



2016 AI/AN

# NATIONAL BEHAVIORAL HEALTH CONFERENCE

August 9-11, 2016 Portland Marriott Downtown Waterfront Portland, OR

Creating Trauma Informed Systems In American Indian and Alaska Native Communities

## AGENDA

### MONDAY, AUGUST 8, 2016

TIME	SESSION	LOCATION
5:00pm – 7:00pm	Registration and Information Desk (Optional)	Lower Level 1

### TUESDAY, AUGUST 9, 2016: PRE-CONFERENCE DAY

TIME	SESSION	LOCATION
7:00am-5:00pm	Registration and Information Desk	Lower Level 1
8:00am – 12:00pm	<b>HHS Listening Session on Addressing Complex Trauma in Indian Country</b>	Salons A-D
9:00am – 12:30pm	<b>Concurrent Half-Day Workshops PC 1-2</b>	Salon F
	<p><b>PC 1: Trauma Informed Supervision</b></p> <p>Part 1: Ripples in the Pond: Trauma-Informed Supervision as a Path to Healing Within and Without</p> <p>Presenters: N. Diny Capland, PsyD and Mary Eberle, MSW</p> <p>Part 2: The Hurt is Structural: Leadership and Methods that Trigger Trauma Responses</p> <p>Presenter: Randy Moss, PhD</p> <p>Part 3: Vicarious Trauma, Compassion Fatigue and Burnout: Creating a Trauma Informed Workplace</p> <p>Presenter: Jessica Johnson, LCSW</p> <p>Description: This session offers supervisory principles and practices using trauma-informed approaches to ensure recognition of trauma in the workforce, avoid re-traumatization, model self-care, and foster wellbeing in the workplace.</p>	



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	<p><b>PC 2: Zero Suicide</b></p> <p>Presenters: Colbie Caughlan, MPH, Brenda Manthei, Kristie Brooks, LPC, Anthony Johnson, PhD, LCSW, BCD, CCHP, LCDR, USPHS, Wendy Wisdom, MSW, and Sean Bennett, LCSW, USPHS</p> <p>Description: This session offers the Zero Suicide model that one suicide death is one too many in a caring, competent, and committed healthcare system. This presentation will focus on three “systems of care” that dared to embark upon this aspirational journey and implement a Zero Suicide model at their sites.</p>	Salon E
<p><b>9:00am-5:00pm</b> (Includes 1 hour lunch break)</p>	<p><b>Concurrent Full-Day Workshops PC 3-6</b></p> <p><b>PC 3: Basic Tobacco Intervention Skills Certification</b></p> <p>Presenters: Alberta Becenti, MPH and Joe Law</p> <p>Description: This session offers culturally responsive treatment strategies to intervene with Native peoples dependent on commercial nicotine products. Certification candidates receive adapted multimodal educational tools specific to Native American health. This will be an interactive workshop using case studies, role playing, and practice demonstration. Participants will be taking a test at the end of the workshop to earn their certification.</p>	Columbia Room
	<p><b>PC 4: Trauma-Informed Integrated Care for Families and Children</b></p> <p>Presenters: Lauren Dayton, MSPH and Lawrence Wissow, MD</p> <p>Description: This session offers an introduction to the framework developed by the Pediatric Integrated Care Collaborative project (PICC). Workshop will give participants opportunities to think about how the framework might be applied in their own communities. Presentations</p>	Salons G-H



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	will include examples of how integrated care has been implemented in Native American communities.	
	<p><b>PC 5: The Importance of Resilience in Overcoming Adversity and Restoring Balance in Youth</b></p> <p>Presenters: Kenneth Ginsburg, MD, M.S.Ed., and Carolyn Angus-Hornbuckle, JD</p> <p>Description: This session offers a strength-based, trauma-informed approach to youth resilience to help health care professionals, behavioral health providers, public health staff, and community program staff working with youth learn how to most effectively equip Native youth with healthy coping mechanisms.</p>	Salon I
	<p><b>PC6: Identification, Triage and Intervention Using the Columbia Suicide Severity Rating Scale (C-SSRS) and Safety Planning Intervention</b></p> <p>Presenters: Kelly Posner, PhD, Barbara Stanley, PhD, and Kseniya Yershova, PhD</p> <p>Description: This session will review the C-SSRS and its administration, covering its items predictive of increased suicide risk. Participants will learn about how to administer the full and screening versions of the tool, how to customize the tool and how to interpret results. Population-specific editions will be reviewed (pediatric, military, etc.). System-wide implementation across multiple settings will be discussed. At completion, participants will be able to administer the C-SSRS and Safety Plan Intervention and will receive a certificate of learning.</p>	Mt. Hood
<b>2:00pm-5:00pm</b>	<p><b>Group Meetings</b></p> <p><b>Methamphetamine and Suicide Prevention Initiative (MSPI) and Domestic Violence Prevention Initiative (DVPI) Area Project Officers Meeting</b></p> <p>Facilitated by: Audrey Solimon, MPH and Selina Keryte, MPH <i>By Invitation Only</i></p>	Salons A-B



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	<p><b>Youth Regional Treatment Center (YRTC) Meeting</b></p> <p>Facilitated by: Walter Castle, LCSW, MCAP <i>By Invitation Only</i></p>	Salons C-D
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## WEDNESDAY, AUGUST 10, 2016: CONFERENCE DAY 1

TIME	SESSION	LOCATION
7:00am – 4:30pm	Registration and Information Desk	Lower Level 1
9:00am – 9:30am	Welcome and Opening Remarks	Salons A-F
9:30am – 10:30am	<p><b>Opening Plenary</b></p> <p><b>Our Kids are Not Broken: The Importance of Resilience in Both Recovery and Thriving</b></p> <p>Presenter: Kenneth Ginsburg, MD, M.S.Ed</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Apply resilience using a strengths-based approach</li> <li>2. Recognize Indigenous cultures in trauma informed care</li> <li>3. Learn how to eliminate shame and build confidence in youth</li> </ol>	Salons A-F
10:30am – 11:00am	Break	
11:00am – 12:15pm	<p><b>Concurrent Breakout Sessions A1-E1</b></p> <p><b>A1: Culturally-Based Prevention: Eight Years of Knowing From the Northern Cheyenne Tribal Board of Health Honor Your Life Suicide Prevention Program</b></p> <p>Presenters: Desiree Restad, MPH and Allyson Kelley, DrPH</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will list three benefits of culturally based prevention unique to American Indian reservation youth.</li> <li>2. Participants will articulate the use of strength based measures to assess the impact of culturally-based</li> </ol>	Salons G-H



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	<p>interventions (talking circles, healing camps, American Indian Life Skills)          3. Participants will discuss how the culturally-based prevention experiences highlighted in this presentation relate to suicide prevention in their communities.</p>	
	<p><b>B1: How to Address Substance Abuse Concerns from a Trauma-Informed Care Perspective</b></p> <p>Presenters: Emily Nielsen, LMSW and Robert Holtsoi, LAC</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Ability to list at least one screening tool that can be used to identify an underlying trauma concern, with someone who appears for substance abuse treatment.</li> <li>2. Ability to comfortably use at least one technique from the treatment modalities presented, to address substance abuse and trauma together, in the therapeutic setting.</li> <li>3. Ability to list at least one national resource for continuing education in the area of substance abuse, as related to trauma-informed care modalities.</li> </ol>	Salon I
	<p><b>C1: Creating Positive Outcomes for Native Youth Through the Formula for Impact</b></p> <p>Presenters: Linda Wiltse, PhD and Carla Knapp</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Understand the components of Boys &amp; Girls Clubs of America's Formula for Impact</li> <li>2. Understand how the Formula for Impact can be implemented outside of a traditional Boys &amp; Girls Club setting</li> <li>3. Know how to connect with Boys &amp; Girls Clubs of America's Native Services Unit to explore collaborations in their community</li> </ol>	Columbia Room
	<p><b>D1: Integrating Best Practices within the Interconnected Systems Framework</b></p> <p>Presenters: Micah Woodard, MSW</p>	Salon E



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	<p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Define the principles of the Interconnected Systems Framework.</li> <li>2. Distinguish between the Interconnected Systems Framework and Positive Behavior Intervention and Supports within a School-Based Healthcare setting.</li> <li>3. Explore ideas for implementation of best practices within an Interconnected Systems Framework in a School-Based Healthcare setting that incorporates trauma informed care.</li> </ol>	
	<p><b>E1: UNM-IHS TBHCE as a Model for Providing Trauma-Informed Care to Native Communities</b></p> <p>Presenters: Shawn Sidhu, MD, Caroline Bonham, MBBS, MSC and Stacy Miller, PhD</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the need for mental health services in rural areas and the scarcity of resources to fill such needs, specifically with a focus on trauma in rural Native communities;</li> <li>2. Apply an evidence-based review of the effectiveness of telemental health to patient care, with a focus including comparisons to in-person treatment and the use of telemental health specifically in traumatized patients;</li> <li>3. Actively participate in creating a trauma-informed telemental health program using existing resources in their own community including access to not only a Psychiatrist but also the importance of culturally-informed therapists</li> </ol>	Salon F
12:15am – 1:30pm	Lunch: On your own	
1:30pm – 2:45pm	<b>Concurrent Breakout Sessions A2-E2</b>	
	<p><b>A2: Online Role-Play Simulations with Intelligent and Emotionally Responsive Virtual Humans for Early Detection of Native Youth Psychological Distress Including Depression and Suicidal Ideation</b></p> <p>Presenters: Sutton King and Jami Bartgis, PhD</p> <p>Learning Objectives:</p>	Salons G-H



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	<ol style="list-style-type: none"> <li>1. Discuss how new online role-play simulations are supporting the learning and application of gatekeeper skills.</li> <li>2. Explain the advantages of using virtual humans as an effective way of teaching gatekeeper skills</li> <li>3. Discuss how you access the impact of gatekeeper training programs.</li> </ol>	
	<p><b>B2: Development of a Tribal Action Plan: Promoting Holistic Healing</b></p> <p>Presenters: Marcy Ronyak, PhD, LCSW, CDP</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will learn about the responsibilities under the Tribal Law and Order Act that address Tribal Action Plans (TAPs);</li> <li>2. Participants will learn about the interagency efforts to assist tribes in the development TAPs; and</li> <li>3. Participants will be introduced to examples of recently created TAPs from tribal communities.</li> </ol>	Salon I
	<p><b>C2: Boarding School and Beyond: Continuity of Care in Suicide Prevention</b></p> <p>Presenters: Kate Zimmerman, Certified Addictions Counselor and Stacia Nissen, Licensed Mental Health and Substance Abuse Counselor</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will explore programming that is effective in preventing suicide among Native American youth in South Dakota boarding schools.</li> <li>2. Participants will identify the need for continuity of care in suicide prevention for youth returning to their home communities from boarding schools.</li> <li>3. Participants will evaluate several tools useful in providing continuity of care for suicide prevention.</li> </ol>	Columbia Room
	<p><b>D2: Development of a Screening and Brief Intervention Process for Symptoms of Psychological Trauma among Primary Care Patients of Two American Indian and Alaska Native Health Systems</b></p>	Salon E



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	<p>Presenters: Laurie Moore, MPH and Spero Manson, PhD</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Define one approach to using community based participatory research (CBPR) in American Indian or Alaska Native settings;</li> <li>2. List three recommendations for implementing a trauma screening effort in a Tribal primary care setting;</li> <li>3. Define the validity of the Primary Care – PTSD (PC-PTSD) instrument when used in a test of 100 patients in two Tribal primary care clinics.</li> </ol>	
	<p><b>E2: Implementing Trauma-Informed Practices in Tribal Justice Systems</b></p> <p>Presenter: Kathryn Ford, LCSW</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe the prevalence and impact of trauma in the lives of individuals involved with the criminal justice system, including in tribal communities;</li> <li>2. Implement a process for screening for violence and abuse within a tribal justice system context;</li> <li>3. Name at least 3 ways that tribal justice systems can implement trauma-informed practices.</li> </ol>	Salon F
2:45pm – 3:15pm	Break	
3:15pm – 4:30pm	<p><b>Concurrent Breakout Sessions A3-E3</b></p> <p><b>A3: Part 1: Working Together in a Time of Crisis - the Eastern Navajo Suicide Crisis Response Team and Safe Messaging</b></p> <p><b>Part 2: Safe Messaging and Effective Communication for Prevention of Suicide Contagion</b></p> <p>Presenters:</p> <p>Part 1: Beverly Bowman and Marjorie Werito, MPH, CHES</p> <p>Part 2: Puneet Sahota, MD, PhD</p>	Salons G-H



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	<p>Learning Objectives:</p> <p>Part 1:</p> <ol style="list-style-type: none"> <li>1. Identify four or more resources required to develop a Suicide Crisis Response Team in Native communities</li> <li>2. Identify four types of trainings recommended to help a Suicide Crisis Response Team to respond effectively</li> <li>3. Describe the types of tools necessary to structure and guide a Suicide Crisis Response Team in local Native communities</li> </ol> <p>Part 2:</p> <ol style="list-style-type: none"> <li>1. Identify warning signs of suicide in youth.</li> <li>2. Be able to talk with a youth about his or her thoughts of suicide.</li> <li>3. Understand community-level communication strategies for preventing suicide contagion (i.e., safe messaging).</li> </ol>	
	<p><b>B3: Connecting the Dots – How Recovery Support Services Improve Treatment Outcomes</b></p> <p>Presenters: Debbie Borgelt, CADC II, CRM, Bill Jenson, CADM, QMHA, CRM, and Gladys Ramirez, QMHA, CRM</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will understand the role of Recovery Support Services in an addictions treatment program.</li> <li>2. Participants will be presented a model for providing Recovery Support Services.</li> <li>3. Participants will gain ideas for creating a culturally responsive recovery support program.</li> </ol>	Salon I
	<p><b>C3: Developing Trauma-Informed Classrooms in an American Indian Magnet School</b></p> <p>Presenters: Michael Harris, Megan Eastman, MSW, LICSW, Staff LICSW, Robin Young, PsyD, LP, Staff Psychologist</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Learn four key awareness areas for creating a trauma-informed &amp; culturally-relevant classroom</li> </ol>	Columbia Room



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	<p>2. Review findings from trauma-informed program evaluation at Anishinabe Academy</p> <p>3. Learn trauma-informed classroom strategies (Talking, circles, Praise for Change, etc.)</p>	
	<p><b>D3: Trauma Informed Behavioral Health &amp; Primary Care Integration</b></p> <p>Presenters: Cynthia Guzman, PhD, and Dave Panana</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will learn the importance of engaging key personnel in developing a primary care mental health integration model.</li> <li>2. Participants will learn how physical health impacts the behavioral health status of an individual and the value behavioral health has to a person's wellbeing.</li> <li>3. Participants will learn ways in which they could implement behavioral health interventions in their own health clinics.</li> </ol>	Salon E
	<p><b>E3: Creating Trauma-Informed Tribal Child Welfare Systems</b></p> <p>Presenters: Patrick Shannon, MSW, and Lauren Kelso, MSW</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of creating a community-wide trauma-informed system for child welfare.</li> <li>2. Understand the essential elements of a trauma-informed child welfare system.</li> <li>3. Learn how to apply multiple community engagement strategies for the integration of trauma-informed child welfare practice in Tribal communities, along with the successes and challenges faced.</li> </ol>	Salon F

## THURSDAY, AUGUST 11, 2016: CONFERENCE DAY 2

TIME	SESSION	LOCATION
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<b>7:30am – 5:45pm</b>	Registration and Information Desk	Lower Level 1
<b>8:30 am – 10:00am</b>	<b>Opening Plenary</b>	
	<p><b>Beyond Paper Tigers: A Call to Action for Trauma Informed Care in the Indian Health System</b></p> <p>Moderator: Gale Marshall</p> <p>Panelists: Ann Bullock, MD, and Beverly Cotton, DNP, RN, CPNP-PC</p> <ol style="list-style-type: none"> <li>1. Screen clips from the film <i>Paper Tigers</i></li> <li>2. Discuss the impact of adverse childhood experiences</li> <li>3. Engage in interactive dialogue with panelists on future directions for trauma informed care</li> </ol>	Salons A-F
<b>10:00am-10:30am</b>	Break	
<b>10:30am – 11:45am</b>	<b>Concurrent Breakout Sessions A4-E4</b>	
	<p><b>A4: Part 1: If You Need Someone to Talk to, We're Here: Native Youth's Perspectives and Recommendations to Address Concerning Posts on Social Media</b></p> <p><b>Part 2: Culturally-Specific, Opt-in Social Media Surveillance for Suicide Prevention</b></p> <p>Presenters: Part 1: Tommy Ghost Dog, David Stephens, BSN, RN, and Jesse Gritton, MPH</p> <p>Part 2: Paul Thompson, PhD and Molly Adrian, PhD</p> <p>Learning Objectives:</p> <p>Part 1:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to describe three themes that emerged from focus groups with Native youth.</li> <li>2. Participants will be familiar with the viewer distress cycle, and steps to support youth who post or view concerning messages on social media.</li> <li>3. Participants will feel prepared to access available intervention tools.</li> </ol>	Salons G-H



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	<p>Part 2:</p> <ol style="list-style-type: none"> <li>1. Workshop participants will recognize the need to predict imminent suicide risk, not just life time suicide risk</li> <li>2. Workshop participants will demonstrate knowledge about Measurement Feedback Systems and Fluid Vulnerability Theory in the context of predicting imminent suicide risk through culturally-specific, opt-in social media surveillance.</li> <li>3. Workshop participants will demonstrate knowledge of the issues involved with using opt-in social media, such as Facebook, to predict imminent suicide risk.</li> </ol>	
	<p><b>B4: Effective Substance Abuse Prevention in American Indian Communities</b></p> <p>Presenters: Sam Bradshaw, Jeremy Goldbach, PhD, LMSW, and Kristi Allen, Certified Prevention Specialist</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Understand the relation between effective data collection, strategy development and health improvement in Native communities and have tools that can be used in their home community;</li> <li>2. Identify strategies that can be implemented in their own communities for reducing substance use patterns at the community level;</li> <li>3. Identify a process for building community coalitions in Native communities that can be replicated.</li> </ol>	Salon I
	<p><b>C4: Families for Life</b></p> <p>Presenters: Lori Hartelius, Gilbert Reyes, PsyD</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to describe several effective ways of determining culturally appropriate and community driven ways of addressing suicide.</li> <li>2. Participants will be able to describe the continuum of suicide prevention/intervention/postvention in the context of how people live their lives.</li> <li>3. Participants will be able to identify key resources for addressing suicide in their own communities.</li> </ol>	Columbia Room



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	<p><b>D4: The Symptoms Beneath the Surface: Using Trauma Informed Integrated Behavioral Health Practices in Health Care Settings</b></p> <p>Presenters: Summer Welcher-Duke, LCSW, and Rebecca L. Bundy, LCSW</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will have increased knowledge of detailed findings within the ACE study.</li> <li>2. Participants will learn strategies and tools for implementing trauma-informed integrated behavioral health practices into primary health care settings</li> <li>3. Participants will better understand the profound positive effects that EMDR can have on patients' overall well-being</li> </ol>	Salon E
	<p><b>E4: Community in Transition</b></p> <p>Presenters: Carol Ann Colmenero, LMSW, LASAC, Niki Bartram, MC, NCC, LPC, and Jordanna Saunders, MC, LPC</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. An Introduction to Historical Trauma in Native Behavioral Health (Supervision Driven).</li> <li>2. Review of the Screening and Assessments Tools Used to Reduce Re-Traumatization (Management Driven).</li> <li>3. An Overview of a Collaborative and Integrated Behavioral Health System with a Focus on Trauma Reduction (Leadership Driven).</li> </ol>	Salon F
<b>11:45am – 1:00pm</b>	Lunch: On your own	
<b>1:00pm – 2:15pm</b>	<b>Concurrent Breakout Sessions A5-E5</b>	
	<p><b>A5: Part 1: Factors Associated with Suicide Ideation and Attempts Among Urban Native Youth: Making Data-Driven Decisions Using Nationally-Representative Surveys</b></p>	Salons G-H



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	<p><b>Part 2: Reduction in Suicide Deaths and Attempts at White Mountain Apache linked to Suicide Surveillance and Prevention System (2007-2012)</b></p> <p>Presenters: Part 1: Sarah Simpson, MS and Adrian Dominguez, MS</p> <p>Part 2: Mary Cwik, PhD and Alexandra Maschino, MPH</p> <p>Learning Objectives:</p> <p>Part 1:</p> <ol style="list-style-type: none"> <li>1. Identify factors associated with suicide ideation and attempts among urban American Indian and Alaska Native (AI/AN) youth.</li> <li>2. Discuss the pros and cons of using population-level surveillance data to inform local prevention programs.</li> <li>3. Recognize culturally-sensitive indicators to inform suicide prevention strategies in urban AI/AN communities.</li> </ol> <p>Part 2:</p> <ol style="list-style-type: none"> <li>1. Discuss the Apache suicide surveillance and prevention system</li> <li>2. Changes in suicide attempt rates and attempts over time</li> <li>3. Implications for suicide prevention and intervention for American Indian populations.</li> </ol>	
	<p><b>B5: Part 1: Getting the Treatment for Opiate Overdose into the Hands of First Responders</b></p> <p><b>Part 2: Syringe Exchange Programs in Native Communities – Learning from one another</b></p> <p>Presenters:</p> <p>Part 1: Adam Kartman</p> <p>Part 2: Kris FourStar and Jessica Rienstra, LPN</p> <p>Learning Objectives:</p> <p>Part 1:</p>	Salon I



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	<ol style="list-style-type: none"> <li>1. Recognize the signs and symptoms of an opiate drug overdose.</li> <li>2. Know how to respond as a Good Samaritan first responder and possibly save a life using the medication naloxone.</li> <li>3. Appreciate the use of medication assisted treatment in recovery.</li> <li>4. Embrace harm reduction as a part of the path to abstinence and wellness.</li> </ol> <p>Part 2:</p> <ol style="list-style-type: none"> <li>1. Identify why exploring SEPs in Native communities is important,</li> <li>2. Explain attributes of holistic SEPs in Indian Country that have addressed community need ;</li> <li>3. Contribute to local conversations regarding SEPs and effectively site evidence on the importance of SEPs.</li> </ol>	
	<p><b>C5: Trauma Parenting and the Multi-Generational Transmission of Substance Abuse</b></p> <p>Presenter: Terry Ellis, LCSW</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Describe features of trauma parenting</li> <li>2. Provide a brief overview of the concept of post-traumatic growth</li> <li>3. Provide information as to how healthy child development is impacted by parenting that is influenced by trauma and substance abuse</li> </ol>	Columbia Room
	<p><b>D5: A Multidisciplinary Child Case Conference: An Integrated Approach to Addressing Trauma in Families</b></p> <p>Presenters: Yvonne Lutter, PsyD Eleanor Toya, LMSW, and Michelle Croasdell, PhD</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Present origins and development of a multidisciplinary team to implement integration of behavior health into primary care.</li> </ol>	Salon E



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	<p>2. Be able to apply ACES tool and research into clinical practice</p> <p>3. Provide a template for developing a collaborative approach in your community</p>	
	<p><b>E5: The Implications of Historical Trauma: Utilizing Trauma Informed Care in the ACE Study</b></p> <p>Presenters: Eddie Grijalva, LISAC, CRSS, and Natividad Cano, LISAC</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. To learn Native American specific approaches to utilize in trauma informed care.</li> <li>2. To increase the awareness of Native women's issues in trauma informed interventions with the ACE study.</li> <li>3. To explore systemic changes for utilization in different treatment settings.</li> </ol>	Salon F
<b>2:15pm – 2:45pm</b>	Break	
<b>2:45pm – 4:00pm</b>	<p><b>Concurrent Breakout Sessions A6-E6</b></p> <p><b>A6: Hope, Health and Healing: a First Nations Approach to Suicide Prevention, Intervention and Postvention</b></p> <p>Presenters: Erika Mundel, PhD, Patricia June Vickers, PhD, and Shannon McDonald, PhD</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will understand and be able to describe the FNHA, the Perspective on First Nations Health and Wellness that guides its work with BC communities and how this influences its approach to suicide PIP planning.</li> <li>2. Participants will know the different elements of FNHA's Hope, Help, and Healing toolkit, where they can access the toolkit (<a href="http://www.fnha.ca">www.fnha.ca</a>) and how they might make use of it in their own communities.</li> <li>3. Participants will be able to discuss the challenges and opportunities that have been experienced in BC (and in other regions based on the participation of other workshop attendees) in supporting First</li> </ol>	Salons G-H



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	<p>Nations/Aboriginal/Indigenous/American Indian/Alaska Native communities to engage in suicide PIP planning.</p>	
	<p><b>B6: The Future Generations Collaborative: Substance-Exposed Pregnancies, Community Perceptions</b></p> <p>Presenters: Kelly Gonzales, PhD and Amanda Mercier, MS</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Define in general terms Fetal Alcohol Syndrome as it is relevant to American Indian and Alaska Native populations.</li> <li>2. Explain the perceptions, concepts and solutions regarding substance-exposed pregnancies, with regard to the findings from the community-based work and its implications to public health programming and policy.</li> <li>3. Appreciate the benefit of community-participation in research efforts.</li> </ol>	<p>Salon I</p>
	<p><b>C6: Defining Pascua Yaqui youth success ~ Healing trauma by building and maintaining trust in a community-based evaluation partnership</b></p> <p>Presenters: Corrie Brinley, MSW, and TKay Estes, MSC, LAC, NCC</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain the significance of employing culturally grounded trauma informed methods for measuring programmatic outcomes in Native American communities;</li> <li>2. Describe the Pascua Yaqui's coordinated network for clinical and primary prevention services for youth and their families; and</li> <li>3. Describe effective techniques for building rapport and trust with tribal communities and youth over time.</li> </ol>	<p>Columbia Room</p>
	<p><b>D6: Trauma Screenings for Native Americans in Primary Care: Conversations for Health and Recovery</b></p> <p>Presenters: Pamela Jacobs, PhD Donna Tuquoise, and Gaia Artemesia, LCSW</p> <p>Learning Objectives:</p>	<p>Salon E</p>



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	<ol style="list-style-type: none"> <li>1. Participants will have a greater understanding of the relationship between trauma and health conditions, and how to invite healing from trauma into primary care.</li> <li>2. Participants will have a greater understanding of how measures of a patient's health (A1Cs, for example) can be interpreted as a silent cry for help and healing.</li> <li>3. Participants will understand how to integrate a culturally specific screening and assessment for trauma into primary care, and make use of the results to refer for appropriate support in behavioral health.</li> </ol>	
	<p><b>E6: Incorporating Traditional Native American practices into evidence-based trauma therapy models</b></p> <p>Presenter: Julie Smith, LPC</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Understand the importance of incorporating the local community and culture into evidence-based trauma therapy models</li> <li>2. Take proper steps in getting outside sources involved in therapy</li> <li>3. Participate and view some cultural activities that have been incorporated into a therapy with Native Americans.</li> </ol>	Salon F
4:00pm-4:30pm	Break	
4:30pm-5:30pm	<p><b>Closing Plenary</b></p> <p><b>The Seven Principles of Trauma-Informed Care: Making Whole the People</b></p> <p>Presenter: Elizabeth Power, M.Ed.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Identify seven principles of trauma informed care</li> <li>2. Describe their relationship to whole-person recovery from trauma</li> <li>3. Discuss the role of leadership in becoming responsive to what we know about trauma.</li> <li>4. Recognize at least five leadership actions that align with the seven trauma informed care principles and supportive of whole-person recovery.</li> </ol>	Salons A-F



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<b>5:30pm-5:45pm</b>	Conference Closing	Salons A-F