

Fall Conference
September 30 – October 1
 St. Crispin's Conference Center & Camp



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| | | | Fall Conference September 30 – October 1 St. Crispin's Conference Center & Camp |
| Thursday Sept. 30 | 8:30 – 9:00 | Entry Hall | Sign in and Instructions |
| | 9:00 – 10:30 | General Classroom | Welcome and Keynote Address Developing a Hope Centered and Trauma-Informed Framework Angela Pharris, Ph.D., MSW <i>1.5 hr CEU</i> Hope is a psychological strength and a buffer to stress, adversity, and burnout and a hopeful mindset that improves organizational and individual outcomes. The impact of intervention services, which improve program outcomes and client wellbeing will also be discussed. |
| | 10:40 – 12:10 | Room A | Principles of Ethical Supervision Johnie Fredman <i>1.5 hrs supervision/ethics</i> This workshop will explore ethics and supervision using current LPC rules, vignettes and examples from the Board of Behavioral Health Licensing. We will examine both best practices and pitfalls of supervision |
| | | Room B | Counseling Connections to the OKDRS Career Planning Center Richard Yahola <i>1.5 hrs CEU</i> Discussion of resources available to area teens and adults through DRS. Explanation of testing/assessments will be provided as well. |
| | | Room C | A "Man's Man" and Mental Health Cindy Torres <i>1.5 hrs CEU</i> Core beliefs play an important role in how individuals approach certain situations. Oftentimes, in good 'ol Oklahoma, gender is a key divider as to how a child will be raised and treated. In this presentation the areas addressed will focus on how some males are raised stigmas and statistics, connecting with clients and new ways of helping those falling on the far end of the masculinity spectrum. |
| | 12:10 – 1:00 | | Lunch and Regional Meetings |

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| | 1:15 – 2:45 | Room A | <p>Counseling People Living with HIV/AIDS 101 Apollo Gonzalez <i>1.5 hrs</i> A discussion to explore the economic, psychosocial and systemic barriers which affect PLWHA. A focus on the purpose and role of a counselor utilizing a wholistic approach and collaborative model for the betterment of PLWHA in the local Oklahoma area. Let’s learn how we can help those dealing with a severe level of intersectionality and stigma compared to HIV Seronegative counterparts can make a meaningful impact with those living with HIV in a discriminatory area which criminalizes those living with the virus.</p> |
| | | Room B | <p>Neuroscience what is RIGHT about you, for students too! Randy Guttenberger <i>1.5 hrs CEU</i> Learn how our brains are wired to mislead us and how we are also wired to heal! The Managing Your Self system integrates a structured educational process of discoveries about the brain using solution-focused therapy to engage and empower clients, and students. MYS teaches key concepts that result in symptom improvement from the first session! MYS teaches what is RIGHT about you! Great for all ages and conditions. Then, quickly and painlessly, identify and heal their core emotional wounds for lasting results! Additionally, learn to use valid personality assessments to help clients understand themselves building trust and hope immediately, and teaching clients how to improve self-regulation resulting in improved relationships.</p> |
| | | Room C | |
| | 2:50 – 4:20 | Room A | <p>What the Next Generation Really Wants Lori O’Malley <i>1.5 hrs supervision/ethics</i> Thinking about becoming an LPC supervisor? Hear from a panel of students and applicants what they are looking for in a supervisor. This session will include an overview of ethical principles related to supervision.</p> |
| | | Room B | <p>Effective Treatment Interventions for Juvenile Offenders Dnaydavina James <i>1.5 hrs CEU</i> Effective interventions are essential in any strategy to diminish juvenile delinquency. Which interventions are most effective in helping juvenile not reoffend? Little systematic attention has been given to the effectiveness of interventions with different types of offenders. We will be discussing</p> |

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| | | | interventions for noninstitutionalized offenders and the challenges of providing interventions to juvenile offenders. |
| | | Room C | <p>Foundations for Social Emotional Learning</p> <p>Dia Giordano <i>1.5 hrs CEU</i></p> <p>Learn how MYS PreK-12 school curriculum teaches easy to implement mental health concepts to students using books, videos, study guides, and quizzes for grading. Plus, for high school includes career fit and preparation using their personal assessment content, business tool resumes, and skills training. Students engage with buy-in because they are learning about themselves and how to make their future a success. Improve student attendance, self-regulation, grades, less referrals, and more with MYS curriculum. Also, learn how MYS staff In-Service reduces stress, improves communications to staff, students, and parents. See how MYS parent online video training can be promoted by your school for parents to learn at home.</p> |
| | 4:20 – 5:20 | General Classroom | OCA Board Meeting |
| | 8:00 – 9:00 | Campfire | S'mores and Tales of Freudian Nightmares <i>1 hr CEU</i> |
| | 9:00 – 10:00 | Oakerhater Lodge | President's Reception |

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| Friday Oct. 1 | 7:00 – 8:00 8:30 – 9:00 | Entry Hall | Breakfast in the Cafeteria Sign In and Instructions |
| | 9:00 – 12:00 | General Classroom | Ethics Update with the Board of Behavioral Health Licensing Eric Ashmore, Amy Barnett, Kelly Collins, Johnie Fredman, Laressa Beliele <i>BBHL approval for ethics and/or supervision</i> <i>3 hrs CEU</i> |
| | 12:00 – 1:00 | | Lunch and Legislative Update Linda Murphy, Lobbyist <i>1 hr CEU</i> |
| | 1:00 – 2:00 | General Classroom | Division Meetings |
| | 2:15 – 3:45 | Room A | Learning to Dance on the Ocean: Building Practices for the Future Kathy Hoppe, LPC <i>1.5 hrs CEU</i> This workshop is designed to inspire innovative systems, inviting clinicians to learn a multitude of dance moves so when the winds come and the sand shifts, these mental health providers are well-equipped to care for themselves and the people they serve, and to show mental health professionals how to move from rigid, self-prescribed methods, which fail during desperate times, to showing how to learn a variety of movements, creating fluidity and continual evaluations of how to improve care, delivery of services, types of modalities, and diversification of skills that enhance clinical settings. |
| | | Room B | Play Therapy with Adolescents, Adults & Families Part I Lisa Dawson <i>1.5 hrs CEU</i> Come play and have some fun with play therapy interventions designed to engage clients in an active way! We will participate in activities in expressive arts including art and sand as well as games. We will also learn how trauma, development and relationships can be transformed through play. |
| | | Room C | Please Tell Me the Difference: AD/HD versus learning disorders Casie Weihe & Leigh Kirby <i>1.5 hrs CEU</i> Children have many challenges in today's educational environment, starting with recent stress of COVID, but also expectations of learning requirements, social interactions, peer-pressure, and bullying. Now add the additional pressures of learning challenges. Come and learn the evaluation process to determine if a child has a learning difference or is struggling with symptoms of Attention-Deficit/Hyperactivity Disorder. Many families struggle to understand the impact of LDS and AD/HD on learning. As |

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| | | | counselors we can define the differences and help children be more successful and confident. |
| | 3:50 – 4:50 | Room A | <p>Building our Future with Our Littlest Clients Renea Arredondo <i>1 hr CEU</i> In this session participants will be introduced to developmental milestones, symptoms of emotional disorders and interventions for use with children age five and under.</p> |
| | | Room B | <p>Play Therapy with Adolescents, Adults & Families Part II Lisa Dawson <i>1 hr CEU</i> Come play and have some fun with play therapy interventions designed to engage clients in an active way! We will participate in activities in expressive arts including art and sand as well as games. We will also learn how trauma, development and relationships can be transformed through play.</p> |
| | | Room C | <p>More Than Meets the Eye: Evolving the counseling profession from dyadic relationships to dynamic leadership Lawrence Richardson <i>1 hr CEU</i> Graduate programs provide the foundation of clinical concepts and theoretical approaches to equip counselors-in-training with the skills to be successful in the profession. Clinical supervisors hone the practical skills and foundational knowledge from graduate school by providing guidance, mentoring, and coaching of the micro-aspects of counseling. As a profession, we primarily focus on counseling practice and clinical supervision; however, many professional counselors eventually find their way into leadership positions that focus on managing and leading teams. As the world of work continues to grow, the counseling profession needs to accommodate the career and professional development of counselors early in their career. By integrating concepts from human resources management and organizational development, this session will focus on maximizing the potential of professional counselors into professional leaders.</p> |
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