

CASRA Conference Program Online

Tuesday, October 30, 2018

(You will receive an onsite brochure with the rooms for each workshop/presentation.)

All CEU's acceptable for CAMFT, PRA, CAADAC and BRN unless otherwise specified.

Welcome and Keynote Address 9-10:30

Title of Keynote	Description	Presenter	Goal and Learning Objectives
<p><i>“From Surviving to Thriving; The Choices in Recovery Are Ours to Make”</i> (Introductory, 1 CEU)</p>	<p>It's time to address your own health and wellness! Be inspired to make a personal plan dedicated to your well-being. Learn practical strategies for maintaining your own wellness and redesigning your life for resilience as you navigate the challenges of today's work in the behavioral health field.</p>	<p>Bev Kyer, MSW, CSE, ACSW, CEO and Founder, The Kyer Group</p>	<p>Goal: Learn how to redesign your life for resilience in the face of overwhelming and emotionally intense job demands.</p> <ol style="list-style-type: none"> 1. Identify at least three risks and challenges of compassion fatigue that can impact the quality of our work with people with behavioral health needs. 2. Identify two benefits of planned and intentional selfcare which can mitigate compassion fatigue. 3. Articulate three reasons why it is important to have each other's back when working in the behavioral health system.

Workshops 10:45am -12:15pm

Title of Presentation/Workshop	Description	Presenter(s)	Goal and Learning Objectives
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1

<p>The Wisdom of Asking for Help and the Power of Accountability Partners (Intermediate, 1.5 CEU's)</p>	<p>This highly interactive workshop is designed to address the self-care needs of those working with children, youth and adults impacted by traumatic life events. Participants are encouraged to verbalize their understanding and connectedness to the multiple aspects of compassion fatigue. Take a self-inventory, to see first-hand, the levels of stress you experience. Explore several tools and techniques to circumvent the most challenging aspects of their compassion fatigue and to be able to regain a state of neuro-physiological (mind-body) regulation, recovery and resilience.</p>	<p>Bev Kyer, MSW, CSE, ACSW, CEO and Founder, The Kyer Group</p>	<p>Goal: Learn how to be resilient in the face of overwhelming and emotionally intense job demands.</p> <ol style="list-style-type: none">1. Describe four causes and triggers of CF and burnout.2. Name three strategies for accelerated recovery and self-regulation.3. Learn two ways to track how to be accountable to someone who will support your resilience.
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2	<p>Trans 101 (Introductory, 1.5 CEU'S)</p>	<p>Participants will explore gender identity & sexual orientation, gender expression, gender presentation, and gender performativity and their relations to the engagement of all persons. Also, we will recall the history of transgender persons and their impact in the LGBTQIP community. Statistics will drive home the idea that transgender person's are in every walk of life and culture, leading to a necessary understanding of the challenges and importance of compassion in treatment. Lastly, participants will engage with the facilitators on the practice of Peer Support and mental health services and the impact we have on persons in the transgender community.</p>	<p>Dylan Colt, PSS, Senior Peer Support Specialist - Communications and Pamela Norton, PSS, Senior Peer Support Specialist – New Life/Forensics, Riverside University Health Systems - Behavioral Health</p>	<p>The goal of the training is to increase practitioner skills in providing services and treatment to person's in the LGBTQPI community.</p> <ol style="list-style-type: none"> 1. To articulate the differences between gender identity and sexual orientation, in order to provide effective services to individuals in the LGBTQ+ community. 2. To establish an understanding of Gender Expression, Presentation and Performativity, in order to normalize and to build confidence in providing services to LGBTQ+ consumers and their families. 3. In order to create empathy and establish a rapport with new LGBTQ+ consumers, participants will be able to utilize, at least two skills to effectively engage persons of this population.
3	<p>Fundamentals of Recovery (Introductory, 1.5 CEU's)</p>	<p>Recovery is a collaborative effort on the part of the participant and the service provider, and is dependent on the quality of the relationship between the two. The participant's quality of recovery and life can be greatly improved by the level of hope, empowerment, self-responsibility, and meaningful roles engendered by this co-created relationship. Participants of all levels will benefit from increasing their understanding and skillset in this area as well as applying tools intended to strengthen and enhance this relationship.</p>	<p>Cynthia Perez and Elsa Loera, Mental Health America of Los Angeles, Antelope Valley</p>	<p>The goal of the workshop is to gain a general understanding of the Fundamentals of Recovery.</p> <ol style="list-style-type: none"> 1. Articulate the Four Components of Recovery in working with people with behavioral health issues. 2. Identify two applications of the Fundamentals of Recovery in real life examples that can be used to enhance hope and self-determination. 3. Describe and share two tools supportive of the Fundamentals of Recovery.

<p>4</p> <p>Promoting Financial Wellness to Support Employment & Recovery Outcomes: Helping Individuals Navigate and Utilize Asset-Building and Financial Supports (Introductory, 1.5 CEU's)</p>	<p>Details coming soon.</p>	<p>Oscar Jimenez-Solomon, MPH, Lic.Soc. Research Scientist at the New York State Psychiatric Institute Center of Excellence for Cultural Competence, and Senior Research Staff Associate at the Columbia University Department of Psychiatry</p>	
<p>5</p> <p>The Power of Stories in Recovery: How to Build an Inspiring Recovery Panel (Introductory, 1.5 CEU's)</p>	<p>One of the fundamental elements of a peer run center/program is the usage of recovery stories to help enlighten and inspire consumers going through the difficulties of life. Offering a panel where individuals share lived experience with the tenets from the recovery model provides a developmental exercise for the panelists and participants as well as a way to diminish stigma and prejudice through education. This presentation will detail how to train individuals to tell their story and how to structure a panel so it can be most effective and have the greatest impact and how to best serve our community.</p>	<p>Sam Woolf, CPC Program Coordinator San Fernando Valley Community Mental Health Center</p>	<p>The goal of the workshop is to increase participant's knowledge on the benefits of consumers telling their recovery stories and how to develop an efficient and informational panel.</p> <ol style="list-style-type: none"> 1. Will learn to identify three core elements of the recovery model when working with a client in recovery. 2. Identify five elements necessary for an effective informational panel and its facilitation. 3. Identify four strategies for training panelists on how to tell recovery stories most effectively.

Lunch Provided 12:15pm-1:15pm

Workshops 1:15pm - 2:45pm

<p>6</p> <p>Clinical Suicide Awareness and Prevention, Part I CEU's FOR ATTENDING BOTH SESSIONS ONLY (Intermediate, 3 CEUs)</p>	<p>This presentation provides an overview of suicide prevention. Join an in-depth discussion about the nature of suicide, suicide related statistics, risk factors, myths, and warning signs. Learn about how to assess for lethality, provide concrete support and help people who are contemplating suicide, and potential referral resources.</p>	<p>Shawn Silverstein, Ph.D. Lead Psychologist, Didi Hirsch Suicide Prevention Center</p>	<p>The goal of this training is to increase understanding of warning signs and risk factors for suicide.</p> <ol style="list-style-type: none"> 1. Participants will learn at least three techniques for assessing the likelihood of lethality when evaluating a client who is expressing suicidal ideation. 2. Participants will Identify five risk factors and warning signs for suicide. 3. Learn to build a safety plan with a client who is suicidal.
<p>7</p> <p>Empathy Enhancement Training for Behavioral Healthcare Staff (Introductory, 1.5 CEU's)</p>	<p>Low empathy amongst providers impacts persons served, outcomes, and recovery. Literature indicates, implementing interventions involving experiential exercises and engagement in self-reflection increases empathy. Empathy stems from mirror neurons reacting and firing when two people make eye contact and listen to one another. Technology and using screens to communicate, decreases empathy. Vicarious trauma and burnout also decreases empathy. The ability to empathize contains four qualities: taking on different perspectives; staying out of judgement; recognizing emotions; and communicating empathy. This workshop helps the learner value the importance of empathy enhancement trainings and interventions being used to develop staff competency.</p>	<p>Sarah Wood, MPH and Rhonda Van Cleve, LCSW Crestwood Behavioral Health</p>	<p>The goal of the training is to increase understanding of the importance of empathy training in a behavioral health setting.</p> <ol style="list-style-type: none"> 1. Articulate the definition of empathy and how it impacts client interaction. 2. Cite two studies about empathy enhancement training in a healthcare setting. 3. Identify at least two exercises that will increase their ability to empathize in working with people with behavioral health challenges.

<p>8</p> <p>It's Not Drama, It's Trauma, Part I CEU's FOR ATTENDING BOTH SESSIONS ONLY (Intermediate, 3 CEUs)</p>	<p>Participants will review how exposure to trauma can have long-term impacts on development, learning, behavior and relationships. Many agencies are adopting trauma-informed practices in theory but may lack the mechanics for applying it. Unfortunately, clients are still treated as if they are being 'dramatic' and met with dismissive attitudes based on the behaviors they exhibit. Unfortunately, they are functioning in survival mode and are not even aware. This workshop will encourage participants to be introspective about how their own trauma past may reappear and to be more empathetic towards others using principles of ARC theory.</p>	<p>Theresa Reed Pasadena City College</p>	<p>The goal of the training is to increase participants knowledge of the impact of trauma.</p> <ol style="list-style-type: none"> 1. Identify at least three major adverse childhood experiences that can result in behavioral health problems over a lifetime. 2. Identify four long-term impacts from trauma exposure. 3. Articulate three key strategies for being more empathically trauma-informed when working with people who have had major adverse experiences in their lifetimes.
<p>9</p> <p>Student Services at the Department of Rehabilitation - What You Need to Know (No CAMFT CEU's are available for this workshop) (Introductory, 1.5 CEU's for CPRP)</p>	<p>This course will provide an introduction to the five required DOR Student Services as mandated by the Workforce Innovation and Opportunity Act (WIOA). DOR Student Services include: Job Exploration Counseling, Work-Based Learning Experiences, Enrollment Counseling on Postsecondary and Comprehensive Transition Programs at Institutions of Higher Education, Workplace Readiness Training, and Self Advocacy Training. Participants will benefit from learning about available resources for students with psychiatric disabilities to assist them in exploring and preparing for the world of work.</p>	<p>Courtney Tacker, Department of Rehabilitation, Human Services Cooperative Programs Unit</p>	<p>The goal of the training is to increase participant's ability to more effectively access resources for students with mental health needs through DOR Student Services.</p> <ol style="list-style-type: none"> 1. Identify five DOR Student Services. 2. Articulate the eligibility requirements for DOR Student Services. 3. Identify three key resources that can be used to assist students with mental health needs in pursuing a higher education.

<p>10</p> <p>How to Solve Difficult Client Care Issues - Practical Tools for Supervisors, Part I CEU's FOR ATTENDING BOTH SESSIONS ONLY (Intermediate, 3 CEUs)</p>	<p>If you are a supervisor or program director, this workshop is for you! At Crestwood, we have learned that our programs can quantify real issues and implement corrective actions that can be used as performance improvement tools. This workshop will show how the Six Sigma methodology is used in the behavioral health setting; from identifying the problem, collecting data, analyzing and then implementing the solution. These methods create more consensus building within your organizations and help staff to deliver more effective services to the people you serve.</p>	<p>Alec Atkin, MBA, BSME, Lean Six Sigma Black Belt, Director of Performance Improvement, Crestwood Behavioral Health</p>	<p>Goal: To gain beginning skills in utilizing Six Sigma methodology, a quality improvement tool, to quantify and address complex client care issues in residential and case management settings. By the end of this session, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify three ways that Six Sigma can be used in a behavioral health setting to solve current client/programmatic issues. 2. Analyze two simulated case study of actual issues and situations, learn about three methods to present the data, and formulate a plan of action to go forward with the improvement. 3. Identify two solutions based upon participants' data and analysis developed in workgroups in the session.
<p>Break 2:45-3pm</p>			
<p>Workshops 3pm-4:30pm</p>			
<p>11</p> <p>Clinical Suicide Awareness and Prevention, Part I CEU's FOR ATTENDING BOTH SESSIONS ONLY (Intermediate, 3 CEUs)</p>	<p>See Description above, Workshop 6</p>	<p>Shawn Silverstein, Ph.D. Lead Psychologist, Didi Hirsch Suicide Prevention Center</p>	<p>See above</p>

12	<p>The Decisions that Define Your Life (Introductory, 1.5 CEU's)</p>	<p>In listening to individuals with lived experience of mental health challenges, we see and hear stories of loss. The losses are many and varied, but the sense of feeling powerless and the loss of hope, motivation, identity, and uniqueness are common. In recovery, choices can point a life's trajectory towards reclaiming goals and dreams. For people who have unfortunately had many choices made for them, the skill of learning how to make choices has been lost. Using a structure called SOAR (Situation, Options, Action, Review), staff at programs can begin teaching clients the skill of making choices and reviewing the outcomes of their choices. Participants in this workshop will be learn what influences individuals' choices and using the SOAR structure, practice making effective choices.</p>	<p>David Heffron and James Sechrist, Telecare Corporation</p>	<p>The goal of this training is to learn an effective strategy for how to teach the skill of making choices.</p> <ol style="list-style-type: none"> 1. Identify four characteristics of what enhances and blocks one's ability to make effective choices. 2. Articulate the four-step process of effective choice making when working with people to enhance their self-empowerment. 3. Utilize two techniques in making effective choices that can be taught to people living with mental health challenges.
13	<p>It's Not Drama, It's Trauma, Part II CEU's FOR ATTENDING BOTH SESSIONS ONLY (Intermediate, 3 CEUs)</p>	<p>See description above, Workshop 8</p>	<p>Theresa Reed Pasadena City College</p>	<p>See above</p>

<p>14</p> <p>Social Security Work Incentives: Myths and Facts on Returning to Work (Introductory, 1.5 CEUs)</p>	<p>Be part of the Employment Solution. Concerns about employment effects on benefits is one of the biggest barriers to taking that important step into the job market. If you receive SSI and or SSDI and have questions about returning to work, or are working with clients who have these questions, this workshop is for you! Participants will receive a clear overview of all Social Security Administrations Work Incentives and other employment related resources.</p>	<p>Rebecca Spadaro, CWIP and Oscar Castellon, CWIP, Department of Rehabilitation</p>	<p>Goal: The goal of the training is for participants to acquire essential information about benefits counseling for mental health consumers and how it</p> <p>1) improves employment outcomes and 2) assists in the process of recovery.</p> <p>1. Cite three reasons why counseling consumers regarding benefits in their process of returning to work is important in reducing anxiety, promoting financial independence and enhancing empowerment.</p> <p>2. Identify at least two work incentives that will help to increase employment outcomes for mental health consumers.</p> <p>3. Name two resources that assist consumers with returning to work.</p>
<p>15</p> <p>How to Solve Difficult Client Care Issues - Practical Tools for Supervisors, Part II</p> <p>CEU's FOR ATTENDING BOTH SESSIONS ONLY</p> <p>(Intermediate, 3 CEUs)</p>	<p>See Description above, Workshop 10</p>	<p>Alec Atkin, MBA, BSME, Lean Six Sigma Black Belt, Director of Performance Improvement, Crestwood Behavioral Health and Joel A. Mensonides RN, MBA Administrator San Francisco Healing Center, Crestwood Behavioral Health Inc.</p>	<p>See above</p>