

# The Fourth Annual *Culture Counts* Conference



**Friday, May 13, 2016**

**The Conference Center at  
Montclair State University  
1 Normal Road  
Montclair, NJ 07030  
8:00a.m.-4:00p.m.**

## **Conference Information**

The Fourth Annual Culture Counts Conference will focus on the impact of experiences with institutional structures and systems on an individual's lived experience, mental health, and provider-consumer relationship. Daily interactions with institutions such as schools, employers, government and criminal justice systems, and organizations such as mental health and substance abuse agencies shape individuals' perceptions of the opportunities available to them, consequently affecting their decision-making processes, behavioral choices, and mental health needs and outcomes. When made conscious, this knowledge can improve a provider's ability to deliver inclusive, appropriate, and effective services. Back by popular demand, Dr. Michael Fowlin's keynote performance, *I am not the Enemy*, will serve as a follow-up to last year's *You Don't Know Me Until You Know Me*. In addition, a choice of one morning and one afternoon workshop will provide participants with knowledge and skills imperative to understanding the context in which their consumers develop their worldview—by taking a walk in their shoes.

### **Learning Objectives**

- ◆ Develop awareness of the impact that systemic and institutional structures have on consumers' lived experiences, and subsequently their mental health needs and outcomes.
- ◆ Gain perceptual, interpretative, and evaluative skills essential for providing more inclusive, appropriate, and effective services.

### **Continuing Education Credits**

FAMILYConnections, Provider #1252, is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB) [www.aswb.org](http://www.aswb.org), through the Approved Continuing Education (ACE) program. FAMILYConnections maintains responsibility for the program. ASWB ACE Approval Period: 01/10/2014 – 01/10/2017. Social workers should contact their regulatory board to determine course approval. Social workers participating in this course will receive 5 social and cultural competency continuing education clock hours.

This course is approved by the Association of Social Work Boards – ASWB NJ CE Course Approval Program Provider #34 Course #. Social workers will receive the following credit: 5 hour(s) Social and Cultural Competency for the approval period starting 03/30/2016 and ending 03/30/2018.

FAMILYConnections, Inc. has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6604. Programs that do not qualify for NBCC credit are clearly identified. Counselors will receive 2 CE hours. FAMILYConnections is solely responsible for all aspects of the program.

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*In accordance with ASWB and NBCC guidelines, all participants must sign-in and sign-out and complete a course evaluation in order to receive CEs. Partial credit will not be given to those arriving late or leaving early.*

### **Target Audience**

Mental Health Administrators, Clinicians, Self-Help Center Managers/Facilitators, Screeners, Case Managers. This is a moderate level conference.

## Conference Information



### Agenda

Registration & Continental Breakfast	8:00 - 8:45a.m.
Welcome and Opening Remarks	8:45 - 9:00a.m.
Keynote Address	9:00 - 10:15a.m.
Morning Workshops <i>(Participants will attend ONE)</i>	10:30a.m. - 12:45p.m.
Lunch <i>(on your own)</i>	12:45 - 1:45p.m.
Afternoon Workshops <i>(Participants will attend ONE)</i>	1:45 - 4:00p.m.



### Keynote Address By Michael Fowlin, PsyD

*I Am Not the Enemy*

In this one hour, one-person presentation, Dr. Michael Fowlin follows-up on his presentation *You Don't Know Me Until You Know Me* by asking questions: who is the enemy? In what countries do they live? What languages do they speak? What titles do they hold? What crimes have they committed? What illnesses do they have? What are their abilities, or lack thereof? In a gripping, fast paced, performance art piece, Dr. Michael Fowlin slips in and out of multiple characters, both male and female, who are dealing with the issues of race, discrimination, violence prevention, personal identity, suicide, gender equity, homophobia, and bullying. The characters share their stories in an often humorous but, at times, heartbreaking manner. In this keynote address, Dr. Fowlin uses a combination of personal reflection, expressive art, and storytelling to demonstrate how humor, reflection, and working through interpersonal challenges are critical for acceptance and understanding as opposed to simply tolerating differences.

### Learning Objectives

- ◆ Employ understanding of similarities across individual experiences in order to progress from tolerating differences to understanding and accepting them.
- ◆ Articulate ways in which personal reflection and the use of storytelling builds understanding of diversity and cultural competence.

CEs: 1 Cultural Competence

### Morning Workshop 1

#### *Understanding Domestic Violence Through a Social Justice Lens*

Julie Richards, LCSW

#### CEs: 2 Cultural Competence

A typical domestic violence assessment focuses on violent incidents categorized by when they happened, how often they occurred, the degree of severity, and the nature of the relationship between the survivor and the abuser. This 2 hour workshop will teach participants how to perform a more complete assessment of survivors who belong to underserved and oppressed groups by accounting for the additive nature of the lifelong traumas of structural racism. Domestic violence will be discussed as a crime that occurs within the personal and social context of survivors and their social identities (e.g. race, class, gender, sexual orientation, language, religion, ability, and immigration status) and the deeper issues of discrimination—and how discrimination impacts help-seeking behaviors—will be explored. Lastly, participants will be given opportunities to reflect upon and recognize how institutional racism is reinforced and maintained in their own practice settings, and how to make positive changes to prevent further trauma and oppression of their clients.

### Learning Objectives

- ◆ Identify issues that may arise when working with domestic violence survivors from various race, ethnicity, class, ability, sexual orientation, and other social identity groups.
- ◆ Perform a more complete assessment of survivors who belong to underserved and oppressed groups by accounting for the additive nature of the lifelong traumas of structural racism.
- ◆ Recognize the ways in which service providers contribute to institutional racism, as well as strategies for preventing re-traumatization of marginalized domestic violence survivors.

### About the Presenter

Julie Kim Richards has dedicated 14 years of her social work career to fighting domestic violence and other forms of gender violence through the work of the New York Asian Women's Center (NYAWC) where she oversaw clinical services and several NYAWC initiatives and special projects, including training professionals to deliver linguistically and culturally-specific services to Asian domestic violence victims. Julie has served as an adjunct professor at the Columbia University School of Social Work and shared her expertise in the field of domestic violence as a featured presenter at various conferences and by providing testimony at legislative hearings. She has served as the Co-Chair of the NYC Children's Programming Committee of the Inter-Agency Task Force Against Domestic Violence and as the Vice President of the Advisory Council to the New York State Office of Victim Services. In 2008 she was selected by the National Association of Social Worker New York City Chapter to receive their 2nd Annual Emerging Social Work Leader Award. She earned her BA in Psychology from Cornell University and her MSW from Columbia University School of Social Work.

## Morning Workshop 2

### *The DSM-5 Cultural Formulation Interview as a Model of Clinician Cultural Competence*

Roberto Lewis-Fernandez, MD, MTS

#### CEs: 2 Cultural Competence

Government and professional organizations contend that clinician cultural competence training can reduce racial and ethnic health disparities. Cultural competence approaches, however, differ by provider discipline, training methods, and outcomes measured, with no indication of which methods clinicians find helpful. One cultural competence model with emerging evidence is the psychiatric cultural formulation which has been revised as the Cultural Formulation Interview (CFI) for DSM-5. A 2014 Lancet Commission on culture and health has advocated for CFI use throughout all medical subspecialties given its evidence base and focus on patient cultural views of illness and treatment relevant beyond psychiatry. This talk presents information on the need for cultural assessment in mental health and on the development and content of the DSM-5 CFI. It also presents a state-of-the-art approach to CFI training based on the training package found to be most helpful by 75 clinicians in the DSM-5 CFI field trial.

#### Learning Objectives

- ◆ Recognize clinically-relevant cultural factors in diagnostic and treatment planning through the Cultural Formulation Interview.
- ◆ Integrate cultural factors in diagnostic and treatment planning by using the Cultural Formulation Interview through case-based behavioral simulations.

#### About the Presenter

Dr. Roberto Lewis-Fernández, MD, MTS is Professor of Psychiatry at Columbia University Medical Center and the Director of the New York State Center of Excellence for Cultural Competence, and the Hispanic Treatment Program, at the New York State Psychiatric Institute. He chaired the DSM-5 Cross-Cultural Issues Subgroup that developed the CFI and was the Principal Investigator of the international field trial that tested its implementation outcomes. He leads efforts to implement the CFI in the New York State public mental health system as well as broadly in the U.S. and internationally.

## Morning Workshop 3

### *Understanding the Impact of Trauma and Community Violence*

Jennifer Jones, PsyD, LPC

#### CEs: 2 Cultural Competence

Trauma is sometimes defined in reference to circumstances that are outside the realm of normal human experience. Unfortunately, this definition does not always hold true for the clients with whom we work. For some, trauma can occur frequently and become part of the common human experience, particularly when it comes to community violence. The results of trauma and community violence can influence and compound the difficulties our clients have. This 2 hour workshop provides an overview of trauma and community violence and explores the impact the two phenomena have on clients. The workshop is also designed to give professionals tools to addressing the residual effects of trauma and community violence with their clients.

#### Learning Objectives:

- ◆ Define trauma and describe how it differs from everyday stress.
- ◆ Recognize the impact of community violence on clients.
- ◆ Develop strategies for addressing the residual effects of trauma and community violence on clients.

#### About the Presenter

Dr. Jennifer R. Jones is a licensed psychologist in New York and New Jersey and a Licensed Professional Counselor in New Jersey. She holds a Bachelor's Degree from The University of Virginia; a Master's Degree from Regent University; and a Doctorate Degree in Psychology from Rutgers University. Dr. Jones completed a highly competitive, two-year Postdoctoral Fellowship in Traumatic Stress at Mount Sinai Beth Israel Medical Center in New York City. Here, she administered evidence based treatment to youth in the juvenile justice system, coordinated staff trainings in evidence-based interventions and facilitated follow up consultation with state agencies (e.g., New York Department of Probation, Riker's Island). She currently works at Children's Specialized Hospital in New Jersey where she continues to work with youth in at-risk situations.

## Morning Workshop 4

### *Sexual Orientation and Gender Identity Diversity*

Paula Rodriguez-Rust, PhD

CEs: 2 Cultural Competence

This 2 hour workshop will provide an overview of information and strategies to help mental health professionals work effectively with LGBTQ individuals, including: terminology, the coming out process, transgender transition, legal rights, and cultural prejudices that impact LGBTQ individuals. Participants will develop skills for working respectfully with, and providing culturally appropriate services to, LGBTQ individuals. In addition, participants will gain resources for supporting LGBTQ individuals during coming out or transition, as well as for working with family members to promote safe home environments.

#### Learning Objectives

- ◆ Demonstrate knowledge about sexual orientation and gender identity diversity, including terminology, the coming out process, transgender transition, legal rights, and cultural prejudices that impact LGBTQ individuals.
- ◆ Develop skills for working respectfully with, and providing culturally appropriate services to, LGBTQ individuals.
- ◆ Gain resources and tools for supporting LGBTQ individuals during coming out or transition, and to work with the families of LGBTQ individuals to promote safe home environments.

#### About the Presenter

Paula C. Rodríguez Rust, PhD holds a doctorate in Sociology with specialties in social psychology, survey research, racial and ethnic relations, and gender and sexuality. She has more than 25 years of teaching experience, including 12 years in post-secondary education. She is sole proprietor of Spectrum Diversity LLC, providing consulting and professional development services and bullying prevention education in New Jersey schools, including assessment services, student assemblies, and anti-bullying program development. Dr. Rodríguez Rust also provides cultural diversity workshops for schools, medical professionals, and community organizations.

Dr. Rodríguez Rust is the founder of the Alliance for Comprehensive and Effective Strategies (ACES) for Bullying Prevention. She served on the New Jersey Special Task Force on Bullying and Cyberbullying Awareness and Prevention, and is a member of the New Jersey Coalition for Bullying Awareness and Prevention, the American Sociological Association (ASA), the Society for the Study of Social Problems (SSSP), and the International Academy of Sex Research (IASR). She has published two books, dozens of articles and chapters, and coedited the Agenda for Social Justice 2004 (SSSP). Dr. Rodríguez Rust lectures internationally and has appeared as an expert on the TV news program *20/20*.

## Afternoon Workshop 1

### *A Modern Understanding of Socio-Economic Cultural Differences*

Paula Rodriguez-Rust, PhD

CEs: 2 Cultural Competence

This 2-hour workshop will examine socio-economic differences in lifestyle patterns, family arrangements, and educational/economic choices that are often characterized as ‘cultural’ differences between social classes. The “culture of poverty” theory posits that parents teach their children values and behaviors that result in children perpetuating the social class status of their parents. This course replaces that theory with a more modern view which includes understanding the opportunity structures within which people of different social classes make their choices. This change in perspective better equips mental health professionals in recognizing challenges faced by individuals from disadvantaged social classes as well as in identifying appropriate and feasible services resources for clients. The workshop will also examine the complexities that result when status differentials compound other cultural differences. By the end of the workshop, participants will have a very different understanding of why a home with no food in the refrigerator might have a 78” flat screen TV in the living room.

#### Learning Objectives

- ◆ Identify different family arrangements, life choices, opportunity structures, resources, values, neighborhood cultures (e.g., “neighborhood collectivism”), etc. that characterize families of different socioeconomic statuses.
- ◆ Recognize the ways in which people in different opportunity structures make decisions, including the ways in which decisions made by those who are economically disadvantaged may seem irrational and self-defeating but are, in fact, often rational adaptations which promote health and survival in a disadvantaged opportunity structure.
- ◆ Recognize the “culture of poverty” as a consequence, rather than a cause, of poverty.
- ◆ Develop perceptual, interpretative, and evaluative skills to understand others' choices from within their cultural biases and own frame of reference, in order to replace deficit perspectives with strength perspectives.
- ◆ Demonstrate ability to assist differentially advantaged clients with identifying natural supports and other available resources, in order to provide services and guidance that are appropriate and feasible.

#### About the Presenter

Please see Dr. Rodriguez-Rust’s biography on page 7.

## Afternoon Workshop 2

### *Creating Inclusive Workplaces: Understanding and Addressing Implicit Bias*

Bijay Minhas, LMSW

CEs: 2 Cultural Competence

This 2-hour workshop will give mental health professionals the opportunity to explore the nature of implicit bias, including its theoretical foundation, the ways in which it can manifest in the workplace, and how it may affect our behavior and decision-making processes when working with culturally diverse individuals. Participants will gain awareness of practical steps and strategies to reduce the impact of implicit bias in the workplace, while promoting a fair and inclusive environment for both colleagues and clients.

#### **Learning Objectives:**

- ◆ Define implicit bias and its impact on our own and others thinking and decision making behavior.
- ◆ Recognize common ways in which implicit bias can manifest itself in the workplace
- ◆ Develop skills and strategies for addressing implicit bias in the workplace in order to provide more inclusive and effective services.

#### **About the Presenter**

Bijay Minhas is a highly resourceful, energetic, and motivated consultant who has worked in the area of Social Work and Diversity and Inclusion for more than 30 years. A recognized coach, workshop leader, presenter and instructor, Bijay has consistently delivered results. Her clients have varied from individuals, families, community groups, small organizations to larger corporations. Bijay is multi-lingual and dedicated to practicing yoga, mindfulness and holistic wellbeing. Bijay has designed, delivered, and evaluated a broad range of diversity programs, cultural competence, and implicit bias workshops for social care organizations within the public, private, and voluntary sectors. She has also coached social care practitioners and top executives navigating through complex challenges in the vast arena of diversity, inclusion, cultural competence and unconscious bias. She has joined forces with a group of like-minded professionals to develop a range of personal and professional development workshops internationally.

## Afternoon Workshop 3

### *Cultural Implications of Peer Providers Involvement in the Mental Health Service Delivery Systems*

Faith Saunders-McCalla, MS- Psychiatric Rehabilitation

CEs: 2 Cultural Competence

This 2 hour interactive workshop will outline the history of the peer provision movement in the U.S., as well as identify cultural and organizational factors that are barriers to the integration of peer providers into traditional mental health services. Participants will gain insight into how the lived experiences that peers possess can enhance their professional knowledge and competencies when working with persons in recovery. In addition, participants will learn evidence based strategies that can support success integration.

#### **Learning Objectives**

- ◆ Describe the history behind the peer movement and traditional mental health service delivery system
- ◆ Recognize the benefits of having peer providers involved in mental health services
- ◆ Recognize the cultural challenges of integrating peer providers into traditional mental health service delivery systems
- ◆ Utilize evidence based strategies for merging both cultures

#### **About the Presenter**

Faith Saunders-McCalla has more than 20 years of experience working with individuals with serious mental illness in various capacities. For the past 5 years, she has served as Program Director of a Substance Abuse and Mental Health Services Administration (SAMHSA) demonstration grant that addresses systems issues that significantly impact employment outcomes for persons with serious mental illness. One of the areas of focus is Peer Provider integration into traditional service delivery systems.

Faith also served as Director of the Career Connection Employment Resource Institute at the Mental Health Association in New Jersey. The Institute is funded by the Division of Mental Health and Addictions Services to improve and expand employment outcomes for individuals with serious mental illness by providing training and technical assistance to the mental health community. Faith has a MS in Psychiatric Rehabilitation from Rutgers (formerly UMDNJ) and is a Certified Mental Health First Aid Instructor for the National Council for Behavioral Health.

## Afternoon Workshop 4

### *School-to-Prison Pipeline: Understanding the Relationship Between School Discipline, Dropout, and Incarceration*

Jennifer Jones, PsyD, LPC  
CEs: 2 Cultural Competence

The school-to-prison pipeline is an epidemic that is plaguing schools across the nation. Far too often, students are suspended, expelled or even arrested for minor offenses that leave visits to the principal's office a thing of the past. Statistics reflect that these policies disproportionately target students of color and those with a history of abuse, neglect, poverty or learning disabilities. This 2 hour workshop will begin to examine the root causes and repercussions of the school-to-prison pipeline on today's youth, understand the impact race, gender, and poverty have on this epidemic and empower participants to make changes in their schools and communities.

#### Learning Objectives

- ◆ Define the school-to-prison pipeline and its root causes
- ◆ Recognize the impact of race and gender on the school-to-prison pipeline
- ◆ Develop techniques to address the school-to-prison pipeline with their clients and within their communities

#### About the Presenter

Please see Dr. Jones' biography on page 6.

#### Registration & Fees:

To register, please visit: [www.CultureConnectionsNJ.org](http://www.CultureConnectionsNJ.org)

**DMHAS-contracted agencies & self-help centers:** Free

**Public registrations:** \$85 fee.

Course fees include materials and continental breakfast.

**Registration Deadline for all attendees:** Monday, May 2, 2016

**Cancellation Deadline:** Monday, May 9, 2016.

**Refunds will not be issued for registrations cancelled after May 9th.**

#### Directions & Parking Information:

Please visit: <http://www.montclair.edu/conferencecenter/location.html>.

Detailed directions will be sent to participants in a confirmation email.

#### Facilities and Grievances :

If you need accommodations for a disability or would like to report a grievance, please contact:

Niki DeVonish, Coordinator, at 973-323-3454.



CultureConnections, funded by DMHAS, is managed by FAMILYConnections, a nonprofit 501(c)(3) community-based mental health, substance abuse, and family service agency. Licensed by New Jersey's Division of Mental Health and Addition Services, we deliver research-based therapeutic services in our offices and on-site in pre-schools, schools, and directly in the home.

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