



**Clinical Care in First  
Episode Psychosis (FEP)  
Grand Rounds 2025**

## Series Description

The HeadsUp Clinical Care in First Episode Psychosis Rounds Series 2025 offers an intensive (34-hours) dive into clinical care avenues via the Feeling Safe Programme as well as Trauma Informed Care for providers of First Episode Psychosis care. Sessions will be held virtually via Penn Zoom over the course of 14 business days via a grand-rounds format weekly and/or biweekly on Fridays from January to June 2025. *Note: Feeling Safe Programme registration is available to members of Pennsylvania and Maryland Early Psychosis learning community. Trauma Informed Care registration is available to all.*

## Series Learning Objectives

**After participating in this activity, participants should be able to:**

- Use and apply of the evidence-based Feeling Safe Programme
- Be able to effectively apply all six (6) modules of the Feeling Safe Programme
- Identify signs of trauma in individuals experiencing early psychosis regardless of trauma disclosure
- Collaborate trauma informed care amongst community and coordinated specialty care providers
- Apply Feeling Safe Programme modules and Trauma Informed Care practices with individuals via telehealth

There will be no cost to attend - sessions and CEs/CMEs are funded through the Community Mental Health Services Block Grant (CFDA# 93.958) from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (HHS), received through the Pennsylvania Department of Human Services Office of Mental Health and Substance Abuse Services (OMHSAS).

## Accreditation and Designation of Credit

In support of improving patient care, Penn Medicine is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

**Physicians:** Penn Medicine designates this live activity for a maximum of up to 34 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**Nurses:** This program provides up to 34 NCPD hours.

**Pharmacists:** This Knowledge-Based (K) activity is approved for up to 34 ACPE contact hours of Continuing pharmacy education credit JA0000324-0000-25-029-L04-P

**Physician Assistants:** Penn Medicine has been authorized by the American Academy of PAs (AAPA) to award AAPA Category 1 CME credit for activities planned in accordance with the AAPA CME Criteria. This activity is designated for up to 34 AAPA Category 1 CME credits. PAs should only claim credit commensurate with the extent of their participation.

**Psychologists:** Continuing Education (CE) credits for psychologists are provided through the co-sponsorship of the American Psychological Association (APA) Office of Continuing Education in Psychology (CEP). The APA CEP Office maintains responsibility for the content of the programs. This activity awards up to 34 credits for Psychologists.

**For information or questions regarding speaker financial relationships or special needs requests please contact event administrator, Crystal Vatza, at [crystal.vatza@penndelaware.edu](mailto:crystal.vatza@penndelaware.edu).**

## Nondiscrimination Statement

The University of Pennsylvania seeks talented students, faculty, and staff with a wide variety of backgrounds, experiences, and perspectives. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, religion, creed, national origin (including shared ancestry or ethnic characteristics), citizenship status, age, disability, veteran status or any other class protected under applicable federal, state, or local law in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to the executive director of the Office of Equal Opportunity Programs; Franklin Building, 3451 Walnut Street, Suite 421, Philadelphia, PA 19104-6106; or (215) 898-6993.

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# Feeling Safe Programme Schedule

**F 02/07/2025; 9:00am – 12:00pm**

## **Overcoming Worry (from the Worry Intervention Trial, “Winning Against Worry”)**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. One of the 5 intervention modules of the Feeling Safe Programme targets the symptom of “worry.” This session will review and practice the 6-session interventions for worry.

**F 02/21/2025; 9:00am – 12:00pm**

## **Sleep**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. One of the 5 intervention modules of the Feeling Safe Programme targets “sleep.” This session will review and practice the sleep intervention.

**F 03/07/2025; 9:00am – 12:00pm**

## **Self-Confidence**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. One of the 5 intervention modules of the Feeling Safe Programme targets “self-confidence.” This session will review and practice the self-confidence intervention.

**F 03/21/2025; 9:00am – 12:00pm**

## **Agoraphobia (Feeling Safe Enough)**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. One of the 5 intervention modules of the Feeling Safe Programme targets agoraphobic avoidance. This session will review and practice the “feeling safe enough” intervention.

**F 04/04/2025; 9:00am – 12:00pm**

## **Anomalous Experiences**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. One of the 5 intervention modules of the Feeling Safe Programme targets “anomalous experiences.” This session will review and practice the anomalous experiences intervention.

**F 04/11/2025; 9:00am – 12:00pm**

## **Assessment (When to Use What, Putting it All Together)**

The evidence-based Feeling Safe Programme model is the psychological field’s pinnacle treatment modality for supporting persons experiencing persecutory delusions. This session will focus on assessment of when to use integrate and use all the module interventions for persecutory delusions.



## **Speaker Bio**

**Aaron P. Brinen, PsyD**

**Assistant Professor, Psychiatry and Behavioral Sciences & Director, Psychotherapy Training Psychiatry Residency Program, Vanderbilt University Medical Center**

Aaron P. Brinen, PsyD, is an Assistant Professor of Psychiatry and Behavioral Sciences at Vanderbilt University Medical Center, where he directs psychotherapy training in the psychiatry residency program. He is a primary developer of recovery-oriented cognitive therapy (CT-R) along with Aaron T. Beck, MD. Under the guidance of Dr. Beck, Dr. Brinen has worked to formalize and standardize the CT-R protocol for individual and group therapy settings, as well as for use in team-based psychiatric care and during inpatient treatment. He is a co-author of the manual of CT-R for serious mental health conditions and has been active in the training of community therapists from around the world. Dr. Brinen is interested in researching the impact of recovery-oriented cognitive therapy on inpatient and outpatient individuals. Additionally, he is interested in the crossover of different evidence-based treatments, particularly prolonged exposure for PTSD applied to individuals with both PTSD and schizophrenia. He is the principal investigator in a study applying CT-R during medication management checks and also the supervisor for the WISEUP clinical trial, studying treatment for persecutory delusions.

**Registration information is available on the education and training page of our website.**

# Trauma Informed Care Schedule

**F 04/25/2025; 10:00am-12:00pm**

## **Exploring and differentiating how trauma and its intersection with psychosis can present in practice in both between trauma and signs of emerging or prodromal symptoms of psychosis**

This workshop will build on the introduction to trauma and treatment from 2024's annual conference. We will take a deeper dive into how trauma can present, focusing on recognizing signs of trauma regardless of whether people disclose a trauma history to you. We will also explore strategies for addressing trauma-related barriers to participating fully in treatment.

Learning Objectives:

- Recognize the signs and symptoms of trauma and how signs of trauma and symptoms of psychosis may overlap and present in clinical office and community-based work
- Identify how trauma can impact how consumers engage with treatment including development of trust and rapport
- Identify considerations for increasing and maintaining consumer engagement and participation in services including open questions, accurate empathy and framing conversations from MI

**F 05/02/2025; 10:00am-12:00pm**

## **Assessment practices that are trauma informed/sensitive while staying within providers' scope of practice**

This workshop will cover trauma-informed assessment practices. The types of services offered and providers' roles and scopes of practice will inform topics, timelines and depth of exploration. We will also explore strategies for moving forward when information shared indicates additional services or trauma specific assessments may be needed.

Learning Objectives:

- Apply Person-Centered approaches to assessment including practices for gathering data accurately and efficiently while staying within our scope of practice
- Critically evaluate how trauma, mental health and substance use intersect in time
- Identify treatment options that takes trauma history and symptoms into account
- Explore the functional impacts of trauma aftermath using reflective listening

**F 5/09/2025; 10:00am-12:00pm**

## **Coordinating amongst community-based providers including peers, SEESs, community-based workers and clinicians**

This workshop includes a focus on interdisciplinary team coordination, clinical coordination best practices, trauma informed care vs. trauma treatment, and strategies for working with individuals who are not ready for trauma therapy.

Learning Objectives:

- Identify strategies for interdisciplinary coordination that match the purpose of the coordination and consumer preferences and comfort, including accommodating trauma-related factors impacting coordination
- Differentiate between trauma-informed care all providers can provide and clinical treatments that specifically address trauma and trauma's aftermath
- Identify strategies for working with individuals who are not "ready" for trauma treatment including identifying trauma-informed goals and interventions that accommodate trauma-presentations without directly treating trauma and addressing barriers to trauma-treatment
- Utilize emotions and values reflections to facilitate exploration

**F 05/16/2025; 10:00am-12:00pm Trauma considerations for working on employment and education goals**

In this workshop we will explore how history of traumatic experiences may influence participants in their job search, work, and educational endeavors. Trauma-related reactions on the job or in school can influence participants' focus, concentration, interpersonal behaviors.

Learning Objectives:

- Explore how traumatic experiences and post-traumatic symptoms may impact employment and education efforts
- Examine the roles different providers can play in supporting each other's work on goals specific to vocational and educational work including the interplay between clinical and community-based supports
- Identify how employment and education support big-picture behavioral health recovery
- Utilize MI skills to evoke strengths based goals including affirmations and summaries that connect tangible goals to visions

**Registration information is available on the education and training page of our website.**

# Trauma Informed Care Schedule Continued

**F 05/23/2025; 10:00am-12:00pm**

## **Identifying and addressing Compassion Fatigue in providers who do trauma work**

This workshop focuses on differentiating between Compassion Fatigue and Burnout, supporting Compassion Satisfaction and Vicarious Resilience, and basic considerations for responding to negative events during individuals' course of care. Moving beyond reminders for self-care, we will focus on individual, organizational and systems-level factors that impact providers' health, wellness, and ability to sustain their ability to work with individuals in challenging situations and how to address risk factors for Compassion Fatigue and Burnout by cultivating resilience.

Learning Objectives:

- Identify risk factors and warning signs of Compassion Fatigue and Burnout including differentiating between the two and identifying potential for overlap
- Identify how we can support Compassion Satisfaction, Vicarious Resilience, and wellness practices in ourselves, our teams and our systems
- Strategize how to respond to negative events that may impact consumers during the course of our work together with a focus on supporting team members' increased risks of Compassion Fatigue when negative events occur
- Incorporate empirically supported facilitating practices including PCCP, MI and EBPs as building resilience against burnout and CF

**F 05/30/2025; 10:00am-12:00pm**

## **Mind-Body coping skills and strategies for trauma informed providers**

This workshop will introduce a variety of common Mind-Body coping skills to for coping with symptoms in the moment and to foster resilience to maintain health and wellness. A basic overview of skills-teaching and practice will be included.

Learning Objectives:

- Introduce the skills-teaching/building model to guide teaching and practicing coping skills like mind-body skills to the point that these skills become habitual and therefore more easily accessible during times of stress and/or symptoms
- Identify considerations for developing a mind-body skill toolkit including identifying consumers' comfort levels with and preferences for verbal, visual and/or kinesthetic experiences
- Engage in experiential practice with mind-body practices and resources for further exploration for providers and consumers
- Identify strategies for offering information and education using framing and ask-offer-ask (MI)

**F 06/06/2025; 10:00am-12:00pm**

## **Activating engagement and participation in services through evoking change talk and autonomy supports**

This workshop will look at using enhanced communication skills to develop therapeutic rapport, evoke change talk and soften sustain talk as participants work through ambivalence around everyday goals including developing coping skills for trauma activators.

Learning Objectives:

- Identify ambivalence around everyday goals and the role trauma can play in fueling avoidance and ambivalence
- Recognizing change talk, sustain talk, and discord with applications and examples from participants work
- Emphasize autonomy and leveraging strengths to overcome barriers to achieving goals
- Clarify objectives and interventions that are reflective of trauma informed consideration and stages of change

**F 06/13/2024; 10:00am-12:00pm**

## **Considerations for peers, SEES and other community-based workers on interdisciplinary teams**

This workshop will include strategies for community-based workers including peers and SEESs for activating behaviors and collaborating to practice coping skills learned in therapy. Clinicians and community-based workers will be offered opportunities share examples of information they observe in their work with people and how that work may inform colleagues' efforts.

Learning Objectives:

- Identify how work in different settings provide opportunities for assessment and data gathering
- Evoke community based and clinical providers' strengths in offering interventions that support work on participants goals
- Engage in role play practice for translating clinical jargon into real world language to address stigma in practice
- Reinforce the spirit of motivational interviewing and how it supports trauma informed care

### **Speaker Bio**

**Kris Wright, Licensed Clinical Professional Counselor and Clinical Supervisor, Kris Wright LLC**

Kris is a trainer in empirically supported practices and Licensed Clinical Professional Counselor (LCPC) and Clinical Supervisor in Maryland and Virginia. Kris's work focuses on the Person-Centered holistic approaches working with individuals with emerging and persistent behavioral health concerns, co-occurring substance use, and trauma histories focusing on identifying and addressing the impacts of multiple life domains on individuals' behavioral health. [www.kriswrightwellness.com](http://www.kriswrightwellness.com)



## **Disclosure of Relevant Financial Relationships**

Staff in the Office of Continuing Medical and Interprofessional Education have disclosed that they have no relevant financial relationships with any ineligible companies related to the content of this educational activity.

The following Faculty and Planning Committee members(\*) have disclosed that they have no relevant financial relationships with any ineligible companies related to the content of this educational activity:

Monica Calkins, PhD \*

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