SERIES DESCRIPTION - This series provides an easy method for mastering clinical diagnosis in adults and children. Each level is designed to provide the participant a comprehensive knowledge of differential diagnosis utilizing culture as an essential element in the formulation process. This series is focused on the most commonly occurring disorders in adults and children. Topics covered include depressive, anxious, trauma-related, psychotic, personality, compulsive, substance related, and neurodevelopmental (ADHD, Autism, Intellectual Differences) disorders. Specific emphasis is placed on the ethical and cultural implications of differential diagnosis. The teaching methods utilized throughout this series include didactic presentation of material, case studies, and experiential practice.

CONTINUING EDUCATION APPROVAL
The workshop series offers a total of 72 credit hours (6 Ethics & 61 Core) for psychologists, counselors, and school psychologists. There are 72 Core hours for social workers and related for marriage and family therapists.

APA APPROVED SPONSOR
A Healing Paradigm, LLC (AHP) is approved by the American Psychological Association to sponsor continuing education for psychologists. AHP maintains responsibility for this program and its contents.

NBCC APPROVED CONTINUING EDUCATION PROVIDER
A Healing Paradigm, LLC (AHP) has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6884. Programs that do not qualify for NBCC credit are clearly identified. A Healing Paradigm is solely responsible for all aspects of the programs.

NASP APPROVED PROVIDER
A Healing Paradigm, LLC (AHP) is approved by the National Association of School Psychologists to offer professional development for school psychologists. AHP maintains responsibility for the program.

NASW-GA – This program is approved by the National Association of Social Work - Georgia.

FEES
Groups of 6 or more – 10% discount on the single payment package Levels 1-5

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<th>Level</th>
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<th>Regular Registration</th>
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<td>$425 (three payments by June 8)</td>
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Level I (18 CEs) – Introduction to Ethical Differential Diagnosis in Adults

This introduction to diagnosis provides participants with the knowledge to define and explain the most common clinical diagnoses in adults according to the DSM 5®. Participants learn to utilize an inter-sectional approach that informs case formulation and diagnosis. Level I is a three day series that reviews effective interviewing skills, ethical, and multi-cultural guidelines.

**Pre-requisite** – Graduate-level training in the areas of psychology, social work, counseling, or other related field.

**Skill Level** – Introductory

**Materials**

**Topics Covered**
Day 1 | May 4, 2018 – Telsie Davis, PhD
Substance Related and Addictive Disorders
Personality Disorders
Schizophrenia Spectrum & Other Psychotic Disorders

Day 3 | May 5, 2018 – Ifetayo Ojelade, PhD
Trauma and Stressor Related Disorders
Clinical Interviewing Strategies
Behavioral Observations & Mental Status Exams

Day 3 | May 19, 2018 – Charlie Harris, PhD
Anxiety Disorders
Depressive Disorders
Obsessive-Compulsive and Related Disorders
Bipolar and Related Disorders

**EDUCATIONAL OBJECTIVES**

As a result of participating in this workshop series, learners will be able to:

1. Identify the common disorders diagnosed in adults according to the Diagnostic and Statistical Manual for Mental Disorders (DSM 5®) criteria.
2. Discuss ethical and legal considerations when performing differential diagnosis.
3. Describe key diagnostic criteria and symptom presentation for commonly occurring disorders.
5. Discuss how diagnosis using the DSM-5® impacts clinical practice.
6. Describe the limitations inherent in the use of the DSM -5®.
7. Apply a systematic process to accurately identify a diagnosis.
8. Identify the essential elements in providing culturally competent psychodiagnostic assessments.
9. Discuss clinical concerns that arise when performing differential diagnosis.
10. Explain how culture impacts the way in which the evaluator conceptualizes, diagnoses, and interacts with the client.
11. Review the impact of the evaluator’s culture, biases, and assumptions on the conceptual lens through which the assessment is conducted.
12. Summarize effective clinical interviewing strategies.
13. Explain structured and semi-structured interviewing techniques.
14. Demonstrate appropriate methods for starting, pausing, and ending an evaluation.

**AGENDA DAY 1, 2 & 3**

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<td>10:45 - 12:15</td>
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<td>3:00 - 4:30</td>
<td>Afternoon Session (Continued)</td>
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<tr>
<td>4:30 - 4:45</td>
<td>Continuing Education Certificates Distributed (Day 3)</td>
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**Level II (12 CEs) – Diagnosing Mental Health Disorders in Childhood**

This continued introduction to diagnosis provides participants with the knowledge to define and explain the most common clinical diagnoses in children according to the DSM-5. Participants learn to utilize an inter-sectional approach that informs case formulation and diagnosis. Level II is a two day series that reviews effective interviewing skills, methods for working with families, ethical, reporting, and multi-cultural guidelines. In addition, participants will learn the difference between clinical diagnosis and classifications appropriate to school settings.

**Pre-requisite** – Graduate-level training in an introductory course focused on appraisal or psychological assessment in the areas of psychology, social work, counseling (or related field) and successful completion of Levels I training.

**Skill Level** – Introductory

**Materials**

**Topics Covered**
Day 1 | June 2, 2018 – Arcella Trimble, PhD

Attention Deficit Hyperactivity Disorder
Oppositional Defiant Disorder
Conduct Disorder
Elimination Disorder
Mental Health Classifications in the School Setting
Day 2 | June 8, 2018 – Samuel Maddox, PhD

Intellectual Differences  
Autism Spectrum Disorder  
Asperger’s Disorder  
Specific Learning Disability  
Communication Disorder

EDUCATIONAL OBJECTIVES

As a result of participating in this workshop series, learners will be able to:

1. Identify the common disorders diagnosed in children according to the Diagnostic and Statistical Manual for Mental Disorders (DSM-5®) criteria.
2. Discuss ethical and reporting guidelines when working with children.
3. Describe key diagnostic criteria and symptom presentation for commonly occurring disorders.
4. Distinguish between clinical diagnosis according to the DSM-5® and classifications appropriate for a school setting.
5. Apply a systematic process to accurately identify a diagnosis in children.
6. Identify the essential elements in gathering information from multiple data sources.
7. Describe effective strategies for working with parents in the diagnostic process.
8. Identify clinical concerns that arise when performing differential diagnosis.
10. Explain structured and semi-structured interviewing techniques.
11. Demonstrate appropriate methods for starting, pausing, and ending an evaluation with children.
12. Demonstrate appropriate methods for starting, pausing, and ending an evaluation with parents/caregivers.

AGENDA DAY 1 & 2

8:30 - 9:00  Registration  
9:00 - 10:30  Welcome and Morning Session  
10:30 - 10:45  Break  
10:45 - 12:15  Morning Session (Continued)  
12:15 - 1:15  Lunch Break *(Lunch is on Your Own)*  
1:15 - 2:45  Afternoon Session  
2:45 - 3:00  Break  
3:00 - 4:30  Afternoon Session (Continued)  
4:30 - 4:45  Continuing Education Certificates Distributed (Day 2)
Level III (12 CEs) – Advanced Culturally Responsive Methods for Clinical Diagnosis

This training provides attendees with the tools to begin conducting culturally responsive clinical diagnosis utilizing advanced diagnostic skills. Both structured and semi-structured diagnostic tools are utilized to assist the clinician in differential diagnosis. This includes considering the complex layers of a client’s cultural identity to include (ethnicity, gender, sexual identity, religion, economic status, etc.) Participants will learn how factors such as a history of abuse, in-utero alcohol/drug exposure, and other forms of trauma impact the diagnostic picture. This two part session reviews effective skills for assessing both adults and children.

Pre-requisite – Graduate-level training in an introductory course focused on adult psychopathology or diagnosis in the areas of psychology, social work, counseling (or a related field) and/or successful completion of Levels I & II training.

Materials

Topics
Day 1 | June 22, 2018 - Samuel Maddox, PhD
Children
Day 2 | July 13, 2018 – Ifetayo Ojelade, PhD
Adults

Skill Level – Moderate

EDUCATIONAL OBJECTIVES

As a result of participating in this workshop series, learners will be able to:

1. Explain the essential elements of providing culturally responsive psychodiagnostic assessments.
2. Identify comorbid conditions that are distinguished from overlapping symptoms according to DSM-5® criteria.
3. Apply the essential elements of culturally responsive psychodiagnostic assessments in adults and children.
4. Explain how culture impacts the way in which the evaluator conceptualizes, diagnoses, and interacts with the client.
5. Assess behaviors and responses in adults and children that signify underlying conditions.
7. Explain methods for distinguishing trauma-related, depressive, and attention concerns from other disorders to according DSM-5® criteria.
8. Explain how culture impacts the way in which adults display, interpret, and respond to traumatic events.
AGENDA DAY 1 & 2

8:30 - 9:00 Registration
9:00 - 10:30 Welcome and Morning Session
10:30 - 10:45 Break
10:45 - 12:15 Morning Session (Continued)
12:15 - 1:15 Lunch Break (Lunch is on Your Own)
1:15 - 2:45 Afternoon Session
2:45 - 3:00 Break
3:00 - 4:30 Afternoon Session (Continued)
4:30 - 4:45 Continuing Education Certificates Distributed (Day 2)

Level IV (18 CEs) – Complex Differential Diagnosis

This advanced training is designed to provide attendees the skill set needed to assess complex diagnostic cases. Attendees will increase their skills in differential diagnosis in the areas of PTSD, Bipolar, eating disorders, and other psychotic disorders that can be difficult to diagnose. Attendees will gain advanced clinical interviewing skills to identify comorbid conditions and overlapping symptoms.

Day 1 | July 20, 2018 – Charlie Harris, PhD
- Psychotic Disorders
- Mood & Anxious Disorders
- Advanced clinical interviewing skills

Day 2 | August 3, 2018 – Ifetayo Ojelade, PhD
- Complex Trauma, PTSD, and other trauma related disorders
- Bipolar Disorder
- Advanced clinical interviewing skills

Day 3 | August 4, 2018 – Tiffany Rush-Wilson, PhD
- Complex Diagnosis of Eating Disorders
- Advanced clinical interviewing skills

Pre-requisite – Graduate-level training in an introductory course focused on adult psychopathology or diagnosis and multi-cultural theory, in the areas of psychology, social work, counseling (or a related field) and successful completion of Levels I, II, & III training.

Skill Level – Advanced Practitioner

EDUCATIONAL OBJECTIVES

As a result of participating in this workshop series, learners will be able to:

1. Demonstrate the essential elements needed for providing culturally responsive complex psychodiagnostic assessments.
2. Explain the core elements needed to perform differential diagnosis when comorbid conditions are present.
3. Describe methods for assessing the hidden aspects of symptoms signifying a thought disorder, mood, eating, and trauma related symptoms.
4. Discuss the ways in which repeated stressors can lead to comorbid conditions.
5. Utilize semi-structured assessment techniques to conduct a culturally responsive trauma psychodiagnostic assessments with adult clients.
6. Discuss methods for utilizing an intersectional perspective of culture to evaluate client functioning.
7. Summarize protective factors, strengths, and coping responses that impact client prognosis.
8. Summarize the DSM 5® differential diagnosis criteria for distinguishing PTSD from Bipolar and other mood or anxious disorders.
9. Summarize the DSM 5® diagnostic criteria for comorbid substance use, psychotic, and personality disorders.
10. Identify the relationship between chronic traumatic experiences and comorbid physical health conditions that influence the psychodiagnostic process.

**AGENDA DAY 1 & 2**

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<td>Continuing Education Certificates Distributed (Day 2)</td>
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**Level V (12 CEUs) – Report Writing – Differential Diagnosis Focus**

This course provides attendees the skills to better conceptualize, organize, and construct psychodiagnostic reports. With an emphasis on ethical and multi-cultural considerations, participants will learn methods to concisely present report findings, answer the referral question, and provide treatment recommendations. Emphasis is placed on enhancing graduate-level writing skills for appropriate construction of a psychological report. Participants complete didactic training and receive feedback on two clinical reports. In addition, attendees are invited to attend monthly clinical consultation groups with the instructors of this series.

**Pre-requisite** – Option 1: Completion of two graduate-level courses in appraisal or psychological assessment. The completion of a graduate degree in the areas of psychology, social work, counseling (or related field) focused on applied clinical work. Graduate-level report writing skills (a sample report must be provided). Knowledge of current APA Style Guidelines (bring your book). Completion of Levels I-IV.

Or
Completion of two graduate-level courses in appraisal or psychological assessment. Completion of a graduate degree in the areas of psychology, social work, counseling (or related field). Graduate-level report writing skills (a sample report must be provided). Completion of a practicum course that included report writing. Knowledge of current APA Style Guidelines (bring your book).

**Skill Level** – Advanced Practitioner

Day 1 – Organized with participant input
Monthly Consultation Groups are on Fridays

**EDUCATIONAL OBJECTIVES**

As a result of participating in this workshop series, learners will be able to:

1. Demonstrate an ability to integrate information from a variety of data sources in order to construct a psychodiagnostic report.
2. Explain how culture impacts the way in which the report writer conceptualizes, diagnoses, and constructs a report.
3. Review the impact of the report writer’s culture, biases, and assumptions on the conceptual lens through which the report is written and recommendations are made.
4. Summarize methods for constructing reports that concisely address the referral question and report findings.
5. Explain ethical considerations regarding the presentation of report findings and assessment tools.
6. Demonstrate knowledge of the essential elements in a psychodiagnostic report.
7. Discuss clinical and theoretical concerns that impact construction of a validity statement.
8. Identify common errors in clinical report writing.
9. Describe factors impacting report feedback with clients.
10. Discuss methods for addressing sensitive topics when constructing a report.
11. Submit and revise two psychodiagnostic reports based on clinical feedback.

**AGENDA DAY 1**

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**AGENDA DAY 2**

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Additional practicum includes report writing and revision after feedback
ADDRESSING DIVERSITY

This presentation addresses cultural intersections of ethnicity, gender, and socio-economic status with regard to adult clients. Assessment techniques include specific methods for distinguishing the unique challenges associated with utilizing an intersectional approach to culture. For example, the audience will learn semi-structured techniques that consider points of difference and commonality when assessing a woman from a middle income family versus a man of a working poor family.

REGISTRATION

Early Registration Ends April 20, 2018

Credit card: http://www.ahealingparadigm.com/ContinuingEducationWorkshops.en.html
Check | mail to:
A Healing Paradigm | 1867 Harvard Avenue | Historic College Park, Georgia 30337.
Phone: call us at 404-635-6021.

REFUND POLICY FOR LOCAL WORKSHOPS

Refund Policy for Local Workshops: All requests received in writing via ground mail or emailed to Workshops@AHealingParadigm.com at least two weeks (14 days) prior to the date of the start of the workshop series will receive a refund, less a 15% administrative fee & applicable credit card/merchant fees which are typically non-refundable. Requests made 13 to six days prior to the start of the workshop series will receive a refund less 30%. Requests received 5 days or less prior to the first day of the workshops series (April 23, 2018) will result in a forfeiture of the attendee's investment. There are no full or partial refunds once a workshop series begins. Please note that this policy applies to all circumstances causing a registrant not to attend a workshop including, but not limited to late arrival, sickness, family/personal emergencies, traffic problems, car problems, getting lost, work concerns, etcetera. Registrations are non-transferable and must be used for the original date and time.

LOCATION

All workshops are located at A Healing Paradigm unless otherwise indicated.

1867 Harvard Avenue | Historic College Park, Georgia 30337 | 404-635-6021
Charlie Harris, PhD
Dr. Charlie Lollis Harris earned her Bachelor of Arts degree in Psychology from the University of Kansas and her Master of Science and Doctorate degrees in Clinical Psychology from the University of Miami, Coral Gables, Florida, with a dual focus in clinical and health psychology. As a licensed psychologist, Dr. Harris has 20 years of experience using integrative therapeutic approaches that include Cognitive-Behavioral and Insight-Oriented therapies working with adults with a variety of life challenges that contribute to stress, depression, anxiety, adjustment disorders, and other mental health conditions. Dr. Harris is currently an Associate Professor of Psychology at Clayton State University and psychologist at A Healing Paradigm.

Ifetayo Ojelade, PhD
Dr. Ifetayo Ojelade is a Licensed Psychologist and the author of Sacred Healing Journey: Soul food for Survivors of Abuse. She earned her Bachelor’s degree in Business Administration from Florida A&M University and three graduate degrees, including a doctorate in Counseling Psychology from Georgia State University. As an expert on trauma recovery, Dr. Ojelade has an interest in assisting people to heal, in order to take their careers and personal lives to the next level. She also works with healthcare, legal, and safety professionals to manage secondary trauma (e.g. compassion fatigue) in the workplace. Dr. Ojelade is the founder and Executive Director of A Healing Paradigm, LLC; a wholistic wellness center providing counseling, psychological testing, wellness, and educational programming for the entire family.

Telsie Davis, PhD
Dr. Davis is a licensed psychologist and 17-year veteran clinician, supervisor, and trainer in the mental health field. She is devoted to training clinicians in these areas as advocates for vulnerable client groups and conducts research focused on evidence-based and culturally relevant psychological treatments to further benefit underserved populations. The focus of Dr. Davis’ clinical work, research, and training are in the areas of multicultural competency and evidenced-based treatments for PTSD and substance use. Dr. Davis earned her undergraduate degree in Applied Psychology from the Georgia Institute of Technology and her doctoral degree in Counseling Psychology from Georgia State University. Dr. Davis is an Assistant Professor in the Department of Psychiatry and Behavioral Sciences at Emory University School of Medicine and also works as a licensed psychologist in the Trauma Recovery Program at the Atlanta Veterans Administration and Medical Center.

Arcella Trimble, PhD
Dr. Arcella J. Trimble is a Licensed Psychologist, Coach, and Master Teacher. Dr. Trimble received her doctorate degree from the University of Southern Mississippi in School Psychology and completed her training at The Kennedy Krieger Institute/Johns Hopkins School of Medicine. She earned a Master's degree in Professional Counseling from Georgia State University and a Bachelor’s degree in Psychology from Spelman College. Dr. Trimble is a licensed psychologist and expert in Learning, Behavior Modification, Research, and Training. With over 20 years of experience, Dr. Trimble has worked with clients in mental health facilities, businesses, schools, and private practice.
Faculty

Samuel Maddox, PhD
Dr. Maddox earned his Bachelor’s of Arts in Psychology from Morehouse College and went on to earn his Doctorate in Clinical-Community Psychology from the University of South Carolina. Through internship at the Marcus Autism Center, post-doctoral training at Emory University School of Medicine and private practice at Floortime™ Atlanta and currently A Healing Paradigm, Dr. Maddox has extensive experience working with families of children with a variety of medical, developmental, behavioral, emotional and academic challenges. Dr. Maddox also provides school and community-based services through consultation and program evaluation to promote positive growth in the individual and the community as a whole. He is an Associate Professor of Psychology at Clayton State University.

Tiffany Rush-Wilson, PhD
Dr. Tiffany C. Rush-Wilson received a Ph.D. in Counseling at the University of Akron. She has taught numerous courses in both Mental Health Counseling and Psychology. Dr. Rush-Wilson maintains a small private practice and is dually licensed as a Counselor-Supervisor/Training Supervisor (PCC-S) and Psychologist (LP) in Ohio. She is also certified as a counselor in Canada (CCC) and credentialed as a distance counselor (DCC). Dr. Rush-Wilson's research interests focus on diversity and transcultural issues in eating disorders, feminist and multicultural counseling, body language and communication in mental health. She is currently the Associate Department Chair of Clinical Mental Health Counseling at the Chicago School of Professional Psychology.