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## SPONSORS

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# MESSAGE FROM THE PRESIDENT

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Dear Friends and Colleagues:

As this year's president of the Oregon Counseling Association (ORCA), I am honored to welcome you to the 2016 Oregon Mental Health Practitioners Conference — formerly named the ORCA Fall Conference. This year, we have renamed the conference to better reflect the interdisciplinary nature of this annual event, and to that end I would like to warmly welcome all of our attendees from every sector of the mental health world.

Conference Chair Candice Elliott and her outstanding committee have worked hard all year to plan and organize an exciting lineup for us. We are thrilled to have Scott Miller of the International Center for Clinical Excellence present the all-day workshop about achieving clinical excellence. You'll gain a deeper understanding of your clinical strengths and weaknesses and how to use these findings to improve your own practice, and you'll come away with concrete tools to immediately boost your clinical effectiveness. (I also highly recommend "The Heart and Soul of Change: Delivering What Works in Therapy," which Dr. Miller co-edited. I consider it a must-have text for every mental health practitioner's bookshelf.) We are honored, as well, to have Dr. Craigan Usher of OHSU as our keynote speaker. He will present "Supportive Psychotherapy and Supervision for the Busy Clinician," which will help many of us in various settings. Whether you're a social worker in the ER, a psychiatrist in the hospital, a clinician in an agency, or a counselor in a school setting, Dr. Usher will teach you a few simple steps to make certain that brief interactions support individuals' ego functioning, helping them utilize their strengths to cope with adversity.

We have a number of other outstanding presenters who will discuss a variety of topics for your enjoyment and education. I want to thank the planning committee as well as our presenters who have taken the time out of their busy schedules to be a part of our program. We are excited to offer this conference in partnership with the EASA Center for Excellence, and I would also like to recognize our conference sponsors: Cedar Hills Hospital, the Portland State University Graduate School of Education (my alma mater!), and Eating Recovery Center of Washington.

I hope these two days are filled with engaging moments of learning and insight, as well as connection with your colleagues. The ORCA Board and I are available to help you in any way we can. Please ask any of us for help if you need it, and let us know what is working well or ways we can better serve you. On behalf of the entire board: we are honored to have you here. I look forward to meeting and connecting with you. Have a great conference!

Warmly,  
Raina Hassan, MS, LPC  
ORCA President 2016-2017

# SCHEDULE OVERVIEW:

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Friday, November 4th

Bellmont Ballroom

## Achieving Clinical Excellence: Three Steps to Superior Performance

Presented by

Scott D. Miller, PhD

Of The International Center for Clinical Excellence

7:45 AM - 8:30 AM	Registration and Breakfast
8:30 AM - 8:45 AM	Presidential Welcome and Announcements
8:45 AM - 10:15 AM	Workshop Begins
10:15 AM - 10:30 AM	Coffee/Snack Break
10:30 AM - 12:00 PM	Workshop Continued
12:00 PM - 1:00 PM	Catered Lunch
1:00 PM - 2:45 PM	Workshop Continued
2:45 PM - 3:00 PM	Coffee/Snack Break
3:00 PM - 4:00 PM	Workshop Ends
4:00 PM - 4:15 PM	CEUs signed

## Achieving Clinical Excellence: Three Steps to Superior Performance

Thanks to a number of recent studies, there is now solid empirical evidence for what distinguishes highly effective from average therapists. In this workshop, three specific strategies that separate the great from the good therapist will be introduced. Another tool that will be offered is a simple method for measuring success rates that can be used to develop a profile of your most and least effective moments in therapy — what works and what doesn't. Not only will you get a far more exact idea of your clinical strengths and weaknesses and how to use the findings in order to improve your own practice, but you will also come away with concrete tools that will immediately boost your clinical abilities and effectiveness.

Scott D. Miller, PhD is the founder of the International Center for Clinical Excellence an international consortium of clinicians, researchers, and educators dedicated to promoting excellence in behavioral health services. Dr. Miller conducts workshops and training in the United States and abroad, helping hundreds of agencies and organizations, both public and private, to achieve superior results. He is one of a handful of "invited faculty" whose work, thinking, and research is featured at the prestigious "Evolution of Psychotherapy Conference." His humorous and engaging presentation style and command of the research literature consistently inspires practitioners, administrators, and policy makers to make effective changes in service delivery. Scott is the author of numerous articles and books. Some of Scott's books are available to purchase outside in the main hallway. These are: *The Heart and Soul of Change: Delivering What Works in Therapy* (2009) and the ICCE Feedback Informed Treatment and Training Manuals.



The Oregon Counseling Association has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 2038.

Programs that do not qualify for NBCC credit are clearly identified. The Oregon Counseling Association is solely responsible for all aspects of the programs.

# EASA Workshops for Families:

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These events are not available for NBCC Contact Hours

8:30 AM - 9:30 AM	Registration/Breakfast
9:30 AM - 10:30 AM	Breakout Sessions #1
10:30 AM - 10:45 AM	Break
10:45 AM - 11:45 AM	Breakout Sessions #2
11:45 AM - 12:45 PM	Lunch
12:45 PM - 1:45 PM	Breakout Sessions #3
1:45 PM - 2:00 PM	Break
2:00 PM - 3:00 PM	Breakout Sessions #4
3:00 PM - 3:15 PM	Break
3:30 PM - 4:30 PM	Breakout Sessions #5
4:30 PM - 6:00 PM	Dinner Break (on own)
6:00 PM - 7:30 PM	EASA Dessert & Open Mic Event

*Relief/Quiet room will be available all day in Windsor A.*

## **BREAKOUT SESSION 1: 9:30 AM - 10:30 AM**

### *All About EASA*

Tamara Sale, MA, Director EASA Center for Excellence

Windsor B

No matter how much you know about EASA, there are often questions remaining. During this session the Director of the EASA Center for Excellence will provide an overview of how EASA has evolved, what the Center for Excellence does and what is happening nationally with early psychosis intervention. Bring all your burning EASA questions, there will be abundant time for Q & A!

### *10 Ways to change your brain, for the better!*

Sue Wimmer, MS OTR/L, Occupational Therapist, Marion, Polk and Linn county EASA

Windsor C

We live in a very fast paced and stress filled world and it puts a lot of pressure on our brains to keep us going. Our brains need to be re-charged and re-energized every day. By doing certain neuroactivities we can change our brains for the better. Learn 10 easy ways to change your brain and have fun at the same time.

## **BREAKOUT SESSION 2: 10:45 AM - 11:45 AM**

*FUTURES: Fostering Unity Towards upward Resilience, Education, and Success.*

Shannon Turner, MSW, LCSW, Project Manager, FUTURES, Regional Research Institute at PSU

Windsor B

Using the FUTURES Near-Peer experimental study at Portland State University, we will look at how FUTURES works to increase self-determination and community participation for PCC and PSU students with lived experience in Care and with mental health stressors. Find out how to use the tools in this exciting study to explore your college goals!

*We Make Movies!: A Digital Storytelling and Animation Showcase*

Mary Bryant, MS, Senior Research Assistant, Regional Research Institute, Portland State University, & EASA Leadership Council members

Windsor C

EASA's Young Adult Leadership Council and the Center for Excellence work to educate treatment providers and the general public about the lived experience of psychosis. Join us for a screening of video projects co-produced by EASA graduates featuring their personal stories and insights.

## **BREAKOUT SESSION 3: 12:45 PM - 1:45 PM**

*The Path to Peer Support*

Michael Haines, Peer Support Specialist -PeaceHealth Young Adult Behavioral Health

Nybelle Caruso, Peer Support Specialist - Washington County Crisis Team, LifeworksNW

Windsor B

We are two EASA graduates who are currently working as peer support specialists. As a new and growing field, the topic of peer support raises many questions. What is peer support and how has it been integrated in EASA? How do you become a peer support specialist? Why should you become a peer support specialist? What makes peer support effective or not effective? Find out here!

*Getting the Most out of your Stress Reduction*

Sue Wimmer MS, OTR/L, Occupational Therapist, Marion, Polk and Linn county EASA

Windsor C

Our brains are bombarded by stress daily. Learn what happens when your brain is under stress and the effects it can have on you. Experience ways to help your brain to relax and be more effective at reducing stress. Set up a stress reducing plan for yourself.

## **BREAKOUT SESSION 4: 2:00 PM - 3:00 PM**

*The OT Advantage to School Success*

Marrissa Gottlob, MOTR/L, QMHP, Occupational Therapist, Multnomah County Early Assessment & Support Alliance (EASA)

Windsor B

Investigate how your brain learns best in this hands on occupational therapy session and explore memory and organization tools to support success wherever you use your brain.

## **Games! Games! Games!**

Ariana Archer, Youth M.O.V.E. Oregon

Windsor C

Some simple games you can add to your meetings, conferences, etc to make them more youth friendly and increase productivity. Young people (and some adults!) can have a difficult time sitting through long meetings or conference days, adding a game to your agenda can make all the difference. Come experience games!

## **BREAKOUT SESSION 5    3:30 PM - 4:30 PM**

### ***Am I Enlightened or Going Crazy?***

Paul Levy- A pioneer in the field of spiritual emergence, Paul Levy is a healer in private practice. He is the author of the groundbreaking book Dispelling Wetiko: Breaking the Curse of Evil.

Windsor B

Paul Levy will tell his story of a life-changing spiritual awakening he had in 1981 when he was in his mid-twenties. In the early stages of his process he was repeatedly hospitalized and (mis)-diagnosed of having a mental illness that, he was told, would require him to be on medication for the rest of his life. Fortunately, he was able to extricate himself from psychiatry and continue his spiritual emergence.

### ***Exploring Self-Advocacy: Tools for Teens and Young Adults***

Mary Bryant, MS, Senior Research Assistant, Regional Research Institute, Portland State University, & EASA Leadership Council members

Windsor C

Members of EASA Young Adult Leadership Council and the Center for Excellence will discuss challenges young people face when advocating for themselves in family, work, school and treatment environments. Within the context of these challenges, we will present tools we have created with Pat Deegan that support steps in the process of self-advocacy.

## **Dinner Break (on own): 4:30 PM - 6:00 PM**

## **EASA Dessert & Open Mic! 6:00 PM - 7:30 PM**

Bellmont Ballroom

Join the EASA Young Adult Leadership Council for an evening of desserts, games and an open mic to share your talents or un-talents! This event is open to all EASA participants, families, clinicians and all others who want to join in celebrating the successes of early psychosis intervention in Oregon.



**EASA offers:**

- Outreach, specialized assessment, and linkages to appropriate care
- Coaching to understand changes and help the young person succeed
- An intensive two year transitional program for youth with ongoing symptoms
- Family groups and peer support opportunities

**Early Assessment and Support Alliance**  
*Investing in the success of teens and young adults who confront psychosis*

EASA is a statewide network of programs which identify youth with symptoms of psychosis as early as possible, and provide support and treatment based on current research.

*Sponsored by*

**Oregon Health Authority**

**(503) 725-9620**

**1-855-284-4750 toll free**

**[www.easacomunity.org](http://www.easacommunity.org)**

# SCHEDULE OVERVIEW:

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## Saturday, November 5th

7:45 AM - 8:30 AM	Registration and Breakfast
8:30 AM - 8:45 AM	Presidential Welcome
8:45 AM - 9:45 AM	Keynote Speaker: Craigan Usher, MD, OHSU Child and Adolescent Psychiatry (1 CE Hour)
9:45 AM - 10:00 AM	Break
10:00 AM - 12:00 PM	Workshop Session A (2 CE Hours)
12:00 PM - 1:00 PM	Catered Awards Luncheon: Presentation of Association Awards
1:00 PM - 3:00 PM	Workshop Session B (2 CE Hours)
3:00 PM - 3:15 PM	Break
3:15 PM - 4:15 PM	Workshop Session C (1 CE Hour)
4:15 PM - 4:30 PM	CE Forms (up to 12 CE Hours) Signed

### **SATURDAY KEYNOTE SESSION: 8:45 AM - 9:45 AM**

*Supportive Psychotherapy & Supervision for the Busy Clinician*

Craig Usher, MD

Bellmont Ballroom

In busy medical services and in urgent mental health care settings, maintaining psychotherapeutic focus can be difficult. Borrowing from Dr. Deborah Cabaniss' model of formulating and providing supportive psychotherapy, Dr. Usher will discuss how following few simple steps can keep hope alive – allowing the busy clinician (social worker in the ER, psychiatrist in the hospital, clinician in private practice or a community mental health agency, or school counselor) to make certain that brief interactions support individuals' ego functioning, helping them utilize their strengths to cope with adversity.

### **SATURDAY SESSION A WORKSHOPS 10:00 AM - 12:00 PM**

*How to Change the Brain in Pain*

Kris Fant, LMHC, LPC

Bellmont A

The goal of this presentation is to provide further information and tools to therapists working with clients who have persistent pain. It is not uncommon for clients to come into mental health treatment for symptoms of anxiety, depression, or trauma, and to be also dealing with persistent pain or chronic health conditions that are affecting their quality of life. The presentation will outline the difference between acute and persistent pain, use metaphors that are easily accessible for clients to understand how pain is operating in their brain and body, give ways of conceptualizing the role of prescription and non prescription substances in our client's lives, and will include many resources for further exploration. It will also explore the role trauma plays with persistent pain. The modalities highlighted in this presentation will include ACT, CBT, and psychoeducation in psychotherapy. There will also be a discussion on language, including the reason for using the words persistent pain rather than chronic pain.



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Learning Outcomes: 1) Recognize the role of the brain and neuroplasticity in chronic pain. 2) Describe various therapies and tools that can help clients manage their pain and common emotions that frequently co-occur with pain. 3) Explore how a client's deepest values can help inspire behavior change.

### ***Authentic Identity Development for Young People Who Experience Psychosis***

Katie Hayden-Lewis, PhD, MA, LPC

Windsor A

This presentation will offer an original theory based in research about the lived experiences of identity development for young adults who also experience psychosis or schizophrenia. The theory describes two potential pathways of identity development for this group. It offers a stigma-sensitized lens to a unique understanding of the complex and profound role identity plays in the lives of all young people, including those who experience psychosis.

Learning Outcomes: 1) Discuss developmentally typical and unique experiences related to identity development for young people who also experience psychosis and schizophrenia. 2) Identify potential skills that can help reduce the impact of intentional and unintentional stigma on young clients. 3) Examine ways individuals who experience psychosis might protect themselves from stigma in their relationships with mental health providers, family members, peers, and society.

### ***Aligning with Clients' Sensitivities: Parts Work and Use of Self***

Rick Johnson, PhD

Windsor B

This program will provide an integrative approach to working with sensitivities that emerge from early wounding and the inevitable restrictions that occur with subsequent compensatory structures, both of which limit clients' capacity to effectively filter and experience life. This approach utilizes interpersonal/psychoanalytic, humanistic, and experiential (e.g., IFS) models. Particular emphasis will be placed on the therapist's use of self as a participatory healing agent.

Learning Outcomes: 1) Describe a model focused on increasing clients' capacity to experience. 2) Integrate the model into your existing theoretical orientation. 3) Explore your competency utilizing yourself as an instrument of therapeutic change.

### ***...And Now For Something Different***

John McCarthy, PhD, NCC

Windsor C

All professional counselors wear many hats: advocate, consultant, coach, administrator, and crisis responder. Each of these roles calls for the ability of creative thinking (CT) and creative problem-solving (CPS). The dilemma? CPS and CT probably weren't taught in their graduate programs. This highly interactive and fun-filled workshop will review the professional benefits of CT/CPS (including career-sustaining behaviors and wellness), developments in creativity and counseling, the types of thinking (divergent/convergent and productive/reproductive), the benefits of mind wandering, neuroscience and the challenges in creativity, tips for effective brainstorming, models and techniques in divergent thinking, and the necessary beauty of mistakes in creativity.

Learning Outcomes: 1) Describe how creativity enters into wellness and career-sustaining behavior. 2) Compare and explore at least three models/techniques of CPS. 3) Identify types of questions used in framing creative opportunities. 4) Discuss recent research on creativity. 5) Identify at least three items in your "professional creativity plan."



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## **SATURDAY SESSION B WORKSHOPS 1:00 PM - 3:00 PM**

### *Ethics in the Digital Age*

Paul Cooney, JD

Bellmont A

This workshop will cover ethical issues related to using digital equipment in your practice. Computers, smart phones, tablets and laptops have become commonplace in mental health practices in Oregon. While these devices can provide many benefits, they also carry some risk. Learn how to safely practice in the digital age by exploring protection of electronic health information; issues around email, texts, smart phones, laptops, and tablets; how to deal with social media issues and how to handle data breaches.

Learning Outcomes: 1) Recognize the risks and benefits of using digital technology in your practice. 2) Describe the ethical requirements of protecting digital health information. 3) Clarify how to reduce risks when using digital equipment in your practice. 4) Explore competence in dealing with breaches of digital health information. 5) Identify the ethics of using social media in your practice.

### *Neuro Alignment: A Monoamine Treatment Model*

Josh Sizemore, PMHNP, RN, MN

Windsor A

This presentation asks mental health professions to consider different ways of looking at symptoms, diagnosis and treatment. The goal is to emphasize 5 core underpinnings to assist in conceptualizing the most complicated of patients to better concentrate treatment. Instead of focusing solely on chief complaints, symptoms and diagnosis it teaches a way of rooting out the underlying causes of the problems which allows for richer treatment options and improved outcomes.

Learning Outcomes: 1) Identify how biological predispositions with a monoamine guided foundation impact individuals. 2) Examine examples of nurture (non-genetic influences) on clients. 3) Assess the limbic system activation/response. 4) Explore sensory integration in treatment. 5) Discuss medical/somatic signs and contributors.

### *When Trauma Leads to Psychosis: Healing Begins By Finding the Story*

Ron Unger, LCSW

Windsor B

A large number of studies now provide evidence that psychosis can be an understandable reaction to trauma, abuse, and other difficult life experiences, with dissociation usually involved in that reaction. Learn about a science-based yet humanistic conceptualization of extreme human experiences, and discover ways to help people change their relationship with these experiences, by collaborating in building coherent and compassionate self-narratives that set the stage for real recovery. Even when trauma is only part of the story of what led to psychosis, clarifying the story may be very helpful in supporting a return to a meaningful life.

Learning Outcomes: 1) Explore the research supporting the notion that trauma can lead to psychosis. 2) Discover how to shift from asking "what's wrong with you?" to "what happened to you?" and "how did you react to what happened, and how is it still affecting you?" 3) Identify skills in collaborating with people in building coherent narratives that help them face the past, frame the present, and define future possibilities, explaining both past traumas and psychotic reactions in ways that promote self-worth.



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## **EASA Magic**

Leticia Sainz, LPC, Megan Sage, LCSW, Neil Falk, PhD, and Nybelle Caruso

Bellmont C

EASA (Early Assessment and Support Alliance) has had excellent outcomes - e.g. increased employment, decreased hospitalizations, increased participation in education - in working with young adults experiencing psychosis and their families in Multnomah County. In this workshop, we will explore what we call "EASA Magic" - the tangible and intangible factors that make our work so successful.

Learning Outcomes: 1) Recognize the key components of the EASA model and 2) Identify concrete skills that clinicians may use in their practices. 3) Define the EASA model and its usefulness in mental health management.

## ***What's Sensory Got to Do With It?***

Sue Wimmer, OTR/L, MS, QMHP

Bellmont B

In our mental health practices, we come across clients who seem "stuck" in their treatment or just don't respond to treatment the way other persons do. By considering clients from a "sensory perspective" a new way to see their behavior, symptoms and mental health issues may be developed. The way our sensory systems impact our behavior is not widely recognized, but becoming more acknowledged as we understand how the brain and nervous system work. Frequently, sensory processing issues may mimic mental health issues and can be misidentified at all ages. In this interactive presentation, we will look at how we all use our sensory systems naturally to regulate ourselves and what behaviors, mood disruptions and mental health issues may result when sensory systems get "out of whack". These resultant behaviors impact day to day functioning (work, school, self care), interpersonal relationships and self identity and make life difficult.

Learning Outcomes 1) Explore how we all use our "normal sensory processing" to regulate ourselves daily. 2) Identify what happens when sensory systems are over and under reactive to sensory input and the resultant behaviors and mental health issues you may see. 3) Describe how sensory processing can co-occur or mimic mental health disorder such as anxiety, depression, bipolar disorder or ADHD, as well as sensory changes that occur with early psychosis and schizophrenia. 4) Describe some tools and techniques you can use to help persons you are working with to move forward with their treatment and learn to become more "regulated" in their lives.

## ***Working with 21st Century Teens and Families***

Yshai Boussi, LPC

Bellmont C

In this informative, practical and lighthearted workshop, we'll explore and apply the new science of the adolescent brain and why this period is as important as 0 to 3. An adaptive model and approach to working with adolescents and their families will also be presented and discussed.

Learning Outcomes: 1) Explore the new science of the adolescent brain. 2) Describe four principles for working effectively with adolescents and parents. 3) Identify three effective strategies for engaging adolescents and parents in family sessions.



## **SATURDAY SESSION C WORKSHOPS 3:15 PM - 4:15 PM**

### *Technology and Psychotherapy*

Nicole Amesbury, MS, LMHC

Bellmont A

We live in a rapidly changing world where people use technology as part of their everyday life. This presentation will examine the challenges and benefits of practicing psychotherapy in the age of smart phones. The presenter will discuss her entrepreneurial experience in the world of start-ups and will share new innovations in the delivery of psychotherapy.

Learning Outcomes: 1) Identify clinical practice considerations of online counseling. 2) Examine the legal and ethical considerations of online counseling. 3) Explore how psychodynamic, cognitive behavioral, humanistic and integrative theoretical approaches are delivered using the different modalities (text, voice, video) and the differences from face-to-face therapy.

### *Exploring Career Counseling Through the Mental Health Lens*

Tina Anctil, PhD, CRC, LPC, and Blake Locher, MS

Windsor A

This program uses an experiential and discussion format to provide a theoretical and practical approach for mental health counselors whose clients also have career counseling needs. Post-modern methods including Career Construction Theory (Savickas, 1995, 2002, 2013) will highlight a framework for working with diverse populations – including people of color, LGBTQ, or persons with disabilities. Participants will receive a resource handout, including online resources for exploring vocational information, including labor market, salary, and job openings.

Learning Outcomes: 1) Clarify how to target your clients' biggest barriers to change. 2) Discuss more precise interventions that increase clients' job-readiness. 3) Examine case studies that demonstrate how career assessment of interests, values, and abilities can be used to simultaneously support both mental health and career-related needs. 4) Describe how to collaboratively interpret the Career Style Interview (Taber, Hartung, Briddick, Briddick, & Rehfuss, 2011) and use this client-centered assessment to help develop goal-directed behaviors and address career distress.

### *A New Way to C.A.R.E: Minimizing Pediatric Anxiety and Trauma*

Julie Lerwick, PhD, LPC, NCC, RPT

Windsor B

Episodes of care such as preventive clinic visits, acute care, medical procedures, mental health visits and hospitalization can be emotionally threatening and psychologically traumatizing for pediatric patients. Children are often subject to psychological trauma, demonstrated by anxiety, aggression, anger, and similar expressions of emotion, due to lack of control of their environment. This sense of helplessness, coupled with fear and pain, can cause children to feel powerless in healthcare settings. Mental health professionals are in an important role to screen for residual healthcare-induced anxiety and trauma in pediatric clients.

Learning Outcomes: 1) Explore a new way to CARE for pediatric patients in the healthcare and mental health setting by implementing four treatment principles. 2) Identify how to apply the CARE principles to help patients feel empowered, mitigating and reducing the risk of anxiety and trauma responses in healthcare interactions. 3) Describe tools to restore the balance of valuing children in society today by giving them respect, a voice, and a place of emotional safety within their healthcare experiences.



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## *Dismantling Rigidity, Developing Curiosity: Learning from the Intentional Peer Support Model*

Linnea Stenhouse, MSW, CSWA, and Reggie Lee

Bellmont C

You have likely heard of Peer Support and maybe have seen it in action. Many know that it entails a practitioner that shares salient mental health or addiction experiences with the folks they serve. Peer Support Specialists often utilize Intentional Peer Support (IPS) as a framework for practice. In this presentation we will discuss the applications of this dynamic and thought-provoking model, not only in the work of peer support, but also for the mental health profession as a whole.

EASA staff and participants will introduce the four tenants of IPS through interactive discussion, hands-on activities, and curious questioning of our basic assumptions. We hope that through this experience we can recognize what we do not know, stimulate curiosity about each individual's innate knowledge of themselves and their needs, and build practice skills from the IPS model.

Learning Outcomes: 1) Explore the four tasks of Intentional Peer Support (Connection; Worldview; Mutuality; Moving Towards). 2) Examine assumptions as they pertain to your practice; 3) Discuss empathy and curiosity about the journey of others; 4) Identify new ways to support people in extreme states.

## *Supporting the clinical development of paraprofessional counselors - What the professional counselor needs to know*

Dominique Sotelo, PhD, LMFT, ACS

Bellmont B

This presentation provides scholarly research of a process for supporting paraprofessional counselors to develop clinical skills and clinical awareness. The clinical needs are distinct from trained counselors, however very little can be found in the professional literature to indicate how to support the clinical needs for paraprofessional counselors. A 12-session protocol for supporting clinical development in paraprofessional counselors will be reviewed and shared.

Learning Outcomes: 1) Identify a working definition for paraprofessional counselors. 2) Explore the counseling services provided by paraprofessionals. 3) Identify how supervisors can support paraprofessional clinical development needs.

## *Occupational Therapy and Supported Employment: Collaboration Ideas for Job Outcomes in EASA*

Halley Read, OTR/L, QMHP

Bellmont C

This presentation is aimed at defining mental health occupational therapy, specifically within EASA along with specifically describing the role OT can play on an EASA team in supporting strong Supported Employment outcomes. Mental Health OT specializes in building functioning, performance and satisfaction in clients' roles, routines, habits, sense of self, mastery of skill and independent living. Questions we will aim to answer are: what is occupational therapy (OT) in the mental health field, how is it used in EASA and how can it support the Individual Placement and Support (IPS) Supported Employment Program?

Learning Outcomes: 1) Define what OT is and what distinct value it holds in mental health treatment. 2) Discuss how OT and the IPS model can work together in the mental health field, specifically EASA. 3) Identify specific ways OT can consult with supportive employment specialists to improve job outcomes.



# Presenter Biographies

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**Nicole Amesbury, MS, LMHC** is the head of clinical development and a therapist in practice at Talkspace, an innovative start-up and a leader in the delivery of mental health services. She received her undergraduate degree in psychology and master's degree in science in counseling psychology from Nova Southeastern University. While working in a variety of treatment settings, she was confronted with the barriers to treatment that so many people face. She made a decision to take a risk and join the start-up world to make therapy more accessible. Along the way, she has earned extensive experience working with developers applying human-centered computing to create best practices for user experience design in psychotherapy.

**Tina Anctil, PhD, CRC, LPC**, focuses her research and scholarship on career development for persons with disabilities. Tina is the Department Chair of Counselor Education at Portland State University and teaches in the Clinical Rehabilitation Counseling Program. She maintains a small private practice where she provides mental health and career counseling to people with disabilities or chronic illness.

**Yshai Boussi, LPC**, is a therapist in private practice specializing in adolescents and families. Yshai's background and work with adolescents extends over 15 years. His experience includes mentoring at risk youth, working in residential treatment facilities and facilitating experiential workshops for various youth programs. As a trained family therapist since 2003, Yshai has worked in outpatient settings in community mental health and private practice. In addition to individual and family therapy, Yshai currently leads groups and workshops for adolescents and parents. He also writes a blog for parents with adolescents that can be found on his website, [www.portlandfamilycounseling.com](http://www.portlandfamilycounseling.com)

**Nybelle Caruso** received her Bachelors in Psychology from Portland State University. She graduated from EASA, 2015. She is currently working as a member of the Washington County Crisis Team as a Peer Support Specialist at Lifeworks NW.

**Paul Cooney, JD**, is a healthcare attorney who has been in practice for 24 years. Mr. Cooney is a partner at Cooney, Cooney and Madigan, LLC where he specializes in healthcare litigation and represents a wide variety of healthcare professionals in all aspects of their practice. Mr. Cooney is General Counsel for the Oregon Psychological Association and the Oregon Counseling Association. He represents mental health professionals in malpractice cases, licensing and discipline and general business matters. He is licensed to practice in both Oregon and Washington and is a frequent speaker on legal issues and risk management.

**Neil Falk, MD** has been involved with the community mental health system in Multnomah County since 1994. In that time, he has worked with outpatient clinics, ACT teams, residential treatment centers, sub-acute care facilities, urgent care centers, mobile outreach teams, and administration. He has been the Associate Medical Director at Cascadia Behavioral Healthcare since 2003, and been fortunate enough to work with the Multnomah County EASA team since 2009. He has mentored numerous PMHNP students, PA's, and psychiatric residents from OHSU and other professional training programs for over 20 years. In all of his treatment settings, Neil encourages clients to be active partners in their treatment and recovery.

**Kris Fant, LMHC, LPC**, is a lead therapist at Progressive Rehabilitation Associates. While her primary therapeutic outlook is psychodynamic and attachment oriented, she utilizes techniques from motivational interviewing and acceptance and commitment therapy to enhance coping skills and facilitate behavior change for clients with persistent pain or who have experienced traumatic brain injury. In 2015 she attended Pain Week, and continues to attend Pain Society Dinners for cutting edge research in Pain Science.

**Katie Hayden-Lewis, PhD, MA, LPC**, serves as the rural services director for the Early Assessment and Support Alliance (EASA) at the Center for Excellence, Portland State University. She has worked in the EASA community network since 2008. Katie's interests in early psychosis research and clinical practice focus on identity, culture, and stigma; and how those issues translate into the everyday lives of young people, their families, and communities. She has a particular interest in health care issues and the lived experiences of

young people who live in rural settings. She is also invested in promoting healthcare providers personal sense of well-being. Katie has been a practicing psychotherapist since 2003.

**Rick Johnson, PhD,** is a professor in the counselor education department at Portland State University (PSU). His scholarly agenda includes the effects of childhood experiences on psychological development and spiritually-oriented therapy. His is the author of several books: "Reclaiming Your Real Self" (2009) and "Spirituality in Counseling and Psychotherapy" (2013). As a licensed psychologist and clinical member of the AAMFT, Dr. Johnson maintains an active private practice, focusing on individual and couple therapy as well as clinical supervision and consultation.

**Reggie Lee** is a peer support specialist at EASA in Clackamas County and at Zenith House. Reggie experienced a psychotic break in March 2012 and found healing and recovery through meditative inquiry. Finding the mental health system lacking, Reggie completed the peer support training in August 2013 in order to help people understand that they are not alone in their experience, find alternative effective healing modalities, and share in the reality of recovery.

**Julie Lerwick, PhD, LPC, NCC, RPT,** holds a doctorate in counseling from Oregon State University and is a nationally certified (NCC) licensed professional counselor (LPC) and registered play therapist (RPT). Her research, conducted at Oregon Health & Science University Department of Neurological Surgery, was in pre-operative anxiety reduction using a play therapy intervention. She is clinical director and assistant professor of clinical mental health counseling at Northwest University and serves as president of the Oregon Association for Play Therapy.

**Blake Locher, MS, CRC, LPC Intern,** is a rehabilitation counselor and mental health clinician with a master's degree from Portland State University. In his practice in downtown Portland, Blake provides mental health counseling and career counseling for teens and adults. He specializes in identity development, self-determination, career exploration and adjustment to trauma, particularly against the backdrop of adjusting to the medical and psychosocial aspects of a disability or chronic illness.

**John McCarthy, PhD, NCC,** is a professor in the department of counseling at Indiana University of Pennsylvania and directs the University's Center for Creativity and Change. He has presented on creativity both in the U.S. and internationally, most recently at the Singapore Association of Counseling Consortium. His e-book on the use of driving metaphors in counseling, "Driving Forward in Reverse," came out earlier this year.

**Halley Read, OTR/L, QMHP,** graduated with her master's degree in occupational therapy from Midwestern University in Dec. 2013. She worked as the occupational therapist for the Community Support Services division of Yamhill County Adult Behavioral Health on the Early Assessment Support Alliance team and other psychiatric rehab teams from 2013 to 2015. She is now the EASA supervisor and overseeing other programs as well. Areas of ongoing, professional interest for her are promoting the profession of OT, specifically its role in mental health services along with overall community health and mental wellness.

**Leticia M. Sainz, LPC,** has been doing clinical work for almost 15 years. Her current role, as the Program Manager of Crisis Services for Multnomah County, is exciting as she believes that crisis and prevention work has the opportunity to positively impact the most vulnerable members of our community. Previously, she was with the Multnomah County EASA team for almost 7 years - first as the screener, then the team lead, and finally the supervisor. Her work with the self titled EASA ninjas was a fulfilling clinical endeavor as she was able to assist young people and their families with challenges related to psychosis as well as reducing stigma associated with the diagnosis of schizophrenia. Leticia is dedicated to improving diversity and equity in the field of mental health in order to best serve our communities.

**Megan G. Sage, LCSW**, has been doing clinical work for over 15 years and with the Multnomah County EASA team for almost 8 years as a bilingual Mental Health Consultant. Megan is currently a screener with EASA and she also provides ongoing therapy and case management services for young people in the program. She has a strong passion for working with young people and their families in reducing stigma and supporting young people in achieving their goals. Megan is very passionate about working with young people on their journey of recovery after their first episode of psychosis.

**Linnea Stenhouse, MSW**, is a clinician for EASA in Clackamas County. Linnea completed her MSW from the University of Washington in 2013. Linnea has worked in juvenile justice diversion, supported housing, child welfare, and community mental health. She values person-centered programming and has integrated healthy eating, yoga, art, and nature into her work. Linnea loves working for EASA and hopes to for the foreseeable future. The intelligent, insightful, and creative young people are a daily inspiration.

**Josh Sizemore, PMHNP, RN, MN**, has four years experience as a psychiatric mental health nurse practitioner at Polk County Youth & Family Services, his primary focus being youth, EASA, adult dual diagnosis and outliers. Prior to that he worked for nine years as a registered nurse and licensed practical nurse in mental health agencies and the U.S. Army. He began his nursing career with the U.S. Army as a combat medic/EMT, LPN, and head trauma 1 instructor.

**Dominique Sotelo, PhD, LMFT, ACS**, started his career in the helping profession in 1999 with employment at the Oregon Youth Authority. While maintaining a 17-year stretch of employment with OYA he earned a master's degree (MFT) and a doctorate in counselor education and supervision. His research interest is focused on supervision and specifically supervision with paraprofessional counselors. Dominique has been active with a private practice in 2006, and currently is focused on providing clinical supervision to both pre- and post-master's graduates.

**Ron Unger, LCSW**, is a therapist and educator specializing in cognitive behavioral therapy (CBT) for psychosis. He has given numerous seminars about CBT for psychosis, and about the relationships between trauma and psychosis and implications for treatment. His presentations emphasize practical and humanistic ways of working with difficulties that can too easily be perceived as being "beyond understanding." Ron also blogs at [recoveryfrompsychosis.org](http://recoveryfrompsychosis.org)

**Sue Wimmer, OTR/L, MS, QMHP**, is an occupational therapist who has been working with children, adolescents and adults in a variety of mental health settings for more than 35 years. She learned early on how sensory processing can effect children's behavior and techniques to help them to learn to regulate themselves. Over the years, she also learned that it impacts adolescents and adults also, and it may have never been seen as a reason for their behaviors or diagnoses. She has worked with all ages to help them learn what they can do to self regulate and function better.

# ORCA 2016-2017 Governing Board

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## Fall Conference 2016 Committee Members

Brenda Hanson, Liz Scott, Sarah Lebo, Sarah Halstead, Florence Nikas, Christina Wall, Linnea Stenhouse

# 2016 Oregon Counseling Association Awards

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Saturday, November 5th

The Oregon Counseling Association takes time to recognize individuals in our state who have made outstanding contributions to our Association and/or our profession. We will present these awards on Saturday, November 5th at the Awards Luncheon. Be sure to join us!

## **The Leona Tyler Award**

This award is designed to recognize counselors who have made outstanding contributions to the profession and whose work has had statewide implications for counseling. Dr. Leona E. Tyler was Dean of the Graduate School at the University of Oregon. Her many contributions to our profession, including research, writing, teaching and supervision of graduate students, attained both national and international acclaim. The award was established in 1967, and was initially presented to Dr. Tyler, announcing that in her honor an annual award was being established by the Association. It is ORCA's highest award.

## **The Human Rights Award**

Dr. David Capuzzi, counselor educator at Portland State University, established this award in 1986-87, during his year as President of the American Association for Counseling and Development (now the American Counseling Association – ACA). As a state branch of ACA, Oregon Counseling Association believes this award is one opportunity to demonstrate its commitment to respecting and fostering human dignity. The award is presented to members who have demonstrated an exemplary level of professional and personal commitment in the areas of human rights and the advancement of human dignity.

## **Distinguished Service Award**

This award enables the Association to recognize publicly persons or groups who have contributed substantially to the Association and the counseling profession. This award is traditionally presented to Association members. However, non-members such as legislators, school officials, agency administrators, or others in the larger community may also receive the award for outstanding contributions to the Association.

## **Distinguished Public Advocate Award**

This award honors those who have made outstanding contributions to ORCA's public policy and advocacy efforts on behalf of LPCs, LMFTs, and all of the people we serve. This award may honor those who have worked to pass an important piece of legislation that advanced access to quality mental health care for all Oregonians, or who have effectively protected LPCs and LMFTs in the legislature, or who have successfully worked with government agencies on the state or federal level to enhance professional counseling and marriage and family therapy.

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To learn more about what **COPACT** is doing for LPCs and LMFTs, visit [www.copactoregon.com](http://www.copactoregon.com).

You can donate directly to **COPACT** via Paypal at [www.copactoregon.com/donate](http://www.copactoregon.com/donate). All donations are tax deductible as business expenses. In addition to direct donation, a large percentage of ORCA membership dues go to our lobbying efforts. Please keep your ORCA membership current, and encourage your colleagues to become members as well! Thank you for your support.

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# NOTES

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