

**Guam's Second Annual Conference on  
Substance Use Disorders among Pacific Islanders**

**FINAL AGENDA**

**DAY ONE: September 21, 2021 (All times are in Chamorro Standard Time [ChST])**

TIME	TOPIC	SPEAKER(S)	TRACK(S)
8:00 AM – 9:00 AM (ChST)	<b>Conference Welcome, Prayer, and Opening Remarks and Introductions</b>	<p><b>Thomas E. Freese, PhD</b> <i>UCLA Integrated Substance Abuse Programs</i></p> <p><b>Eric Borja</b></p> <p><b>Theresa C. Arriola, MBA</b> <i>Guam Behavioral Health and Wellness Center</i></p> <p><b>Captain Emily Williams, LCSW-PIP, BCD</b> <i>Substance Abuse and Mental Health Services Administration</i></p> <p><b>Lourdes Aflague Leon Guerrero</b> <i>Governor of Guam</i></p>	
9:00 AM – 10:00 AM (ChST) <b>AM Plenary Session</b>	<b>[P1] Moving Beyond Trauma Informed Care to Healing Centered Engagement</b>	<p><b>Shawn Ginwright, PhD</b></p> <p><b>Description:</b> This plenary presentation will explore the disproportionate impact of crises on communities that are already adversely impacted by health disparities, food deserts and economic disinvestments. Dr. Ginwright will show how the role of education, culture and arts can be used as powerful avenues through which to address and explore healing, as well as racial and social justice. He will discuss tools, techniques, and insights to address racial and social inequality and create a climate of healing.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) impacts of transformative change and healing.</li> </ol>	<b>Plenary Session</b>

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		<ol style="list-style-type: none"> <li>2. Explore at least two (2) ways to engage adult allies in transforming their schools and communities.</li> <li>3. Specify at least one (1) importance of culture when creating strategies for healing.</li> </ol>	
10:00 AM – 10:15 AM (ChST)	<b>Break</b>		
10:15 AM – 11:15 AM (ChST) <b>Concurrent Workshops</b>	<b>[1A] Preventing Substance Misuse: Family-Level Prevention Interventions</b>	<p><i>Michelle Park, CPS</i></p> <p><b>Description:</b> This workshop will explore how working with families serves a specific role in substance use prevention. Taking note of the prevention efforts the family is most prominent for a direct impact on youth and communities. This acknowledges how the family is youth's constant in their ever changing world among friends, school, and a pandemic. It's important to build up families with what they are doing right and support them in these times.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify at least three (3) ways that families influence youths' decisions to delay the initiation of substance use or stop misuse if occurring.</li> <li>2. Recall two (2) risk factors and two (2) protective factors that operate within families.</li> <li>3. Propose two (2) interventions that address family risk/protective factors.</li> </ol>	<b>Children and Family/Prevention</b>
	<b>[1B] When the Titanic Meets the Iceberg: Addressing Trauma Beneath Addiction</b>	<p><i>Mark Sanders, LCSW, CADC</i></p> <p><b>Description:</b> This workshop presentation will cover several topics, including: the link between trauma and addiction; the diagnosis and evidence-based treatment of 5 types of traumatic stress disorders which co-occur with addiction, including: acute stress disorder; post-traumatic stress disorder; complex</p>	<b>Clinical Interventions</b>

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		<p>trauma; historical trauma and 24-7-365 terror; how to develop a trauma informed system of care; and how to avoid secondary PTSD.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Determine two (2) links between trauma and addiction.</li> <li>2. Identify at least two (2) differences between acute stress disorder and PTSD.</li> <li>3. Recall at least two (2) of the five types of traumatic stress disorders.</li> </ol>	
	<p><b>[1C] Preserving and Perpetuating Traditional Healing Practices. Can we incorporate into the work we do?</b></p>	<p><i>Tricia Lizama, PhD, LCSW</i></p> <p><b>Description:</b> This workshop session will provide an overview of Chamoru traditional healing practices and how these practices can be preserved and perpetuated via an apprenticeship program.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify three (3) types of healing methods.</li> <li>2. Assess three (3) reasons why preserving and perpetuating traditional medicine is beneficial.</li> <li>3. Analyze one (1) key way to incorporate traditional healing methods in the work setting.</li> </ol>	<p style="text-align: center;"><b>Emerging Issues</b></p>
	<p><b>[1D] Trauma Informed Care - An Overview of the Culturally Enhanced Evidenced Based Treatment Protocol for Childhood Trauma: Honoring Children, Mending the Circle</b></p>	<p><i>Dolores Bigfoot, PhD</i></p> <p><b>Description:</b> This presentation will briefly cover how historical trauma has impacted Indigenous children and their families. The majority of the presentation will address an Indigenous framework of Honoring Children, Mending the Circle that is a cultural enhancement of Trauma Focused Cognitive Behavior Therapy with illustration of how Indigenous knowledge can be used within an evidenced based model.</p>	<p style="text-align: center;"><b>Mental Health/ Children and Family</b></p>

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		<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify two (2) impacts of historical trauma in Indigenous communities.</li> <li>2. Apply at least two (2) uses of Indigenous knowledge to address healing.</li> <li>3. Apply at least three (3) key elements of a working model of trauma impact with children and families.</li> </ol>	
	<p><b>[1E] The Layers of Cannabis Policy, And Where Prevention Fits In</b></p>	<p><i>Scott Gagnon, MPP, PS-C</i></p> <p><b>Description:</b> This workshop examines the multiple layers of policy with respect to cannabis: state, local, and organizational, and how cannabis policies on all levels can impact the risk factors that influence substance use, in particular youth substance use. Additionally, in this workshop participants will learn how to approach planning prevention approaches within a context of commercialized cannabis, including a discussion of the prevention tools we have in our toolbox that can help us in this work.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify two (2) areas of cannabis legalization policy that impact substance use risk and protective factors.</li> <li>2. Recall at least two (2) ways that municipal and organizational policy shapes cannabis norms in the community.</li> <li>3. Analyze the one (1) main role cannabis policy has in the strategic prevention framework.</li> </ol>	<p style="text-align: center;"><b>Prevention</b></p>
	<p><b>[1F] A Provider's Introduction to Culturally Responsive Services for LGBT Individuals</b></p>	<p><i>Grant Hovik, MA</i></p> <p><b>Description:</b> This workshop is designed to develop provider skills in delivering culturally responsive prevention and treatment services for LGBT people.</p>	<p style="text-align: center;"><b>Population w/ Specific Service Needs</b></p>

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		<p>The workshop includes an introduction to key terms and concepts (such as gender identity and sexual orientation), treatment considerations for clinical work, and addressing the specific health needs of lesbian, gay, bisexual, and transgender individuals. The training will also discuss the importance of building partnerships with local LGBT organizations to increase your understanding of the LGBT community needs and increase referral options for your clients. This workshop is intended for any provider in contact with LGBT individuals, including MH and SUD clinicians, HIV providers, state, local and county governments employees, primary care providers, public health practitioners, prevention specialists, community based organizations, school teachers and counselors.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall two (2) factors that might contribute to substance use among LGBT clients.</li> <li>2. Identify two (2) barriers for health screening and medical care for LGBT clients.</li> <li>3. Identify two (2) strategies service providers can implement to create affirming environments for LGBT people.</li> </ol>	
11:15 AM – 12:00 PM (ChST)	<b>Lunch Break</b>		
12:00 PM – 12:15 PM (ChST)	<b>Movement Break provided by UCLA Recreation – Fitwell Programs – Mandy Muenzer</b>		
12:15 PM – 1:15 PM (ChST) <b>Concurrent Workshops</b>	<b>[2A] School-Based Services: Evidence Informed Supports</b>	<p><i>Leora Wolf-Prusan, EdD, and Angela Castellanos, PPSC, LCSW</i></p> <p><b>Description:</b> Join the Pacific Southwest Mental Health Technology Transfer Center's School Mental Health team to learn about what comprehensive school mental health (CSMH) might be, how educator mental health literacy is an essential part of creating CSMH,</p>	<b>Children and Family</b>

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		<p>and learn about two already-existing, free resources that your teams can use to grow this work.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) available content, resources, or materials that support local comprehensive school mental health championship.</li> <li>2. Identify at least three (3) tools, ideas, and/or supports for customizing the available supports to Guam's school systems needs.</li> <li>3. Explain the concept of mental health literacy as it is applied in a school-based mental health setting.</li> </ol>	
	<p><b>[2B] Opioid Use Disorder and Overdose - Understanding the Epidemic and an Overview of Treatment</b></p>	<p><i>Irene Hwang, MD</i></p> <p><b>Description:</b> Opioid use disorder and overdose continue to be a public health crisis in the U.S., with the illicit use of highly potent synthetic opioids as the leading cause of overdose death. This presentation will review the trend in mortality from opioid overdose, outline the diagnosis of opioid use disorder, compare and contrast options for medication assisted treatment, and examine the role of naloxone in reversing opioid overdose.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) trends in opioid use disorder (OUD) and overdose in the U.S., including the role of synthetic opioids.</li> <li>2. Identify at least two (2) differences between OUD treatment that utilize methadone, buprenorphine, and naltrexone.</li> <li>3. Analyze the one (1) main role of opioid overdose treatment with naloxone.</li> </ol>	<p style="text-align: center;"><b>Clinical Interventions</b></p>

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	<p><b>[2C] Strategies for Reducing Stigma for Substance Use and Mental Health Disorders</b></p>	<p><i>Andrew Kurtz, LMFT</i></p> <p><b>Description:</b> Few conditions are as stigmatized as substance use disorders (SUD) and mental health disorders (MHD). Stigma can impact the individual, their family, communities, and healthcare settings. The stigma and shame that individuals may experience related to SUD and MHD can be compounded by community and systemic factors to an extent that impacts treatment engagement and retention. Learning how to approach each individual who asks us for help with an understanding of the pervasiveness of stigma and incorporating considerations for the impact of stigma in treatment is crucial to providing effective care for successful outcomes. This training will help participants define stigma and begin to raise awareness of the cultural and systemic factors that can have an impact on treatment retention and outcomes. Using the most current data and incorporating real world clinical examples, this training will demonstrate the importance of combatting stigma at all levels of healthcare practice.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish two (2) examples of substance use disorder and mental health disorder-related stigma.</li> <li>2. Explain three (3) ways that individuals, organizations, or systems are impacted by existing stigmatizing beliefs.</li> <li>3. Integrate three (3) strategies for combatting stigma within their interpersonal interactions, organization, or broader community.</li> </ol>	<p style="text-align: center;"><b>Emerging Issues</b></p>
	<p><b>[2D] Behavioral and Medical Interventions for Treating Individuals with Serious Mental Illness</b></p>	<p><i>Suzette Glasner, PhD</i></p> <p><b>Description:</b> Mental illness affects a large proportion of those who suffer from substance use disorders, and</p>	<p style="text-align: center;"><b>Mental Health</b></p>

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		<p>vice versa. In this presentation, integrated treatment approaches incorporating both pharmacotherapy and behavioral interventions targeting serious mental illness along with substance use disorders will be described, along with recent research into the impact of these treatments on clinical course and outcomes.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify at least two (2) pharmacotherapy approaches to the treatment of bipolar illness.</li> <li>2. Evaluate at least two (2) ways that CBT is used in the treatment of bipolar illness and psychosis.</li> <li>3. Apply at least two (2) evidence-based psychotherapeutic techniques that are used in the treatment of severe mental illness.</li> </ol>	
	<p><b>[2E] Social Determinants of Health: How Prevention Builds Health Communities</b></p>	<p><i>Alyssa O'Hair, MPH, MA, CPS, and Clarissa Lam Yuen, MSW</i></p> <p><b>Description:</b> Social Determinants of Health (SDOH) lay the foundation for community- and society-level health and wellness, impacting our health and well-being in substantial ways. Substance misuse prevention practitioners have long played a role in building this foundation, as many SDOH are risk and protective factors for substance misuse and its harmful consequences. With the right partners on board, prevention practitioners can continue to positively impact SDOH, which can reduce substance misuse while bringing about other health-related benefits at the same time. This presentation will define SDOH, share specific strategies and interventions that prevention practitioners can implement to improve SDOH, and provide ideas for new partnerships to improve SDOH to build healthy, vibrant communities.</p>	<p style="text-align: center;"><b>Prevention</b></p>



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		<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize three (3) of the five Social Determinants of Health (SDOH).</li> <li>2. Identify at least two (2) ways substance misuse prevention practitioners' work positively impacts SDOH to build community wellness.</li> <li>3. Recall at least two (2) new partners that preventionists can work with to address SDOH in the community.</li> </ol>	
	<p><b>[2F] Motivational Interviewing Approaches with People Involved in the Criminal Justice System</b></p>	<p><i>Igor Koutsenok, MD</i></p> <p><b>Description:</b> This workshop is focused on the rationale and pragmatics of the use of motivational interviewing strategies in individuals under criminal-justice supervision. The primary goal is to demonstrate various MI skills in addressing the common problem of ambivalence in this type of clients.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify at least three (3) key steps in implementing MI in a controlled environment.</li> <li>2. Apply at least one (1) motivational interviewing strategy when dealing with a client exhibiting ambivalence.</li> <li>3. Specify at least two (2) MI micro-skills that can be used to with individuals under criminal justice supervision to address and resolve ambivalence to change.</li> </ol>	<p style="text-align: center;"><b>Population w/ Specific Service Needs</b></p>
<p>1:15 PM – 1:30 PM (ChST)</p>	<p><b>Break</b></p>		
<p>1:30 PM – 2:30 PM (ChST) <b>PM Plenary Session</b></p>	<p><b>[P2] SUD Treatment Provision in the Context of the Criminal Justice System</b></p>	<p><b>Igor Koutsenok, MD</b></p> <p><b>Description:</b> The presentation will address the rationale, benefits and principles of SUD treatment in</p>	<p style="text-align: center;"><b>Plenary Session</b></p>

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		<p>justice involved clients in custody and community settings.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>1. Identify two (2) reasons for implementing treatment in a criminal justice environment.</li><li>2. Recall two (2) ways to apply SUD treatment in the criminal justice system.</li><li>3. Analyze one (1) effective SUD treatment planning method to utilize in the criminal justice system.</li></ol>	
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**DAY TWO: September 22, 2021 (All times are in Chamorro Standard Time [ChST])**

TIME	TOPIC	SPEAKER(S)	TRACK(S)
8:00 AM – 8:15 AM (ChST)	<b>Welcome and Introductions</b>	<b>Beth Rutkowski, MPH</b> <i>UCLA Integrated Substance Abuse Programs</i>	
8:15 AM – 9:15 AM (ChST) <b>AM Plenary Session</b>	<b>[P3] Cannabis Legalization in the Americas: Policy Update and Emerging Evidence</b>	<b>Beau Kilmer, PhD</b>  <b>Description:</b> Jurisdictions considering or implementing alternatives to cannabis supply prohibition confront several decisions that will influence health, safety, and social equity outcomes. This presentation highlights the design considerations for cannabis legalization, focusing on recent changes in several US states, Canada, and Uruguay. It also reviews some of the emerging evidence about the short-run outcomes and discusses the possibility of federal legalization in the US.  <b>Objectives:</b> <ol style="list-style-type: none"> <li>1. Identify at least four (4) options for supplying legal cannabis beyond the traditional for-profit approach.</li> <li>2. Explore at least two (2) ways that legalization can reduce the production and distribution costs of cannabis.</li> <li>3. Recall at least three (3) pieces of emerging evidence regarding short-run outcomes in cannabis legalization.</li> </ol>	<b>Plenary Session</b>
9:15 AM – 9:30 AM (ChST)	<b>Break</b>		
9:30 AM – 10:30 AM (ChST) <b>Concurrent Workshops</b>	<b>[3A] Understanding Substance Use and SBIRT in the context of Adolescent Brain Development</b>	<i>Leslie Green, LICSW</i>  <b>Description:</b> This workshop will provide an overview of substance use and addiction in the context of adolescent brain development, as well as an introduction to Screening, Brief Intervention and Referral to Treatment (SBIRT) as it pertains to	<b>Children and Family</b>

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		<p>adolescents. During the session, participants will have an opportunity to practice a screening or brief intervention skill.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recognize at least three (3) ways that adolescent brain development creates special vulnerability to developing substance use disorders.</li> <li>2. Apply up to three (3) skills needed to conduct a brief motivational intervention in a role-play practice session.</li> <li>3. Analyze the one (1) most appropriate intervention and/or level of treatment for an adolescent based on screening responses and risk.</li> </ol>	
	<p><b>[3B] Behavioral Mental Health Leading the Way in Telehealth: What's all the buzz about and how can you prepare?</b></p>	<p><i>Christina Higa, PhD, Lani Nagao, MSW, and Sairel Labason, PBTRC</i></p> <p><b>Description:</b> Behavioral mental health services dominated telehealth throughout the COVID-19 pandemic. Congress recognized the need and importance of mental health services and the flexibility that telehealth affords providers and patients. The Consolidated Appropriations Act (2020) was a major milestone for making permanent policy changes for telebehavioral mental health services. Increasingly behavioral mental health providers have transitioned to telehealth and a mix of in person visits for convenience and to meet the demands of their patients. This workshop will provide an overview of policy developments and the various uses of telehealth during this surge; explore clinical practice challenges of telehealth compared to in person care; discuss top barriers such as digital equity, access and literacy and explore potential solutions. We will engage in discussions on best practices for telehealth and</p>	<p style="text-align: center;"><b>Clinical Interventions</b></p>

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		<p>Substance Use Disorder. Participants will be able to identify telehealth resources available such as from the HRSA funded Telehealth Resource Centers.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) best practices for delivering telehealth.</li> <li>2. Identify at least two (2) key behavioral mental health telehealth.</li> <li>3. Specify at least two (2) available telehealth resources and technical assistance opportunities.</li> </ol>	
	<p><b>[3C] The Link Between Western Education and Substance Use Disorders and Mental Health</b></p>	<p><i>Deborah Ellen, EdD</i></p> <p><b>Description:</b> The education programs and materials that our islands utilize can have a profound impact on a young person's self-esteem, self-worth, and views of one's culture and values. These factors can lead to a sense of marginalization, separation from one's place and nature, and feelings of isolation - all of which can lead to social issues including addiction and other mental health issues. Furthermore, many folks within our region have left their home villages and home islands in pursuit of a perceived 'better education' or employment which results in moving away from community and family support, changes in cultural values, and – for many – discrimination in the new communities. This session will delve into the impact of Western education on the mental health of community members within Indigenous communities with a focus on our islands' populations, as well as ways to address these concerns thereby supporting long-term sobriety and recovery.</p>	<p style="text-align: center;"><b>Emerging Issues/ Children and Family</b></p>

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		<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify three (3) ways that our educational systems and programs can impact our community members.</li> <li>2. Analyze three (3) alternative treatment strategies that can support long-term sobriety and recovery.</li> <li>3. Recall at least two (2) service strategies that support long-term sobriety and recovery.</li> </ol>	
	<p><b>[3D] Adverse Childhood Experiences (ACEs): Then, Now &amp; Looking Ahead-Directions for Our Practice</b></p>	<p><i>Leora Wolf-Prusan, EdD</i></p> <p><b>Description:</b> The Adverse Childhood Experiences study is almost 25 years old, and still holds considerable weight and influence on our clinical practice. Join the Pacific Southwest MHTTC to learn about the origins of the study, where we are now, and where the field is going in relation to ACEs.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least three (3) key foundations of the ACEs study and examine their lasting impact on clinical practice.</li> <li>2. Explain at least three (3) ways the original ACEs study and the new directions of the study's implications can strengthen substance use prevention and mental health service provision.</li> <li>3. Identify three (3) ways that an individual and collective approach to understanding ACEs can expand to meet the new understandings from the field, scholarship, research, and practice work.</li> </ol>	<p><b>Mental Health</b></p>
	<p><b>[3E] The Role of Substance Misuse Prevention in Recovery</b></p>	<p><i>MaryElizabeth Pacheco, LMHC, CCS, CSAC, CPS</i></p> <p><b>Description:</b> This session will focus on maximizing outcomes in prevention and recovery through</p>	<p><b>Prevention</b></p>

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		<p>collaboration, coordination, communication, and the continuum of care.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify two (2) common terms used in prevention and in recovery.</li> <li>2. Apply at least one (1) key way to apply a holistic approach to the continuum of care.</li> <li>3. Propose two (2) ways in which prevention practitioners and recovery support specialists can better support one another.</li> </ol>	
	<p><b>[3F] Increasing Awareness: Considerations Working with Trans People</b></p>	<p><i>Jaysa Jones, MSW</i></p> <p><b>Description:</b> This presentation will examine cultural competency and considerations when working with Transgender People in a clinical, medical, or social service type setting.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) strategies for increasing a feeling of safety.</li> <li>2. Identify two (2) health issues facing trans people.</li> <li>3. Distinguish at least two (2) provider considerations for care.</li> </ol>	<p><b>Populations w/ Specific Service Needs</b></p>
<p>10:30 AM – 11:15 AM (ChST)</p>	<p><b>Lunch Break</b></p>		
<p>11:15 AM – 11:30 AM (ChST)</p>	<p><b>Movement Break provided by UCLA Recreation – Fitwell Programs – Mandy Muenzer</b></p>		
<p>11:30 AM – 12:30 PM (ChST) <b>Concurrent Workshops</b></p>	<p><b>[4A] Building Powerful Collaborations for Families Affected by Substance Use Disorders: Child Welfare, SUD Treatment, Courts and Allied Partners</b></p>	<p><i>Jane Pfeifer, MPA</i></p> <p><b>Description:</b> Communication and active collaboration across systems help ensure that parents in need of substance use disorder treatment are identified and receive appropriate treatment in a timely manner. NCSACW believes that collaboration is not just a useful</p>	<p><b>Children and Family</b></p>

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		<p>add-on, but it is the critical link to resources that every system needs for success. This session will explore strategies at both a systems and practice level that improve communication for the benefit of children and families affected by substance use disorders. The presenter will highlight key action steps for collaboration between child welfare, substance use disorder treatment, family courts, and community agencies. Participants will discuss strategies for implementing these practices in their jurisdictions to ensure they meet the needs of families affected by methamphetamine and other substance use disorders.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall two (2) system linkages that are essential to building collaborative relationships.</li> <li>2. Identify two (2) collaborative partnerships necessary to develop a coordinated response to work effectively with families affected by substance use disorders.</li> <li>3. Analyze one (1) key effective strategy to address the needs of families affected by methamphetamine and other substance use disorders and develop action steps on how to build a collaborative practice.</li> </ol>	
	<p><b>[4B] Methamphetamine and Affective Disorders</b></p>	<p><i>Larissa Mooney, MD</i></p> <p><b>Description:</b> This presentation will focus on clinical presentations of methamphetamine use disorder and affective disorder comorbidity (e.g., depression, bipolar disorder). Overlapping clinical symptoms across these disorders and diagnostic considerations will be discussed. Integrated treatment approaches for methamphetamine use and affective disorder comorbidity will be reviewed, including off-label pharmacological treatment options for</p>	<p style="text-align: center;"><b>Clinical Interventions</b></p>



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		<p>methamphetamine use disorder, evidence-based behavioral treatment approaches for methamphetamine use disorder, and pharmacological interventions for affective disorders.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Recall at least two (2) overlapping clinical symptoms of methamphetamine use disorder and affective disorders.</li> <li>2. Identify at least three (3) pharmacological treatment approaches for affective disorder comorbidity.</li> <li>3. Specify at least two (2) evidence-based behavioral treatment approaches for methamphetamine use disorder.</li> </ol>	
	<p><b>[4C] Microaggressions and Micro-affirmations: Small acts, big impact</b></p>	<p><i>Rachele Espiritu, PhD, and Suganya Sockalingam, PhD</i></p> <p><b>Description:</b> Every day we experience subtle, simple, small messages that can impact our sense of worth. We send and receive these micro-messages verbally and nonverbally. They are powerful and can communicate values and expectations that can be negative (microaggressions) or supportive (micro-affirmations). Micro-messages have tremendous effects in the workplace, in our interactions with clients and colleagues, and in everyday life. Join this workshop to develop a shared understanding of the different types of micro-messages and the consequences of microaggressions. Participants will leave with ways to challenge microaggressions and open the door to inclusivity through micro-affirmations.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify two (2) types of micro messages.</li> <li>2. Determine three (3) real consequences of microaggressions.</li> </ol>	<p style="text-align: center;"><b>Emerging Issues</b></p>

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	<p style="text-align: center;"><b>[4D] Honoring our Boundaries: Tending to Self in the Context of Serving Communities</b></p>	<p style="text-align: center;">3. Specify three (3) strategies to challenge microaggressions, including micro-affirmations.</p> <p style="text-align: center;"><i>Oriana Ides, MA</i></p> <p><b>Description:</b> This session will explore the ways in which upholding healthy emotional boundaries can be trauma healing, strengthen our impact as mental health service providers and increase our personal wellbeing. It is often those who support the emotional wellness of others struggle most to create and protect conditions in their own lives that allow for optimal health. It is critical to understand what boundaries are and the significant role they play in establishing self-care practices that are re-fueling, and re-energizing. By exploring how establishing and maintaining healthy boundaries strengthen our ability to support youth and our holistic wellness, our work becomes more sustainable as mental health professionals. This workshop will guide participants in investigating the many reasons one might find it difficult to hold boundaries. We will expand our self-care toolbox to heighten awareness regarding personal limits and recognize when we've reached them by becoming better equipped to enforce working parameters that stave off burnout and encourage regulation and restoration.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify at least two (2) key important emotional and energetic boundaries within a school setting or youth serving agency/organization.</li> <li>2. Recall one (1) example of a personal boundary, what influenced its development, and what caused its compromise by assessing an individual's relationship with boundaries, setting limits and prioritizing personal</li> </ol>	<p style="text-align: center;"><b>Mental Health</b></p>
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		<p>wellbeing over production, and examining the ecosystem our work is situated within.</p> <p>3. Recognize two (2) key elements of evidence-based and culturally defined wellness practices in which participants can apply to their own engagement with young people, families, and school staff, including rituals that support the cultivation and maintenance of healthy boundaries.</p>	
	<p><b>[4E] Strategic Prevention Framework with Indigenous Values</b></p>	<p><i>Gerry RainingBird and James Arriola, MA, CPS</i></p> <p><b>Description:</b> This presentation will focus on the unique approach to sustainable prevention by merging the experiences and practices of indigenous perspectives of Native Americans and Pacific peoples. By using the Gathering of Native American (GONA) principles, the presentation will seek to highlight key lessons of culture in prevention and its continued potential in Pacific Island communities.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain at least two key elements of the Strategic Prevention Framework (SPF) and Gathering of Native Americans (GONA).</li> <li>2. Recognize two (2) ways GONA and SPF foster a more culturally responsive strategic planning process.</li> <li>3. Identify two (2) ways of implementing the SPF by applying culturally relevant principles.</li> </ol>	<p style="text-align: center;"><b>Prevention</b></p>
	<p><b>[4F] Caring for Gender-Expansive Patients of Indigenous Experience: An Overview of Inclusive Practice Models</b></p>	<p><i>Hannah Wenger, MD, and Frances W. Grimstad, MD, MS</i></p> <p><b>Description:</b> This presentation will provide an overview of gender-affirming care for pediatric and adult persons of gender-expansive experience. Indian Country ECHO's telementoring model will specifically be highlighted as a vital forum for elevating healthcare quality and equity</p>	<p style="text-align: center;"><b>Populations w/ Specific Service Needs</b></p>

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		<p>for persons of Indigenous experience in the United States.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Distinguish and deconstruct at least three (3) gendered terms and define gender-affirming care for patients of Indigenous experience in the United States.</li> <li>2. Explore why gender affirming care is important and discuss at least three (3) key elements to providing it in a primary care setting.</li> <li>3. Identify at least two (2) specific practice care models for gender-affirming care, with specific focus on Indian Country ECHO's telementoring model.</li> </ol>	
<p>12:30 PM – 12:45 PM (ChST)</p>	<p><b>Break</b></p>		
<p>12:45 PM – 1:45 PM (ChST) <b>PM Plenary Session</b></p>	<p><b>[P4] Understanding the Impact of Structural Racism on Clinical Care</b></p>	<p><b>Monica Hahn, MD, MPH, MS</b></p> <p><b>Description:</b> In order to understand how health inequities in various chronic disease such as HIV and SUD occur, it is necessary to examine their associations with longstanding structural racism. This workshop will provide an overview of structural racism in the context of the clinical care and review what lessons have been learned from the HIV and COVID-19 pandemics that can inform future work, and help to interrogate systems and structures which perpetuate structural racism in order to take steps to move toward providing services with an anti-oppression and anti-racism lens.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify two (2) areas of structural racism and their relevance and context in the landscape of current health inequities.</li> <li>2. Evaluate at least two (2) historical lessons learned from HIV and current lessons from</li> </ol>	<p><b>Plenary Session</b></p>

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		<p>COVID pandemic in understanding structural racism in medicine and clinical care.</p> <p>3. Appraise at least two (2) areas of social justice and anti-racism frameworks as guiding principles in their work moving forward.</p>	
<p>1:45 PM – 2:30 PM (ChST)</p>	<p><b>Closing Remarks and Conference Adjourns</b></p>	<p><b>Beth Rutkowski, MPH, and Thomas E. Freese, PhD</b> <i>UCLA Integrated Substance Abuse Programs</i></p> <p><b>Joshua F. Tenorio</b> <i>Lieutenant Governor of Guam</i></p>	