

# Healthy Minds/ Healthy Children Outreach Service

2010  
2011

Managing Child and Adolescent  
Mental Health Issues in a  
Primary Care Setting

## Online Continuing Professional Development

- Current issues in child and adolescent mental health
- Expert presenters from family medicine, nursing, pediatrics, pharmacy, psychiatry, psychology, social work
- Online presentations, discussion and resources

# LEARN



FREE!\*

ACCREDITED!

\* FOR ALBERTA PROFESSIONALS

## HEALTHY MINDS/HEALTHY CHILDREN

Healthy Minds/Healthy Children (HM/HC) Outreach Service supports primary care providers' efforts to meet the mental health needs of children and adolescents.

Our Continuing Professional Development (CPD) program is intended for primary health care practitioners who see children and adolescents with mental health problems.

### OBJECTIVES

1. To increase the skills and confidence of primary care practitioners to effectively address the mental health needs of their young patients.
2. To promote interprofessional dialogue among physicians and allied mental health clinicians treating child and adolescent mental health problems.

### FULLY ACCREDITED CPD

- Program meets the accreditation criteria of the College of Family Physicians of Canada.
- Accredited for up to 55 MAINPRO-M1 study credits.
- An Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada.
- Archived courses eligible for M2 credits.
- Accredited for Alberta Social Workers up to 55 Category A continuing competence credits.
- Variable credits per course awarded by Canadian Counselling and Psychotherapy Association.
- Reviewed and cosponsored by the University of Calgary Office of Continuing Medical Education and Professional Development.

#### Approved for:

- 3+ hours CME credit per course (physicians)
- 3+ "A" credits per course (social workers)
- Variable credits per course (CCPA counsellors)

Participants can claim:  
MAINPRO-M2 + or  
Category B credits for  
archived presentations

Please note that the number and type of credits granted depends on the level of participation. Full credits require: listening to the presentation, completing the course evaluation and participating in online discussions.

Courses are practice-oriented and focus on practical identification, assessment, intervention tools and strategies.

This program is 100% funded through Alberta Health Services.

No commercial sponsorships have been provided.

### PROGRAM PLANNING COMMITTEE

Myra Baynton, PhD, Practicum Coordinator/Faculty Liaison for the MSW Distance LEAD Program, Faculty of Social Work, University of Calgary

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Harold Lipton, MA, R. Psych., Manager, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone

Kristin Morrison, MD, FRCPC Pediatrics, representing the Department of Pediatrics, Alberta Health Services

Fred Murray, MA, Coordinator, Physician Education Services, Alberta Health Services

Sally Perry-MacLean, PhD, R. Psych., e-Learning Specialist, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone

Kristy Plotsky, Administration, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services at the University of Calgary

Gina Roline, RN, BScN, Clinical Educator, Children and Adolescent Services, Addiction and Mental Health, Alberta Health Services, Edmonton Zone

Jackie Sieppert, PhD, Dean, Faculty of Social Work, University of Calgary

Robbin Sutherland, MEd, Clinical e-Learning Specialist, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone

HEALTHY MINDS/HEALTHY CHILDREN  
CONTINUING PROFESSIONAL  
DEVELOPMENT PROGRAM

403-220-4310

OR

[hmhc@albertahealthservices.ca](mailto:hmhc@albertahealthservices.ca)

## SEPTEMBER 2010

### Pharmacology

#### Part 1: Pharmacology Update

Rekha Jabbal, BSP, Pharmacy Clinical Practice Leader, Child and Adolescent Addiction and Mental Health, Alberta Health Services, Calgary Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Provide an update of new prescription medications in mental health and their indications for use;
2. Review their use in the pediatric and adolescent population.

#### Part 2: Interaction Between Street Drugs and Prescription Meds

Sam Chang, Clinical Assistant Professor Faculty of Medicine, University of Calgary; Medical Director Addiction Centre Adolescent Program, Foothills Hospital, Calgary; Alberta Consultant Psychiatrist, Alberta Children's Hospital, Calgary.

OBJECTIVE: Upon completion of this course, participants will be able to:

1. Discuss interactions between prescription medications and drugs most used by youth.

#### Part 3: Current Trends on Street Drugs

Cheryl Houtekamer, Community Programs Supervisor, Youth Addictions Services, Addictions and Mental Health, Alberta Health Services, Calgary Zone.

OBJECTIVE: Upon completion of this course, participants will be able to:

1. Describe the implications of current trends in types and use of drugs available in the community.

#### Part 4: Alternative Medications

Sunita Vohra, MD, FRCPC, MSc, Director, CARE Program for Integrative Health and Healing, Director PedCAM Network, Professor, AHFMR Health Scholar, Department of Pediatrics, Faculty of Medicine and Dentistry and School of Public Health, University of Alberta, Edmonton.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Describe who is using complementary and alternative medications (CAM) and why;
2. Discuss important issues related to CAM products and practices;
3. Evaluate evidence regarding common CAM.

### Should I Be Worried?: Childhood Mental Health Concerns

Shelley Hanna, MA, R. Psych., Clinical Consultant, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone.

Angela Lounsberry, MSW, RSW, Clinical Consultant, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Recognize what are developmentally appropriate behaviours in children;
2. Evaluate behaviours based on this knowledge and one's role in working with children;
3. Identify appropriate intervention options, including when to refer.

## OCTOBER 2010

### Emotional Regulation in Children and Adolescents

Presenters from: CASA Child, Adolescent and Family Mental Health, Edmonton, AB.

Melanie Jonkman, MEd, R. Psych.; Paul Graham, MSW; Michelle Crosby, CW, Jaret Farris, BScOT, BComm.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Recognize and describe behaviour in children that is developmentally appropriate;
2. Evaluate such behaviour and apply this knowledge to respond effectively to perceived needs;
3. Implement practical strategies for teaching emotional regulation in children and adolescents with various mental health disorders.

### Double Trouble

#### Part 1: The Challenge of Raising Challenged Teens

##### *Parenting Adolescents with Mental Health Issues*

Laurie Janzen, MSW, RSW, Mental Health Therapist, Child and Adolescent Mental Health Community Team, Alberta Health Services, Calgary Zone.

Pamela Klein, MSW, RSW, Clinical Consultant, Healthy Minds/Healthy Children Outreach Service, Alberta Health Services, Calgary Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Describe strategies to effectively manage adolescent behavioural and emotional symptoms;
2. Assist parents/caregivers in empowering their adolescent to take responsibility in managing their own mental health;
3. Identify key factors for developing a positive parent-child relationship.

##### *Parenting Adolescents with Addiction Issues*

Sean Swaby, MA, CCC, Family Counsellor, Youth Residential and Detox Services, Addiction and Mental Health, Alberta Health Services, Edmonton Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Recognize the importance of family involvement in treatment;
2. Apply appropriate assessment and planning strategies;
3. Assess functionality of family relationships;
4. Identify interventions that increase family functionality.

#### Part 2: The Challenge of Being Raised by Challenged Parents

##### *Children of Parents with Mental Health Issues*

Fred Bowen, MA, Lasting Impressions Program Coordinator, Hull Child and Family Services, Calgary, AB.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Develop an understanding of PMI (parents with mental illness) through a family-based perspective;
2. Form a tertiary understanding of the impact of PMI on child development from ages 6 – 18 years;
3. Identify possible family-based interventions with PMI.

##### *Children of Parents with Addiction Issues*

Peter Churchill, MEd, Clinical Supervisor, Protection of Children Abusing Drugs (PChAD), Alberta Health Services, Addiction and Mental Health, Calgary Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Describe the impact that parental addiction has on children and youth;
2. Recognise different roles and coping behaviours present in children and youth exposed to parental addiction;
3. Identify family focused interventions for children and youth who have parents with addiction issues;
4. Implement strategies to work with children who have a parent with an addiction issue.

## NOVEMBER 2010

### What Healthcare Professionals Need to Know When Working with Families who are Grieving

Rev. Bob Glasgow, Grief Support Program Coordinator, Alberta Health Services, Calgary Zone.

Sharon Iversen, RN, MC Education, Bereavement Educator, Grief Support Program, Alberta Health Services, Calgary Zone.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Recognize the clinical characteristics of normal grief vs. complicated grief;
2. Apply differentiating bereavement assessment questions that help identify when grief is complicated;
3. Implement brief therapeutic techniques with the bereaved;
4. Identify the prominent issues for suicide survivors including therapeutic interventions;
5. Refer to local bereavement resources and programs that offer specialized grief counselling.

### Anxious Children, Anxious Families

Kelly Dean Schwartz, PhD, R. Psych., Associate Professor, Director, University of Calgary Applied Psychological and Educational Services, Director of Training, School of Applied Child Psychology, University of Calgary, AB.

#### Part 1: Screening Anxiety in Children and Youth

#### Part 2: Separation Anxiety in Children and Parents

#### Part 3: The Intrusive Parent

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Understand the difference between clinical and non-clinical expressions of anxiety in children and youth;
2. Recognize patterns of parent-child relationships contributing to stress and anxiety in children and their parents;
3. Identify the difference between parents who are "in control" vs. "controlling" in their parenting strategies;
4. Understand reasons why parents use controls in harmful ways with their children.

## JANUARY 2011

### Managing Early Psychosis

R.E. (Ron) Oswald MD, FRCPC, Clinical Co-Director, Edmonton Early Psychosis Intervention Clinic; Assistant Clinical Professor, University of Alberta, Edmonton.

OBJECTIVES: Upon completion of this course, participants will be able to:

1. Recognize psychosis with the help of case vignettes;
2. Take appropriate steps to decrease the duration of untreated psychosis by selectively intervening with those patients at risk;

3. Discuss the importance of working with family members and psychoeducation of both patient and family;
4. State the referral method for early psychosis services.

### Perinatal and Post Partum Mood Disorders

#### Part 1: Effects of Post Partum Depression on Children

Carol Rupcich, MN, RN, Mental Health Clinician, Primary Health Care and Collaborative Mental Health Care, Alberta Health Services, Calgary Zone.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Describe the potential impact of post partum depression on children;
2. Identify the functional and contextual factors influencing parenting when post partum depression is present;
3. Identify factors mitigating the impact of post partum depression on children;
4. State interventions useful in helping families experiencing post partum depression.

#### Part 2: Effects of Perinatal Mood Disorders on Families

Honey Watts, MA, MCE, Private Practice and Consultation, Calgary, AB.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Recognize the continuum of perinatal mood disorders and the associated symptoms;
2. Identify the risk factors of perinatal mood disorders;
3. Implement coping strategies to support women and their families.

## FEBRUARY 2011

### Managing Self Harm

Brad Dye, PhD, R. Psych., Program Director: Transitioning Residential Adolescents and Children into the Community (TRACC) Program, Hull Child and Family Services, Calgary, AB. Bryan Hume, Dipl., Child and Youth Care, Program Coordinator: Reflections Program and Hull Psychological Services, Hull Child and Family Services, Calgary, AB.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Describe the etiology of and distinguish the differences in severity as it relates to self harm behaviour;
2. Describe intervention strategies and will be able to appropriately apply selective strategies to support minimally a harm reduction approach when working with individuals who self harm;
3. Confidently offer effective strategies to parents of children who self harm;
4. Determine the level of intervention needed to effectively address self harming behaviours whether that is to intervene, continue to treat, or refer the individual for more intensive services.

### FASD

Deborah Pace, PhD, Clinical Consultant, Healthy Minds/Healthy Children Clinical Outreach Service, Alberta Health Services, Calgary Zone.

Gail Andrews, MDCM, FRCP (C), Medical Site Lead Pediatrics; Medical Director Glenrose FASD Clinical Services: Glenrose Rehabilitation Hospital, Alberta Health Services, Edmonton Zone; Assistant Clinical Professor Pediatrics, University of Alberta, Edmonton; Member of Board of Director Canada Northwest FASD Research Network; Advisor to Alberta Cross Ministries Committee on FASD.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Summarize what is new in FASD management from this update;
2. Describe multigenerational effects of this problem;
3. Describe medications currently being used;
4. Examine the benefits of working in multidisciplinary teams in collaboration for assessment and diagnosis.
5. Examine the life long aspects of FASD and changing support systems;
6. Examine the benefits of working in multidisciplinary teams in collaboration for assessment and diagnosis.

## MARCH 2011

### Cognitive Behavioural Strategies

Cheryl Gilbert MacLeod, PhD, R. Psych., Calgary, AB.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Understand what Cognitive Behavioural Therapy (CBT) is;
2. Describe the childhood mental health disorders for which CBT works best;
3. Implement and apply CBT techniques for childhood mental health disorders.

### Learning Disabilities and Mental Health

Kristin Morrison, MD, FRCPC Pediatrician.

Kathryn Burke, MA, Executive Director, Learning Disabilities Association of Alberta.

Michelle Pentyliuk, MEd, R. Psych., President, Learning Disabilities Association of Alberta.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Recognize signs of learning disabilities among preschoolers and school aged children;
2. List conditions that coexist with learning disabilities;

3. Describe the implications that can be drawn from a well executed assessment;
4. Identify and describe potential interventions and desired outcomes.

## APRIL 2011

### Youth Suicide Prevention: Risk Assessment and Intervention

Jennifer White, EdD, Assistant Professor School of Child and Youth Care, University of Victoria, B.C.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Understand recent trends in suicidal behaviour among Canadian youth, aged 15-19;
2. Describe research informed risk and protective factors for suicide among youth;
3. Develop familiarity with a comprehensive and community-wide framework for addressing suicidal behaviour among youth;
4. Explore a range of empirically supported prevention programs;
5. Cultivate a systematic approach to suicide risk assessment and documentation;
6. Recognize and respond to unique challenges in youth suicide prevention work, including ethical issues, working in rural communities, and developing culturally safe approaches.

### Social Skills Training

#### Part 1: Teaching Social Skills

Presenters from: CASA Child, Adolescent and Family Mental Health, Edmonton, AB:

Robert Tang, PhD, R. Psych.; Meaghan Arlette, BScN, MPsych; Priscilla Asamoah, BA; Phil Nadon, MD, FRCPC.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Describe the Social Skills Training group CASA conducts for children with DSM IV diagnoses and their parents, and the goals and techniques contained in this group;
2. Describe the skills needed to conduct social interactions that will lead to positive outcomes;
3. Identify the skills needed and select a method to teach those skills.

#### Part 2: Social Skills Development

Tracey Warren, OHS/FAI, National Director/Safety Expert for Child Safe Canada and Canadian Safety Training.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. List the agencies or professionals that refer children and youth to the Child Safe Canada social skills training program;
2. Describe the 6 week group social skills program and social development techniques being offered by Child Safe Canada;
3. Describe why the parent/guardian is a significant team member in the social development of the child;
4. Recognize when to refer a child to the Child Safe Canada group social skills training program;
5. Identify tools that parents can effectively utilize when supporting their child in the development of social skills.

## MAY 2011

### It's All in Your Head: Somatoform Disorders

Tyler Pirlot, MD FRCPC, Child and Adolescent Psychiatrist Pediatric Consultation Liaison Psychiatry, Alberta Children's Hospital, Calgary. Consulting Psychiatrist: Complex Kids Initiative/Calgary and Area Child and Family Services Authority/Alberta Health Services, Student HealthPartnership, Child and Youth Mental Health, Alberta Health Services - Northwest Zone; Associate Professor at University of Calgary, AB.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Define what a somatoform disorder is;
2. Recognize and describe different types of somatoform disorders;
3. Describe various risk factors, common co-morbidities and differential diagnoses;
4. Describe different modalities for treatment

### Using Humour in Clinical Practice

Patricia Pitsel, PhD, R. Psych. (Ret.), Pitsel and Associates Management Consultants, Calgary, AB.

**OBJECTIVES:** Upon completion of this course, participants will be able to:

1. Recognize the differences between the appropriate and inappropriate use of humour with child and youth client populations;
2. Employ different humour strategies in therapy work;
3. Link various humour strategies to the appropriate development stage of clients.

# REGISTRATION FORM

**Institutional  
accounts  
available!**

- Online courses that have expert audio narration over PowerPoint, interactive discussion, and resources
- To register, check desired course(s) and mail or fax form to:

**Healthy Minds/  
Healthy Children,  
University of Calgary,  
Faculty of Social Work  
PF 3212,  
2500 University Drive NW,  
Calgary, AB T2N 1N4**

**Secure fax  
403-210-9684**

- Information and instruction on course access information will be emailed to you once your registration has been processed.

## Technical Requirements:

- computer
- internet access
- speakers or headset

NAME \_\_\_\_\_

DEGREE/LICENSE \_\_\_\_\_

PROFESSION \_\_\_\_\_

PLACE OF EMPLOYMENT \_\_\_\_\_

WORK ADDRESS \_\_\_\_\_

CITY/PROVINCE/POSTAL CODE \_\_\_\_\_

WORK PHONE NUMBER \_\_\_\_\_

E-MAIL (required) \_\_\_\_\_

University of Calgary Blackboard username (if applicable) \_\_\_\_\_

How did you hear about our program? \_\_\_\_\_

**Please place an 'X' by the courses you wish to register for:**

### September 2010

\_\_\_ Pharmacology Update (up to 6 credits)

\_\_\_ Should I Be Worried?: Childhood Mental Health Concerns (up to 3 credits)

### October 2010

\_\_\_ Emotional Regulation in Children and Adolescents (up to 3 credits)

\_\_\_ Double Trouble (up to 4 credits)

### November 2010

\_\_\_ What Healthcare Professionals Need to Know When Working with Families who are Grieving (up to 3 credits)

\_\_\_ Anxious Children, Anxious Families (up to 4 credits)

### January 2011

\_\_\_ Managing Early Psychosis (up to 3 credits)

\_\_\_ Perinatal and Post Partum Mood Disorders (up to 4 credits)

### February 2011

\_\_\_ Managing Self Harm (up to 3 credits)

\_\_\_ FASD (up to 3 credits)

### March 2011

\_\_\_ Cognitive-Behavioural Strategies (up to 3 credits)

\_\_\_ Learning Disabilities and Mental Health (up to 3 credits)

### April 2011

\_\_\_ Youth Suicide Prevention: Risk Assessment and Intervention (up to 3 credits)

\_\_\_ Social Skills Training (up to 4 credits)

### May 2011

\_\_\_ It's All in Your Head: Somatoform Disorders (up to 3 credits)

\_\_\_ Using Humour in Clinical Practice (up to 3 credits)

**FOR INFORMATION ON OUR  
PROGRAM VISIT:**

**[www.hmhc.ca](http://www.hmhc.ca)**

Personal information collected on this form will be used for CPD program purposes only.

Only information that relates directly to, and is necessary for operating the CPD program will be collected.

If you have questions about the collection and use of personal information, please contact us.

**CONTACT US:**

403-220-4310

OR

[hmhc@albertahealthservices.ca](mailto:hmhc@albertahealthservices.ca)