



## OCEACT Annual Statewide Conference 2023 Presentation Summaries

Provided below is a brief summary of the keynote presentations, workshops and breakout sessions for the 2023 OCEACT Conference. The three keynote presentations provided by Pat Deegan, PhD, Sherronda Jamerson, MA, CDP, and Kira Mauseth, PhD, are listed first. Next, the workshops and breakout sessions are presented in chronological order as they appear on the conference schedule.

### **Keynote 1:**

**Cascade Ballroom June 13<sup>th</sup> {9:30 – 10:45am}**

#### ***Accompanying People on the Journey to Use Meds Optimally to Support Recovery***

**Presenter: Patricia E. Deegan, PhD**

In this 1-hour address, Pat Deegan will present a new framework for understanding and supporting folks in using psych meds to help get the life they want. Drawing on her own experience of recovery after being diagnosed with schizophrenia as a teenager, Pat will propose that using psych meds is more than learning to take pills on schedule. It's a journey that takes place over time and has many challenges. Pat will share some handouts that will empower teams, including peer specialists, to begin using this approach on ACT teams, immediately. There will be 15 minutes for comments and questions.

#### Learning Objectives:

1. Participants will be able to identify four challenges on the journey to use meds optimally to support recovery
2. Participants will be able to identify two strategies for supporting people through the challenges on the journey to use meds optimally to support recovery
3. At the conclusion of this session, participants will know how to use a worksheet to assess the med challenges people may be experiencing

### **Keynote 2:**

**Cascade Ballroom June 13<sup>th</sup> {1:00 – 2:30pm}**

#### ***Do You See Me?***

**Presenter: Sherronda Jamerson, MA, CDP**

Racism and bias remain a huge barrier to delivering behavioral health care. This is true at all levels, from the history of mental and physical health care in our country, the demographics of our workforce, access to effective treatments and widely disparate outcomes even when people do receive care. Let's examine what we've been taught, acknowledging this has centered around whiteness. Rarely do we stop and reflect on how our interactions affect others or how the labels we place on people influence how we treat them. We can and need to take steps to address racism and bias within our professional education, team and supervisory interactions, service delivery and agency culture.



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### Learning Objectives

1. Increase awareness of how unconscious or unspoken racism compromise clinical discussions and outcomes
2. Create a Safe environment where clients can be seen fully, as they are, without pretense
3. Decrease harm to marginalized communities

### Keynote 3:

**Cascade Ballroom June 14<sup>th</sup> {9:00 – 10:00am}**

### ***Pandemic to Endemic: Considerations for Behavioral Health in the Long-Term***

**Presenter: Kira Mauseth, PhD**

This Keynote address will include behavioral health considerations related to the phases of large-scale disaster recovery in general, and specific information about how those phases have played out regionally and impacted our collective functioning. Information will be provided about the physical and neuro-chemical processes at work when we transition from “emergency” mode into something else, and why it is often very difficult to do so. Populations at higher or specific risk will also be acknowledged as we work through options for support and active resilience in an accessible way. Communication strategies for effective processing through crisis, grief, loss, anger, burnout, and compassion fatigue, and managing our complex emotional, cognitive and interpersonal challenges at home and at work will also be discussed as we find ways to re-connect meaningfully with our work and things that matter at home and in community.

### Learning objectives:

1. Reflect on current experience of personal and professional behavioral health challenges and resources during this phase of recovery.
2. Understand the physiological and neurological underpinnings from some of our most common experiences and behaviors (the WHY behind the WHAT).
3. Develop a set of take-away skills for best practices with regard to workplace and home oriented communication, listening and behavioral health support

### **June 13<sup>th</sup> AM Breakout Sessions {11:00 – 12:00pm}**

#### **Breakout 1:**

**Room:** Cascade Ballroom

#### ***Certified Personal Medicine Coach Panel***

**Panel:** Pat Deegan, PhD, Cortney Taylor, MD, Tina Kilton, CSWA, Katrina Hopf, PSS & Jason Morrow, PSS

This panel of Certified Personal Medicine Coaches will discuss the application of Personal Medicine in the work they do with ACT participants. The pathway into recovery is individualized. Personal Medicine are the things we DO to be well, and activates each person in their own recovery, boosts self-confidence and self-empowerment. Certified Personal



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Medicine Coaches work with individuals to discover what each person can do for themselves to promote wellness. Each CPMC will share how they apply the techniques they use to help unlock the power of personal medicine and co-create wellness strategies.

### Learning Objectives

1. Helps individuals look within and discover their inner wisdom of healing
2. Learn how health care is co-created, through a partnership with the person in service and the health care provider
3. Learn types of personal medicine, and how to cultivate new types of personal medicine and how to engage in conversations to discover each person's deeply personal medicine
4. Learn how personal medicine supports both mental health and physical health goals
5. Hear how practitioners and teams are implementing Personal Medicine

### **Breakout 2:**

**Room:** Burlingham/Elle Room - # 111

### ***Navigating APD for Behavioral Health Providers (ACT Providers) for clients with complex care needs***

**Presenter:** Nirmala Dhar, LCSW, ACSW

This session will focus on providing behavioral health providers such as ACT program staff information to better understand the core Adults and People with Disabilities (APD) eligibility criteria and how to make a successful referral for their clients who have cross sector needs as they age where the driver to their need is no longer a mental health condition but rather a non- mental health/non-psychiatric diagnosis. Through better knowledge about what goes into an APD assessment, behavioral health providers will be able to navigate this parallel system of care in an informed manner.

### Learning Objectives

1. Gain knowledge of the core features of APD eligibility for services
2. Gain understanding of ADL and Instrumental Activities of Daily Living (IADL) through the APD framework
3. Learn how to make a successful, person-centered referral to APD

### **Breakout 3:**

**Room:** Trysting Tree Room - #114

### ***Addiction Medicine for the ACT Team***

**Presenter:** Lydia Bartholow, DNP, PMHNP, CARN-AP

Clients engaged on ACT teams are often in need of co-occurring disorder treatment, requiring care for both addiction and mental health. Simultaneously, medications that treat opioid use disorder such as buprenorphine and methadone are the standard of care, though rarely included in the ACT team menu of services. This workshop reviews the basics of pharmacotherapies for substance use disorders, including a brief review of antipsychotics for stimulant-induced psychosis, as well as medications for use in stimulant use disorder and alcohol use disorder.



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### Learning Objective

1. Review the evidence for pharmacotherapies for opioid use disorder
2. Review recent federal changes to the educational requirements for utilization of buprenorphine for the treatment of opioid use disorder
3. Identify medications for the management of stimulant use disorder, including stimulant induced psychosis

### **Breakout 4:**

**Room:** Willamette Room- #115

### ***Implementing the Zero Suicide Framework in Health Systems***

**Presenter:** Karen Cellarius, MPA & Aliza Tuttle, MUS

Fidelity to best practices in Zero Suicide in outpatient mental health clinics have been shown to result in fewer suicides (Leyman, et. al., 2021). The OHA Zero Suicide Initiative is designed to support implementation of the Zero Suicide framework in primary and behavioral health systems across Oregon. The OHA/PSU Zero Suicide Implementation Assessment tool can guide organizations in their own Zero Suicide efforts. The recently updated tool is a collaborative effort by OHA, their Zero Suicide evaluators at Portland State University, Clackamas County, and the Zero Suicide Institute. This session has three primary aims: (1) to introduce healthcare providers to the Zero Suicide Framework, (2) present a tool that can guide their implementation of Zero Suicide, and (3) to engage participants in a discussion around best practices and emerging trends in suicide safer care.

### Learning Objective

1. Identify the elements of Zero Suicide
2. Determine the method of assessment that is most appropriate for their organization
3. Identify next steps for their organization

## **June 13<sup>th</sup> First PM Breakout Sessions {2:45-3:45pm}**

### **Breakout 1:**

**Room:** Cascade Ballroom

### **Do You See Me Practice Workshop (Part 1)**

**Presenter:** Sherronda Jamerson, MA, CDP

This workshop will have an opportunity to practice principles covered in the keynote presentation. Sherronda Jamerson will help participants take a deeper dive into addressing racism and bias within team and supervisory interactions and service delivery. Participants will practice reflecting on how their interactions affect others and how the labels we place on people influence how we treat them.



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### **Breakout 2:**

**Room:** Burlingham/Elle - #111

### ***Helping Clients Save Money Without Losing Their Benefits***

**Presenter:** Kaellen Hessel-Owens

Clients receiving SSI/SSDI finally have a way to save money without getting disqualified for their state and federal benefits. Money saved in an ABLE account doesn't count against the asset limit for benefits like SSI, Medicaid, SNAP, Section 8 and more. Learn everything there is to know about the Oregon ABLE including who is eligible, how it works, what clients can save for and what change is coming that will allow more of our clients to benefit from this program.

#### Learning Objectives

1. Learn about how people with psychiatric disabilities can save money and continue receiving all of their government benefits (or start qualifying for them)
2. Learn where to refer your clients for more information and resources
3. Learn how a change in federal law will allow many more individuals with severe mental health conditions to qualify for ABLE

### **Breakout 3:**

**Room:** Trysting Tree Room - #114

### ***A Taste of Motivational Interviewing – Part 1***

**Presenter:** Trevor Manthey, LMSW, Ph.D. MINT Member

Motivational Interviewing is an evidence-based practice that helps those you serve resolve ambivalence and become more internally motivated to make a behavior change. This dynamic presentation will provide an overview of Motivational Interviewing (MI) and provide participants an opportunity to get a feel for how one might provide MI with those they serve. The initial spirit, principles, and skills of MI will be introduced through interactive and fun activities rather than through didactic presentation only. Participants will walk away with a better understanding of what MI is and have a beginning grasp of what may be required to implement MI to fidelity.

#### Learning Objectives

1. Participants will gain a greater understanding of what MI is
2. Participants will begin to feel what it will be like to conduct MI through a better understanding of the Spirit and Principles of MI
3. Participants will begin some initial practice of some of the foundational MI skills



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### **Breakout 4:**

**Room:** Willamette Room - #115

### ***A Compassionate Approach to Hearing Distressing Voices***

**Presenter:** Ron Unger, LCSW

When voice hearers feel oppressed by voices, it seems natural to frame voices as the enemy and to strive to defeat, ignore, or even destroy them. But if voices do come from part of a person's own mind, then such efforts risk inflaming and perpetuating inner conflict. Compassion focused therapy offers a different approach, where instead people are assisted in developing a balanced and curious "compassionate self" identity and then from that state learn to relate constructively with both their formerly subordinated "voice hearer" state, and with the voices. Over time, it is then often possible to shift from viewing the voices as enemies, to engaging with them as allies in emotional problem solving. This compassionate approach integrates well with cognitive behavioral therapy for psychosis, while adding depth to the coping skills that would otherwise be offered. This can be as significant as the difference between coping better with a neighbor who remains a pest though a less disturbing one, versus progressing to making friends with the neighbor and solving neighborhood problems together. While accomplishing all the goals envisioned in compassion focused therapy for voices is likely to take months, significant progress toward those goals can often happen in just a few sessions. This presentation will introduce the thinking behind this approach, will outline some of the key techniques, will allow some opportunity for experiential practice, and will share resources for further learning about this method.

### **Breakout 5:**

**Room:** Johnson Lounge

### ***Opioid Overdose Response and Recognition***

**Presenter:** Blue Valentine, CHW

This session will cover information on factors that lead to an opioid overdose, including fentanyl and xylazine, as well as overdose recognition and overdose response with naloxone.

#### Learning Objectives

1. Factors that lead to an opioid overdose
2. Signs and symptoms of an opioid overdose
3. How to use naloxone when responding to an opioid overdose



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### June 13<sup>th</sup> Second PM Breakout Sessions {4:00 – 5:00pm}

#### **Breakout 1:**

**Room:** Cascade Ballroom

#### **Do You See Me Practice Workshop (Part 2)**

**Presenter:** Sherronda Jamerson, MA, CDP

This workshop (continued from Part 1 in previous breakout session) will have an opportunity to practice principles covered in the keynote presentation. Sherronda Jamerson will help participants take a deeper dive into addressing racism and bias within team and supervisory interactions and service delivery. Participants will practice reflecting on how their interactions affect others and how the labels we place on people influence how we treat them.

#### **Breakout 2:**

**Room:** Burlingham/Elle Room - #111

#### ***Queer and Trans Mental Health***

**Presenter:** Ryan Kim Tiêu, LCSW

This webinar provides a community-defined and evidence-based foundation for mental health providers serving queer and transgender communities. Drawing from historical and current perspectives, this webinar introduces a comprehensive approach to queer and transgender care with a focus on trauma-informed care for transgender communities of color. Centering anti-racism, community lived experience, and an interdisciplinary framework, this webinar explores strengths, weaknesses, and best practices of trauma-informed care for queer and trans communities.

#### Learning Objectives

1. Develop historical context and evolution of transgender care, diagnosis, and pathologization
2. Address the role of mental health clinicians as allies and co-conspirators in advancing equity
3. Develop awareness and knowledge of the diversity of transgender experiences and identities

#### **Breakout 3:**

**Room:** Trysting Tree Room - #114

#### ***Motivational Interviewing – Part 2 – More Skills to Build Motivation***

**Presenter:** Trevor Manthey, LMSW, Ph.D. MINT Member

This session will take a deeper dive into some of the foundational skills of MI and will introduce some more advanced level strategies. This presentation will be activity centered providing opportunities to practice the skills presented in fun and supportive ways. This session will be adapted to the needs of those in the room with activities and level of content partially driven by the needs of participants.



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### Learning Objectives

1. Provide an opportunity to practice some empathic as well as strategic listening techniques
2. Provide an opportunity to practice some strategic open-ended question techniques
3. Provide an opportunity to practice other foundational MI skills

### **Breakout 4:**

**Room:** Willamette Room - #115

### ***A Compassionate Approach to Hearing Distressing Voices (continued)***

**Presenter:** Ron Unger, LCSW

When voice hearers feel oppressed by voices, it seems natural to frame voices as the enemy and to strive to defeat, ignore, or even destroy them. But if voices do come from part of a person's own mind, then such efforts risk inflaming and perpetuating inner conflict. Compassion focused therapy offers a different approach, where instead people are assisted in developing a balanced and curious "compassionate self" identity and then from that state learn to relate constructively with both their formerly subordinated "voice hearer" state, and with the voices. Over time, it is then often possible to shift from viewing the voices as enemies, to engaging with them as allies in emotional problem solving. This compassionate approach integrates well with cognitive behavioral therapy for psychosis, while adding depth to the coping skills that would otherwise be offered. This can be as significant as the difference between coping better with a neighbor who remains a pest though a less disturbing one, versus progressing to making friends with the neighbor and solving neighborhood problems together.

While accomplishing all the goals envisioned in compassion focused therapy for voices is likely to take months, significant progress toward those goals can often happen in just a few sessions. This presentation will introduce the thinking behind this approach, will outline some of the key techniques, will allow some opportunity for experiential practice, and will share resources for further learning about this method.

### **Breakout 5:**

**Room:** Johnson Lounge

### ***Communities of Practice Learning Collaborative***

**Presenter:** Heidi Herinckx, MA

This session will be an interactive discussion focused on how to create a Community of Practice. The fundamentals of creating a Community of Practice will be discussed. This session will also discuss principles of Transformative Leadership and ACT programs as change agents in our communities. Common signs of resistance to agency or systems change include: inertia, fear, apathy, self-doubt, and isolation. This session will discuss the remedies to these common issues and offer an opportunity to discuss how these factors relate to our work in promoting, implementing and sustaining ACT and Supported Employment (SE) as evidence-based practices. The operation of ACT and SE programs in the context of the COVID-19 pandemic has presented significant challenges, and has demanded creative, collaborative solutions. As it





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appears that we are emerging from the COVID-19 pandemic, this session offers an opportunity to discuss program resiliency, ongoing recovery efforts, and offers an invitation to create or promote a community of practice among ACT providers. We invite you to share your program's successes in this session and identify your ongoing challenges. Together we hope to build a stronger community of practice and strengthen our collaborative work relationships.

### **June 14<sup>th</sup> AM Breakout Sessions {10:15 – 11:45am}**

#### **Breakout 1:**

**Room:** Cascade Ballroom

#### ***Hearing Voices Simulation (must have registered ahead of time and limited to 26)***

**Facilitated by Allyson Morrison, BS, Andrew Benson, BS, Jennifer Cassidy, MA, Katie Miranda, BA, and Shane Semin, AAS CADC II**

This Hearing Distressing Voices Simulation Session was developed by Patricia Deegan, PhD. During the simulation, participants listen to distressing voices through headphones while completing common everyday tasks. Participants sequentially visit 4 stations: a mock emergency room; day treatment center; interaction in the community; and a testing center. At each station, participants will be asked to complete tasks such as a mental health status exam, a job application, follow simple directions, answer interview questions and participate in an origami exercise, all while hearing distressing voices. The session will conclude with a debriefing session where everyone can share their experience and gain new insights into the strength and resilience of voice hearers.

#### **Breakout 2:**

**Room:** Burlingham/Elle Room - #111 A/B

#### ***People First and Identity First Language***

**Presenter: Christina Lindsey, QMHA & Robert Mountainspring-Wood, BA**

Language is always changing and evolving. In our roles as mental health practitioners, it is important to try and connect with language that is understood to be respectful, person-centered, and beneficial to the health and well-being of the individuals we support. Many of us are aware of People-First Language (PFL), which is the preferred language of The Office of Disability Rights in Washington DC. But exactly what is People-First Language and what is the best way to use it? More recently, some advocacy groups have been arguing the case for Identity-First Language (IFL), and the same questions can be asked. What is Identity-First Language, how do we know when to use it, and how is it different from PFL? In this session, Christina will discuss the aspects of People-First Language, while Rob will be discuss Identity-First Language primarily through the autistic lens. The session will also explore how to determine when to use IFL versus PFL, and emphasize the goal of using what we have coined "Respectful Language".

#### **Learning Objectives:**

1. Attendees will understand the meaning and use of "People-First Language" (PFL) and "Identity-First Language" (IFL)
2. Attendees will understand why someone might prefer IFL or PFL with respect to other perspectives



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- Attendees will learn ways to employ PFL and IFL in their profession with respect to other perspectives

### **Breakout 3:**

**Room:** Trysting Tree Room - #114

#### ***Reconstructing Resilience: Practical Strategies for Accessible Behavioral Health and Recovery***

**Presenter:** Kira Mauseth, PhD

This interactive workshop session is designed to provide skill building opportunities around workplace and team-oriented communication, as well as personal opportunities to operationalize resilience through an exploration and unpacking of its “ingredients”: Purpose, Connection, Adaptability, and Hope. We will develop ideas about how to make small changes in day-to-day practices that are likely to have a longer-term effect on interpersonal functioning, and discuss how to apply that same information in a professional setting for clients. We will engage in the development of a personal coping plan for use at home and at work, and a core values identification process that helps illuminate effective processes of engagement during difficult conversations or about challenging topics with colleagues and family members as well as friends.

Learning objective:

- Increase understanding of the components of resilience (Purpose, Connection, Adaptability & Hope) in a practical and accessible way
- Develop a personal coping plan for use at any time at home or in the workplace
- Create a core values worksheet that can be used to guide challenging conversations or interactions with others

### **Breakout 4:**

**Room:** Willamette Room - #115 A

#### ***Introduction to Harm Reduction Treatment (HaRT) for substance use disorders: Meeting people where they're at***

**Presenter:** Seema L. Clifasefi, PhD, MSW

"Harm reduction" refers to a set of pragmatic and compassionate strategies that aim to reduce substance-related harm and improve quality of life for people who use substances and their communities--without requiring abstinence or use reduction. Harm reduction can refer to interventions and approaches applied at the policy, population, community, or individual levels. In this 90-minute workshop, attendees will learn about the theory of harm reduction and its rationale, as well as be introduced to practical applications of harm reduction using an efficacious and client-driven approach in which providers engage a harm-reduction mindset, heart-set and concrete therapeutic components.

Learning Objectives

- Define harm reduction and harm-reduction treatment
- Compare harm-reduction treatment and abstinence-based treatment
- Describe the rationale for harm reduction



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4. Learn some tips and techniques for practical applications of harm reduction, including introduction to the three components of harm reduction treatment: a) client led tracking; b) harm reduction goal setting; and c) discussion of safer substance use strategies

### **Breakout 5:**

**Room:** Johnson Lounge

### ***De-escalation and Crisis Intervention***

**Presenter:** Benjamin Brubaker, QMHA & Kate Gillespie, LCSW

Our Philosophy: We focus on a client centered model and believe that each person deserves respect for his or her process. Our role is to be available to help out where we can, with the least intervention necessary to facilitate a healthy and safe process for everyone. Our basic communication and de-escalation training provides an overview of skills and assessment so that front line workers can connect with clients, maintain personal safety, and recognize when someone might need a higher level of care.

### Learning Objectives

1. Basic interpersonal communication skills with a humanistic/person centered approach
2. Basic crisis intervention and de-escalation tips and techniques
3. Physical safety, scene assessment, and client safety planning
4. Basic physical assessment of a person
5. General self-care and maintaining healthy boundaries in difficult situations
6. Your questions and concerns specific to your agency, business, or community