



Pacific Southwest Mental Health Technology Transfer Center (MHTTC) WINTER 2020 LEARNING INSTITUTE

Date: January 14 – 16, 2020
Time: 9:00 am - 4:00 pm each day
Where: Long Beach Marriott Hotel
4700 Airport Plaza Drive, Long Beach, CA 90815

**No-Cost Intensive
Learning Opportunity!**

Register at: <http://bit.ly/mhttc-winterinstitute>

Learning Institute Overview:

The Pacific Southwest MHTTC is pleased to offer six no-cost, state-of-the-art, intensive learning sessions for the mental health workforce, including the school-based mental health workforce, of: Arizona, California, Hawaii, Nevada, American Samoa, Guam, Marshall Islands, Federated States of Micronesia, Northern Mariana Islands, and Palau.

Each session is a day-long learning experience, independent of other sessions. Participants are welcome to attend one full-day session or up to three full-day sessions.

Please register in advance to session and date. Availability is on a first-come, first-served basis. **Registration due by December 20, 2019.**

Continuing Education Hours are available for professionals licensed in California.

Note: We kindly request that you only register for sessions you are confident you will attend. If you are no longer able to attend, please contact us at pacificsouthwest@mhttcnetwork.org so that we may provide your space to another participant.

Learning Institute Sessions:

DAY 1	Tuesday, January 14 ~ 9am-4pm	
	Mental Health Workforce	
	Supporting Children, Staff, and Organizations at Times of Crisis and Loss <i>David Schonfeld, The National Center for School Crisis & Bereavement</i>	or Optimizing Mental Health Care Service Access, Delivery, and Experiences for Youth and Young Adults of Transition Age <i>Causha Spellman-Timmons & Chanel Timmons GLSEN-HI & University of Hawaii at Manoa</i>
DAY 2	Wednesday, January 15 ~ 9am-4pm	
	Mental Health AND School Mental Health Workforce	
	Supporting Children, Staff, and Schools at Times of Crisis and Loss <i>David Schonfeld, The National Center for School Crisis & Bereavement</i>	or Emotionally Intelligent Leadership and Social Justice <i>Yolo Akili-Robinson, Black Emotional & Mental Health Collective (BEAM)</i>
DAY 3	Thursday, January 16 ~ 9am-4pm	
	School Mental Health Workforce	
	Trauma-Informed and Culturally Relevant Suicide Prevention for Educators <i>Kelechi Ubozoh & Leah Harris</i>	or Creating School and District Systems for Employee Sustainability and Wellness <i>Kelly Knoche & Michelle Kurta, The Teaching Well</i>

Presenter biographies can be viewed online at: <http://bit.ly/mhttc-winterinstitute-bios>

Day 1: January 14, 2020
Mental Health Workforce Workshops

Supporting Children, Staff, and Organizations at Times of Crisis and Loss

Provided by the [National Center for School Crisis and Bereavement](#)



Crisis and loss are common in the lives of children, whether due to a death or crisis involving a child's individual family or one that affects the entire school or community. These experiences can have a significant impact on children's capacity to learn in the classroom setting and a long-term impact on their social and emotional development. Schools and other organizations that play a vital role in providing support to children may have staff with limited to no professional training in how to support students in the aftermath of crisis and loss. This training helps mental health providers know better how to provide training and support to school professionals as well as other community-based providers on how to talk with and support individual students or the entire class/school/group as they cope with a crisis or loss in their lives. Together, we will consider the common symptoms of adjustment reactions in children and adolescents that may occur in response to a crisis; the timeline for adjustment for children and teens after a crisis event; issues of professional self-care when supporting children who are grieving or adjusting to a crisis event; principles related to commemoration and memorialization after a major crisis event; and more.

Audience: Mental health professionals and other related professionals (e.g., law enforcement, physicians, nurses, etc.), who wish to provide support to schools and other community-based sites after crisis events.

Optimizing Mental Health Care Service Access, Delivery, and Experiences for Youth and Young Adults of Transition Age

Provided by *Causha Spellman-Timmons, MSW and Chanel Timmons*

For youth and young adults of transition age (YYA), the span of time from approximately 15 to 24 years is the prime developmental stage for identity exploration, character development, relationship and social capital building, and goal setting. Ideally, these critical years are used to pave a strong foundation for adulthood. However, this population often faces challenges to successful transitioning into adulthood. System-involved youth face challenges aging out of foster care, reintegrating into society from correction/detention facilities, and being discharged from mental health centers. Suicide is the second leading cause of death among 15- to 24-year-olds. According to Youth Advocate Programs, Inc., this age group faces obstacles "due to the complexity of their needs, the many challenges they face, and the lack of a support system to assist them."

Led by Causha Spellman-Timmons and Chanel Timmons, two renowned professors of social welfare and youth/LGBTQ+/POC advocates, this session seeks to increase knowledge and understanding of the YYA population, with a focus on their experience of mental health, including in the context of intersectionalities. We will explore interventions that effectively engage and support this population and examine what culturally responsive providers can do to inclusively support this population. When you support the whole person, you inevitably support their mental health. Join us in this collaborative learning session to advance optimal support of YYA wellness mental health care in our communities.

Audience: Peer support professionals, mental health professionals, youth advocates, social workers, young adults of transition age (18-30 years) who are professionals, paraprofessionals (volunteers, advocates, champions) of youth/young adult mental health, youth peer providers (individuals providing mental health peer support services), lived-experience mental health workforce members (inclusive of those working in mental/behavioral health who have lived experience, whether or not their position calls for it), community partners, and anyone interested in learning more about how to support youth of transition age with mental health needs.

Day 2: January 15, 2020
Mental Health and School Mental Health Workforce Workshops

Emotionally Intelligent Leadership and Social Justice

Provided by the [Black Emotional and Mental Health Collective \(BEAM\)](#)



This training aims to support advocates, educators, administrators, executives, and other leaders in managing stress and trauma in their organizations. Participants will learn to adopt the necessary tools to incorporate emotional justice, equity, and wellness into their approach to leadership, as well as their organization's practices and processes.

The session focuses on improving mental health outcomes, alleviating stigma, and providing tools and skills in social-justice informed peer support for marginalized communities. Participants are provided with a broad overview of mental health diagnoses, therapy, and counseling skills. Participants are educated in the psychological impacts of transphobia, racism, misogynoir, and homophobia.

Audience: System leaders, mental health service providers, mental health advocates, educators, administrators, executives, human resource officers, school district leadership, and anyone who wants to learn more.

Supporting Students, School Employees, Schools and School Districts at Times of Crisis and Loss

Provided by the [National Center for School Crisis and Bereavement](#)



Crisis and loss are common in the lives of students, whether due to a death or crisis involving a student's individual family or one that affects the entire community. These experiences can have a significant impact on children's capacity to learn in the classroom setting and a long-term impact on their social and emotional development. Classroom educators and other school professionals play a vital role in providing important support to students. Yet most educators and other school professionals have had limited to no professional training in how to support students in the aftermath of crisis and loss. This training helps classroom educators and other school professionals learn skills (and provides guidance to mental health providers who wish to offer training and support to school professional) in how to talk with and support individual students or the entire class/school as they struggle to understand and cope with a crisis or loss in their lives. Together, we will consider the common symptoms of adjustment reactions in children and adolescents that may occur in response to a crisis; the timeline for adjustment for children and teens after a crisis event; issues of professional self-care when supporting children who are grieving or adjusting to a crisis event; principles related to commemoration and memorialization; and more.

Audience: Pre-service teachers, teachers, school site leadership district and state administrative leadership, school counselors and psychologists (in-service / pre-service), social workers (in-service / pre-service), school nurses (in-service / pre-service)

Day 3: January 16, 2020
School Mental Health Workforce Workshops

Creating School and District Systems for Employee Sustainability and Wellness

Provided by [The Teaching Well](#)



This training tackles the complexity and opportunity of leading school organizations, cultures, agencies and environments with a sustainability lens by focusing on school employee wellness. We start with the personal sustainability of school site leaders and district personnel. We provide tools, dialogue, and resources for leaders to hone their well-being in authentic leadership. We will explore new lenses for approaching the reality of leading in high-trauma, under-resourced environments, along with navigating the challenging adult dynamics this context can create for on-site and district level leaders. The training explores the impact of our natural stress responses, and how to navigate while creating healthy boundaries that support sustainability for self and others.

Audience: School site teams, district leadership, school board of directors' members, county/region office of education leadership, state department of education leadership

Trauma-Informed and Culturally Relevant Suicide Prevention for Educators

Provided by Kelechi Ubozoh & Leah Harris

Join nationally renowned school mental health advocates Leah Harris and Kelechi Ubozoh in exploring trauma-informed, healing-centered, and culturally relevant suicide prevention approaches for educators. Trainers will share vignettes from their own lived experience as young people struggling with suicide while navigating school and mental health systems. Faculty will identify common myths, misconceptions, and realities about students and suicide; and learn about youth-centered, social justice-informed approaches for understanding and responding to suicide, including the vital importance of including students as partners in suicide prevention efforts. Examples of promising initiatives, including strengths-based, student-led, peer-to-peer programs and innovative awareness campaigns, will be provided so that participants leave the session with concrete strategies to inspire and enliven their work with young people. Together, we'll: 1) describe key myths or stereotypes about suicide and young people; 2) understand the links between culture, trauma, toxic stress, and suicide; 3) describe the key assumptions of trauma-informed practice and how to apply them to suicide prevention efforts in educational settings; and 4) work together to create a trauma informed and culturally relevant action plan to bring back to participants' workplaces, integrating new paradigms, practices and strategies learned in the session.

Audience: Teachers, school district and state administrators, school counselors and psychologists, licensed mental health clinicians, superintendents/district leadership, school board members, classified and support staff, mental/behavioral health – community-based providers, organizations who partner with schools, and anyone interested in learning more.

Registration Information:

To register for any Institute session, visit: <http://bit.ly/mhttc-winterinstitute>

Registration due by December 20, 2019.

Continued Education Hours for CA Professionals (Optional):

Up to 18 Hours of Continuing Education Credit are available for professionals licensed in California. Continuing education credits available for CCPS, BRNs, LMFTs, LCSWs, LPCCs and/or LEPs as required by the California Association of Marriage and Family Therapists (CAMFT), CCAPP, and CA Board of Registered Nurses.

C.E. Hours are offered by the Center for Applied Research Solutions (CARS) for \$25 for one day or \$35 for two+ days and must be paid in advance during the online registration process. No payment will be accepted onsite.

Cancellation charges depend on when the written cancellation notice is received. A full refund will be given only if more than 2 weeks' notice is given of a cancellation, see below for refund rates.

CARS is an approved provider for:
CCAPP #4N-08-923-0718, CA Board of Registered
Nurses #16303, and CAMFT #131736

- 2 weeks' cancellation notice = Full refund
- Less than 14 days' cancellation notice = No refund unless in exceptional circumstances, for which a medical certificate may be requested.

All participants who complete a full day are eligible for a certificate of participation per session.

Additional Information:

Travel Information

Travel. Participants are responsible for costs and coordination of their own travel accommodations. Lodging at the federal government rate can be reserved at the Long Beach Marriott Hotel. [Click here for reservations.](#)

Airport: The closest major airports to the hotel are:

- Long Beach Airport (LGB) at .5 miles (Hotel offers complimentary shuttle service upon request; Shuttle phone is 562-425-5210 Ext. 0)
- Los Angeles International Airport (LAX) at 22 miles
- John Wayne Airport-Orange County (SNA) at 22 miles

Parking. Free onsite parking at the Long Beach Marriott Hotel.

Meals. Participants are responsible for their own food and beverage. No food will be provided by the host in order to comply with federal funding regulations.

Questions?

For additional information regarding this event, please contact the Pacific Southwest MHTTC at pacificsouthwest@mhttcnetwork.org.

Can't make our Winter Learning Institute?

Sign up for our email distribution list to receive other training opportunities: tinyurl.com/pacsw-mh-news

Check Out Clips from our Summer Learning Institute June 2019

In June 2019, over 280 mental health and school mental health leaders from across the Pacific Southwest region gathered in Sacramento, CA, for the inaugural **Pacific Southwest MHTTC Summer Learning Institute**. Leading faculty offered full-day courses tailored to meet the needs of the region's workforce. This video highlights three sessions whose combined outcomes supported shared skill building: [*Emotionally Intelligent & Trauma-informed Leadership in the Mental Health and School Mental Health Workforce.*](#)



View now to learn about our offerings and we hope you join us for the Winter Learning Institute!

<https://youtu.be/qYEPODuwJVA>

This Learning Institute is being provided by the Pacific Southwest MHTTC, funded by SAMHSA. To learn more about the Pacific Southwest MHTTC, visit: <https://mhttcnetwork.org/pacificsouthwest>

SAMHSA
Substance Abuse and Mental Health
Services Administration