

Pre-Conference Institute
Helping Youth on the Path to Employment and Self-Sufficiency
Wednesday, November 1st

9am-10:30am

	Title of Presentation/Workshop	Description	Presenter(s)	Learning Objectives: Participants will be able to:
	Employment and Education: The Key to Avoiding Disability	Let's change the trajectory for young adults experiencing mental health challenges. Instead of relegating individuals to life-long benefits and resultant poverty, we can support them in achieving higher education goals and full employment. The presentation will review the research on education and income levels and the importance of a career focus. Additionally, providers must redefine "services" and adopt an intentional mindset geared to providing services that meet the specific needs of young adults. Finally, participants will hear about the exciting new tools and resources that will help practitioners make a real difference in the life path of young adults.	Betty Dahlquist, MSW, CPRP, Executive Director, CASRA	<ol style="list-style-type: none"> 1. Identify the pitfalls of long-term benefits and resulting poverty. 2. Identify the relationship between postsecondary education and access to the primary labor market. 3. Articulate the key factors necessary to avoid disability in young adults. 4. Review and evaluate the tools and practice changes necessary to promote educational/employment success in young adults.

10:45-Noon

	It's a Promise: Navigating the Transition from School to Work	How do we truly listen, hear and develop support plans that move the recovery process forward for emerging adults? This presentation will highlight key issues faced in the transition stage such as identity, social media and changing the self-fulfilling prophecy. Learn about Person-Centered Services to engage, connect and assist young people in developing meaningful goals as well as what providers need to know	Richard Rosenberg, Ph.D., Regional Manager for the CaPROMISE and California Career Innovations Projects	<ol style="list-style-type: none"> 1. Articulate the key components of transition services in schools. 2. Evaluate the effectiveness of Person-Centered Planning services and supports. 3. Utilize the Career Passport flow of Career Readiness Curriculum. 4. Identify the impact of family dynamics on benefits planning and job development.
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		about Career Awareness, Interests and Assessments, Career Development and ultimately competitive employment.		
Noon – 1pm: Lunch				
1pm – 2:15pm				
	It's a Promise: Navigating the Transition from School to Work - continued		Richard Rosenberg, Ph.D., Regional Manager for the CaPROMISE and California Career Innovations Projects	
2:30pm - 4pm				
	Creating Employment Success for Young Adults Experiencing Early Psychosis	Life is better with a job. If you are a young adult struggling with severe distress, hearing voices that others don't or having extreme feelings or beliefs, it's the same – a good job matters and getting a good education is often the key to success. This workshop will highlight the effectiveness of a team approach and communication strategies that work to engage and motivate young people to continue their education and reach longer-term employment goals. Hear how the principles of the Individual Placement and Support (IPS) model of supported employment, a highly researched Evidence-Based Practice, are tailored to meet the unique needs of young adults.	Amanda Downing, MA Supported Education and Employment Director, Felton Institute and Adriana Furuzawa, LMFT, CPRP, Division Director, Felton Institute	<ol style="list-style-type: none"> 1. Articulate the essential elements of a team approach to services for young adults experiencing early psychosis. 2. Describe modifications to the IPS model that best support TAY. 3. Identify the reasons why competitive employment is a key component of recovery for young adults experiencing early psychosis.
4pm - 4:30pm: Wrap Up and Take-Aways				

General Conference

Thursday, November 2nd

Welcome and Keynote Address, 9-10:15

	<p>The Costly Price of Benefits: Moving Toward Economic Self-Sufficiency</p>	<p>Too often the outcome of going through the mental health system is living on benefits. There is little discussion about how living on benefits is not good for your health. This plenary will discuss the need for employment and economic self-sufficiency as a means to achieving recovery. The New York Association of Psychiatric Rehabilitation Services (NYAPRS) We Can Work/We Can Save grassroots campaign will be highlighted.</p>	<p>Len Statham, MS, CPRP, CBP Director, Employment and Economic Self Sufficiency Initiatives New York Association of Psychiatric Rehabilitation Services, Inc.</p>	<ol style="list-style-type: none"> 1. Increase their knowledge on the importance of economic self-sufficiency and the role it plays in one’s health. 2. Discover resources that are available to them and will help them with the material covered during the plenary. 3. Present the topic of employment & economic self-sufficiency to individuals with lived experience.
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Workshops 1-5, 10:30am – Noon

<p>1</p>	<p>Creating a Culture of Economic Self-Sufficiency</p>	<p>Increasing empowerment and independence is the backbone of quality mental health services. Research shows a direct correlation between employment and recovery. Employment is an attainable life-role goal and community mental health providers should support clients by creating a culture that nurtures it. Learn how to increase employment outcomes and support people to realize their goals.</p>	<p>Len Statham, MS, CPRP, CBP Director, Employment and Economic Self Sufficiency Initiatives New York Association of Psychiatric Rehabilitation Services, Inc.</p>	<ol style="list-style-type: none"> 1. Increase their understanding of how to build an “employment culture” within their organization and mental health system. 2. Identify techniques for increasing all staff’s involvement in assisting individuals in their pursuit of employment and economic self-sufficiency.
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2	Using the Environment to Engage Clients	What is clinical work in residential treatment? Learn how using the environment can effectively direct our work with clients. Participants will explore the exciting work that allows one to self-reflect on the personal strengths and vulnerabilities inherent in being a role model for residential treatment clients.	Bernadette Navarro-Simeon, Ph.D. Clinical Director, Progress Foundation	<ol style="list-style-type: none"> 1. Describe the role of a normalizing environment in assisting clients to manage personally distressing signs and symptoms. 2. Demonstrate the ability to utilize a reflective process in assessing our role in the recovery of clients.
3.	Harm Reduction 101, part 1	Harm Reduction is a pragmatic, person-centered approach that honors a range of changes in behaviors, from modification, reduction of use, alteration of use and/or abstinence. Participants will explore the strategies and principles aimed at reducing the harmful effects of substance use and other behaviors that impact daily life for consumers. Hear about the Three E's approach – increase the chances of engagement and involvement while putting the consumer in the driver seat in their recovery – as defined by them. Harm reduction is applicable to a wide range of behaviors including mental health, substance use, eating and other issues.	Guyton Colantuono, Executive Director, Project Return Peer Support Network	<ol style="list-style-type: none"> 1. Articulate the principles of Harm Reduction. 2. Explore and identify attitudinal barriers to providing harm reduction. 3. Identify the three E's of Harm Reduction. 4. Utilize specific harm reduction interventions beyond abstinence.
4	Self-Disclosure: Lived Experience as a Tool for Culture-Centered Recovery Interventions	When looking back over our lived experiences, all our lives contain turning points – culturally constructed moments that changed us forever. When identified and embraced, they can transform and empower both persons in recovery as well as those helping others on their recovery journey. Join Peter to learn about a	Peter McKimmin, Ph.D., Consultant	<ol style="list-style-type: none"> 1. Identify one positive life-changing event. 2. Describe three cultural components of this life-changing event. 3. Articulate one quality that resulted from this event that has impacted his/her work life. 4. Describe an intervention that is a direct result of this cultural moment.

		four-step process to 1: more readily access key transformative moments and 2: identify opportunities in life/work in which one can utilize these moments to help themselves and others.		
5	Healing through Spiritual Practices with a Trauma-Informed Lens	This workshop underscores the value of supporting spiritual practices in recovery by weaving spirituality into a trauma-informed lens. Participants will learn about culturally relevant and personally meaningful practices and how they support individuals to be increasingly empowered to take responsibility for their own wellness and recovery. Presenters will review current research on spirituality and its vital place in recovery-oriented practice.	Patty Blum, Ph.D., CPRP, Executive Vice President and Ruth Gonzalez, ALWF, Wellness Recovery Educator, Crestwood Behavioral Health	<ol style="list-style-type: none"> 1. Describe spiritual practices and spiritual inquiry as a culturally-competent service tool. 2. Articulate key elements of a trauma-informed care approach. 3. Introduce spirituality through the use of the evidence-based practice of trauma-informed care approaches.
PLENARY: 1pm-2:15pm				
	Developing Human Capital: Preventing Disability among Young Adults with Mental Health Conditions	Human Capital is the unique set of skills and abilities that are acquired only through education and employment. Come learn how higher education can insulate individuals from unemployment, support employment at a livable wage and offer access to opportunities that work for people with mental health challenges.	Michelle Mullen, MS, CRC, CPRP Department of Psychiatric Rehabilitation and Counseling Professions, Rutgers University	<ol style="list-style-type: none"> 1. Define human capital and how it can be developed to increase education and employment outcomes. 2. Articulate the ways in which supported education and employment prevent long-term disability among young adults with mental health conditions.
Workshops 6-10 2:30-4pm				
6	Strategic Human Capital Development: Helping	This workshop will offer a tour of HYPE, a manualized intervention that integrates supported education and	Michelle Mullen, MS, CRC, CPRP	<ol style="list-style-type: none"> 1. Describe how intentional services prevent long-term disability among young people.

	Youth on the Path to Employment (HYPE)	supported employment. Learn about the principles and components of services developed in this outstanding tool to help young adults succeed in education.	Department of Psychiatric Rehabilitation and Counseling Professions, Rutgers University	<ol style="list-style-type: none"> 2. Discuss the differences between supported employment and career development programs. 3. Articulate the reasons why developing human capital is critical for young adults with mental health conditions.
7	The Power of Wellness	This workshop overviews a program designed to establish and maintain an environment that promotes general health for members and staff. First used in a program for people who are homeless, the agency has broadened its use to include staff in all departments. Participants will learn strategies to support the adoption of key behaviors that contribute to positive well-being, the brain science behind the Happiness Effect and the seven components of the Wellness Wheel.	Pamela Jones, Wellness Coordinator/Personal Service Coordinator and Ana Contreras, Wellness Coordinator/Personal Service Coordinator, Mental Health America of Los Angeles – Antelope Valley	<ol style="list-style-type: none"> 1. Identify the main neurochemicals and hormones that are key to physical and mental health. 2. Articulate the seven components of the wellness wheel as a tool for recovery. 3. Utilize the Wellness Wheel as a strategy for engaging members in recovery. 4. Utilize the Wellness Wheel as a team-building tool.
8	Harm Reduction 101, part 2	Continued.	Guyton Colantuono, Executive Director, Project Return Peer Support Network	
9	Paws for Assistance: A Guide to Psychiatric Service and Emotional Support Animals	In this interactive workshop, participants will explore the differences between psychiatric service animals and emotional support animals as well as the laws that protect handlers. Find out how animals can be key to mental health wellness and recovery!	Barbara Acosta, Peer Self-Advocacy Coordinator, Disability Rights	<ol style="list-style-type: none"> 1. Define and articulate the differences between psychiatric service animals and emotional support animals. 2. Review the laws that protect handlers and their rights to public access and reasonable accommodations. 3. Identify how psychiatric service and emotional support animals promote recovery. 4. Evaluate whether having an assistance animal would benefit an individual's recovery. 5. Apply comprehension of the workshop material in interactive activities.

10	Healing Community Trauma through Resiliency	Resiliency-building skills in concert with Trauma-Informed Approaches used in mental health recovery can heal trauma, mitigate the effects of trauma and reduce the likelihood of it occurring. Participants will hear about the Community Resiliency Model (CRM) and the skills used to reset the natural balance of the nervous system after the experience of trauma. Learn how to infuse resiliency-building skills into all recovery-based services and reduce secondary trauma in providers.	Patty Blum, Ph.D., CPRP, Executive Vice President, Janet Viavianos, RYT, Director of Accreditation and Corporate Initiatives and Ruth Gonzalez, ALWF, Wellness Recovery Educator, Crestwood Behavioral Health	<ol style="list-style-type: none"> 1. Articulate the key principles of Trauma-Informed Approaches and resiliency-building practices. 2. Utilize at least three resiliency-building tools in his/her practice. 3. Describe the major tenants of the Community Resiliency Model (CRM).
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