2018 CALPCC Conference

Social Justice Starts with Us:
Building a Responsive Behavioral Health Workforce

Friday, April 20 & Saturday, April 21, 2018
San Francisco State University

1600 Holloway Avenue | San Francisco CA 94132
Seven Hills and Towers Conference Center | 800 Font Blvd., Mary Ward
Hall | San Francisco CA 94132
Welcome to the 2018 CALPCC conference at San Francisco State University! We are thrilled to offer two full days of education sessions, networking opportunities, exhibitors, and 12 CE available credits. Dr. Stephen Brady is joining us all the way from Boston, Massachusetts, presenting on a “Social Justice Approach to Sexual Health, Wellness & Resiliency in our Communities.”

We are a green conference! If you would like to have the full conference program at your fingertips, please load this document onto your computer or tablet. We will provide an abbreviated one-page schedule at registration.

CALPCC and SF State welcome persons with disabilities. If you need any reasonable accommodations for this event, please contact Julie Chronister at jchronis@sfsu.edu. Please be advised that the CALPCC conference is a fragrance-free event.

We invite you to place your preferred pronoun on your name tag!

Wireless Access for Guests of SF State is SFStateGuest

We would like to thank San Francisco State University, College of Health and Social Sciences, Department of Counseling for hosting the 2018 CALPCC Conference. We thank our diverse group of presenters, sponsors, exhibitors and student volunteers whose time and financial contributions have allowed us to offer a rich conference and help sustain CALPCC growth.

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Conference Sponsors

American Counseling Association
counseling.org

San Francisco State University

Bethel University

Healthcare Providers Service Organization

Conference Exhibitors

BBS
Board of Behavioral Sciences

AATBS
California Association for
Licensed Professional Clinical Counselors

CALPCC

HIU
Hope International University

go react

DOR
Department of Rehabilitation
Employment, Independence & Equality

The Wright Institute
1968

Argosy University
Care, Learn, Live

Conference Supporters

Alliant International University
California School of Professional Psychology

Vanguard University

Point Loma Nazarene University
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<td>Session 1: Keynote - Dr. Stephen Brady</td>
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<td>12:30 - 1:30 PM</td>
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**FRIDAY, APRIL 20, 2018**

**Keynote Speaker:** 9:15 - 10:45  
Seven Hills Conference Center - Nob Hill Room

**Stephen Brady, Ph.D.**

**Title:** A Social Justice Approach to Sexual Health, Wellness & Resiliency in our Communities

**Abstract:** Counselors and allied health professionals need the skills, knowledge and attitudes necessary for promoting sexual health, wellness and resiliency in our communities. This is particularly important for those who have experienced social injustices, marginalization and trauma. Marginalized communities have historically been more at-risk for poor sexual health outcomes given structural and attitudinal barriers to healthcare, stigma, heteronormativity, poverty and histories of sexual and interpersonal violence. Access to sexual health care is a right for all communities. Today’s counselors must take a social justice approach to sexual health by reaching those who face daily injustices and providing an inclusive, culturally and disability competent sexual health approach that strengthens community wellness and resilience.

**Bio:** Stephen Brady, PhD, has been a Counselor Educator for over 20 years. He is currently the Associate Dean of Graduate Medical Sciences, Professor of Psychiatry, School of Medicine, and Director of the CACREP accredited Mental Health Counseling and Behavioral Medicine Program at Boston University. Dr. Brady’s clinical, teaching and research interests over 30 years have focused on the psychosocial and sexual needs of marginalized groups including men who have sex with men, persons with serious mental illness, homeless individuals, and people at risk for HIV and other sexually transmitted infections. Dr. Brady is a frequent guest lecturer and teacher in the area of Human Sexuality and was the Principal Investigator on a NIMH study examining Motivational Approaches for HIV prevention for persons with serious mental illness and homeless adults. Dr. Brady received his PhD in counseling psychology from University of California, Santa Barbara.

**Break & Visit Exhibits** 10:45 - 11:00 am  
Seven Hills Conference Center
### Education Sessions are clustered into the following tracks:

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### Friday: Education Sessions 2A - 2E: 11:00 - 12:30

Seven Hills and Towers Conference Centers

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<td>Anti-Colonial and Indigenous Counseling Strategies for Historically Marginalized Youth</td>
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<td>Mt. Davidson/Twin Peaks</td>
<td>Servicing Special Education Students with Severe Behavioral and Mental Health Needs</td>
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<td>2D</td>
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<td>Recovery Really Happens: Applying Evidence-Based Practice with Early Psychosis and Bipolar Disorder</td>
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Session 2A Anti-Colonial and Indigenous Counseling Strategies for Historically Marginalized Youth
Christine Yeh, Ph.D., University of San Francisco

Abstract:

The session will offer anti-colonial and indigenous strategies for working with historically marginalized youth from a social justice lens. By the year 2060, it is projected that racial and ethnic minority groups account for almost 46.4 percent of the total population in the United States (Colby & Ortman, 2015) and yet counselors are not often prepared to address their unique challenges from an indigenous and strengths perspective. This session will provide key counseling strategies that harness the cultural empowerment of marginalized communities through the use of indigenous wisdom, advocacy, and an awareness of their geopolitical context.

Learning objectives - By attending this session, attendees will be able to:

- By attending this session, attendees will be able to identify how historically marginalized youth must be understood from a perspective of cultural strengths.
- By attending this session, attendees will be able to implement key strategies in anti-colonial counseling to support clients' cultural empowerment.
- By attending this session, attendees will be able to articulate the importance of understanding the geopolitical context of historically marginalized communities.

Bio:

Christine Yeh is Professor of Psychology and Education in the Department of Counseling Psychology at the University of San Francisco. She received her Ph.D. from Stanford University. Her work centers on developing and implementing innovative, strengths-based, and culturally responsive school- and community-based counseling programs for historically marginalized youth. She is currently the PI of a Koret Foundation grant providing socioemotional and college access support students in 40 urban public schools.

Session 2B Culturally Competent Supervision
Leah Brew, Ph.D., California State University, Fullerton

Abstract:

Many supervisors are strong in one or two areas of supervision, but are often weak in others. This presentation will weave cultural perspectives while focusing on a structure of supervision to assure the supervision process is thorough. Issues such as the supervisee plan, including supervisee evaluations; the process of supervision; countertransference; documentation of supervision; review of case notes; legal and ethical issues that have emerged on the board; and the many layers of culture that exists in the supervision process will be discussed.
Learning objectives - By attending this session, attendees will be able to:

- Integrate a cultural frame as they address each area of supervision.
- Identify the areas that need to be addressed in the supervision process.
- Avoid getting in trouble with their licensure boards by engaging in ethical and competent supervision.

Bio:
Dr. Brew is Professor and Chair in the Department of Counseling at Cal State Fullerton. She is licensed as an LPCC in CA and TX, and she is the LPCC member on the CA BBS. She Chaired the Supervision Committee for the BBS and has met the supervision requirements to supervise LMFTs and LPCCs.

Session 2C
Servicing Special Education Students with Severe Behavioral and Mental Health Needs
Krystal Duncan, LPCC, Hemet Unified School District
Mindy Richard, LCSW, Hemet Unified School District

Abstract:
In response to Assembly Bill 114 in 2011, the Special Education department at Hemet Unified School District created a comprehensive behavioral and mental health team, and established the BESTT program (Behavioral Emotional Skills Teaching Team). Prior to the passage of AB 114, the provision of educationally related mental health services for special education students was in the hands of county mental health departments, which often resulted in a limited amount of qualified students actually receiving needed services. Hemet Unified also had a disproportionate amount of students being placed in non-public schools as a result of inadequate mental health supports available at the public school level. The BESTT program has allowed the most vulnerable students to receive the help they need.

Learning objectives - By attending this session, attendees will be able to:

- Utilize therapeutic interventions with students in special education who are experiencing severe mental health concerns, while maintaining their dignity and civil rights.
- Respond to the unique mental health needs of special education students, while also complying with the legal and ethical standards of the American Counseling Association and the California Department of Education.
- Address the challenges of working as a part of a multidisciplinary mental health team by using specific strategies and approaches.

Bios:
Krystal Duncan is a LPCC and also is a credential School Counselor. She has over 10 years’
experience in the counseling field in various settings; non-profit, public school, and clinical. Krystal currently works as a Behavioral and Mental Health Therapist with the Hemet Unified School District’s Special Education Department, serving students with severe behavioral and mental health needs. Krystal also serves as an Adjunct Instructor at Azusa Pacific University in the School Counseling/School Psychology department.

Mindy Richard is a Licensed Clinical Social Worker with 16+ years of experience working with diverse populations in medical, mental health, and educational settings. Mindy currently works as a Behavioral and Mental Health Therapist serving special education students with severe behavioral and mental health needs. Mindy also supervises LCSW’s, MFT’s and LPCC’s at the Center Against Sexual Assault.

**Session 2D  Recovery Really Happens: Applying Evidence-Based Practice with Early Psychosis and Bipolar Disorder**
David Johnson, MA, Felton Institute/Early Psychosis and Bipolar Programs
Michael S. Krechevsky, Felton Institute/Early Psychosis and Bipolar Programs

**Abstract:**
Research demonstrates early intervention can delay or even halt the progression of psychosis disorders such as schizophrenia into remission. Session will discuss Felton Early Psychosis Programs, an innovative, strengths-based treatment model for community settings. Attendees will hear about the model, the structure of the interdisciplinary team, and practical aspects of the implementation of the model at the San Mateo clinic. Presenters will share outcomes, success stories, and lessons learned. Finally, there will be discussion of how to promote a culture of recovery within a system oriented toward a medical model and give practical examples of semantic adaptations that signal a deeper appreciation for the individual’s role in their recovery. Presenters will take audience questions and provide resources and references.

**Learning objectives** - By attending this session, attendees will be able to:

- Review and recognize early warning signs and symptoms of psychosis and bipolar disorders; they will discuss how these disorders can progress to serious impairment if not treated, and how recovery can be promising with early intervention. A first-hand account of one family’s story of recovery will be shared.
- Recall at least 3 of the 5 evidence-based therapeutic interventions used in the Felton Model for early psychosis and bipolar disorders that can be applied in community mental health settings and discuss how to promote individualized recovery using these interventions.
- Understand the importance of peer and family support for lifelong recovery, discuss how an interdisciplinary treatment team can support individual recovery. Participants will practice replacing traditional medical-model language with non-hierarchical recovery-oriented language to promote a paradigm shift in thinking about mental health recovery while working with individuals and families in recovery.
Bios:

David Johnson is a 2014 graduate of University of San Diego’s Clinical Mental Health Counseling Program. He is a Bilingual Staff Therapist at Felton Institute’s Early Psychosis and Bipolar Program in San Mateo where he is supervised by Bruce Adams, LMFT. David hopes to sit for the LCMHCE exam later this year. David serves on the CALPCC Student/Intern Committee and is active in the San Francisco/San Mateo Region of CALPCC.

Mike Krechevsky is a Family Support Specialist who joined Felon in 2016 shortly after his son completed the Early Psychosis Program. He draws on his lived experience as a parent to empower families to develop their own strengths throughout the process. His academic background as well as his "real-world" career experience as a corporate VP has enabled Mike to effectively bridge the gaps between the therapeutic journey and the occupational world beyond therapy.

Session 2E Responding to Natural Disasters Using a Social Justice Approach to Counseling
Daniela Dominguez, Ph.D., University of San Francisco
Belinda Hernandez-Arriaga, Ed.D., LCSW, University of San Francisco
Lou Felipe, Ph.D., University of San Francisco

Abstract:

A number of natural disasters were recorded in 2017, including a series of hurricanes that tore through significant parts of the U.S. and Caribbean and wildfires that devastated several Northern California towns. This education session highlights the work of three mental health practitioners in response to Hurricane Harvey and the Sonoma County Fires in Northern California. The presenters will share their motivations for serving in impacted areas and will highlight the ways in which marginalized communities, including undocumented communities, older adults, chronically ill, those with severe mental illness, and members of the LGBTQ+ communities were supported by the efforts of a small team of mental health providers.

Learning objectives - By attending this session, attendees will be able to:

- Learn how to use a tiered response that is grounded in social justice practice and that utilizes crowdfunding, crisis maps, social media, SMS, and google forms to bridge service gaps to connect displaced individuals to basic needs.
- Learn how to provide culturally-informed care to strengthen federal and state efforts to allow for those most marginalized to get the food, medical care, connections to housing, employment and mental health care they need after natural disasters.
- Learn about the importance of committing to a comprehensive and long-term disaster response to heal spaces and amplify the cultural wealth of communities that are rich in resources and spirit.
Bios:

Daniela Domínguez is a licensed psychologist and professor at the University of San Francisco. She has a special interest in social justice concerns. Her program of research examines how individuals navigate their multiple sociocultural identities and she is interested in understanding how minority populations cope with interactive oppressions. As a mental health first responder, she has provided counseling services to families impacted by Hurricane Harvey, the wildfires in Sonoma County, and the earthquakes in Mexico.

Belinda Hernandez-Arriaga is a Licensed Clinical Social Worker and has worked in community mental health with a specialization in child trauma and Latino Mental Health. Belinda has extensive experience in county mental health where she worked in Santa Clara County Juvenile Hall mental health and San Mateo County High Risk Infant Mental health team. She has provided counseling services to families impacted by hurricane Harvey, the wildfires in Sonoma County, and the earthquakes in Mexico.

Lou Collette Felipe, a native of the San Francisco Bay Area, is a licensed psychologist and has over a decade of experience working with traumatized youth and families from underserved and under-resourced backgrounds. Having worked primarily in community mental health and community-based settings, Dr. Felipe's social justice values influence her interest in culturally accountable clinical practice, the role of oppression and internalized oppression in mental health, identity development, and trauma-focused treatment of children and families.

Session 2F Emerging Career Opportunities for LPCCs in Family Law: Parents Alienation Testing, Orders, and Treatment in BPD/NPD Custody Proceedings
Craig Childress, Psy.D.
Clarke Young, Clarke Logan Young Law Offices

Abstract: Dr. Childress and Mr. Young will present a state-of-the-art, evidence-based methodology for dealing with BPD/NPD custody cases. Dr. Childress will discuss how to identify and treat parent alienation in the context of a BPD/NPD custody proceeding. Mr. Young will discuss intervention orders as well as best practices for presenting BPD/NPD cases to the court. In particular, Mr. Young will discuss why Dr. Childress' methodology is gaining acceptance in the legal community as most scientifically and legally viable way of proceeding with these seemingly intractable cases.

Learning objectives - By attending this session, attendees will be able to:

- Learn a state-of-the-art, multi-disciplinary approach to addressing parent alienation in custody proceedings involving BPD/NPD parents. Specifically, attendees will learn an evidence-based method of identifying and treating parent alienation effectively within the context of a high conflict custody case.
- Explore new career path for LPCC's who wish to become more positively engaged in custody proceeding where one parent suffers from BPD or NPD and is actively alienating his or her children from the non-BPD/NPD parent.
- Understand the interplay between attorneys, various health care professionals, and the family court system when faced with parent alienation in the BPD/NPD custody proceeding.

Bio:

Dr. Childress is a licensed clinical psychologist currently in private practice in Southern California. Among his areas of specialty practice is the diagnosis and treatment of the attachment-related pathology of “parental alienation” in high-conflict divorce. Dr. Childress is the author of Foundations, An Attachment-Based Model of Parental Alienation, as well as other books for mental health and legal professionals regarding the pathology of “parental alienation” in high-conflict divorce, and he has testified as an expert witness in cases of “parental alienation” across the United States and internationally. In his book Foundations, Dr. Childress provides a reformulation of the family pathology traditionally called “parental alienation” from entirely within standard and established constructs and principles of professional psychology, which lays the groundwork for a fundamental shift in how the pathology of “parental alienation” is assessed, diagnosed, and treated.

**Networking Lunch and visit exhibits:** 12:30 - 1:45
Seven Hills Conference Center

**Education Sessions 3A - 3F: 1:45 - 3:15**
Seven Hills and Towers Conference Centers

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**Session 3A** Cultural Humility and Working with Transgender/Gender Non-Conforming Clients  
Barton Shulman, M.A., LPCC

**Abstract:** Mr. Shulman will cover topics of cultural humility, gender and sex, and best practices for working with trans and gender non-conforming communities.

**Learning objectives** - By attending this session, attendees will be able to:
- Identify differences between sex, gender, sexuality, and sexual orientation.
- Respectfully address client pronouns and client preferences with regard to gender identity.
- Identify best practices when serving trans and gender non-conforming clients in a clinical or private practice setting.

**Bio:** Barton Shulman is a Licensed Professional Clinical Counselor, National Certified Counselor, and Gender Specialist, working full-time as an individual and group psychotherapist at UCSF Alliance Health Project, where he is a member of the gender team providing services to the trans and gender-non-conforming community. He also maintains a private practice in San Francisco. Bart is the Treasurer of Gaylesta, the Psychotherapist Association for Gender and Sexual Diversity, and the President of Haight Ashbury Psychological Services.

**Session 3B** No Session

**Session 3C** Thriving in the Healthcare Marketplace of the Future  
Jonah Paquette, Psy.D., Kaiser Permanente

**Abstract:** With rapid changes occurring across the healthcare landscape, mental health providers are increasingly relied upon to function within an integrated multidisciplinary medical team. In order to keep pace with the changing dynamics of healthcare, clinicians must be able to competently work within this framework, and can play a vital role in the total health of the patients we serve. This talk will give attendees the opportunity to learn about the changing role of mental health providers, and discuss how these changes are being addressed within the Kaiser Permanente Mental Health Training Programs.

**Learning objectives** - By attending this session, attendees will be able to:
- Identify the changing dynamics of the healthcare industry, and the role that mental health clinicians can play in this environment.
- Understand the importance of interdisciplinary healthcare, and the ways in which mental health clinicians can have a valuable role within a medical setting.
- Understand the ways in which Kaiser Permanente offers clinicians-in-training a valuable opportunity to gain experience within a comprehensive multidisciplinary healthcare setting.

**Bio:** Jonah Paquette, Psy.D. is the Director of Clinical Training at Kaiser Permanente, Vallejo. In this role, he oversees a large team of mental health trainees, including postdoctoral psychology
residents, postmasters fellows, and practicum students. In addition to his work at Kaiser, Jonah is the author of 2 research-based self-help books, and regularly speaks around the country on topics related to positive psychology and happiness.

**Session 3D Student/Associate Panel**
Led by Mr. David Johnson and Mr. Christoph Zepeda
Open to all pre-licensed individuals including students and associates (no CEs, no fee).

**Session 3E Counselor Educator Consortium**
Led by Dr. Leah Brew, BBS Representative for LPCCs
Open to faculty members who teach at least two graduate courses in a counseling program (no CEs, no fee).

**Session 3F No Session**

**Break & Visit Exhibits: 3:15 - 3:30**
Seven Hills Conference Center

**Education Sessions 4A - 4F: 3:30 - 5:00**
Seven Hills and Towers Conference Center

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Session 4A Creating a Just Community Through Holistic Research
Zvi Bellin, Ph.D., John F. Kennedy University
Leyla Eraslan, M.A., Holistic Research Center

Abstract: Last year we piloted a Holistic Research Center @ JFKU in the East Bay and San Jose. While we began with a vision of exploring the power of Holistic Research, we soon realized the potential to help marginalized voices in our field take center stage. Come learn about how you can engage in clinically-rich research that is socially just, considering marginalized communities, both researchers and research participants. We will consider justice-oriented perspectives to methodologies, creating partnerships with communities for research, and research that benefits marginalized people and perspectives.

Learning objectives - By attending this session, attendees will be able to:

- Identify how modern and postmodern research paradigms can hurt or empower marginalized communities.
- Plan mix-methods research that is clinically relevant and that is inclusive of marginalized voices from researchers and participants.
- Identify areas within the current field of counseling research that can be expanded upon to include marginalized perspectives, including women, non-Western perspectives, communities of color, and LGBTQ people.

Bios:

Dr. Bellin is the director of the Holistic Research Center and an assistant professor of holistic counseling psychology. He is a licensed professional clinical counselor specializing in meaning-centered psychotherapy, infused with narrative and mindfulness therapies. His recent publications include articles about post-conventional faith, social marginalization, and the relationship between mindfulness practice and meaning in life. Dr. Bellin is a committed practitioner of mindfulness and leads therapeutically oriented mindfulness retreats. Additionally, he was a lead researcher on a grant-funded program to improve LGBTQI2-S competency for Alameda County behavioral health providers.

Leyla Eraslan is a graduate of John F. Kennedy University’s Holistic Psychology program with a focus in Expressive Arts Therapy. Leyla is passionate about the intersection of art and change, and is a facilitator, storyteller, and artist. She currently provides individual and group therapy with Axis Mundi Center for Mental Health, an organization that focuses on providing culturally aware support, and serves as the Program Manager of the Holistic Research Center at John F. Kennedy University.
Session 4B Supervising Asian International Students: What are we missing?
Ying Yang, M.Ed./Ed.S. (Ph.D. Candidate), Pennsylvania State University

Abstract: With an increasing number of international students studying in counseling programs, more studies have been conducted on this population, especially their training and supervision needs. However, most of the studies examine international counseling students in general despite the heterogeneity of these students. Considering Asian international students constitute more than half of the international student population and Asian students are reported to have more difficulties during training (Mori, 2000), this session will focus on supervising Asian international counseling students. The presenter will present research findings from the literature review and several qualitative studies she conducted on this population. Suggestions for trainees, supervisors, and counselor educators will also be provided.

Learning objectives - By attending this session, attendees will be able to:
● Attendees will develop a general understanding of the Asian international counseling students and their supervision and clinical training experience.
● Attendees will gain insight into perceptions and experiences of Asian international counseling students’ supervision needs.
● Attendees will gain multicultural awareness which will assist them in working with this population.

Bio: The presenter is an Asian international counseling doctoral student. As such, she is a member of the cultural population, in which the presentation is addressing; therefore, the presenter has personal experience with the subject matter contributing to her ability to understand the information both from a research and a cultural competency perspective. The presenter has supervised international students in her doctoral program. The presenter has experiences of presenting on (Asian) international students at ACA conferences, SACES conference, FCA conference and so forth in the past two years.

Session 4C The Intersection Between Learning Disabilities and Talk Therapy: Practical Tools from the Field
Jaime MacDonald, M.A., LPCC
Crystal Lee, Psy.D

Abstract: Non-verbal and verbal learning disabilities, both diagnosed and undiagnosed, can present unique challenges in talk therapy. Often, undiagnosed learning challenges in the therapeutic setting may appear as other clinical diagnoses. Classroom accommodations can be implemented to support learning disabilities when a client is still in school. Similarly, a therapist can employ practical tools in talk therapy to support a client’s learning style and challenges. Learning disabilities can continue to affect individuals beyond the classroom and into adulthood. This workshop will help practitioners identify learning disabilities in both children and adults and effectively work with clients who struggle with either a non-verbal or verbal learning disability.
Learning objectives - By attending this session, attendees will be able to:

- Identify possible indicators of both verbal and nonverbal learning disabilities in adolescents and adults.
- Examine the impact learning disabilities have within and beyond the school setting (academic, social, and workplace) into adulthood.
- Implement strategies to accommodate a client’s learning style in the therapeutic setting.

Bios:

Jaime MacDonald, LPCC, NCC, began her career as a public/charter school special education teacher. Currently, she is a learning specialist at The Crossroads School for Arts and Sciences and a psychotherapist in private practice. Jaime’s clinical focus is the intersection between emotional/behavioral difficulties and academic and/or social struggles. She received her BS in Special Education from The College of New Jersey and her MA in Counseling from Kean University, a CACREP accredited program.

Dr. Crystal I. Lee is owner of LA Concierge Psychologist, a private practice in Los Angeles where she conducts therapy via "house calls." She's passionate about helping individuals successfully transition to adulthood and specializes in neurodevelopmental disorders, particularly Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, and Specific Learning Disorder. Dr Lee obtained her doctorate in psychology from Baylor University and her Bachelor's degrees in psychology, sociology, and education from University of California, Los Angeles.

Session 4D No Session

Session 4E Trauma-Informed Care for Human Trafficking Survivors
Helen Liang, M.A., Grateful Heart Holistic Therapy Center

Abstract: Human Trafficking is one of the greatest human rights atrocities, often colloquially referred to as “modern day slavery”. There has been growing awareness in the past decade; however there can still be the illusion that it is occurring outside of our primary communities. In order to properly provide trauma-informed care to human trafficking survivors, there is a need to understand the root, scope, and complexity of the issue – spanning from commercially sexually exploited children (CSEC) to adults. We will cover a brief overview of the issue, relevant resources, potential warning signs, common therapeutic approaches, potential interprofessional collaborations, conduct small group vignettes, and engage in discussion on how to continually inform our practice and skill-sets to best serve this vulnerable population.

Learning objectives - By attending this session, attendees will be able to:

- Identify and articulate potential warning signs, common therapeutic approaches, and potential interprofessional collaborations to support trafficking survivors.
- Demonstrate treatment-planning considerations for trafficking survivors from practice gained in small groups with provided sample case vignettes.
• Demonstrate knowledge in human trafficking and available resources to inform their practice and further deepen their understanding of human trafficking.

Bio: Helen Liang, MA, PPS, APCC, has been an advocate and organizer among the Bay Area anti-human trafficking community since 2014. Helen earned her masters in Counseling Psychology from the University of San Francisco. She is currently a Registered Associate Professional Clinical Counselor providing individual psychotherapy for women, practicing through the auspices of Grateful Heart Holistic Therapy Center. She has plans to provide pro bono individual psychotherapy to trafficking survivors in the East Bay.

Session 4F Cancelled
SATURDAY, APRIL 21, 2018

Conference Schedule - Saturday, April 21, 2018
Seven Hills and Towers Conference Center

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<td>8:30 - 9:00 AM</td>
<td>Registration / Light Breakfast</td>
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<tr>
<td>9:00 - 9:15 AM</td>
<td>Welcome Day 2</td>
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<tr>
<td>9:15 - 10:45 AM</td>
<td>Session 5: Plenary: Kim Madsen, BBS/CEs on Law</td>
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<tr>
<td>10:45 - 11:00 AM</td>
<td>Break &amp; Visit Exhibitors</td>
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<tr>
<td>11:00 - 12:30 PM</td>
<td>Session 6: Education Sessions/Roundtable Sessions</td>
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<tr>
<td>12:30 - 1:30 PM</td>
<td>Networking Lunch &amp; Visit Exhibitors/ Raffle &amp; CALPCC Presentation</td>
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<tr>
<td>1:45 - 3:15 PM</td>
<td>Session 7: Education/Roundtable Sessions &amp; Poster Session</td>
</tr>
<tr>
<td>3:15 - 3:30 PM</td>
<td>Break &amp; Visit Exhibitors</td>
</tr>
<tr>
<td>3:30 - 5:00 PM</td>
<td>Session 8: Education Sessions</td>
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<tr>
<td>5:00 PM</td>
<td>Close &amp; Visit Exhibitors / Pick up CE certificates before leaving!</td>
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Plenary Session: 9:15 - 10:45
Seven Hills Conference Center - Nob Hill Room

Kim Madsen

**Title:** What is Unprofessional Conduct and What are the Repercussions?

**Abstract:** Licensed Professional Clinical Counselors and Associate Professional Clinical Counselors are expected to comply with all laws and regulations that govern their profession. This session will include discussion of laws and regulations and the possible consequences of noncompliance. Ms. Madsen will identify conduct that rises
to the level of unprofessional conduct that leads to disciplinary action, explain the Board of Behavioral Sciences' disciplinary process and the licensee/registrant’s role in the process. The presentation allows time for questions from attendees.

Bio: Plenary Speaker, Kim Madsen was appointed the Executive Officer of the California Board of Behavioral Sciences (BBS) in January 2010. Ms. Madsen previously served as the Board’s Assistant Executive Officer, and she has held various positions in her career focusing on serving and protecting consumers. Within the Department of Consumer Affairs, Ms. Madsen has served as an Investigative Analyst, Consumer and Outreach Coordinator for the Board of Pharmacy; Enforcement Manager for the Board of Barbering and Cosmetology; and Program Manager for the Board of Behavioral Sciences. Prior to returning to the Board of Behavioral Sciences and the Department of Consumer Affairs, Ms. Madsen served as the Criminal Background Manager for the Department of Public Health’s Licensing and Certification Program.

Break & Visit Exhibits 10:45 - 11:00 am
Seven Hills Conference Center
Education Sessions are clustered into the following tracks:

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<th>Sessions</th>
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<td>Historically Marginalized Communities (e.g., LGBTQ, Communities of Color)</td>
<td>Nob Hill</td>
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<tr>
<td>B</td>
<td>Culturally Competent Supervision</td>
<td>Russian Hill/Telegraph</td>
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<tr>
<td>C</td>
<td>Disability &amp; Disability Competency</td>
<td>Mt. Davidson/Twin Peak</td>
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<tr>
<td>D</td>
<td>Interprofessional Collaboration and Integrated Behavioral Healthcare</td>
<td>Sunset</td>
</tr>
<tr>
<td>E</td>
<td>Trauma-Informed Care</td>
<td>Richmond</td>
</tr>
<tr>
<td>F</td>
<td>Professional Issues Related to Law and Ethics</td>
<td>Presidio</td>
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Education Sessions 6A - 6F: 11:00 - 12:30
Seven Hills and Towers Conference Center

<table>
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<tr>
<th>6A</th>
<th>Nob Hill</th>
<th>Chinese gay males’ barriers to clinical counseling services and potential clinical issues</th>
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<tr>
<td>6B</td>
<td>Russian Hill/Telegraph</td>
<td>Multicultural Supervision as Exceptional not an Exception: Furthering the Inclusion of Diversity in Clinical Practice</td>
</tr>
<tr>
<td>6C</td>
<td>Mt. Davidson/Twin Peaks</td>
<td>Films as an avenue to connect disability and intersectionality with the counseling community</td>
</tr>
<tr>
<td>6E</td>
<td>Richmond</td>
<td>Sociopolitical Contexts and Latinas: Implications for Counseling and Social Justice</td>
</tr>
<tr>
<td>6F</td>
<td>Presidio</td>
<td>Defining and Managing Value-Based Conflicts in Counseling in light of Recent Changes in Codes of Ethics</td>
</tr>
</tbody>
</table>
Session 6A  Chinese gay males’ barriers to clinical counseling services and potential clinical issues
Chichun Lin, M.A. (Psy.D. Candidate), Alliant International University
Darren Moore, Ph.D., Alliant International University

Abstract: This education session will explore the Chinese gay males’ barriers to counseling services and their potential clinical issues. Their barriers include cost, time, and transportation; as well as shame, mistrust, and homophobia. Their clinical issues are rooted in the impacts of Chinese homophobic culture on the intrapsychic and interpersonal processes, and the discrimination experiences within the Chinese gay male community.

Learning objectives - By attending this session, attendees will be able to:
● Make a summary of the relevant studies about Chinese gay males.
● Conclude the Chinese gay males' barriers to clinical counseling services, which include practical and psychological components.
● Conclude the Chinese gay males’ potential clinical issues, rooted in their discrimination and rejection experiences.

Bio:

The presenter is a doctoral candidate in a COAMFTE-accredited MFT program. He has six published peer-reviewed journal articles and 11 conference presentations. His research areas are about LGBT of color, cultural competence, group psychotherapy, obesity-related worries and issues, barriers of seeking clinical helps, and social justice. He has two years of teaching experience in diversity and MFT course. He has six years of clinical experience working with LGBT clients, mental disorders, and students.

The presenter is an associate professor in a COAMFTE-accredited MFT program. He has 16 published peer-reviewed journal articles and 38 conference presentations and invited lectures. He has seven years of teaching experience and 15 years of clinical experiences. He research, teaching, and clinical areas are focused on obesity and weight loss within various systems, leadership with diversity and inclusion, and African American Male Identity, Men and Masculinities.

Session 6B Multicultural Supervision as Exceptional not an Exception: Furthering the Inclusion of Diversity in Clinical Practice
Matthew Mock, Ph.D., LMFT, John F. Kennedy University

Abstract: The continuing increase of diversity in the U.S. has led to further imperatives for the inclusion of multiculturalism in education, training, supervision and clinical practice. Increased awareness of diversity has led to a need to effectively incorporate cultural competency into curricula content, teaching-learning processes and supervising ethical clinical practice. Cultural competence and responsiveness means not only understanding others, but for students, the self-as-clinician. For those teaching and supervising this also means self-awareness as well as
accountability. This workshop will address: a) working with historically marginalized communities; b) culturally responsive supervision and practice; 3) consideration of interprofessional collaborative health service models; 4) workforce commitments furthering equity and social justice. In order to prepare and supervise the next generation of LPCCs, marriage and family therapists, psychologists and other mental health staff) supervisors and leaders must be aware of core issues of cultural competence, cultural responsiveness and effective practices for diverse communities.

**Learning objectives** - By attending this session, attendees will be able to:

- Be able to better define diversity, multiculturalism and cultural competence in relation to teaching and supervising future and current mental health professionals.
- Identify (at least 3) barriers or challenges to incorporate multicultural concepts into their work and workplace systems as supervisors or clinical practitioners.
- Identify (at least 3) strategies to incorporate multicultural concepts, social justice and processes into effectively teaching, supervision and training of future mental health professionals.
- Identify and articulate (at least 3) ways to model professional practices and effective use of self in addressing cultural differences, culture conflict thereby furthering relational insights in supervision thereby deepening, improving the clinical process and outcomes.

**Bios:**

Dr. Matthew R. Mock is Professor of Counseling Psychology with the College of Graduate and Professional Studies John F. Kennedy University (Pleasant Hill, Berkeley, and San Jose). He has also had a longstanding private clinical and consulting practice with a specialty in diversity, cultural competence and social justice. Dr. Mock received his Bachelor of Arts degree in psychology from Brown University and his Doctorate and Masters degrees in clinical and consulting psychology from the California School of Professional Psychology (CSPP). He served as the statewide Director of the Center for Multicultural Development with the California Institute for Mental Health in Sacramento, California. Just prior to this, he was Director of the Family, Youth, Children’s and Multicultural Services for the City of Berkeley Mental Health Division where he was practicing for over 20 years. He was also Director of the Cross Cultural Program, and Professor of Psychology with the Graduate School of Professional Psychology at John F. Kennedy University (JFKU) focusing on diverse children and families. As an Adjunct Faculty with the California School of Professional Psychology, he focuses on the teaching of socio-cultural and psychotherapeutic considerations with Asian-Pacific Americans. He has published extensively in the areas of multiculturalism, diverse families, trauma, and social justice.

**Session 6C Films as an avenue to connect disability and intersectionality with the counseling community**

Sandra Fitzgerald, Ph.D., CRC, San Francisco State University
Robyn Kurland, B.A. (M.S. Candidate), San Francisco State University
Alexander Locust, M.S., CRC
Abstract: The session is designed to challenge counselors to consider the intersectionality of disability and other minority identities through the viewing of short films. Counselors work with diverse clients whose culture often differs from their own and disability competency is an important area for all counselors. This interactive session goes beyond didactic learning to include experiential learning, through the lived experience of persons with disabilities represented on film. This presentation will introduce short films from a disability film festival, SuperFest, to increase disability and diversity competency for all counselors.

Learning objectives - By attending this session, attendees will be able to:

- Identify a film which has helped them to better understand the disability experience for individuals with intersecting identities.
- Identify their own areas of disability competence and areas of growth.
- Identify intersecting identities and disability.

Bios:

Sandra Fitzgerald is an Assistant Professor of Counseling for the Clinical Mental Health Counseling specialization. Dr. Fitzgerald has a combined 14 years of clinical experience working as a mental health counselor in the Bay Area (San Francisco, Santa Cruz,) and Los Angeles County (LA skid row, Van Nuys), working for non-profits that provide mental health services to the most vulnerable population of chronically homeless persons living with serious mental illness and addictions. She has also worked as a vocational rehabilitation counselor for the State of Hawaii’s Division of Vocational Rehabilitation with a specialty caseload of clients with psychiatric disabilities. Dr. Fitzgerald conducts research on the vocational recovery process and self-determined work motivation for persons working with mental illness and investigates best practices in psychiatric vocational rehabilitation. She is interested in innovative practices such as disability-owned worker’s cooperatives and supported self-employment programs that provide vocational recovery opportunities to persons with significant vocational limitations.

Robyn Kurland is a Master’s Candidate in Counseling at SFSU. She serves as a Paul K. Longmore Institute on Disability Student Fellow and Superfest Showcase Coordinator.

Alex Locust is a Certified Rehabilitation Counselor and proud biracial, glamputee spreading the word about social justice one workshop at a time. Whether on the runway or in a counseling session, Alex aspires to embody the tenets of social justice and fiercely advocates for equity in all community spaces. He graduated from San Francisco State University with an M.S. in Clinical Rehabilitation and Mental Health Counseling and earned the Peggy H. Smith Distinguished Graduate Student award as well as Graduate Student of the Year from the National Council on Rehabilitation Education. Currently he is working as a substance use counselor for men who have sex with men at the Stonewall Project within the SF AIDS Foundation.
Michele Burns, M.A., PPS, San Jose State University

Abstract: “Who am I?” “Why am I here?” Questions that pass through our clients’ minds, far too often. But, by guiding clients through self-exploration strategies, educational options, and employment opportunities that are employed by educational and career counselors, some clients begin to find meaning, understand their purpose, and see themselves as contributing members of society. Learn from a passionate Career Counselor who has guided over 1,000 adults through the process. This session will guide you through each area with practical activities that are easily replicated with your clients individually or in group settings. Handouts will be provided.

Learning objectives - By attending this session, attendees will be able to:

- Increase their awareness of programs and services that serve the incarcerated population, while giving consideration to working with this marginalized community.
- Understand the research related to the correlation of education and health/wellness as it pertains to the resilience of the often marginalized population that is incarcerated.
- Utilize career theories and career counseling strategies that might enhance their practice with clients, along with consider providing these services for individuals who are, or previous have been, incarcerated.

Bio: Michele Burns is the Director of the In-custody Educational Services program, which has provided ten college-credit bearing courses, along with education and career counseling to over 350 historically marginalized incarcerated adult men and women, for two years. She has also taught the Personal, Academic and Career Exploration course at San Jose State University for over six years and speaks frequently at industry conferences. Her work demonstrates the power of education in the healing process.

Session 6E  Sociopolitical Contexts and Latinas: Implications for Counseling and Social Justice
Leyla Perez-Gualdron, Ph.D., University of San Francisco

Abstract: A sociopolitical strength based framework for understanding Latinas and counseling practice for social justice will be presented. This sociopolitical development framework (Watts, 2004) will allow counseling professionals to incorporate diverse contexts, histories, and socializations into counseling. In addition, Latinas’ intersectionality, as related to context, experiences, and resistance to oppression will be explored as well as their implications for different stages of counseling.

Learning objectives - By attending this session, attendees will be able to:

- Critically examine multiple contexts that impact Latinas.
- Understand the importance of addressing intersectional identities/experiences of Latinas in counseling.
- Identify personal and organizational factors that could interfere with the seeking of counseling and clinical services by military service members, veterans and their families. Attendees will acquire information on outreach techniques that increase participation in available services as well as other helpful community referral resources.

**Bio:** Dr. Leyla Pérez-Gualdrón is an assistant professor at the University of San Francisco. She holds a licensure in psychology from Universidad Católica Andrés Bello, Caracas, Venezuela as well as a master's degree and a PhD in counseling psychology from Boston College. She has co-authored peer-reviewed journal articles in topics related to urban youth educational experiences and multicultural counseling. Her research interests include social justice orientation, transformational resistance and civic/educational engagement.

**Session 6F Defining and Managing Value-Based Conflicts in Counseling in light of Recent Changes in Codes of Ethics**

Roman Shain, Ph.D., LMFT, LPCC, San Fernando Valley Community Mental Health Center

**Abstract:** A considerable number of legal and ethical cases have involved value conflicts between counselors and their clients. Among the most influential have been Keton v. Anderson and Ward v. Wilbanks. The outcomes of these lawsuits impacted ACA Codes of Ethics (2014). They also affected changes in AAMFT (2015) and upcoming changes in NASW (2018) and CAMFT Codes of Ethics. Therefore, increasing awareness of changes in ethical codes in light of above legal cases is necessary for practicing mental health providers. The workshop aims to eliminate a gap in knowledge and awareness as related to recent changes in ethics codes and provides a meaningful strategy to address value-based conflicts that are common in counseling.

**Learning objectives** - By attending this session, attendees will be able to:
- Describe two major changes pertaining defining and managing value-based conflicts in counseling in light of recent changes in ACA (2014) and AAMFT (2015) Codes of Ethics.
- Identify two major changes in ethical decision making as impacted by outcomes Keton v. Anderson and Ward v. Wilbanks.
- Demonstrate increasing mastery to incorporate updated guidelines pertaining to ethical decision making to effectively manage value-based conflicts.

**Bio:** Dr. Shain is a Licensed MFT (MFC#39885), Licensed PCC (LPC#29), National Counselor Certified, and a CAMFT Certified Supervisor. He is currently managing Therapeutic Behavioral Services and Children's Field Capable Clinical Services programs of SFVCMHC Inc. Dr. Shain has been teaching courses in psychology, human services, and counseling at University of Phoenix since 2007 and at CSUN since 2013. During 2012-2017, Dr. Shain served on the Ethics Committee of the Board of Directors of California Association of Professional Clinical Counselors. Dr. Shain has developed and conducted seminars on crisis management, critical clinical thinking, and creative interventions.
Networking Lunch and visit exhibits: 12:30 - 1:45
Seven Hills Conference Center

Education Sessions 7A - 7F: 1:45 - 3:15
Seven Hills and Towers Conference Centers

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<td>Colorism, Cultural Humility and Deliberate Practice in the Trump Era</td>
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<tr>
<td>7B</td>
<td>Russian Hill/Telegraph</td>
<td>Social Justice and Systems Repair: Transforming and Sustaining Health Systems to Address Disabilities through Cultural Accountability and Integrative Care</td>
</tr>
<tr>
<td>7C</td>
<td>Mt. Davidson/Twin Peaks</td>
<td>Empowering mental health clinicians to provide end-of-life counseling to clients of all ages</td>
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<tr>
<td>7D</td>
<td>Sunset</td>
<td>Promoting Wellness and Recovery Through Evidence-Based Strengths Approaches to Care: The Promise of Person-Driven Treatment for LPCC Practice</td>
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<tr>
<td>7E</td>
<td>Richmond</td>
<td>Trauma and Resiliency: Embodied Self-Knowledge and Self-Care for Counselors</td>
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<tr>
<td>7F</td>
<td>Presidio</td>
<td>What Should be in Your Client Charts -- But Probably Isn't; Writing Great Progress Notes</td>
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Session 7A Colorism, Cultural Humility and Deliberate Practice in the Trump Era
Nola Butler-Byrd, Ph.D., LPCC, San Diego State University
Michelle J. Rowe-Odom, MA
Ezak Ollin Marquez, BA (MA Expected May 2018)

Abstract: Cultural humility is a construct for understanding and developing a process-oriented approach to cultural competency and helps counselors develop the ability to maintain an interpersonal stance that is other-oriented in relation to aspects of cultural identity that are most important to the other person. Colorism is a form of oppression that is expressed through the differential treatment of individuals and groups based on skin color, favoring those with lighter complexions, while those with darker complexions experience rejection and mistreatment. This experiential workshop will provide an opportunity for participants to examine these concepts and the importance of deliberate practice in developing life-long skills to enhance their cultural competence with diverse clients.
Learning objectives - By attending this session, attendees will be able to:

- Enhance their understanding of cultural humility, colorism and other key issues related to the current cultural tensions impacting U.S. culture.
- Enhance their understanding of deliberate practice in the development of multicultural competence.
- Reflect on their own cultural competence, skills, knowledge and abilities and learn new ideas to help their professional and personal development.

Bios:

Nola Butler-Byrd, Ph.D., LPCC is an Associate Professor in the Community-Based Block Multicultural Counseling and Social Justice Education Program at San Diego State University where she teaches and conducts research in the areas of community-based multicultural counseling (LPCC), trauma, anti-recidivism, social justice education, culturally competent supervision, somatic counseling. She is also a Radix Body-Centered Personal Growth Practitioner, a CALPCC Board member and a senator on the Academic Senate of the California State University system.

Michelle J. Rowe-Odom, M.A. is a lecturer and professional counselor at San Diego State University and Grossmont Community College, respectively. Her past experience in social services and education ranges from providing parenting education for families referred by Child Welfare; providing school and home-based services for community based diversion programs; and developing and teaching in Enrichment programs for K-12 students, for over 10 years. Her research includes program development and implementation of support groups for caregivers and their children affected by homelessness.

Ezak Marquez is a queer non-binary Latinx from San Diego. Ezak is a clinical counseling graduate student at San Diego State University in the Community-Based Block Program (LPCC) focusing on multicultural social justice counseling. Ezak currently works at a low-cost clinic providing mental health services to local San Diego communities, focusing on queer and transgender folks. Ezak previously worked with the STARS program at San Diego Youth Services providing counseling and case management services to survivors of exploitation and human trafficking. Ezak also worked with survivors of sex trafficking and homeless youth with Safe Horizon in New York City. Ezak's pronouns are they, them, and theirs.

Session 7B Social Justice and Systems Repair: Transforming and Sustaining Health Systems to Address Disabilities through Cultural Accountability and Integrative Care
Matthew Mock, Ph.D., LMFT, John F. Kennedy University

Abstract: As a nation of increasing cultural diversity, we continue in a period of dynamic health and mental health care transformation. The growth of cultural, ethnic, racial and linguistic (CERL) communities invigorates service systems to integrate culturally recognized practices into health services including behavioral and mental health treatment. Mental health disabilities have now become increasingly recognized. Stigma, shame, experiences of service microaggressions, social
inequities and disproportionalities have been documented as barriers to help-seeking. Historical and social injustices have also contributed to cyclical trauma that also show up in systems. The tide must be turned towards continuous social justice and culturally responsive practices. Evidence-based practices are certainly important. Practice-based evidence, community defined evidence and promising indigenous practices must also be considered with similar importance. The transformation our service systems including health, mental health and education for our multicultural communities and those with varied disabilities, remains critical. The sustainability of effective practices must also be supported.

**Learning objectives** - By attending this session, attendees will be able to:

- Identify cultural and ethnic community practices, specifically integrated healthcare and mental health, that are at the cutting-edge of future practices through integrative health care.
- Explore specific barriers and challenges confronting cultural communities with mental health disabilities creating barriers in accessing services with ways to address such obstacles.
- Describe and provide examples of models of effective collaborative practices between health professionals (ex. psychologists), allied health professionals with diverse consumer communities.
- Examine evidence-based practices, practice-based evidence, promising and indigenous practices effective for use and sustainability by and with cultural, ethnic, racial, linguistic populations in integrative care practices.

**Bio:** Dr. Matthew R. Mock is Professor of Counseling Psychology with the College of Graduate and Professional Studies John F. Kennedy University (Pleasant Hill, Berkeley, and San Jose). He has also had a longstanding private clinical and consulting practice with a specialty in diversity, cultural competence and social justice. Dr. Mock received his Bachelor of Arts degree in psychology from Brown University and his Doctorate and Masters degrees in clinical and consulting psychology from the California School of Professional Psychology (CSPP). He served as the statewide Director of the Center for Multicultural Development with the California Institute for Mental Health in Sacramento, California. Just prior to this, he was Director of the Family, Youth, Children's and Multicultural Services for the City of Berkeley Mental Health Division where he was practicing for over 20 years. He was also Director of the Cross Cultural Program, and Professor of Psychology with the Graduate School of Professional Psychology at John F. Kennedy University (JFKU) focusing on diverse children and families. As an Adjunct Faculty with the California School of Professional Psychology, he focuses on the teaching of socio-cultural and psychotherapeutic considerations with Asian-Pacific Americans. He has published extensively in the areas of multiculturalism, diverse families, trauma, and social justice.

**Session 7C Empowering mental health clinicians to provide end-of-life counseling to clients of all ages**

Christopher Wehrle, M.A., LPCC, NCC, Comprehensive Recovery Network
Susan Zgliczynski, Ph.D., LPCC, University of San Diego
Rachel Webb, BSN, RN, RYT, Rady Children’s Hospital San Diego
Abstract: This session addresses the counselor’s role when providing services to terminally ill patients. The major focus is on providing end-of-life counseling interventions to pediatric and geriatric clients, and their family members. Approaches on how to assist the family members of terminally ill patients to support the patient’s decisions are discussed. Ethical, legal, and clinical components of engaging in end-of-life counseling and assessment within the California Death With Dignity Act are explored through case study analysis. Integrative healthcare interventions and collaboration are vital when addressing end-of-life wellness issues. Along with licensed mental health clinicians, a Registered Nurse specializing in Pediatric Oncology/Hematology end-of-life care will assist in the facilitation of small group discussions to explore developing comprehensive care strategies.

Learning objectives - By attending this session, attendees will be able to:

- implement culturally responsive and evidence-based treatment interventions to clients who need end-of-life counseling, while monitoring transferential dynamics that may arise.
- recognize the types of family conflicts that may arise during end-of-life decision making.
- identify strategies for participating in interprofessional care teams within inpatient and outpatient treatment settings.

Bios:

Christopher Wehrle operates as a research coordinator on a study examining cross-cultural and historical-trauma in diverse ethnoracial groups. His current research interests include examining intergenerational trauma and moral injury to secure equal protection for diverse ethnoracial groups and sexually marginalized individuals, and developing trauma informed treatment interventions in end-of-life counseling. Mr. Wehrle’s clinical experience includes assessment and treatment of psychological trauma and traumatic brain injury, moral injury, and end-of-life counseling in hospital and outpatient settings.

Dr. Susan Zgliczynski serves as Associate Professor in the graduate department of Counseling & Marital and Family Therapy at the University of San Diego. Dr. Zgliczynsky’s past appointments include CALPCC President & Treasurer. Clinical interests include providing culturally responsive evidence-based treatment interventions for traditionally underserved and marginalized individuals and their families. Dr. Zgliczynsky’s research interests address lifespan and career development issues, end-of-life counseling, and developing trauma-informed integrative healthcare interventions for diverse ethnoracial groups.

Rachel Webb is a Registered Nurse currently working in a level one pediatric hospital in Southern California serving local and internationally diverse populations. Her clinical expertise includes pediatric hematology, oncology, and ICU stem-cell transplant patients, as well as crisis intervention and end-of-life situations. Her research interests include facilitating a healing process for patients and families transitioning to palliative or end-of-life care, patient education and optimizing retention of knowledge, understanding nurses’ attitudes and adoption practices of evidence-based care, and mindfulness practices for preventing burnout amongst healthcare providers. Rachel also teaches yoga and meditation, modeling self-care practices for her students, patients and herself.
Session 7D Promoting Wellness and Recovery Through Evidence-Based Strengths Approaches to Care: The Promise of Person-Driven Treatment for LPCC Practice
Kristin Dempsey, M.S. (Ed.D. Candidate), LMFT, LPCC, California Institute for Behavioral Health Solutions
Julie Chronister, Ph.D., CRC, San Francisco State University
Sandra Fitzgerald, Ph.D., CRC, San Francisco State University

Abstract: This workshop will review the basic tenets of wellness and recovery models in behavioral health care. The presenters will discuss how wellness and recovery approaches can be integrated into current practices, and how outcomes from these tested models can be used to help transform the current behavioral health care models into more culturally and community-responsive systems of care. The workshop will review four wellness and strengths-based behavioral health approaches: motivational interviewing, recovery-oriented cognitive behavioral therapy, the strength model, and wellness recovery action planning (WRAP). Each model will be described with emphasis on the evidence based supporting positive clinical outcomes, the use of each model in diverse communities, and the way in which each can be integrated into a trauma-informed system of care. The workshop will conclude with a review of how LPCCs can train and implement such models into their practice.

Learning objectives - By attending this session, attendees will be able to:
- Identify three reasons current behavioral health policy and legislation has identified person-driven care as important for improved behavioral health treatment outcomes in culturally diverse communities.
- Distinguish between four types of person-centered care: motivational interviewing, cognitive behavioral therapy for recovery, strengths model, and wellness recovery action planning (WRAP).
- List at least three ways motivational interviewing, recovery-oriented CBT, the strengths model, and WRAP engage individuals from diverse cultural backgrounds and underrepresented groups in care.

Bios:

Kristin Dempsey, LPCC, LMFT has worked as a clinician specializing in the treatment of co-occurring mental health and substance use conditions and trauma. She has clinical experience in treating alcohol and other drug issues, developmental and environmental traumas, adolescent, child and family concerns, and issues related to women's health and pregnancy counseling. She is a member of the Motivational Interviewing Network of Trainers and she trains on trauma informed care, client-driven case management, addictions, co-occurring conditions, and behavioral/cognitive behavioral therapy.

Julie Chronister, PhD, CRC, is a professor in the Department of Counseling, Clinical Mental Health Counseling Program at San Francisco State University. Her research focuses on improving the lives of those living with psychiatric disabilities and the operationalization and measurement of social support for persons with psychiatric disabilities. Dr. Chronister has
published over 45 articles and book chapters, co-author/editor of two books, and a presenter at numerous conferences. She is on the editorial board for multiple counseling journals, and is committed to addressing societal injustices and improving the psychosocial supports for those living with health and behavioral health conditions and disabilities.

Sandra Fitzgerald PhD, CRC, is an Assistant Professor in the Department of Counseling, Clinical Mental Health Counseling Program at San Francisco State University. Dr. Fitzgerald conducts research on the vocational recovery process and self-determined work motivation for those with psychiatric disabilities and investigates best practices in psychiatric vocational rehabilitation. She is interested in innovative practices such as disability owned worker's cooperatives and supported self-employment programs that provide vocational recovery opportunities to persons with significant vocational limitations.

**Session 7E**  Trauma and Resiliency: Embodied Self-Knowledge and Self-Care for Counselors
Sara R. van Koningsveld, MA, Alternative Family Services

**Abstract:** Understanding trauma as a body-based experience, counselors are exposed throughout the healing process to the sensory and somatic memories of clients. One of the greatest ethical and professional responsibilities then becomes acknowledging and releasing these transmitted stressors and tensions before they compound. Exploring the mind-body connection through principles of holistic health, dance/movement therapy, mindfulness, and self-care techniques, participants will examine and expand their experiential self-knowledge. Current research on vicarious trauma in counseling, wellness and self-care, burnout prevention, and related frameworks will also be discussed as a way to reinforce counselor resilience and awareness of energetic transference. This workshop will address the mind-body connection within and outside of session, how the body “remembers”, while simultaneously reinforcing the importance of trauma-informed care.

**Learning objectives** - By attending this session, attendees will be able to:
- Develop and enhance understanding of the terms: vicarious trauma, body-based transference and countertransference, burnout and compassion fatigue, self-knowledge, mindfulness, resilience, and mind-body connection as approaches to burnout prevention.
- Increase self-awareness and body knowledge, through introduction of breath-work, body sensing, and application of various dance/movement therapy techniques (creative movement, regulating and grounding, etc.).
- Integrate theoretical understanding of self-awareness, body knowledge, holistic healing, and mind-body wellness with accessible, time sensitive, and restorative practices for everyday, preventing burnout and increase resilience.

**Bios:**
Sara R. van Koningsveld, MA, APCC, BC-DMT, GL-CMA, RYT 200 has a passion for holistic health and wellness promotion and currently works in San Francisco as a Dance/Movement
Therapist and Associate Counselor. In 2016, Sara was elected to the American Dance Therapy Association - Board of Directors as Public Relations Chairperson. Sara obtained her MA in Dance/Movement Therapy & Clinical Counseling and Graduate Laban Certificate in Movement Analysis from Columbia College Chicago and her 200-hour Yoga Teacher certification from Loyola Marymount University (2016).

Session 7F What Should be in Your Client Charts -- But Probably Isn't; Writing Great Progress Notes
Barbara Griswold

Abstract: You may never have received training in how to write progress notes or treatment plans. But you may not realize how your current note-keeping habits can hurt you — or your clients. Especially with insurance plans more frequently reviewing client charts — even the charts of out-of-network therapists — this training couldn’t be timelier. This in-depth workshop will give you a great overview of how to write quick and easy progress notes that still meet the requirements of state law and insurance plans. We will discuss the question of whether keeping minimal notes or detailed documentation is better for you and your clients. You will be shown how to keep notes that will allow you to feel confident if you ever must respond to a records request, to defend a client's need for treatment, or to defend yourself in a licensing board or ethics complaint.

Learning objectives - By attending this session, attendees will be able to:

- Identify one way that a client can be harmed when their therapist keeps no notes, or notes that are vague
- Identify how to document a client's medical necessity for treatment in order to assist them in getting needed treatment approvals
- Identify three therapy situations where it is especially important to document decisions carefully to protect yourself in case of a later complaint.

Bio:

Barbara Griswold, MFT, is the author of Navigating the Insurance Maze: The Therapist's Complete Guide to Working with Insurance -- And Whether You Should, 7th edition (www.theinsurancemaze.com). In private practice in San Jose, she has been interviewed on NPR's "Morning Edition," and served on the California Assn. of Marriage and Family Therapists' State Ethics Committee. She invites therapists to contact her at her website with insurance questions, and to subscribe to her free insurance e-newsletter.

Break & Visit Exhibits: 3:15 - 3:30
Seven Hills Conference Center
**Session 8A Innovative Methodologies for Addressing Stress, Trauma and Resilience among LGBTQ+ Communities of Color**
Alison Cerezo, Ph.D., San Francisco State University

**Abstract:** Researchers have made clear the negative effects of stigma and discrimination on the social and health outcomes of women (Borrell et al., 20112), persons of color (Reid, 20153), and sexual minorities (King et al., 20084). However, few studies have explored the effects of multiple, intersectional forms of stigma and discrimination on health outcomes among LGB women of color. Lack of available data makes it especially difficult to develop best practices, resulting in health interventions that are ill equipped to meet the needs of this diverse community. In response to this need, the proposed study explored intersectional minority stress, social support, coping and resilience among sexual minority women of Latinx and African descent—two communities that are severely underrepresented in the research literature on health. A grounded theory qualitative methodology was employed to capture data rooted in participants’ own personal definitions of stress, coping, and resilience.

**Learning objectives - By attending this session, attendees will be able to:**
- Gain a better understanding of the concepts of minority stress and intersectionality, particularly how these concepts apply to communities of color, women, and sexual and
gender diverse (LGBTQ) communities. Furthermore, the ways minority groups experience stress at proximal and distal areas of their lives.

- Gain exposure to grounded theory, qualitative research, and lifeline methodology as tools to collect participant and client information about lifetime stress. The ways these tools apply to clinical practice will be addressed.
- Learn recent data on social and health disparities among sexual and gender diverse Latinx and African American communities, including how individuals access health supports and engage in alcohol use to deal with stress.

**Bio:** Alison Cerezo is an Associate Professor in the Department of Counseling at SF State where she coordinates the College Student Personnel Counseling specialization. She is also Affiliate Faculty with the Health Equity Institute at SF State. Alison has several active research projects focused on eliminating social and health disparities among sexual and gender diverse communities, particularly among persons of color, immigrant, and low-income communities. She has published extensively in this area of research and is currently editing a special issue in the Journal of Latina/o Psychology focused on sexual and gender diverse Latinx communities (forthcoming, 2019).

**Session 8B Building Social Capital through Social Media: Helping Clients Find Support with LinkedIn**

Emily Baxt, M.A., LPCC, University of San Diego

**Abstract:** Do you know how to help your clients build their professional support network? When working with college students or recent graduates, particularly first generation, military veteran, or other non-traditional populations, their perceived lack of connections is often a concern. In-person connections, facilitated through LinkedIn, can help clients access opportunities for employment or promotion as well as reframe negative thought patterns. This session will cover best practices for working with individual clients and groups, including writing exercises, tip sheets, and handouts to use with clients. We will experience some of these exercises in the session. There will be time for the workshop audience to share their suggestions for best practices.

**Learning objectives** - By attending this session, attendees will be able to:

- Facilitate three writing exercises that generate key words for strong professional summaries and experience descriptions, helping clients describe themselves effectively.
- Show clients how to use the Find Alumni and Advanced Search features on LinkedIn and initiate and conduct informational interviews.
- Name five best practices to help clients build strong profiles.

**Bios:** Emily Baxt, MA, LPCC, helps people grow. As an engaging and experienced group facilitator, she works with teams to improve communication and effectiveness. As an enthusiastic career counselor for over 18 years, she works with individual clients to help them develop meaningful career paths. Emily is a Licensed Professional Clinical Counselor, a National Certified Counselor, and a Myers-Briggs Type Indicator Master Practitioner.
Session 8C Social Justice not ‘Just Us’ and Historical Repair: Systemic Transformation of Mental Health Systems for Latino Families
Matthew Mock, Ph.D., LMFT, John F. Kennedy University
Nicole Rucinski, M.S., John F. Kennedy University

Abstract: The primary purpose of this workshop is to provide future psychological and family therapy practitioners with new cutting-edge models to work with increasingly diverse communities focusing on Latinos. This will be framed initially through the vantage point of a longstanding professor, therapist, advocate and administrator combined with diverse perspectives of Latino/a family therapy graduate students. The transformation of our mental health service systems for our multicultural communities is critical. Acknowledging historical injustices and disparities will form a part of the backdrop for this systems change. The expanded role of family therapists working in an evolving context of integrated healthcare (ex. primary care) with culturally constructed, responsive and accountable practices will be presented. The effectiveness of workforce issues as addressed by university and MFT training programs will be examined. Videotaped narratives of cultural providers who are effectively addressing barriers among Latinos in accessing care by forming stronger collaborative relationships with community partners will be provided as examples of mental health transformation through a more socially just lens. In addition to didactic presentation, the experienced presenters will facilitate rich dialogues among the Latino/a graduate student panel and will use narratives from diverse Latino communities, videotaped materials and the experiences of attendees themselves to have rich, engaging dialogue and advanced learning among participants.

Learning objectives - By attending this session, attendees will be able to:
- Latino cultural and ethnic community practices, specifically integrated healthcare, that are at the cutting-edge of future psychological and family practices;
- Specific barriers and challenges including workforce development confronting Latino cultural communities creating barriers in accessing services;
- Describe models of effective collaborative practices between family therapists, allied health professionals with diverse Latino consumer communities;
- Examine (and list 3) evidence-based practices and practice-based evidence effective for use with cultural, ethnic, racial, linguistic Latino populations;
- Demonstrate by describing specifically how cultural and systemic practices by current and future family therapists can improve outcomes for culturally diverse Latino families in their communities.

Bio: Dr. Matthew R. Mock is Professor of Counseling Psychology with the College of Graduate and Professional Studies John F. Kennedy University (Pleasant Hill, Berkeley, and San Jose). He has also had a longstanding private clinical and consulting practice with a specialty in diversity, cultural competence and social justice. Dr. Mock received his Bachelor of Arts degree in psychology from Brown University and his Doctorate and Masters degrees in clinical and consulting psychology from the California School of Professional Psychology (CSPP). He served as the statewide Director of the Center for Multicultural Development with the California Institute for Mental Health in Sacramento, California. Just prior to this, he was Director of the Family,
Youth, Children's and Multicultural Services for the City of Berkeley Mental Health Division where he was practicing for over 20 years. He was also Director of the Cross Cultural Program, and Professor of Psychology with the Graduate School of Professional Psychology at John F. Kennedy University (JFKU) focusing on diverse children and families. As an Adjunct Faculty with the California School of Professional Psychology, he focuses on the teaching of socio-cultural and psychotherapeutic considerations with Asian-Pacific Americans. He has published extensively in the areas of multiculturalism, diverse families, trauma, and social justice.

Session 8D  Integrated Care in work with obesity, eating disorders, and weight related behaviors
Darren Moore, Ph.D., Alliant International University

Abstract: The purpose of this workshop is to explore Integrated Care in work with obesity, eating disorders, and weight related behaviors. In this workshop the presenters will highlight results from various studies authored by the lead presenter which relate to integrated care and work with clients who present with obesity, eating disorders, weight related stress, conflict, and behaviors including but not limited to work with bariatric surgery clients, clients who suffer from food compulsion, and clients who struggle with obesity that identify as a part of the LGBTQI community. In particular, authors discuss how counselors can conceptualize clinical treatment, how they can collaborate in integrated care, and how they can value the use of technology in their efforts to provide support to clients who may be engaged in clinical treatment. Presenters will provide an overview of clinical issues as well as recommendations regarding best practices.

Learning objectives - By attending this session, attendees will be able to:
- Gain a better understanding of obesity, eating disorders, and other weight related behaviors that may present in traditional treatment for various populations.
- Understand the value of integrated care and ways in which counselors can utilize resources to supplement traditional treatment.
- Understand the value of technology in mental health as it relates to social support for issues related to obesity, eating disorders, and weight related behaviors.

Bio: The presenter is an associate professor in a COAMFTE-accredited MFT program. He has 16 published peer-reviewed journal articles and 38 conference presentations and invited lectures. He has seven years of teaching experience and 15 years of clinical experiences. He research, teaching, and clinical areas are focused on obesity and weight loss within various systems, leadership with diversity and inclusion, and African American Male Identity, Men and Masculinities.

Session 8E  What is moral injury? Examining this elusive psychological construct through implementing trauma-informed care
Christopher Wehrle, M.A., LPCC, Comprehensive Recovery Network
Susan Zgliczynski, Ph.D., LPCC, University of San Diego
Abstract: This informative presentation will explore features of psychological trauma that are often difficult to treat and assess. Even the most experienced clinician can easily overlook sub-diagnostic symptomology of trauma presentations, which are often muddled by complex comorbid expressions of multiple incident trauma exposure, substance use, physical disabilities, and cognitive deficits. The construct of moral injury is an integral component when conceptualizing the etiology, impact, and course of the precipitating traumatic event(s). The ultimate goal of the presentation is to equip the attendees with practical and applicable knowledge of how to conduct an accurate trauma assessment, and implement efficacious treatment interventions for moral injury. Subgroups of particular focus include: Veterans, Service Members, Native Americans, and sexually marginalized Individuals.

Learning objectives - By attending this session, attendees will be able to:
- Articulate the complexities of moral injury as a psychological construct.
- Conduct comprehensive assessment techniques to identify sub-diagnostic trauma expressions when encountering clients with complicated comorbid presentations who have experienced a moral injury.
- Implement trauma informed therapeutic treatment interventions for clients with moral injury.

Bios:

Christopher Wehrle operates as a research coordinator on a study examining cross-cultural and historical-trauma in diverse ethnoracial groups. His current research interests include examining intergenerational trauma and moral injury to secure equal protection for diverse ethnoracial groups and sexually marginalized individuals, and developing trauma informed treatment interventions in end-of-life counseling. Mr. Wehrle’s clinical experience includes assessment and treatment of psychological trauma and traumatic brain injury, moral injury, and end-of-life counseling in hospital and outpatient settings.

Dr. Susan Zgliczynski serves as Associate Professor in the graduate department of Counseling & Marital and Family Therapy at the University of San Diego. Dr. Zgliczynski’s past appointments include CALPCC President & Treasurer. Clinical interests include providing culturally responsive evidence-based treatment interventions for traditionally underserved and marginalized individuals and their families. Dr. Zgliczynski’s research interests address lifespan and career development issues, end-of-life counseling, and developing trauma-informed integrative healthcare interventions for diverse ethnoracial groups.

Session 8F Misogynistic Microaggressions in the Workplace: A Generation After the ERA Ratification Movement
E. Andrew Stenhouse, Ed.D., Vanguard University

Abstract: In spite of decades-old legal mandates, recent media have revealed a persistent misogyny among the powerful male ranks in nearly every work sector, particularly government, business, and entertainment. Modeling these leaders, hostility throughout all levels of the organization can permeate. Sometimes this hostility is blatant and more easily identified. Other
times it appears more subtle, in the form of microaggressions, the everyday verbal, nonverbal, and environmental slights, snubs, or insults… which communicate hostile, derogatory, or negative messages. An entire generation removed from the ERA movement, it seems as if the American workplace has slipped backwards. This presentation looks at the historical context, today’s multigenerational misogynic backlash, and the intervening workplace applications that can help mitigate abuse and foster organizational health.

**Learning objectives** - By attending this session, attendees will be able to:

- Explain the historical context of the equal Rights Amendment Ratification movement and today’s seemingly more visible misogyny among those with apparent power.
- Describe a) common challenges confronting many female leaders in the workplace, and b) common threats perceived by many male and female coworkers.
- Explain forms and types of microaggressions, and steps for corrective learning, attitudinal and behavioral.

**Bio:** Dr. Andrew Stenhouse is a professor of Organizational Psychology at Vanguard University. He is also an Associate Professional Clinical Counselor, and coaches leaders who struggle to navigate the dynamics of their vocations. Andrew holds a Doctor of Education from Pepperdine University’s Graduate School of Education and Psychology, a Master of Science in Clinical Psychology, and a Master of Arts in Leadership Studies from Vanguard University. His Bachelor of Arts is in Cross Cultural Studies.
CONTINUING EDUCATION CREDITS (CEs)

What You Need to Know to Receive CE Credits at the Conference

CALPCC Continuing Education Policies and Procedures

California LPCC, LMFT, and LCSW Continuing Education Credit
CALPCC is recognized as a provider of continuing education credit by the California Board of Behavioral Sciences (BBS) pursuant to Section 1887.4.3. Each day of this year’s Conference offers the opportunity to earn 6 contact hours, if all sessions are attended, for a total of 12 hours.

Conference Sessions
The conference website and this electronic program include the instructor’s credentials, a short bio, abstract and learning objectives for each session.

Procedure to receive CE Credit at the conference
In order to maintain its approved provider status from the BBS, CALPCC is required to maintain certain records, so the following procedure is necessary in order for participants to receive a CE certificate of completion at the end of the conference:

- Sign the Attendance Roster at the CE registration desk at the beginning of the conference.
- You will receive an Attendance Verification form, which is a list of all the conference sessions with a column for “Sign In” and a column for “Sign Out.”
- As you enter each session, have the volunteer stamp the “Sign In” column on your Attendance Verification form. (Anyone entering a session 15 minutes late, or later, will not be eligible for earning CE credit during that session.)
- At end of each session, have the volunteer stamp your Attendance Verification form in the “Sign Out” column.
- Please complete an evaluation of each session for which you wish to receive CE credits.
- At the end of each day of the conference, bring your Attendance Verification form with the “Sign In” and “Sign Out” stamps, and the Evaluation form to the registration desk. We ask that conference attendees take responsibility for ensuring that all paperwork has been submitted. Volunteers will be available for questions and to help verify that attendees are submitting correct and complete paperwork.
Following the conference, the CE committee will verify that all paperwork has been submitted and will send CE recipients electronic certificates. Where appropriate, certificates will indicate the number of supervision and law/ethics CEs that were completed.

After the conference, the CE committee will keep your information on file for 4 years. During the conference, a student volunteer or a CE Committee member will be present to assist with the process and answer questions.

**Associates and Students:**
Licensed counselors collect continuing education (CE) hours to meet renewal requirements for their license. Although Interns do not need CE credits, they can earn some of their supervised hours through educational activities, and CE credits can be a good way to document those activities. Students do not need CE credits.

**Fees/Refunds/Cancellations:**
CE fees are payable with registration. The fee for each day of this year’s conference is $30 for 6 CE credits. The fee for two days is $60 for 12 CE credits.

CALPCC’s policy is to refund CE fees if the participant is unable to attend an event.

CALPCC does not endorse products or opinions mentioned in CE sessions.

**STUDENT SCHOLARSHIP RECIPIENTS**

Student scholarships were made possible by those who added a donation to the Student Scholarship Fund to their registration fees. The following students were selected to attend the conference through a competitive review process from a very strong applicant pool. To be considered, an applicant had to be a CALPCC student member and be enrolled in a BBS-approved graduate program leading to the LPCC. The successful applicants indicated clear academic and career goals and how attendance at the CALPCC conference would help achieve those goals. We are excited about the future of CALPCC because of strong student leaders, such as these.

Anna Mora-California State University Northridge
Carmen Hernandez-San Diego State University
Ezak Marquez-San Diego State University
Paige Pensivy- Grand Canyon University
CALPCC BOARD of DIRECTORS

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David Peterson, Ph.D., CRC, NCC, LMHC (IA-inactive)
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Dione Taylor, Ed.D., PPS
Christopher Wehrle, M.A., LPCC, NCC (Student/Intern Representative)

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CALPCC Conference Planning Committee

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<th>Conference Chair</th>
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<td>Conference Program Chair</td>
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<td>CALPCC Executive Director</td>
<td>Dean Porter</td>
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<td>Sandra Fitzgerald</td>
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STUDENT VOLUNTEERS
The following San Francisco State University students will welcome us to their campus and be our guides for the conference activities.

Shannon Cotter
Sarah Fowler
Alex Locust
Christoph Zepeda
Danielle Tipton
Sarah Davis
Julia Pinces
Paul Smith
Yu-ting Yuan
Doris Borisov
Maurice Canyon