars](http://rsvpbook.com/APASeminars). Questions? Contact Dr. Mouratidis at 410-532-5708 or [mmouratidis@ndm.edu](mailto:mmouratidis@ndm.edu)

May cancel one week prior to the event with a \$30 cancellation fee. Late registration is an additional \$25

Any ADA accommodations must be requested at least two weeks prior to the event. If the University is closed for inclement weather, or any other reason, class is cancelled.

Speakers are selected and program content is developed that respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status.



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