ACE SUMMIT

Adverse Childhood Experiences Promoting a Culture of CARE

(Collaboration, Advocacy, Research, Education) for Preventing Child Abuse and Neglect in Louisiana

# MARCH 28 & 29, 2019

REGISTER HERE



# SUMMIT OBJECTIVES

* Understand the impact of adverse childhood experiences (ACES) in Louisiana
* Describe the current status of efforts to educate professionals and communities
* Identify opportunities for collaboration among established, emerging, and future community-based efforts to b resilience and prevent child abuse and neglect
* Recognize evidence-based strategies to identify and intervene with children who have experienced trauma, abuse neglect.



## SUMMIT INFORMATION

* Contact Information: Dr. Paula Zeanah paula.zeanahßlouisiana.edu  Registration is limited! Register for Single Days or Both Days!
* Cost FREE - conference is produced through a grant from the Louisiana Children's Trust Fund (LCT F)  Continuing Education (CE's) provided REGISTER HERE

# KEYNOTE SPEAKERS

Chandra Ghosh Ippen is the Associate Director of the Child Trauma Research Program at the University of California Francisco and the Director of Dissemination for Child-Parent Psychotherapy. She specializes in working with young chil who have experienced trauma and has co-authored over 20 publications on trauma and diversity-informed practice, incli the manual for Child-Parent Psychotherapy, the children's story "Once I Was Very Very Scared," and the Trinka and Sam series. She has over 14 years of experience conducting trainings nationally and internationally in diversity-informed pra and Child-Parent Psychotherapy.

Markita Mays is a Licensed Clinical Social Worker specializing in individual and family therapy for children, adolescents adults. She maintains a private practice in Oakland, California. In addition to serving as a private practitioner, she is on at the UCSF/SFGH Child Trauma Research Program. As staff, Markita provides clinical supervision, lectures for the C Parent Psychotherapy Trauma Seminar, facilitates the Multicultural Seminar, and is a National Trainer for the disseminat Child-Parent Psychotherapy. As a liaison with the Tipping Point Community Mental Health Initiative, Markita provides m health services, consultation and support services at community-based partnership programs such as Bayview Child H Center and Homeless Prenatal Program in San Francisco, CA.

Colleen A. Kraft, MD, FAAP, is the current president of the American Academy of Pediatrics (AAP). Dr. Kraft's exper includes work in primary care pediatrics, pediatric education, and health care financing. She is actively involved in ped engagement in school and child care for children with special health care needs, and is co-author of the book Managing Ch Health Conditions in Child Care and Schools. Her work in early childhood and population health seeks to translate the

## AGENDA AGENDA 29th

MORNINGMORNING

8:00 - 8:30 Registration and Networking8:00 - 08:30 Registration and Networking

8:30 - 8:45 Welcome and Opening Remarks8:30 - 9:00 Welcome and Opening Remarks

8:45 - 10:30 Trauma: The Ripple Effect9:00 -10:15 State of ACES in Louisiana

Chandra Gosh Ippen, PhDPaula Zeanah, PhD, MSN, RN

Child Trauma Research Program, UCSFUL Lafayette

Markita Mays, I-CSWAnna Bales, MPH

Child Trauma Research Program, UCSFBureau of Family Health

10:30 - 10:45 Break10:15 - 10:30 Break

10:45 - 12:15 The Interconnected Web: The Impact of Trauma10:30 - 11:45 Moving from Adversity to Healing

Chandra Gosh Ippen, PhD Colleen Kraft, MD

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| --- | --- | --- | --- |
| AFTERNOON |  |  |  |
| 12:15 - 1:15 | Lunch and Networking |  | AFTERNOON  12:00 - 1:00 Lunch and Presentation: Perspectives |
| 1:15 - 2.15 | COPES: From Concept to Practice Lens Mode - |  | Dr. Adren Wilson, Deputy Chief of Staff, |
|  | Understanding Factors that Shape Perspective Chandra Gosh Ippen, PhD |  | Governor's Office of Programs and Planni |
| 2:15 - 3:15 | Trauma Dynamics: Core Concepts on How |  | BREAK OUT SESSIONS |

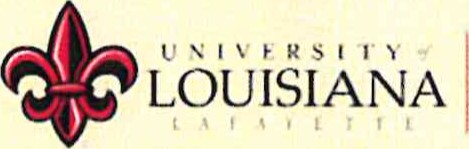
President, American Academy of Pediatri( In collaboration with the LA AAP

Trauma Affects FunctioningCHOOSE ONE of THE FOLLOWING:

Chandra Gosh Ippen, PhD  ACES Basics: Understanding the Impact c

Adverse Childhood Experiences

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| --- | --- | --- |
| 3:15 - 3:30 | Break | Lisa Donze - Jacobs, I-CSW Mercy Family Center |
| 3:30 - 4.30 | Trauma Dynamics: Continuation and Closure | Cynthia Suire DNP, MSN, RN UL Lafayette |

4:30 - 4.45 Closing Remarks and Evaluations OR



Professions



Initiative



LOUISIANA

1:00 - 2:00 ACEs In Action: Health

Mary Margaret Gleason, MD

SPONSORED BY Tulane University School of Medicine

Sarah Hinshaw-Fuselier, PhD, LCSW

Tulane University School of Medicine

College of Nursing & Allied Health

2:00 - 3:00 ACEs in Action: Schools

### Laura Alderman

Executive Director, Step Forward

Paulette Carder, MPH, I-CSW

Children's Bureau of New Orleans

3:00 - 3:15 Break

Picard

Center

3:15- 4:15 ACES in Action: Advocacy

Judge David Matlock, Chief Judge

Caddo Parish Juvenile Court

Judge Blair Edwards, Juvenile Court, 

Division 1, 21 st Judicial District Court 

4:15 - 4:30 Closing Remarks and Evaluations

N I V E R S i TY M

Department of

LOUISIANA Psychology

ACE SUMMIT:

Promoting a Culture of CARE (Collaboration, Advocacy, Research, Education)

March 28-29, 2019

River Oaks Conference Center, Lafayette, LA

Overall Summit Objectives:

Participants at the Summit will be able to:

1. Understand the impact of adverse childhood experience (ACES) in Louisiana
2. Describe the current status of efforts to education professionals and communities
3. Identify opportunities for collaboration among established, emerging, and future community-based efforts to build resilience and prevent child abuse and neglect
4. Recognize evidence-based strategies to identify and intervene with children who have experienced trauma, abuse, and neglect 

Objective and Descriptions of Presentations

### THURSDAY, March 28, 2019

Title: The Ripple Effect: An Integrative Framework for Enhancing Trauma-Informed Practice Across Systems

Time:

CE Hours: 6.5

Presenters: Chandra Gosh Ippen, PhD and Markita Mays, I-CSW

Objectives: Participants will be able to:

1. Name at least 3 domains of functioning that may be affected by trauma. •
2. Name at least 2 core concepts related to the mechanism through which trauma affects development.
3. Describe the C.O.PE.S. framework.
4. Name two practice elements to enhance emotion regulation.
5. Name two factors that may affect individual variability in response to a traumatic event.
6. Use the C.O.PE.S. framework to identify at least three ways in which their current practice currently addresses the core trauma concepts
7. Use the C.O.PE.S. framework to identify 2 ways in which they may make changes in practice to further address core concept

Description: This workshop presents an integrative framework for understanding and communicating across systems about how trauma can affect a child, a family, and a system. The framework is adapted from core trauma concepts identified and ratified by the NCTSN Core Curriculum on Childhood Trauma Task Force. The Ripple Effect translates complex trauma concepts using metaphor, visual models, common language, and rich case example and shows: 1) the domains of functioning affected by trauma; 2) the mechanisms through which trauma affects development, and 3) intervention pathways. This workshop offers foundational trauma knowledge for clinicians learning evidence-based trauma treatments and highlights ways to share trauma theory with family members and across systems (e.g. schools, child welfare workers, mental health, medical practitioners, police) as we work jointly to lessen the impact of trauma exposure.

FRIDAY, March 29, 2018

On this day, all registrants will attend the morning session. In the afternoon, they have a choice of either the ACES in Action presentations, or the ACES Basics breakout presentation (equivalent CE's for either choice). Total CE hours for the day: 5.75 hours.

Title: The State ofACEs in Louisiana

Time: 9a-10:15a

CE Hours: 75 min. (1.25 hours)

Presenters: Paula Zeanah, PhD, MSN, RN; Ana Bales, MPH

Objectives: Participants will be able to:

1. Describe the ACE Educator program and current status of ACE education in Louisiana
2. Describe at least three examples of how ACE education and advocacy has affected programs, systems, or communities in Louisiana.

Description: In this presentation, we will describe the development of the ACE Educator program and



ACE Initiative in Louisiana. We will provide an overview of the experience of ACES in Louisiana, and will describe findings from a statewide survey identifying the current status of efforts to educate and address childhood adversity and trauma in Louisiana. Strengths and challenges will be highlighted, and examples of ACE education and advocacy will be described. We will use power point slides for this presentation.

Title: Moving from Adversity to Healing

Time:

CE hours: 75 minutes (1.25 hours)

Presenters: Colleen Kraft, MD

Objectives: Participant will be able to:

1. Recognize the role of stress hormone modulation in the development of lifelong health and illness
2. Discuss the importance of health professionals in identification and treatment of toxic stress in children, adolescents and adults
3. Recognize the importance of Trauma-Informed Care in building a health population

Description:

This session will explore the science behind adverse childhood experiences and how stress modulators influence health and development. The talk will highlight both adaptive and maladaptive responses to stress in infants, toddlers, preschoolers, adolescents, and adults. Learners can use this information to better recognize the interaction between toxic stress and behavior as well as the role of traumainformed therapy to build resilience. ACES in ACTION Presentations

Title: ACES in Action: Health Time:

CE Hours: 60 minutes (1 hour)

Presenters: Mary Margaret Gleason, MD; Sarah Hinshaw-Fuselier, PhD, LCSW

Obiectives: Participants will be able to:

1. Describe opportunities and clinical approaches for identifying adversity in pediatric health and home visiting settings.
2. Describe rates of identified adversity in Louisiana consultation programs in home visiting and pediatric primary care settings.

Description: This presentation will provide an overview of trauma-informed approaches in health care settings in Louisiana. The session will focus on screening, education, and professional support efforts around ACES in pediatric primary care, early intervention, and infant and early childhood home visiting settings.

Title: ACES in Action: Schools Time:

CE Hours: 60 minutes (1 hour)

Presenters: Laura Alderman, I-PC; Paulette Carter, MPH, LCSW

Objectives: Participants will be able to:

* 1. Describe how implementing trauma services is not the same as implementing a trauma informed approach.
  2. Describe a model for implementing trauma informed care in schools.
  3. Describe the impact of resiliency on Adverse Childhood Experiences.
  4. Describe components of resiliency and resiliency continuum of care.

Description: "Trauma Informed" is the current buzz phrase, but what does it really means to be "trauma informed", and how is it different than providing trauma services? And how does an organization become trauma informed? This presentation will explore the answers to these questions by highlighting the work of a nonprofit agency in New Orleans and its involvement in the Trauma Informed Schools Learning Collaborative, a partnership between several schools and child serving organizations working to develop, implement, and evaluate a model for integrating trauma informed care into schools. In addition, the presentation will describe strategies to build resilience within community and school settings.

Title: ACEs in Action: Advocacy Time:

CE Hours: 60 minutes (1 hour)

Presenters: Judge David Matlock; Judge Blair Edwards

Objectives: Participants will:

Identify 3 things they can do and that they want to do to bring about a specific program or activity in their community that will help prevent or heal the harmful effects to children and adults caused by adverse childhood experiences.

Description: Judge Blair Edwards will describe ACES, trauma, and resilience building activities and efforts in the 21st Judicial District (Livingston, St. Helena, and Tangipahoa Parishes). Using a power point presentation and handout, Judge David Matlock will identify the categories of people on the Shreveport area team, our goal, our process, and our current efforts and activities to achieve our goal. Using guided discussion, we will elicit a) the locations from which the audience participants come; b) existing ACE related activities in the participants' communities; c) specific things participants can do to either support existing efforts or bring about other activities or programs in their community to prevent or heal the harmful effects to children and adults caused by adverse childhood experiences, and d) rank which of those activities the participants would be most likely to do.

ACEs BASICS Breakout Session

Title: ACEs Basics: Understanding the Impact of Adverse Childhood Experiences

Time:

CE Hours: 180 minutes (3 hours)

Presenters: Cynthia Suire, DNP, MSN, RN; Lisa Donze-Jacobs, LCSW

Objectives: Participants will be able to:



1. Describe the basic biological foundation of ACES that explains why and how trauma and ACEs impact lives
2. Explain key findings of the ACE Study
3. List three protective systems that help prevent ACES and promote resilience
4. Identify the four-step iterative process to building self-healing communities that prevent and mitigate the effects of ACES
5. Identify at least one activity to support and foster resilience in children and families within your sphere of influence

Description: The Adverse Childhood Experiences (ACE) Study is one of the largest investigations ever conducted to assess associations between child maltreatment and later-life health and well-being. The study is a collaboration between the Centers for Disease Control and Prevention and the Department of Preventive Medicine at Kaiser Permanente in San Diego, CA. This presentation will provide an explanation of the neurobiology that explains why and how trauma and ACES impact our lives so powerfully. We will explore the ACE Study data and its implications for ways we might become key players in creating sustainable change. We will describe findings related to building resiliency as an ACE mitigating factor. The training approach will include power point presentation, lecture, and facilitated audience discussion, networking, and brainstorming.

Closing remarks and evaluations Time:

CE Hours: 15 minutes (.25 hours)

Curriculum Vitae

CHANDRA MICHIKO GHOSH IPPEN

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| Work Address | Home Address |
| Child Trauma Research Program | 321 Chenery Street |
| San Francisco General Hospital | San Francisco, CA 94131 |
| University of California, San Francisco  1001 Potrero Avenue  Bldg. 20 Suite 2100 Room 2122  San Francisco, CA 94110  Phone: 415-206-5312 | 415-452-9333 |

Fax: 415-206-5328 email: chandra.ghosh@ucsf.edu

### CURRENT POSITION

Associate Director of the Child Trauma Research Program, University of California, San Francisco and Director of Dissemination and Implementation for Child-Parent Psychotherapy

### RESEARCH INTERESTS

The development, evaluation, and implementation of programs that seek to prevent psychopathology in high-risk children. Studies of children who are "at risk" due to exposure to different stresses, such as exposure to neighborhood violence, domestic violence, parental psychopathology, or child abuse, in an effort to identify factors that may be linked to positive outcomes.

### EDUCATIONAL BACKGROUND

July 1999-June 2000 Postdoctoral Psychology Fellow

University of California, San Francisco

Advisor: Ricardo F. Muñoz, Ph.D.

Areas of Concentration: Development and evaluation of a community program designed to prevent depression and increase maternal self-efficacy in pregnant women.

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| --- | --- |
| August 1999 | Doctor of Philosophy, Clinical Psychology  University of Southern California, Los Angeles, CA  Advisor and Dissertation Chair: Gayla Margolin, Ph.D.  Areas of Concentration: Development and evaluation of community interventions that prevent psychopathology in low-income, minority children, parent fraining programs, and the relation between marital violence and child functioning. Dissertation title: Testing the feasibility and effectiveness of a multicomponent program: Including parent training, child competency training, and tutoring. |
| May, 1990 | Bachelor of Arts, cum laude  University of California, Berkeley  Majors: Psychology and French |

LICENSES

2001 Psychology License, State of California No. PSY17759 (licensed issued November 14, 2001)

### FELLOWSHIPS , GRANTS, AND HONORS

Ghosh Ippen: December, 2017 2

David Rea Award for Excellence in Training, University of California, San Francisco 2009 Harris Visiting Scholar, University of Minnesota, 2008

Robert E. Harris Memorial Award, University of California, San Francisco, 2000

Graduate and Professional Student Award, University of Southern California, 1998

Fahs-Beck Fund for Research and Experimentation ($2000), 1997-1998

College Dissertation Fellowship, University of Southern California, 1997

University of Southern California Leibovitz-Marston-Kellerman Research Award, 1996

NIA Training Award, Andrus Gerontology Center, University of Southern California, 1993-1996

Presidential Fellowship, University of Southern California, 1994

Mr. and Mrs. George T. Aratani Scholarship, University of Southern California, 1994 Chancellor's Scholarship, University of California Berkeley, 1985-1990

### RESEARCH EXPERIENCE

|  |  |
| --- | --- |
| August, 2001-2017 | Child Trauma Research Program, University of California, San Francisco  Alicia F. Lieberman, Ph.D.  Associate Research Director (500/0+ time devoted to research)  Conducting research on the effectiveness of Parent-Child Psychotherapy. Duties include managing data, conducting analyses, managing a multi-site study, writing up and publishing results, and writing grants. |
| August 2000-August 2001 | CAARE Center, University of California, Davis Medical Center Anthony Urquiza, Ph.D.  StaffPsychologist, Volunteer Clinical Faculty Member (50% time devoted to research) Conducting research on the effectiveness of Parent-Child Interaction Therapy when administered to abused children and their caregivers. Duties include supervising undergraduate research assistants, managing data, writing up and publishing results, and writing grants. |
| July, 1999-2000 | Mothers and Babies Project, University of California, San Francisco Ricardo F. Muñoz, Ph.D.  Postdoctoral Fellow. Participated in the development and evaluation of a program designed to prevent depression in pregnant women, co-wrote an NIMH R-21 grant, developed a database, and supervised undergraduate research assistants. |
| June 1993-Ju1y 1994; | Alzheimer's Research Center, USC Medical Center |
| July 1996-September 1997 | Lon Schneider, M.D. and Jason Olin, Ph.D.  Research Assistant. Set up and managed a database, interviewed Alzheimer's patients and caregivers, developed codebooks, conducted statistical analyses, wrote and published results. |
| August 1992-June 1998 | Family Studies Project, Psychology Department, USC Gayla Margolin, Ph.D.  Research Assistant. Interviewed parents and children from maritally aggressive and non-maritally aggressive families and collected data on marital conflict and incidence of domestic violence. Collected observational data on parents' interactions with their pre-school children and interparental discussions of conflictual topics and conducted assessments of children's cognitive and psychosocial functioning. Managed and analyzed data using SPSS and BMDP software packages, developed a coding system, trained and supervised undergraduate research assistants, and managed the coding of observational data. |
| January 1993- | Four-Generations Project, Andrus Gerontology center, USC |

## Markita Mays, LCSW

1600 3 rd Avenue, Apt. 37, Oakland, CA 94606

(415) 602-1613 — markitamayslcsw@gmail.com

Education

California State University, East Bay Children, Youth, and Families, MSW

Hayward, CA June 2010

Brown University Human Biology, BA

Providence, RI June 2006

Work Experience

UCSF/SFGH Child Trauma Research Project - San Francisco, CA September 2010 to present

Clinical Social Worker 11, Tipping Point Community Mental Health Initiative

Through a partnership with the Center for Youth Wellness/Bayview Child Health Center and the Homeless Prenatal Program, offering assessment and child-parent psychotherapy with children aged 0-5 who experience interpersonal trauma, community, and domestic violence. Work often includes collaboration with school/daycare settings when child symptoms (emotional, behavioral) affect their school functioning.

Alameda County Children of Incarcerated Parents Partnership June 2010 — to present Co-Founder & Steering Committee Member

The Alameda County Children of Incarcerated Parents Partnership (ACCIPP) is a regional coalition focused on those who work with or are concerned about children of incarcerated parents. The goal is to improve the lives of children of incarcerated parents through increased awareness, improved programs and policy reforms. This partnership which formed in 2010 includes social service providers, representatives of government bodies, advocates, and others.

San Francisco Child Abuse Prevention Center — San Francisco, CA December 201 1 to October 2014

Community Liaison / Clinical Advisor Consultant, Center for Youth Wellness & Child Advocacy Center Providing and creating linkages to/ within the San Francisco Southeast community sector with the goal of building stronger relationships with community based programs and target population. Developing recommendations and consulting with organizational leadership regarding creation and implementation of culturally appropriate clinical/family support services

Children's Hospital and Research Center of Oakland — Oakland, CA

MSW Clinical Intern, Early Intervention Services September 2009 to June 2010 Conducted dyadic therapy with primary caregivers and children aged 0-5 as a part of the CARE team, community home visiting model. Children served had a broad range of regulatory, attachment, and sensory disorders. Treatment often included extensive involvement with the extended family as well as interfacing with social services agencies including CPS, Family Court, and Public Health Nurses.

East Bay Agency for Children — Oakland, CA

MSW Clinical Intern, Therapeutic Nursery School & Oakland Day Treatment September 2008-May 2009 Provided comprehensive mental health and special education services to children aged 3-12 years whose emotional difficulties seriously interfered with school functioning. Provided individual and group intervention, supervision in classroom and program activities. Treatment included play therapy sessions, DBT groups, and dyadic parent child groups.

Brighter Beginnings —Oakland, CA

Family Advocate, Adolescent Family Life Program & Cal Learn Program August 2007—0ctober 2008 Provided comprehensive case management services to 45 pregnant and/or parenting teenage mothers including intake, ongoing assessment, goal-setting and tracking, extensive information and referTal, and support via face to face contact in home, office, school, and other settings. Conducting ASQ assessments and co-facilitated a 12-week parenting group for young mothers funded by ECC. Utilized a TCM tracking system. Contracted with Alameda County Social Welfare Services for mandated CalWorks participants.

### Selected Trainings/Presentations

Mays, M., Renschler, T. ( 2010, Nov). Child-parent psychotherapy: A treatment model for young children exposed to interpersonal trauma. Training provided to community pediatric clinic. Bayview Child Health Center, San Francisco, CA.

Ghosh-lppen, C., Mays, M. (2011, May). Separation and loss in early childhood: Understanding and intervening. Day long workshop conducted for First 5 Yolo and the WestEd Center for Prevention and Early Intervention, Sacramento, CA.

Ivins, B., Lee, R. , Mays, M. (2011, Nov). Young children of incarcerated parents: A call to action for service providers. Training provided to Harris Early Childhood Mental Health Conclave. First 5 Alameda County, San Leandro, CA.

Mays, M. (2012, July). Children exposed to intimate partner violence and child parent psychotherapy. Training provided to Family Services staff and clinicians. Raphael House of San Francisco, Inc., San Francisco, CA.

Ivins, B. , Lee, R., Mays, M. (2012, Dec). Invisible children, incarcerated parents: promoting infant mental health in criminal justice. Training Provided to Infant Mental Health Providers. Zero to Three's National Training Institute, Los Angeles, CA.

Mays, M. (2013, Mar). Adverse childhood experiences and treating trauma in early childhood. Training Provided to Program Directors and Staff. Hunter's Point Family, San Francisco, CA.

Mays, M. (2013, Mar). Integrating Case Management into Child-Parent Psychotherapy. Training Provided to clinical trainees. UCSF/SFGH Child Trauma Research Program, San Francisco, CA.

Mays, M. (2013, May). Starting the conversation: How to talk to families about violence in the home. Keynote delivered to safestart program providers. Safestart Annual Training, San Francisco, CA.

Mays, M. (2013, May). Child-Parent Psychotherapy and Children of Incarcerated Parents. Training Provided to clinical trainees. UCSF/SFGH Child Trauma Research Program, San Francisco, CA.

Ghosh-lppen, C., Mays, M. (2013, Sept). The ripple effect: An integrative framework for enhancing trauma informed practice. Training provide to ARS family advocate, family partners, and clinical staff. Children's Hospital and Research Center of Oakland, Early Intervention Services, Alameda, CA.

### Publications

Mays, M. & Lieberman, A. L. (2013). Mommy Hates Daddy: A Child-Parent Psychotherapy Story of Engagement, Domestic Violence, and Intergenerational Ghosts. Zero to Three, July, 2013. (p. 4 - 10).

### Professional Honors/Recognition

2015 UCSF School of Medicine - Dean's Diversity Leader

2015 UCSF Chancellor Award: Martin Luther King, Jr. Award for Diversity

2012 Tipping Point Foundation: Annual Breakfast Award/Honoree for Community Mental Health

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American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILL)R1nr

January 26, 2019

Colleen A. Kraft, M.D., MBA

2019 Immediate Past President, American Academy of Pediatrics

1. Address

26351 Tarrasa Lane

Mission Viejo, CA 92691

1. Educational and Professional History

Educational

Virginia Tech (1977-1981)

Chemistry/Bachelor of Arts — 1981

Virginia Commonwealth University School of Medicine (1982-1986)

Doctor of Medicine, M.D. — 1986

Carl H. Lindner School of Business, University of Cincinnati

Master of Business Administration -- 2018

Professional

Training

Post-graduate/post-doctoral activities:

Internship, Medical College of Virginia Hospitals (July 1986-June 1987) Pediatrics

Residency, Medical College of Virginia Hospitals (July 1987-June 1989)

Pediatrics Certification

NBME

Ana E. Bales, MPH

1613 North Broad Street, New Orleans, LA 70119 • (504) 336-9638 • ana.bales@la.gov

Summary

Program coordinator experienced in program planning, development, and management. Committed to applying academic and professional public health experience and lamvledge of best practices to improving the health and well-being of Louisiana's children and families.

Skills

* Program coordination and management  Grant writing
* Program planning, monitoring, and evaluation
* Facilitation and public speaking

Education

Tulane University 2014

Master of Public Health in Maternal and Child Health

New Orleans, LA

Honors/Awards: Maternal and Child Health Leadership Training Program Scholar

Caesar Cervantes Award for Excellence in Maternal and Child Health, 2014-2015 Delta Omega Honor Society, ETA Chapter

James Madison University 2011

Bachelor of Science in Public Health Education Harrisonburg, VA

Certifications

Certified Health Education Specialist; CHES # 18980

Professional Experience

LDH, OPH, Bureau of Family Health 10/2016- current

New Orleans, LA

Supportive Services Project and Strategy Manager

* Manage the existing MIECHV strategic work plan and lead efforts to develop and implement an updated plan designed to create a sustainable and accessible structure for MIECHV via alignment of goals, objectives, and strategies.
* Coordinate activities across home visiting and early childhood integration efforts, including staff development, applications for funding, and development and revision of cross-model and program policies and procedures.

 Co-lead the State Young Child Wellness Collaborative to inform efforts to develop a coordinated

Early Childhood System and integrate MIECHV within that system

 Collaborate with MIECHV Data Quality Manager to create and co-lead a state-level CQI process to support meaningful contribution from all levels to drive program work.

PAULA DOYLE ZEANAH

Abbreviated Curriculum Vitae:

August 2015-December 2018

Contact Information

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| College of Nursing and Allied Health Professions | Picard Center |
| V. L. Wharton Hall, 411 E. St. Maw Blvd. | 200 E. Devalcourt St. |
| Lafayette, LA 70503 | Lafayette, LA 70503 |
| Phone: (337)-482-0197 | (337)-482-1552 |

Cell: (504) 236-3279

Email: paula.zeanah@louisiana.edu

EDUCATION

1992 Ph.D., University of Connecticut, Clinical Psychology Storrs, Connecticut

1979 M.S.N., University of Virginia, Nursing (Pediatrics concentration) Charlottesville, Virginia

1975 B.S.N., Medical College of Georgia, Nursing Augusta, Georgia

1973 Diploma, Piedmont Hospital School of Nursing, Atlanta, GA, Atlanta, Georgia

Additional Education

1991-1992 Pre-doctoral Intern, Clinical Child/Pediatric Track

Brown University Clinical Psychology Internship Consortium Providence, RI

1975 Pediatric Nurse Practitioner Certificate

University of Virginia School of Nursing Charlottesville, VA

CURRET ACADEMIC APPOINTMENTS

2015-present LGMC/OLOL Eminent Scholar and Endowed Chair

Professor, College of Nursing and Allied Sciences

Director of Research

Cecil Picard Center for Child Development and Lifelong Learning

University of Louisiana at Lafayette

Clinical Professor of Psychiatry and Pediatrics

Tulane University School of Medicine

New Orleans, LA

CURRICULUM VITAE

### MARY MARGARET GLEASON, MD

Home Address: 312 Joseph Street

New Orleans, LA 70115

Office Address: 1430 Tulane Avenue #8055

New Orleans, LA 70112 Phone: 504/988-4653

Fax: 504/988-4264

#### Email: mgleason@tulane.edu

Social Security #: by request

Personal Data: born: New York, NY 11/29/1970

Education:

1989-1993 B.A. Amherst College (Psychology Major, summa cum laude) 1994-1998 M.D. Columbia University College of Physicians and Surgeons

Postqraduate Traininq and Fellowship Appointments:

1998-2003 Resident in Brown University's Pediatrics/General Psychiatry/Child and Adolescent Psychiatry, Rhode Island Hospital, Providence, RI

2003-2005 Fellow in Infant Psychiatry, Tulane University School of Medicine, New Orleans, LA

2005-2007 T32 NIMH Research Fellowship, Brown University Medical School

Faculty Appointments:

2019- Professor, Tulane University School, of Medicine

2014-2018 Associate Professor, Tulane University School of Medicine

2008-2014 Assistant Professor, Tulane University School of Medicine

2005-2008 Assistant Professor (clinical), Brown University Medical School

2005-2008 Clinical Assistant Professor (part time) Child and Adolescent Psychiatry, Tulane University School of Medicine

2004-2005 Assistant Professor, Child and Adolescent Psychiatry, Tulane University School of Medicine

August 2018

CURRICULUM VITAE

Sarah S. Hinshaw-Fuselier

1430 Tulane Avenue, #8055

New Orleans, LA 70112 504.988.9180 512.698.3396

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| LICENSURE:  EDUCATION: | Licensed Clinical Social Worker Louisiana License Number 3928 |
| Ph.D. (2004) | University of Texas at Austin  Department of Human Ecology  Division of Human Development and Family Science |
| M.s.W. (1993) | Tulane University School of Social Work New Orleans, Louisiana |
| B.A. (1991) | Tulane University  New Orleans, Louisiana  Major: American Studies |

CLINICAL EXPERIENCE:

2012-2015 Private Practitioner, Child and Family Therapy Center Metairie, Louisiana

Services include: psychotherapy with children and families; child custody evaluations; mediation; parent coordination; specialization in infancy and early childhood.

2012-2015 Clinician, Child Counseling Associates

New Orleans, Louisiana

Services include: psychotherapeutic treatment of parent-child issues (infants, toddlers, preschoolers); cognitive-behavioral treatment for children's trauma-related problems, anxiety, and depression (early childhood through adolescence).

2004-2011 Infant Mental Health Consultant and Trainer

Private consultation to state agencies (TX, 2004-2011), licensed mental health practitioners, and other related organizations includes: provision of advanced long-

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|  | LAURA L. ALDERMAN, M.S., M.A., LPC-S, LMFT, NCC  12410 Rust Lane, Keithville, Louisiana 71047 318 469-3335 lauralanealderman@ mail.com |
|  | SOCIAL SERVICE ADMINISTRATOR  Dedicated professional experienced in providing strengths-based therapeutic services and administration of programs for individuals in need of support,  Professional Experience  Step Forward — Executive Director 2015 -- present Manages the Step Forward collaborative impact initiative that includes key local leaders from across all sectors, while ensuring that action plans are developed and implemented around evidence-based strategies that are critical for achieving the goals of improving child outcomes, cradle to career. Manages a core team of volunteers and consultants, as well as working with and supporting practitioners to align their work to the goals of Step Forward. Works to implement Step Forward Leadership Team policies, as well as to leverage all resources needed for long-term sustainability. Utilizes StriveTogether Network principles of continuous quality improvement.  Caddo Parish Juvenile Services — Mental Health Coordinator 2005 - 2015 Developed and proposed protocols related to court-sponsored mental health services, with specific focus on eligibility requirements for a specialized mental health court section. Coordinate all daily operations of juvenile mental health court. Provided comprehensive assessment reports for the court. Served as advisor to court personnel regarding evidence-based mental health treatment. Developed grant proposals and provide grant management for mental health related funding requests. Served as site Principal Investigator for John D. and Catherine T. MacArthur Louisiana Models for Change grant to develop evidence-based screening and assessment. Program is one of only two sites selected for the National Institute of Justice research project of juvenile mental health courts.  Volunteers for Youth Justice 2000-2005  Executive Director (2002 — 2005) — Provided administration of daily operations and implementation of policies for non-profit organization of six programs serving at-risk children and youth in the court system. Responsible for fiscal management, personnel management, grant writing, public relations, program development, and evaluation. Developed annual budget, and submitted over $1,000,000 in successful grant funding proposals. Developed fiscal practices resulting in moving organization from deficit to surplus financial status, while ensuring revenue for nearly 100% growth of overall budget operations during tenure. Proposed policies and procedures consistent with Non-profit Standards of Excellence. Received LANO Standards of Excellence Award in October 2003.  Families in Need of Services Counselor (2000-2002) - Provided crisis intervention assessment for at-risk youth and families in the juvenile court system. Developed treatment plans and supervised progress of plan. Initiated service referrals, and provided ongoing assistance and support to families and children. Recommended formal petitions to District Attorney as needed.  Educational Resources for Families - Owner 1998-present  Counseling services specializing in child, adolescent and family therapy. Research-based educational consultation services promoting positive and therapeutic adult / child interactions. Curriculum and training provided for child-care providers, teachers, parents, and volunteers. Consultation services also include grant-writing and policy development. |

Southfield School - Lead ECE Teacher/ Family Education Coordinator 1997-2000; 1990-1995

Responsible for developing and implementing curriculum for ECE department. Assistant to Director to carry out administrative duties and provide resources to ECE staff. Conducted parent education opportunities and developed written parent education information for school population.

University of Arkansas Cooperative Extension Service 1996-1997

Family and Consumer Sciences Specialist —Responsible for administration of nutrition education to lowincome families. Developed and conducted research-based educational programming in areas of parenting, child development, developmentally appropriate child care / school practices, nutrition education, and youth development.

 Court Appointed Special Advocates - Program Director 1995-1996

Responsible for coordination and supervision of non-profit program of services for abused children. Developed and implemented plans to establish Texarkana Children's Advocacy Center. Responsibilities included grant writing, budget development, policy development, providing training, and serving as liaison between agency professionals.

### Education

Louisiana Tech University, Ruston, Louisiana. Bachelor of Science, Human Ecology — Early Childhood Education, cum laude, 1988

Louisiana Tech University, Ruston, Louisiana, Master of Science, Human Ecology — Family Life Education, 1995

Louisiana Tech University, Ruston, Louisiana.

Master of Arts, Psychology - Counseling and Guidance, 2002

### Credentials

State of Louisiana Licensed Professional Counselor Supervisor

State of Louisiana Licensed Marriage and Family Therapist National Certified Counselor

#### Honors / Organizations

 Omicron Nu Honor Society

Who's Who in American Colleges and Universities — graduate school

National Council on Family Relations

National Counseling Association Louisiana Association of Non-profit Organizations

#### References Available Upon Request

CURRICULUM VITAE Name: Paulette G. carter, MPH, LCSW

Business Address: Children's Bureau of New Orleans

2626 Canal Street, Suite 201

New Orleans, LA 70119

Business Telephone and Fax: (504)525-2366 office (504)525-7525 fax Business email Address: pcarter@childrens-bureau.com

Education:

##### Graduate

Tulane University School ofPublic Health, New Orleans, LA

Master's in Public Health, Maternal and Child Health, 1998

Tulane University, School ofSocial Work, New Orleans, LA Master's in Social Work, 1997

##### Internship

Tulane Medical Center, Pediatric Pulmonary Center

Assessed the psychosocial, economic and health care needs of pediatric patients and families in collaboration with other members of the health care team and provided needed interventions. 1997.

##### Undergraduate

Tulane University, University College

Post Baccalaureate Teacher Certification Program, December 1994

Tulane University, Newcomb College

Bachelor of Arts in History, May 1993

Employment

Children's Bureau of New Orleans

President/CEO. Direct the work of the agency in accordance with the purpose as stated in the Charter and By-Laws and with objectives and policies adopted by the Board of Directors. Give leadership to Board and Staff in the development, administration and interpretation of service programs. Provide guidance and supervision to all program directors and management staff. Provide fiscal management through the preparation of a sound annual budget and use of agency resources. Perform actions and develop relationships to ensure future credibility and funding of agency programs, and attempt to expand financial base through grant writing, community collaboratives and fund raising. Keep Board of Directors informed of any agency activities and follow-up on all problems

BLAIR D. EDWARDS I DISTRICT JUDGE, 21 ST JUDICIAL DISTRICT COURT

P.O. Box 788, Amite, LA 70422 | bedwards@21stjdc.org

##### CURRENTLY

21 st Judicial District Juvenile Judge

21 st Judicial District Juvenile Drug Court, Judge

21 st Judicial District Truancy Court, Judge

January 2010- 2017 Present Co-Chair Department of Education Liaison Committee for Louisiana

Member of the 21 st JDC Bar Association

Member of the Louisiana District Judges Association

Member of the National Council for Juvenile and Family Court Judges Board of Trustee for Council of Juvenile and Family Court Judges

Board of Trustee for the Louisiana Mansion Preservation Foundation

Board of Directors for the Louisiana Institute for Children and Families

Member of the Advisory Board for the Department of Children and Family Services Member of the American Bar Association

##### EDUCATION

Loyola School of Law — Juiis Doctor; New Orleans, Louisiana 1998 Nicholls State University — Bachelor of Science, Accounting; Thibodeaux, Louisiana 1989

MAJOR AWARDS

CASA Judge of the Year 2016

International Association on Truancy and Dropout Prevention (Best Program) 2016 Drug Court of the Year

##### TEACHING EXPERIENCE

Southeastern Louisiana University — Juvenile Court Dynamics, Truancy, Child

Abuse/ Neglect, Drug Court, ACES, and TBRI

Southeastern Louisiana University — Taught a class to students pursuing degrees in Social Work, Criminal Justice, and Education on working with youth and families impacted by childhood trauma.

Pinwheels for Prevention in honor of National Child Abuse Prevention Month —- Child Abuse/ Neglect

Elaine Hunt Correctional Facility -- ACES and Childhood Trauma

Tangipahoa Parish — Presented to teachers the effects of trauma and how to approach and interact with children and families who have experienced childhood trauma.

### JUDGE DAVID MATLOCK

1835 Spring Street, Shreveport, LA 71101 dnmatlock@gmail.com

(318) 226-6755

Born February 23, 1955 in Shreveport, Louisiana

Married 37 years to Mary Hartsfield Matlock

Father of Emily Pellegrin (husband, Rev. Jarred Pellegrin), Katy Dotson (husband,

Russell Dotson), David Matlock, Jr., M.D. (Wife, Rebecca Lilley Matlock), and

Alan Matlock (wife, Jordan Matlock); grandfather of Nathan Pellegrin and Maggie Dotson, Eli Dotson, Millie Dotson, Rose Dotson, Thomas Matlock, and Ellie Matlock

Hobbies and interests: beekeeping, bicycling, fishing, fly tying, woodwork, metal detecting, gardening, motorcycling

#### EDUCATION

Baylor University, J.D. 1981 (highest score in state 1981 Texas bar exam) Louisiana State University in Shreveport, B.A.

C.E. Byrd High School (National Merit Scholar)

Chief Judge of the Juvenile Court for Caddo Parish (Chief Judge 1999-present; Judge 1994-present)

Juvenile Court related programs during tenure include:

Trauma competent child in need of care court program

Juvenile Drug Court (1 st in state)

Family Drug Court (1 st in state)

Juvenile Mental Health Court (1 st in state)

Truancy Court (1 st in state)

Sex trafficking Community Response Team (1 st in state)

Specialized Victims Intensive Unit (high trafficking risk probation unit) (1 st in state)

Juvenile sex trafficking court (being developed)

Onsite drug treatment clinic for children (1 st in state)

Onsite drug treatment clinic for parents (1 st in state)

S.T.A.R. education program

Teen Court program

Red River Marine Institute

Adoption of Trial Court Performance Standards (1 st in state)

Good Support —job placement program for parents who owe child support

Louisiana Institute for Children in Families 2018 Angel nominee

Louisiana CASA Judge of the Year (2005)

Volunteers for Youth Justice Shining Star Legal Advocate (2008)

National Association of Social Workers Shreveport Region Public Official of the Year (2007)

Lisa Donze Jacob, LCSW 129 Reiher Rd.

Mandeville, Louisiana 70471

E-mail: italli@aol.com

Cell (985) 373-4418

|  |  |
| --- | --- |
| Certification  Education | Louisiana State Board of Social Work Examiners. License # 7530 |
| December 2001 | Masters in Social Work.  Tulane University, New Orleans, LA. |
| May 1987 | Nuclear Medicine Technology.  Alton Ochsner Medical Foundation, Jefferson, LA. |
| December 1985 | B.S. in Microbiology.  Louisiana State University, Baton Rouge, LA. |
| Affiliations  Work Experience | National Association of Social Workers |
| July 2007- | Mercy Family Center, Mandeville, LA |
| Present | Therapist/Social Worker  Duties include: Facilitating several social skills groups for children and teens meeting diagnostic criteria for Autistic Spectrum Disorderl, ADD, and/or ADHD. Group, individual and family therapy as well as providing parent education/information regarding Autistic Spectrum Disorders; individual counseling of sexual assault survivors. |
| September 2015- | Adverse Childhood Experiences, Louisiana First Cohort Master Trainer |
| Present | Available for training groups on ACEs |
| September 2012- | Darkness to Light |
| Present | Stewards of Children Independent Facilitator Authorized  Available for training individuals/groups in Stewards of Children Program |
| March 2010- | The Parenting Center of West St. Tammany, Covington, LA |
| 2016 | Facilitator, Nurturing Parenting Course |
| March 2006 - | St. Tammany Parish School Board |
| September 2011 | Mental Health Provider  Duties include: group/individual counseling to students; communication |

##### VITA

Cynthia C. suire, DNP, MSN, RN

|  |  |
| --- | --- |
| Home Address: | 5721 Eagle Pass Dr. Youngsville, La. 70592 |
| Phone: | 337-207-6965 (cellular) |
| e-mail: | cyn226@bellsouth.net |
| DEGREES: | DNP University of Tennessee Health Science Center (2010)  Public Health Nursing Option  MSN Southeastern Louisiana University (2005) Administrative  Role, Community Psychosocial Specialty  BSN University of Louisiana (1981) Nursing |
| LICENSURE: | Louisiana, Registered Nurse |

SPECIALIZED TRAINING:

Adverse Child Experience Interface Master Trainer (2015 to present)

Louisiana Child Care Health Consultant Training (2016 to 2017)

U-Learn Certified Online Teacher through University of Louisiana, Lafayette Office of Distance Learning (2018 to present)

EMPLOYMENT: Assistant Professor, University of Louisiana, Louisiana College of Nursing and Allied Health Professions, faculty for undergraduate community clinical course and Doctor of Nursing Practice courses (January, 2019 to present)

Adjunct Assistant Professor, University of Louisiana, Louisiana  College of Nursing and Allied Health Professions, faculty for undergraduate community clinical course and doctoral epidemiology course (part time, August, 2018 to December, 2018)

Registered Nurse 4, Louisiana Department of Health, Office of

Public Health, Bureau of Family Health, Evaluation Consultant

(temporary, part time, March, 2018 through March, 2019)

Adverse Child Experiences Master Trainer, statewide (volunteer, 2015 to present)

1

C. Suire

University of Louisiana at Lafayette

College of Nursing and Allied Health Professions

Continuing Nursing Education

Evaluation Form

ACE SUMMIT: Promoting a Culture of CARE

(Collaboration, Advocacy, Research, Education)

The Ripple Effect

Date

March 28, 2019

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I. Rate the extent to which this CE activity met the following learning outcome: The learning outcome of this educational activity is to.  Describe an integrative framework for understanding and communicating across systems about how trauma can affect a child, a family, and a system. | | |  | | | Partially Met | | | Not Met c | |
| 2. The overall level of content presented was: | | Too Basic | | Appropriate | | | | Too Advanced c | | |
| How well did the activity help you achieve stated objectives? | | 5=Excellent | 4=Good | | 3=Average | | 2=Fair | | | 1=Poor |
| 3. Name at least 3 domains of functioning that may be affected by trauma | | 5 | 4 | | 3 | | 2 | | | 1 |
| 4. Name at least 2 core concepts related to the mechanism through which trauma affects development. | |  | 4 | | 3 | | 2 | | | 1 |
| 5. Describe the Concept, Objective, Practice Elements, and Skills, of the  C.O.PE.S. | | 5 | 4 | | 3 | | 2 | | | 1 |
| 6. Name two practice elements to enhance emotion regulation | | 5 | 4 | | 3 | | 2 | | | 1 |
| 7. Name two factors that may affect individual variability in response to a  traumatic event | | 5 | 4 | | 3 | | 2 | | | 1 |
| 8. Identify at least three ways in which your current practice addresses the core trauma concepts | | 5 | 4 | | 3 | | 2 | | | 1 |
| 9. Use the framework to identify two ways in which you may make changes in practice to further address core concepts. | |  |  | |  | |  | | |  |
| 10. To what degree did this activity: | Substantially | | Somewhat | | | | Not at All | | | |
| a. Increase your professional knowledge |  | |  | | | | c | | | |
| b. Enhance your professional expertise |  | |  | | | | c | | | |
| c. Change a skill or attitude |  | |  | | | | c | | | |
| Il. After attending this activity, do you intend on making a change to your practice and/or personal life? | | | | | | Yes | | B | | N/A c |
| a. If you answered yes, please describe the changes you intend to make. | | | | | | | | | | |
| b. If you answered no, please explain. | | | | | | | | | | |



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5=ExcelIent | 4=Good | 3=Average | | | 2=Fair | | 1=Poor | | |
| Rate each faculty member: | | | Quality and Overall  Usefulness of Presentation | | Knowledgeable and Well Prepared | | Responsive to Questions and Comments | | |
| 12. Chandra Gosh Ippen, PhD | | |  | | 5 4 3 | | 5 4 3 2 | | |
| 13. Markita Mays, LCSW | | |  | |  | |  | | |
| 14. How conducive were the following aspects to the learning process. | | | | 5=Excellent | 4=Good | 3=Average | 2=Fair | | 1=Poor |
| Physical Facilities | | | |  |  |  |  | |  |
| Audiovisuals | | | |  |  |  |  | |  |
| Interactive Activities | | | |  |  |  |  | |  |
| Handouts | | | |  |  |  |  | |  |
|  | | | | | | | | | |
| 15. Was an announcement made regarding conflict of interest? | | | | | | Yes | |  | |
| 16. Was this program content presented in a non-biased manner? | | | | | | Yes | |  | |
| 17. What did you like most about the CE activity? | | | | | | | | | |
| 18. What did you like least about the CE activity? (Please be specific) | | | | | | | | | |
| 19. Please make suggestions for future topics: | | | | | | | | | |

General Comments:

Summit Evaluation. 032919

University of Louisiana at Lafayette

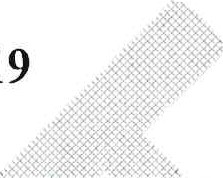
College of Nursing and Allied Health Professions

Continuing Nursing Education Evaluation Form

ACE SUMMIT: Promoting a Culture of CARE

(Collaboration, Advocacy, Research, Education)

Date

March 29, 2019

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Rate the extent to which this CE activity met the following learning outcomes:     1. Understand the impact of adverse childhood experiences (ACEs) in Louisiana 2. Describe the current status of efforts to educate professionals and communities 3. Identify opportunities for collaboration among established, emerging, and future community-based efforts to build resilience and prevent child abuse and neglect      1. Recognize evidence-based strategies to identify and intervene with children who have experienced trauma, abuse and neglect. | | | Met | | | Partially Met | | | Not Met c | |
|  | | |  | | | c | |
|  | | |  | | |  | |
|  | | |  | | | c | |
|  | | |  | | | c | |
| 2. The overall level of content presented was: | Too Basic | | | Appropriate | | | | Too Advanced c | | |
| How well did the activity help you achieve stated objectives? | | 5=ExceIlent | 4=Good | | 3=Average | | 2=Fair | | | 1=Poor |
| 3. Describe the ACE Educator program and current statue of ACE education in Louisiana | | 5 | 4 | | 3 | | 2 | | | 1 |
| 4. Describe at least 3 examples of how ACE education and advocacy has    affected programs, systems, or communities in Louisiana | | 5 | 4 | | 3 | | 2 | | | 1 |
| 5. Recognize the role of stress hormone modulation in the development of lifelong health and illness. | | 5 | 4 | | 3 | | 2 | | | 1 |
| 6. Discuss the importance of health professionals in identification and treatment of toxic stress in children, adolescents and adults. | | 5 | 4 | | 3 | | 2 | | | 1 |
| 7, Recognize the importance of Trauma-Informed Care in building a healthy population | | 5 | 4 | | 3 | | 2 | | | 1 |
| 6. Describe opportunities and clinical approaches for identifying adversity in pediatric health and home visiting settings. | | 5 | 4 | | 3 | | 2 | | | 1 |
| 7. Describe rates of identified adversity in Louisiana consultation programs in home visiting and pediatric primary care settings, | | 5 | 4 | | 3 | | 2 | | | 1 |
| 8. Describe how implementing trauma services is not the same as implementing a trauma informed approach | | 5 | 4 | | 3 | | 2 | | | 1 |
| 9. Describe a model for implementing trauma informed care in schools. | | 5 | 4 | | 3 | | 2 | | | 1 |
| 10, Attendees will be able to describe the impact of resiliency on Adverse  Childhood Experiences. | | 5 | 4 | | 3 | | 2 | | | 1 |
|  | |  |  | |  | |  | | |  |

Summit Evaluation. 032919

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| --- | --- | --- | --- | --- | --- | --- |
| I I Attendees will be able to describe components of resiliency and resiliency continuum of care, | |  |  |  |  |  |
| 12. Identify 3 actions to bring about a specific program activity in their community that will help prevent or heal the harmful effects to children and adults caused by adverse childhood experiences | |  |  |  |  |  |
| 8. To what degree did this activity: | Substantially | | Somewhat | | Not at All | |
| a. Increase your professional knowledge |  | |  | |  | |
| b. Enhance your professional expertise |  | |  | |  | |
| c. Change a skill or attitude |  | |  | |  | |
|  | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5=Excellent | 4=Good | 3=Average | | | 2=Fair | | 1=Poor | | |
| Rate each faculty member: | | | Quality and Overall  Usefulness of  Presentation | | Knowledgeable and Well Prepared | | Responsive to Questions and Comments | | |
| 9. Paula Zeanah, PhD, MSN, RN | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 10. Ana Bales, MPH | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 11. Colleen Kraft, MD | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| ACEs IN ACTION Presentations: | | |  | |  | |  | | |
| 12. Mary Margaret Gleason, MD | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 13. Sarah Hinshaw-Fuselier, PhD, LCSW | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 14. Laura Alderman, LPC | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 15. Paulette Carter, MPH, LCSW | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 16. Judge David Matlock | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| 17. Judge Blair Edwards | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
|  | | |  | |  | |  | | |
| ACEs BASICS Breakout | | |  | |  | |  | | |
| Cynthia suire, DNP, MSN, RN | | | 5 4 3 2 1 | | 5 4 3 2 1 | | 5 4 3 2 1 | | |
| Lisa Donze-Jacobs, LCSW | | | 5 4 3 2 1 | | 3 2 1 | | 5 4 3 2 1 | | |
| l l. How conducive were the following aspects to the learning process? | | | | 5=Excellen  t | 4=Good | 3=Average | 2=Fair | | 1=Poor |
| a. Physical Facilities | | | | 5 | 4 | 3 | 2 | | 1 |
| b. Audiovisuals | | | | 5 | 4 | 3 | 2 | | 1 |
| c. Interactive Activities | | | | 5 | 4 | 3 | 2 | | 1 |
| d. Handouts | | | | 5 | 4 | 3 | 2 | | 1 |
|  | | | | |  | | | | |
| 12. Was an announcement made regarding conflict of interest? | | | | |  | Yes | |  | |
| 13. Was ro ram content rovided in a non-biased manner? | | | | |  | Yes | | No | |
| 14. What did you like most about this CE activity? | | | | |  | | | | |
| 15. What did you like least about this CE activity? (Please be specific) | | | | |  | | | | |
| 16. Please made suggestions for future topics: | | | | |  | | | | |

General comments