Conference Breakout Sessions

Relational Cultural Theory
Presenter: Kristen Langellier, Ph.D., NCC
Description: Relational-cultural theory provides many opportunities for counselors to foster social and cultural change through meaningful connections with clients. Through an interactive and informative program, presenters will provide participants with the core concepts and overarching goals of RCT, as well as discuss its applicability to a wide range of populations.
Learning Objectives: Participants will learn the core concepts, theoretical framework, and goals of Relational-Cultural Theory (RCT). Participants will learn how RCT assists in creating connection with clients in order to help clients develop growth-fostering relationships in their lives. Participants will learn how RCT frameworks can be of assistance for counselors working with diverse populations.

Teaming: an Integral Part Comprehensive School Mental Health System
Presenter: Stefanie Winfield, MSW
Description: This session will provide an overview of the National School Mental Curriculum: a free curriculum available in the public domain. This curriculum is designed to be flexible and adaptable to the audience’s needs and was created by the National Center for School Mental Health and the Mental Health Technology Transfer Center Network (MHTTC). The curriculum has 8 modules that address the different aspects of comprehensive school mental health. This session will focus on 2 modules: The Foundations of Comprehensive School Mental Health and Teaming as well as provide a general overview of the curriculum and how it could be used and adapted in your district or school. Teaming is valuable at the district and school level and serves to help coordinate, collaborate and provide mutual support among members that would otherwise operate in isolation or sometimes even in opposition. Teaming works in conjunction with assessment and mapping to help ensure choices and partnerships are purposeful and meet specific needs. A school mental health team is defined as a team of school and community stakeholders at a school or district level that meets regularly, uses data-based decision-making, and relies on action planning to support student mental health. This session will review what is meant by school mental health teaming, why it is valuable at the school and district level and will consider school mental health teaming best practices. There will also be time to engage in strategic planning to develop one quality improvement goal related to your teaming practices and brainstorm some action steps to get started. This session will include opportunities for small and large group discussions as well as time for breaking down barriers and creating action steps.
Learning Objectives: Participants will understand the definition, core features and value of comprehensive school mental health systems. Participants will describe best practices for teaming. Participants will create concrete action step for integrating teaming best practices into their schools.

Disaster Related Crisis Counseling for Schools and Communities
Presenters: Dr. Kari Oyen, LP, NCSP and Melanie Boetel, MA
Description: This program will appeal to both community-based and school-based mental health professionals. All of us have been impacted by the COVID-19 disaster, and many of us previously were impacted by weather related disasters in 2019. This presentation will describe statewide disaster/crisis counseling response efforts and resources and take a deeper dive into a program underway in 20 counties in the state which is building a multi-tiered approach to disaster response in schools and communities in these 20 counties. The presentation will also describe the implementation of the PREPaRE model in these communities, including training of school-based staff and administrators related to safety planning, screening and

Updated 2.15.21
identification of children with mental health needs, and delivering or coordinating of school-based or community-based treatment protocols. This program will also describe responses and programming related to psychological trauma.

**Learning Objectives:** Participants will learn about statewide behavioral health disaster response efforts. Participants will learn about the PREPaRE model. Participants will learn about options for referring individuals impacted by disaster for ongoing behavioral health treatments. Participants will hear ideas to take back to their local communities about how to raise community awareness and build multi-tiered approaches including both school-based and community-based behavioral health responses to disasters.

**Cultivating Self-Compassion in Clinical Supervision of Mental Health Professionals**

**Presenter:** Dr. Staci Born, EdD, LMFT, RPT-S

**Description:** Self-care is a necessity for mental health professionals' wellbeing. However, self-care may be futile if not coupled with compassion and completing the emotional cycle. Self-compassion is associated with greater emotional resilience, more accurate self-concepts, more caring relationship behaviors, and decreased narcissism and reactive anger. In this workshop, participants will learn about self-compassion's connection to wellbeing and interactive strategies for assessing and engaging in self-compassion in supervision.

**Learning Objectives:** Participants will describe self-compassion and its role in therapists’ self-care and well-being; assess the role of self-compassion role in therapist practice and supervision; develop and practice supervision strategies that enhance self-compassion.

**The Sound Relationship House: Introduction to Gottman Marital Therapy, A Research Based Approach**

**Presenter:** Lynda Davis, LMFT, Gottman Certified Marital Therapist Cert #25

**Description:** When couples seek counseling, therapists need tools. Gottman Marital Therapy is grounded in 40+ years of research, determining factors that make a crucial difference in couple emotional engagement and connection. This workshop is an introduction to Gottman Method and is based on The Sound Relationship House, a representation of critical areas that distinguish between the "Masters" and "Disasters" of relationship. Attendees will learn a focused way of assessing a couple's relationship, conceptualizing a treatment plan, and providing concrete tools for helping clients.

**Learning Objectives:** Identify three general relationship areas that make a difference in "Master" vs. "Disaster" relationships, as determined by Gottman Research. Be able to access the online Gottman Relationship Checklist for assessing strengths & areas needing improvement for couple clients. Understand, identify and be able to provide clients with specific tools for increasing connection.

**The Tools of Neurolinguistic Programming**

**Presenter:** Daniel Burrow, Ed.D. Psychologist

**Description:** In this session we will learn the basic assumptions of NLP and how these assumptions encourage and support human change. We will discuss how our biological focus on survival causes our nervous system to operate in consistent patterns that allow us to effectively cope with stress and ensure that our emotional needs are met. We will focus on understanding symptoms/problems/dysfunction as patterns of function in our neuropsychology that can be seen and interrupted with simple, easy to learn techniques. Participants will learn several of these techniques and then have the opportunity to practice them with each other. The focus will be on learning to use these techniques in your own practice.

**Learning Objectives:** Participants will understand the basic assumptions of NLP and what this means about human change. Participants will understand the idea that most “symptoms” or “problems” are patterns of neuropsychological function and practice seeing these patterns in other people. Participants will learn 3-4 of the most effective techniques of NLP and have the opportunity to practice these techniques with other participants.

**Telehealth in the Publicly Funded Behavioral Health System**

**Presenters:** Dr. Thomas Stanage, Lindsey McCarthy, MSW, and Andrea Heronimus, BS

**Description:** Since the COVID-19 pandemic, the use of telehealth became an imperative option for treatment delivery to ensure the safety of clients receiving treatment and of treatment providers. In 2019, two agencies in the publicly funded behavioral health system partnered together to submit a grant application through the USDA to support a community behavioral health/school-based telemedicine collaborative. Lewis and Clark
Behavioral Health Services (LCBHS) and Southern Plains Behavioral Health Services (SPBHS) were awarded the grant, which allows them to form an informal consortium to carry out a telehealth project in their 11 county area of south eastern and south central South Dakota. The objectives of the grant are to provide telehealth equipment in 24 rural school districts in the 11 counties, develop 2 telehealth service hubs for the 24 school end users, increase access to behavioral health services in those 24 rural schools, and reduce the gap between behavioral health needs and services in those 24 rural schools. This project makes specialized services more readily available and provides rapid access to time sensitive crisis intervention and stabilization services, as well as increased access to ongoing behavioral health treatment needs. Secondarily, this telehealth network will be used to facilitate training and coordination between community-based behavioral health and school counseling staff. This presentation will connect with the conference theme of Community by describing how community-based telehealth services are available to those across the state, and also further describe specific community-based and school-based collaboration efforts related to telehealth.

**Learning Objectives:** Provide an overview of the wide array of telehealth services that are available in the publicly funded behavioral health system. Provide provider level description(s) of delivering behavioral health treatment services via telehealth, both before and during the COVID-19 pandemic, including challenges and successes. Describe a community behavioral health/school-based telemedicine collaborative that is underway in 24 schools in South Dakota.

**Engaging with Diverse Students**

**Presenters:** Franny Myers, BA; Tamara Tribitt, Ph.D.; & Kristin Langellier, Ph.D., NCC

**Description:** School counselors must attend to students’ academic, career and emotional development, in a school environment with ever changing demographics. This program explores the advantages of utilizing Feminist Counseling Principles within a school environment, to meet the needs of a diverse student population. Through lecture and activity, this presentation encourages the examination and reinvention of the school counselor’s role as advocate.

**Learning Objectives:** Increase understanding and knowledge of feminist counseling theory and its application in a school system. Understand the changing demographic landscape in South Dakota. Learn activities applicable to engaging with diverse student populations. Reimagine and reinvest in the school counselor’s role of advocate and change agent.

**Best Practices in working with Interpreters in Mental Health**

**Presenters:** Cruz Rodriguez, MC, NCC and James Spratt, MC, NCC

**Description:** This interactive and reflective presentation will provide basic knowledge on models of interpretation. It will also provide best practices, ethical implications, and multicultural considerations of working with interpreters in mental health. Case studies will be included in this presentation to assist attendees in their application of best practices. Furthermore, this presentation will have attendees examine their personal biases as it relates to the topic at hand. The primary goal of this session is for attendees to learn and apply best practices in working with interpreters in mental health.

**Learning Objectives:** Attendees will learn three models of interpretations. Attendees will learn the best practices in working with interpreters in mental health. Attendees will learn ethical implications of working with interpreters in mental health through two ethical decision-making case studies. Attendees will learn multicultural considerations of working with interpreters in mental health through two multicultural considerations making case studies. Attendees will examine their personal biases as it relates to the topic at hand.

**Explore Suicide Prevention Resources**

**Presenters:** Jana Boocock, CAC, CPS, Amanda Nelson, MPH, and Andrea Diehm, MA, NCC

**Description:** Suicide is the tenth leading cause of death in South Dakota, and the second lead cause of death among youth age 15-34. Learn strategies schools can employ and resources available at no cost, to keep youth safe and create a school community that is prepared to assist someone at risk for suicide.

**Learning Objectives:** Attendees will learn what suicide looks like in South Dakota through data, included who those who are disproportionately affected by suicide and means. Attendees will learn what resources are available in South Dakota including programming, training, mobile apps and crisis lines. Attendees will learn how they can leverage funding to provide programming.
**Project AWARE**  
**Presenters:** Teresa Rowland, Lisa Jones, MA, and Tutush Woldemariam  
**Description:** The purpose of this presentation is to inform school-based and community-based counselors about the Project AWARE grant in general, and specifically, the multi-tiered system of support for mental health and wellness. The program will describe the system implemented in 4 schools participating in the Project AWARE grant project, the tools utilized, and the partnerships created to support the mental wellness of all students and their families.  
**Learning Objectives:** Participants will understand the multi-tiered approach used in the Project AWARE grant schools. Participants will learn a variety of training and evidence-based approaches used in the multi-tiered system. Participants will learn about Systems of Care available in the Project AWARE grant school communities as well as other communities in South Dakota.

**Acceptance and Commitment Therapy**  
**Presenter:** Jennifer Noteboom, MS, NCC  
**Description:** Everyone has uncomfortable and even painful thoughts and feelings. We, as humans have devised a variety of ways to avoid them, to usually a negative effect. Acceptance and Commitment Therapy (ACT) teaches clients how to live a life of meaning and purpose, in spite of and along side those uncomfortable thoughts and feelings. It does this by incorporating mindfulness philosophy and practice, along with ideas similar to the cognitive theories. It is effective for a variety of mental health concerns and for a variety of populations. This session will give participants a solid introduction into ACT and participants will leave with practical ideas they can put into practice.  
**Learning Objectives:** Participants will become familiar with the basic tenets of Acceptance and Commitment Therapy. Participants will be able to apply at least one technique from Acceptance and Commitment Therapy. Participants will know how to incorporate parts of Acceptance and Commitment Therapy into their own practice.

**Forgiveness is a Two-Person Dance**  
**Presenter:** Anne Dilenschneider, PhD, LPC-MH, QMHP  
**Description:** In the U.S., many Christian clergy and mental health clinicians ask people to “be like Jesus,” and “forgive” after harm. Professionals from other countries, including Truth and Reconciliation Committees throughout Africa, challenge this. They distinguish between the individual work of mourning and letting go, and the relational work of forgiveness. This workshop will re-frame forgiveness based on research with women from 5 religious traditions and 6 nationalities on the process of forgiveness.  
**Learning Objectives:** This workshop is designed to help participants: articulate a basic understanding of the process of forgiveness; distinguish the process of forgiveness from the process of mourning and letting go; describe the distinct processes of apology, forgiveness, and mourning, and how these relate to the dynamics of love, justice, and power in relationships; & recognize when forgiveness is possible and, when it is not, how to facilitate the process of mourning.

**The Value and Fun of Teaching Human Relationship Skills**  
**Presenter:** April Anderson, LPC, Ed.D.  
**Description:** The best and truest form of prevention is helping people learn, develop, and practice the skills they need before they need them or as soon as possible when they are in the middle of a problem situation. These skills help people not only deal effectively with the current problem situation, but also help them deal with future life challenges. Learn as you experience human relationships skills that can be taught in sessions with individuals, couples, or group/family counseling clients both in school and private practice settings. For this presentation I chose six skill areas that most effective human relationship education includes—1) Mutual Respect Communication; 2) Problem-Solving; 3) Healthy Self-Care; 4) Values and Meaning Awareness; 5) Emotions Management; 6) Autonomy and Responsibility. Come and have fun as you learn about multiple resources and ways to help your clients/students improve ways to build mutual respect and compassionate relationships. An extensive list of resources will be included in handouts.  
**Learning Objectives:** Participants will be able to describe having experienced at least one of each of the following major skills that effective education in human relationships. Participants will be able to describe at
least 3 courses/resources that teach effective human relations such as love languages, couple’s relationships, and parenting courses. Participants will experience the fun and value of teaching human relationship skills and see how it relates to wellness and prevention of mental health problems, promotes healthy human growth and development, and provides healthy social, family, and cultural foundations. Participants will gain knowledge in both specific activities/methods to teach skills and a large list of actual resources such as classes and on-line sites to use with clients or students and their parents. Learning mutual respect relationships skills promotes harmony and cooperation within homes, families, schools, and communities—both in-person and on-line.

**Healing with Horses**  
**Presenter:** Kris Miner, MS  
**Description:** Using the conference theme as a lens, we will explore how equine-facilitated practices work. The field of equine therapy has many benefits. This presentation will provide listeners with examples to these benefits, including culture, mind-body, native psychology, restorative justice, and field theory. We will explore the benefits of adjunct therapy. Specific techniques and tools for therapists and school counselors will be provided. Not all interventions require actual horses. This session will provide specific examples to use.  
**Learning Objectives:** Participants will gain 5 key features of EFL/EFP work. Learners will be able to identify 3 examples of equine work as it relates to the conference theme. Learners will have at least 1 insight into counseling practice, relationship building, relationship building and cultural competence.

**Teaching Social Skills during a Pandemic**  
**Presenter:** Lane Madsen, NCC, NCSC, LAC  
**Description:** E-learning was essential during the pandemic, but the changes to school counseling allow more growth for data driven programs. In this presentation attendees will participate in polls, matching games, memory games, trivia competitions, and coloring activities through Google slides add-ons. Attendees with compatible devices will create a slide activity to use immediately.  
**Learning Objectives:** Attendees will participate in at least three different data collection activities. Attendees will be exposed to programs to be used for college and career exploration. Attendees will create one lesson using Google slides and add-ons.