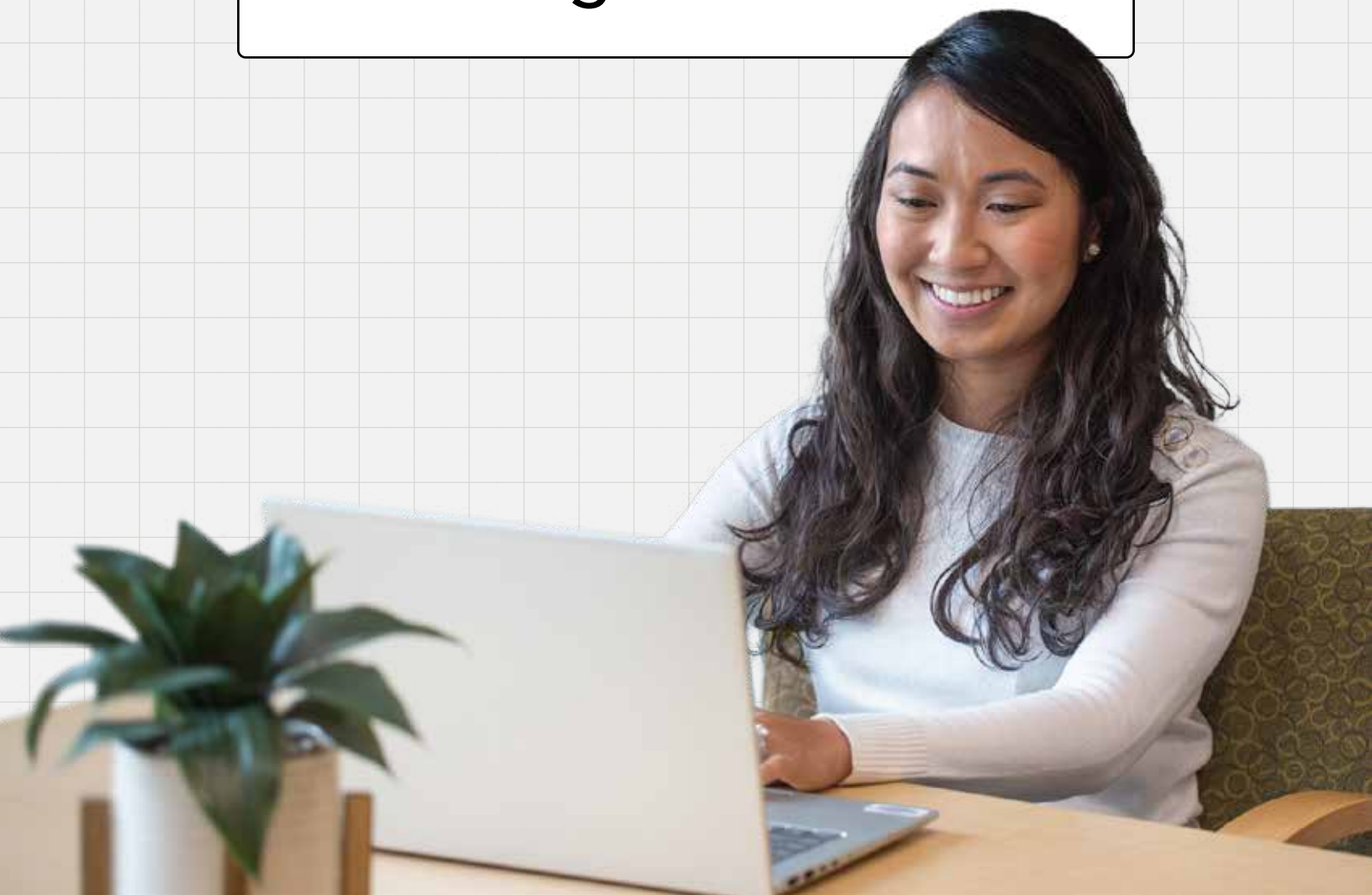
ercon 26

crossroads

EVIDENCE, ETHICS & EMERGING CHALLENGES

Registrant Learning and Agenda Guide



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August 26-27, 2026

FOUNDATIONS CURRICULUM	LIVE SESSIONS	TOTAL AVAILABLE
16 CE / CME / CNE Hours	**10 CE / CME / CNE Hours**	**26 Hours**

How to use this guide

Recorded learning is a great way to guide your knowledge base. Live learning helps you find ways to apply that knowledge to your clinical practice through case discussion, multidisciplinary formulation and audience participation. Please use this guide to choose what to watch before, during and after the live presentations. We suggest you place the 10 live sessions on your calendar first. Then work backward from the live sessions you most care about and choose the linked recorded sessions. You do not need to watch the recordings in numerical order, and registrants will have access to both recorded sessions and the live recordings to watch and re-watch.

The two-phase model

Phase 1
Foundations Curriculum (FC) available starting on July 28, 2026: Build knowledge, refresh foundations and identify your questions.

Phase 2
Live sessions (LS) on August 26 and 27, 2026: Test your knowledge against cases, ethical tensions and perspectives.

Choose your preparation depth

ESSENTIAL	60-90 minutes	Choose one live session you do not want to miss. Watch one linked session from the Foundations Curriculum and complete the Crossroads Case Scan on page 9.
FOCUSED	3-4 hours	Choose one interest pathway. Watch three or four linked sessions from the Foundations Curriculum and send at least one question to the live-program panelists and presenters.
FULL JOURNEY	16 hours	Complete all sessions from the Foundations Curriculum, send your questions after viewing to inform the live program and attend all the live sessions for the broadest cross-disciplinary foundation and access the full 26-credit hours learning experience.

Discipline lenses

Based on your discipline we are suggesting a pathway for your learning journey.
These are suggested starting points, not restrictions.

Your Lens	Start Foundations Curriculum (FC)	Prioritize Live Sessions
Medical / Prescriber	FC-01, FC -04, FC-08, FC-09, FC-15, FC-16	GLP-1s; integrated treatment; innovation vs. evidence; shared decision-making
Therapy / Psychology	FC-02, FC-04, FC-06, FC-09, FC-13, FC-14, FC-16	Integrated case lab; patients we miss; treatment engagement; technology and social media
Nutrition / Dietetics	FC-01, FC-02, FC-07, FC-08, FC-10, FC-11, FC-12, FC-16	Case lab; GLP-1s; patients we miss; shared decision-making
Nursing / Care Coordination	FC-01, FC-07, FC-13, FC-15, FC-16	Case lab; integrated treatment planning; treatment engagement
Leadership / Systems / Innovation	FC-03, FC-04, FC-05, FC-06	Why this moment matters; shared decision-making; innovation; technology

Build Your Own Interest Pathway

Six pathways connect the 16 Foundations Curriculum (FC) sessions to the live sessions (LS).
Choose one pathway or mix across them.

01. Recognition and Diagnostic Complexity

For clinicians: asking, what am I missing and what else could this be?
Foundations: FC-03 | FC-09 | FC-14 | FC-16
Connects to: LS-03 | LS-07

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02. Nutrition, Medical Risk and the Body

For clinicians: working at the intersection of symptoms, physiology, nourishment and weight-related care.
Foundations: FC-01 | FC-07 | FC-08 | FC-10
Connects to: LS-02 | LS-04

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03. Neurodiversity, Development and Lifespan

For clinicians: adapting care to developmental stage, sensory profile, culture, hormones and context.
Foundations: FC-02 | FC-11 | FC-12
Connects to: LS-06

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04. Mood, Trauma, OCD and Complex Treatment

For clinicians: managing overlapping psychiatric symptoms and competing treatment priorities.
Foundations: FC-09 | FC-13 | FC-14 | FC-15
Connects to: LS-07 | LS-08

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05. Innovation, AI and the Evidence Gap

For clinicians: navigating fast-moving treatments and tools before consensus catches up.
Foundations: FC-04 | FC-05 | FC-06
Connects to: LS-05 | LS-09 | LS-10

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06. Ethics, Equity and Shared Decisions

For clinicians: making value-laden decisions where risks, preferences, stigma, access and evidence collide.
Foundations: FC-06 | PR-08 | FC-12 | FC-16
Connects to: LS-02 | LS-06 | LS-09

My Conference Plan

This one-page worksheet can help you turn a large program into a deliberate learning experience. We urge you to NOT choose only sessions that confirm what you already know. Rather, select one session that strengthens your core role, one that helps you understand another discipline's perspective and one that puts you in an area of genuine uncertainty. And then, keep going!

My three Foundations Curriculum:

01. Session code/title: | Why this matters to my practice:

02. Session code/title: | Why this matters to my practice:

03. Session code/title: | Why this matters to my practice:

The live sessions I will protect on my calendar:

01. Time | Session code/title:

02. Time | Session code/title:

03. Time | Session code/title:

The uncertainty I am bringing:

My question or clinical challenge

Come prepared to learn from the evidence, from the cases and from the experience of clinicians across disciplines who may bring a new perspective, a new challenge or a new solution to your practice.

One thing I want to do differently after the conference:

My first practice change

Foundations Curriculum

16 sessions | Earn up to 16 CE/CME/CNE hours | Watch in any order or follow one of the interest pathways.

FC-01

Osteoporosis in Eating Disorders: Diagnosis, Treatment and Prevention

Philip S. Mehler, MD, FACP, FAED, CEDS

Focus: Bone health across eating disorder presentations, including clinical recognition, assessment, treatment, prevention and the point at which medical risk changes the treatment plan.

Best for: Medical providers; dietitians; nurses; sports clinicians; therapists working with long-duration illness

Builds toward: LS-01 | LS-04

FC-02

Advancing ARFID Treatment: Neurodiversity-Aligned CBT-AR and Nutrition Approaches

Kim Anderson, PhD, CEDS; Caitlin Royster, RD, LDN; Irene Rovira, PhD

Focus: How sensory sensitivity, rigidity and interoceptive differences can shape ARFID and how CBT-AR and nutrition interventions can be adapted without losing treatment structure.

Best for: Therapists; psychologists; dietitians; pediatric and neurodiversity-focused clinicians

Builds toward: LS-03 | LS-06

FC-03

Reflections on Landmark Findings in Eating Disorders

Steven F. Crawford, MD; Harry Brandt, MD

Focus: A clinically oriented look at the studies that changed eating disorder practice, what has held up over time and how to read newer findings without mistaking novelty for certainty.

Best for: All disciplines; early-career clinicians; seasoned clinicians who want a scholarly refresh

Builds toward: LS-01 | LS-05

FC-04

Hype, Hope and Evidence: A Clinician's Framework for Evaluating Emerging Mental Health Treatments

Anne Marie O'Melia, MS, MD, FAAP

Focus: A practical framework for sorting promising interventions from premature claims, with attention to evidence quality, extrapolation, risk, monitoring and honest conversations when the science is incomplete.

Best for: Prescribers; therapists; leaders; clinicians facing patient requests for new treatments

Builds toward: LS-02 | LS-09

Foundations Curriculum (continued)

16 sessions | Earn up to 16 CE/CME/CNE hours | Watch in any order or follow one of the interest pathways.

FC-05

From Innovation to Impact: Ten Years of Virtual IOP Treatment

Casey Tallent, PhD; Deborah M. Michel, PhD, CEDS-C; Rachel Zavala, MS, RD

Focus: Lessons from a decade of virtual IOP: what virtual care can do well, what requires adaptation, how outcomes inform model design and where patient selection still matters.

Best for: Program leaders; therapists; dietitians; clinicians delivering or referring to virtual care

Builds toward: LS-05 | LS-10

FC-06

AI in Behavioral Health Care: Clinical Utility, Ethical Boundaries and the Future in Practice

Ovidio Bermudez, MD, FAAP, FSAHM, FAED, F.iaedp, CEDS; Brittany Lacour, LCSW, DAACS; Justin Brown, LPC; Susan Jerlow

Focus: Current clinical uses of AI and patient-facing tools, including documentation, chatbots, trackers, privacy, bias, professional boundaries and symptom reinforcement.

Best for: All disciplines; clinical leaders; digital health users; clinicians concerned about privacy and boundaries

Builds toward: LS-02 | LS-10

FC-07

Nourishing the Mind: Evidence-Based Nutrition for Depression, Anxiety, ADHD and Eating Disorders

Adee Levinstein, MS, RD, LD, CEDS-C; Jennifer Vittitow, RD, LD, CEDS-C

Focus: What nutrition can and cannot reasonably be expected to do in behavioral health, with attention to adequacy, consistency, refeeding, misinformation, restriction risk and multidisciplinary role clarity.

Best for: Dietitians; therapists; prescribers; nurses; clinicians fielding nutrition questions

Builds toward: LS-03 | LS-04

FC-08

Navigating GLP-1 Treatment in Psychiatry: Screening, Risk Assessment and Collaborative Care

Anne Marie O'Melia, MS, MD, FAAP; Kristine Walsh, MD, MPH, FAAFP, CEDS-C

Focus: Psychiatric and nutritional screening before prescribing, eating disorder and body image risk, individualized dose decisions, meal planning, multidisciplinary care and planning for continuation or discontinuation.

Best for: Prescribers; primary care; psychiatrists; dietitians; therapists treating body image or eating concerns

Builds toward: LS-02 | LS-04

Foundations Curriculum (continued)

16 sessions | Earn up to 16 CE/CME/CNE hours | Watch in any order or follow one of the interest pathways.

FC-09

The Intersection of Bipolar Spectrum Disorders and Eating Disorders Across the Lifespan

Kaitlin Slaven, MD

Focus: Diagnostic overlap, lifespan presentation, mood instability, eating symptoms, treatment sequencing, psychopharmacology, nutrition and multidisciplinary planning for co-occurring bipolar and eating disorders.

Best for: Psychiatrists; APPs; therapists; dietitians; clinicians treating complex comorbidity

Builds toward: LS-03| LS-07

FC-10

The Athlete's Mind & Body: Mental Health and Nutrition Considerations in Sport

Amy Gooding, PsyD; Isabelle Page, MSPH, RDN, LDN

Focus: Anxiety, depression, eating disorders, REDs (relative energy deficiency in sport), low energy availability, fueling, sport culture and vulnerable transitions such as injury, time away and retirement.

Best for: Sports clinicians; therapists; dietitians; medical providers; college and adolescent health teams

Builds toward: LS-06

FC-11

Feeding the Whole Child: Developmentally and Culturally Responsive Approaches to Complex Pediatric Eating Challenges

Sari Pierce, MS, RD, CDDS; Lorin Terrell, LMFT

Focus: A whole-child approach to complex eating challenges that considers latency age development, culture, family systems, feeding patterns and the need to adapt care rather than force adult frameworks onto younger patients.

Best for: Pediatric clinicians; family therapists; dietitians; school and community providers

Builds toward: LS-06

FC-12

Nourishing Through Change: Understanding and Supporting Eating Disorders in Perimenopause and Menopause

Leslee Marcom, PhD, CEDS-C; Stephanie Setliff, MD, CEDS-C; Frances Silva, MS, RD, LD

Focus: How hormonal, metabolic, body image, identity and psychosocial transitions in midlife can affect eating disorder risk, recurrence and recovery with weight-inclusive, interdisciplinary treatment strategies.

Best for: Clinicians serving adults and midlife patients; therapists; dietitians; medical clinicians

Builds toward: LS-02 | LS-06

Foundations Curriculum (continued)

16 sessions | Earn up to 16 CE/CME/CNE hours | Watch in any order or follow one of the interest pathways.

FC-13

Trauma-Informed Milieu Care in Residential and PHP Settings

Cordelia Loots-Gollin, LCSW; Colleen Soldano, LCPC

Focus: Trauma-informed communication, avoidance, threat responses, shame, the window of tolerance and practical adaptations that can improve safety, engagement and retention in higher levels of care.

Best for: Therapists; nurses; milieu staff; care teams; higher-level-of-care clinicians

Builds toward: LS-03 | LS-07 | LS-08

FC-14

Eating Disorders and OCD: Shared Mechanisms, Different Expressions

Alexis Canfield, LCSW; Hannah Schulz, MA, LCPC

Focus: Where eating disorders and OCD overlap – anxiety, perfectionism, compulsions, avoidance and where they diverge in ways that matter for assessment, formulation and treatment.

Best for: Therapists; psychologists; psychiatrists; dietitians working with rigidity and compulsive behavior

Builds toward: LS-03 | LS-07

FC-15

Medication Management for Clinically Complex Cases

Megan Riddle, MS, MD, PhD

Focus: Medication decision-making when diagnoses overlap, treatment histories are complicated, medical and nutritional variables matter and real-world practice extends beyond simple guideline algorithms.

Best for: Psychiatrists; APPs; physicians; pharmacists; multidisciplinary teams working with complex cases

Builds toward: LS-02 | LS-07 | LS-09

FC-16

Missed, Misdiagnosed and Undertreated: Eating Disorders Across Body Sizes

Elizabeth Wassenaar, MS, MD, DFAPA, CEDS-C

Focus: Atypical and higher-weight eating disorder presentations, the clinical consequences of weight bias and practical strategies for weight-inclusive, patient-centered treatment across the weight spectrum.

Best for: All disciplines; primary care clinicians; behavioral health clinicians; anyone responsible for screening or treatment goals

Builds toward: LS-02 | LS-03 | LS-06

Optional experiential preparation | 10-15 minutes | No CE credit

Before the Live Conference: The Crossroads Case Scan

Bring a case, not just a question

Choose a current, recent or composite case in which the diagnosis, treatment plan or next step is not obvious. The best case is one where two reasonable clinicians might see the problem differently.

01. Name the crossroads

Check the clinical challenge/s that best fits your case.

- ☐ Evidence vs. patient or family demand
- ☐ Autonomy vs. safety
- ☐ Symptom relief vs. unintended harm
- ☐ Innovation vs. established standards
- ☐ Access vs. ideal care
- ☐ One targeted diagnosis vs. overlapping formulations
- ☐ Individual goals vs. multidisciplinary recommendations

02. Complete the uncertainty statement

What I know

What I suspect

What I do not yet know

What the patient or family wants

What another discipline may notice that I am missing

03. Send at least one question into the live program

Question stem

What would change your mind about this case: a different fact, a different risk threshold, a different patient preference or a different discipline's formulation?

Use this case during live polling, case labs and your own note-taking. The goal is not to arrive with the answer. The goal is to arrive aware of what you want to learn.

Live Day 1

Theme: Applying what we know in real clinical practice • 5 CE/CME/CNE hours
All times Mountain Time

Day 1 learning stance

Move from recognition to formulation. Notice when your first explanation is too narrow, when a treatment request outruns the evidence and when another discipline changes the clinical picture.

8:30-8:45	**Welcome & Conference Overview** Goran Dragolovic, MBA; Anne Marie O'Melia, MS, MD, FAAP **What to expect:** Orientation to the two-phase conference model and how live sessions build on the Foundations Curriculum. **Especially relevant for:** All registrants
LS-01 8:45-9:45	KEYNOTE **A Medical Journey Through Eating Disorders: 35 Years of Progress, Challenges and Discovery** Philip S. Mehler, MD, FACP, FAED, CEDS **What to expect:** A long-view clinical perspective on what has changed, what remains difficult and what decades of practice can teach us about progress and uncertainty. **Suggested prep:** FC-01 | FC-03 **Especially relevant for:** All disciplines; clinicians who want historical context for current practice
LS-02 10:15-11:15	1 CE/CME/CNE HOUR **Shared Decision-Making When Evidence Is Incomplete** Elizabeth Wassenaar, MS, MD, DFAPA, CEDS-C; Brittany Lacour, LCSW, DAACS; Jennifer Vittitow, RD, LD, CEDS-C; Evelyn Gurule, MD, PhD **What to expect:** Practice how to talk honestly about uncertainty, respond to low-evidence requests, avoid both reflexive paternalism and uncritical consumerism and document decisions when reasonable people may disagree. **Suggested prep:** FC-04 | FC-06 | FC-08 | FC-15 | FC-16 **Especially relevant for**: All disciplines; clinicians who regularly hear, "But I want to try it" or "Why won't you let me?"

Live Day 1

11:15-11:45	COMMUNITY SPOTLIGHT ANAD Non-credit **What to expect:** Use the break, visit the nonprofit spotlight or review the case you brought to the conference.
LS-03 11:45-12:45	1 CE/CME/CNE HOUR Integrated Case Lab: Could This Be an Eating Disorder, Mood Disorder, Anxiety Disorder, OCD, Trauma Response or Neurodivergence? Stephanie Setliff, MD, CEDS-C; Casey Tallent, PhD; Adee Levinstein, MS, RD, LD, CEDS-C **What to expect:** Audience polling and multidisciplinary formulation of cases that do not fit neatly into one diagnostic silo. Expect competing hypotheses, changing information and practical next-step decisions. **Suggested prep:** FC-02 | FC-07 | FC-09 | FC-13 | FC-14 | FC-16 **Especially relevant for:** Everyone who assesses, diagnoses, refers or builds treatment plans
LS-04 1:15-2:15	1 CE/CME/CNE HOUR GLP-1s, Nutrition Risks Kristine Walsh, MPH, MD, FAAFP, CEDS-C; Anne Marie O'Melia, MS, MD, FAAP **What to expect:** Clinical decision-making around patients considering or already taking GLP-1 medications, with focus on screening, nutrition risk, eating disorder history, body image, meal planning, multidisciplinary care and what happens when circumstances change. **Suggested prep:** FC-07 | FC-08 | FC-16 **Especially relevant for:** Prescribers, primary care clinicians, psychiatrists, dietitians, therapists and clinicians seeing patients already on GLP-1s
LS-05 2:45-3:45	1 CE/CME/CNE HOUR Care at the Crossroads: Why This Moment Matters Emily Warnock, MD; Leslee Marcom, PhD, CEDS-C; Jennifer L. Gaudiani, MD, CEDS-C, FAE **What to expect:** A structured look at the forces reshaping care: patient demand, cross-diagnostic complexity, new treatments, digital culture and evidence that cannot always keep pace. **Suggested prep:** FC-03 | FC-04 | FC-05 | FC-06 **Especially relevant for:** All disciplines; leaders; experienced clinicians; learners deciding where to focus next

Live Day 2

Theme: Adapting care, setting priorities and making hard decisions • 5 CE/CME/CNE hours
All times Mountain Time

Day 2 learning stance

Look for the patients our usual models fail to see, the moments when engagement breaks down and the points where innovation, technology and clinical judgment demand a more explicit decision framework.

8:30-8:45

Welcome

Goran Dragolovic, MBA; Anne Marie O'Melia, MS, MD, FAAP

What to expect: Reconnect to the learning goals and carry forward one unresolved question from Day 1.

Especially relevant for: All registrants

LS-06

8:45-9:45

1 CE/CME/CNE HOUR

Treating Patients We Miss

Luis Herrera, LPC; Sari Pierce, MS, RD, CDDS; Lorin Terrell, LMFT; Steven F. Crawford, MD

What to expect: Case-based discussion of who is under-recognized, under diagnosed or poorly served and how developmental, cultural, identity, body size and system factors should influence assessment and treatment.

Suggested prep:
FC-02 | FC-10 | FC-11 | PR-12 | PR-16

Especially relevant for:
All disciplines; clinicians serving diverse populations across the lifespan

LS-07

10:15-11:15

1 CE/CME/CNE HOUR

Mood, Anxiety, SUD, Trauma and Eating Disorders: Integrated Treatment Planning

Dori Bowling, LCSW; Alyssa Lucker, DO

What to expect: A treatment-planning lab for overlapping symptoms and competing priorities. The focus is not merely identifying comorbidity, but deciding what to target first, what must happen together and what requires a higher level of coordination.

Suggested prep: FC-09 | FC-13 | FC-14 | FC-15

Especially relevant for: Psychiatrists; therapists; nurses; dietitians; clinicians managing complex co-occurring conditions

Live Day 2

11:15-11:45	COMMUNITY SPOTLIGHT **Project HEAL: How Project HEAL Is Reducing Barriers to Care** Project HEAL **What to expect:** Non-credit break and access-focused community spotlight.
LS-08 11:45-12:45	1 CE/CME/CNE HOUR **When Patients Do Not Follow the Plan** Anne Marie O'Melia, MS, MD, FAAP; Adee Levinstein, MS, RD, LD, CEDS-C, Bonnie Brennan, MA, LPC, CEDS-C **What to expect:** Cases involving treatment refusal, partial engagement, "failure to progress," family conflict and safety. Examine what the plan means to the clinician, what symptoms may be doing for the patient and when the right response is to adapt, persist, escalate or rethink. **Suggested prep:** FC-07 | FC-13 | FC-16 **Especially relevant for:** All disciplines; higher-level-of-care teams; anyone working with ambivalence or stalled treatment
12:45-1:15	COMMUNITY SPOTLIGHT **Rock Recovery** Non-credit **What to expect:** Break and nonprofit spotlight.
LS-09 1:15-2:15	1 CE/CME/CNE HOUR **Innovation vs. Evidence: What Should We Actually Do Now?** Elizabeth Wassenaar, MS, MD, DFAPA, CEDS-C; Jon Jasper, MEd, LPC; Jennifer Vittitow, RD, LD, CEDS-C **What to expect:** Use a structured decision framework to evaluate emerging treatments and practices when enthusiasm, patient demand and market availability move faster than guidelines. **Suggested prep:** FC-04 | FC-06 | FC-15 **Especially relevant for:** All disciplines; prescribers; clinical leaders; clinicians asked to adopt or recommend new interventions

Live Day 2

11:15-11:45	COMMUNITY SPOTLIGHT The Alliance The Alliance **What to expect:** Non-credit break and community spotlight
LS-10 2:45-3:45	1 CE/CME/CNE HOUR Technology, AI and Social Media: What Do We Know and What Are We Learning? Ovidio Bermudez, MD, FAAP, FSAHM, FAED, F.iaedp, CEDS; Brittany Lacour, LCSW, DAACS; Justin Brown, LPC; Susan Jerlow **What to expect:** Real-world scenarios involving AI tools, social media, patient-facing technology, privacy, influence, professional boundaries and the question clinicians increasingly need to ask: What are our patients already doing? **Suggested prep:** FC-05 | FC-06 **Especially relevant for:** All disciplines; clinicians using digital tools or treating patients whose symptoms, expectations or relationships are shaped online
3:45	CLOSING SYNTHESIS What Will you Do Differently? **What to expect:** Non-credit closing reflection. Translate one insight into a concrete practice change and identify what you still need to learn.

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