

If you correct your mind, the rest of your life will fall into place.
~Lao Tzu

THIRD ANNUAL COMMUNITY INTEGRATION CONFERENCE

To Hold, Maintain and Keep: Mind-Body Approaches to Community Integration

Thursday,
June 22, 2017

The Menninger Clinic
12301 Main Street
Houston, TX 77035

PROGRAM SCHEDULE

8:30 to 9:00 am	Registration and Sign-in
9:00 to 9:15 am	Welcome and Opening Remarks Cynthia Mulder, LCSW, Director of Menninger Education Ed Levin, MSW, Association for Community Integration Programs Ross Ellenhorn, LICSW, PhD, Ellenhorn, LLC Brad Kennedy, MRC, CRC, CPRP, The Menninger Clinic and Driftwood Recovery
9:15 to 10:15 am	Basic Attendance: A Contemplative Approach to Facilitating Community Integration Jeremy Andersen, BA, MA, CAGS
10:15 to 10:30 am	Morning Break
10:30 to 11:30 am	A More Elevated Approach to Learning and Developing Meaningful Roles Joshua Aronson, PhD

PROGRAM SCHEDULE: CONTINUED

11:30 am to 12:30 pm	Refuge Recovery: Breaking the Addiction for the Mind Noah Levine, MA
12:30 to 1:30 pm	Lunch Provided
1:30 to 2:30 pm	Integrative Recovery: Modern Healing and Age-old Wisdom Marni Chanoff, MD
2:30 to 2:45 pm	Afternoon Break
2:45 to 4:00 pm	Moderated Panel Discussion: Integrating Theory, Research & Strategy into Best Practices Moderator: Brad Kennedy, MRC, CRC, CPRP
4:00 to 4:10 pm	Closing Remarks Ross Ellenhorn, LICSW, PhD

PRACTICE GAP STATEMENT

There is growing research on the link between stress and health, the damage of living with a mental illness and how mindfulness practices can help individuals suffering from severe and persistent mental illness.

Integrative Therapies in mental health care, ones that view psychiatric symptoms as the result of complex and multiple causes, often rely on what is called a mind-body approach. In this approach, therapists use meditation, mindfulness and yoga techniques as part of many different treatments. Remarkably, mental health professions have done little

regarding how to employ mind-body approaches to address the chief complaints of their clients who have required the most treatment.

For such clients, a central concern is often how to return to community life after treatment, in other words: reintegrating. Significant resources have been spent on this topic, with government support for vocational, educational and housing programs for the mentally ill, the growth of the field of psychosocial rehabilitation and the focus on community integration as a central part of treatment. Using mind-body techniques precisely for such difficult and stressful steps, such as seeking work again,

JOINTLY PROVIDED BY

- [The Menninger Clinic](#)
- [Ellenhorn, LLC](#)
- [Association for Community Integration Programs \(A4CIP\)](#)

returning to school, living on one's own and re-engaging with friends and family, are not frequently used by clinicians.

This conference seeks to explore the link between mind-body approaches to help patients reintegrate to important and valued roles as workers, volunteers, partners and friends as they transition out of structured care and into the community.

TARGET AUDIENCE

Mental health professionals: physicians, psychologists, registered nurses, social workers, counselors and addiction professionals (novice to experienced)

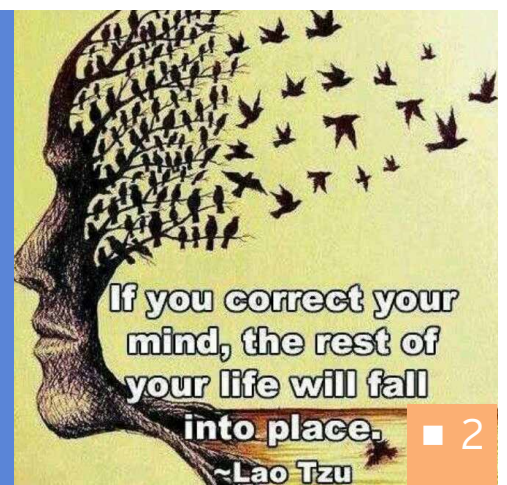
LEARNING OBJECTIVES

At the conclusion of this learning activity, participants should be able to:

1. Describe the concept of Basic Attendance and recognize the interconnectedness of contemplative practice and community integration.
2. Describe how social conditions and stereotypes can impair intelligent

LEARNING PURPOSE STATEMENT

The purpose of this conference is to impact the practice of mental health professionals by enhancing knowledge about mind-body approaches to help patients struggling with severe mental illness to reintegrate back into meaningful roles in the community. Through an exploration of theory, current research and evidenced-based interventions, practitioners will be able to utilize mindfulness, meditation and other integrative approaches to enhance recovery.



thought, motivation and curiosity and articulate how the theory of “four-dimensional learning” can decrease stress and improve overall functioning and performance.

3. Demonstrate understanding of the philosophical framework of Buddhist practice and basic mindfulness practice and apply culturally relevant exercises to all areas of life.
4. Understand key ways that mind-body interventions can influence the mental and physical health of people with psychiatric symptoms.
5. Develop ways to implement integrative approaches in effective community integration programming.

REGISTRATION

- \$100 per participant includes continental breakfast, lunch and refreshments
- Sign up online at: <http://bit.ly/2p4WfgD>

Visa, MasterCard, Discover, American Express and checks are accepted. Registration will be finalized with receipt of payment.

CONFERENCE LOCATION & HOTEL

- The Menninger Clinic Classrooms in the John M. O’Quinn Foundation Commons Building 12301 Main Street Houston, Texas 77035

Menninger is located about 10 minutes south of the Texas Medical Center. Parking is free. Stop by the hospitality building as you enter the campus.

- A special room rate of \$125 is available at the Hotel Derek near the

Galleria at 2525 West Loop South, Houston, Texas 77027. Rate applies to a single room (standard king) June 21–23 when you mention Menninger or this conference by name while making a reservation by May 22 at 713-961-3000.

REFUNDS

The Menninger Clinic will provide a full refund upon written request if requested at least two weeks prior to date of live event. In the unlikely event the conference is canceled, prepaid registrants will be given a full refund.

SPECIAL NEEDS

If you have any specific dietary or ADA needs, please include in your online registration or by calling The Menninger Clinic at 713-275-5060.

INFORMATION

- For assistance with registration or payment, please contact Michelle Taylor, mataylor@menninger.edu or 713-275-5529.
- For Continuing Education information, please contact Cynthia Mulder, LCSW, cmulder@menninger.edu or 713-275-5247.
- For more information about the Joint Providers visit: www.MenningerClinic.com www.ellenhorn.com www.A4CIP.org

REQUIREMENTS

Successful completion of this activity requires (no partial credits will be awarded):

- 100 percent attendance of activity
- Completed Education Activity Evaluation

- Completed Application for Continuing Education

CONTINUING EDUCATION

The Menninger Clinic has awarded 5.25 Contact/Credit/Clock hours to the following disciplines.

Physicians: This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the Joint Providership of The Menninger Clinic, Ellenhorn, LLC, and the Association for Community Integration Programs (A4CIP). The Menninger Clinic is accredited by the ACCME to provide continuing medical education for physicians.

The Menninger Clinic designates this live activity for a maximum of 5.25 AMA PRA Category 1 Credit(s)™.

Psychologists: The Menninger Clinic is approved by the American Psychological Association to sponsor continuing education for psychologists. The Menninger Clinic maintains responsibility for this program and its content. (5.25 CE credit hours)

Registered Nurses: The Menninger Clinic is an approved provider of continuing nursing education by the Texas Nurses Association, an accredited approver by the American Nurses Credentialing Center’s Commission on Accreditation. 5.25 contact hours will be awarded at completion. This CNE activity has been jointly provided by The Menninger Clinic collaboratively with Ellenhorn, LLC, and Association for Community Integration Programs.

Social Workers: The Menninger Clinic, Provider #4586, is approved by the Texas State Board of Social Worker Examiners to offer continuing education for social workers. This activity is offered for 5.25 continuing education credit hours for social workers. We adhere to the Texas State Board of Social Worker Examiners Continuing Education Guidelines.

Addiction Professionals: The Menninger Clinic, approved by the Texas Certification Board of Addiction Professionals (TCBAP) Standards Committee, Provider No. 1741-06, five and one quarter (5.25) hours general. Expires 7/2017. Complaints about provider or workshop content may be directed to the TCBAP Standards Committee, 401 Ranch Road 620 South, Suite 310, Austin, Texas 78734, and fax number 888-506-8123.

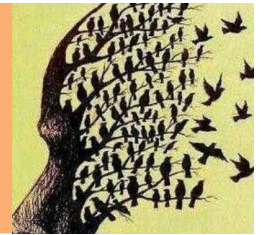
Certificates of Attendance will be awarded for all other participants upon request.



FACULTY AND PRESENTATIONS

To Hold, Maintain and Keep: Mind-Body Approaches to Community Integration

CE Conference
June 22, 2017
Houston, Texas



Basic Attendance: A Contemplative Approach to Facilitating Community Integration

JEREMY ANDERSEN, BA, MA, CAGS



Andersen is a Senior Clinician and Education Director at Windhorse Integrative Mental Health in Northampton, Mass. Before joining Windhorse, Andersen

worked as a psychotherapist in urban and rural community mental health clinics. He has also done milieu work with children experiencing emotional distress and children and adults with developmental disabilities. In addition to his clinical work, he lived and worked at Karme Choling retreat center in Vermont and served in leadership positions at the Berkeley and Pioneer Valley Shambhala Centers. Andersen is an authorized meditation instructor in the Shambhala Buddhist tradition.

This presentation will explore the Windhorse practice of Basic Attendance—a contemplative approach to being with another person in a mindful, attuned and responsive way. In Basic Attendance, one attends to one's own mind and body, to the other person, and to the relational and physical environment as a whole. This informal mindfulness practice is supported and deepened by one's formal mindfulness and compassion practices. By offering a present and open space to another, and by gradually bringing a wider range of experience and more of one's own subjectivity into the relationship, Basic Attendance provides a mindful, relational vehicle for facilitating community integration.

A More Elevated Approach to Learning & Developing Meaningful Roles

JOSHUA ARONSON, PHD



Aronson is a Professor of Applied Psychology at New York University, where he conducts research to improve education. He received his doctorate from Princeton and has

taught at Stanford and the University of Texas. Best known for his research on Stereotype Threat and Growth Mindset, Aronson's work has been featured in four Supreme Court cases and popular books like *Blink*, *Nurtureshock*, *Mindset*, *Drive*, *Nerve*, *Choke*, *Grit*, *How Children Succeed*, *Lean In* and *Learn Better*. Listed by Education Week among the most influential education scholars in America, Aronson is dedicated to steering disadvantaged youth away from prison and toward prosperity.

Few social problems loom as large as how to educate poor and minority children. The social conditions in a classroom or elsewhere (often with stereotype and stigma) can impact social, moral, academic and interpersonal development. This talk will present research and case studies of successful American schools, which point to a sensible way forward and suggest steps any school can take to improve development of their children. Social psychology experiments validate many of the things the best schools do, and the best schools illustrate elegant—and elevating—ways that social psychology can be applied to help students become smarter, happier and nicer to be with. The interventions of growth mindset, meditation, mindfulness and four-dimensional learning can change school culture and student character development and is transferable and applicable to individuals attempting to reintegrate to their communities.

Refuge Recovery: Breaking the Addiction for the Mind

NOAH LEVINE, MA

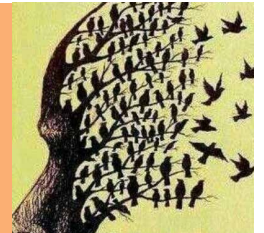


Levine is a Buddhist teacher, author, counselor and recognized keynote speaker. He was educated as a meditation teacher primarily by Jack Kornfield of Spirit Rock Meditation Center, has studied with

a variety of prominent Theravadan and Mahayan Buddhist teachers and holds a master's degree in integrative counseling psychology from the California Institute of Integral Studies (CIIS). With more than 25 years of experience in the addiction and recovery field, Levine has created a process of addiction recovery based on the teachings of the Buddha called Refuge Recovery. He is also the founder of Against the Stream Buddhist Meditation Society—with centers in Los Angeles and San Francisco and more than 20 affiliated groups. He is the author of *Dharma Punx*, *Against the Stream*, *Heart of the Revolution* and *Refuge Recovery*.

Buddhism is a path to freedom from suffering. Suffering originates in the addictive quality of the mind, and our habitual tendency to grasp at pleasure and push away pain. All addictions stem from these roots. The Buddhist path offers a spiritual and psychological process of transformation that has proven to be a most effective treatment for our human addiction to thinking, and all the suffering we create with the mind. The Buddhist practice of mindfulness meditation is the most potent tool there is for recovering our original wholeness or Buddha nature. This presentation will explore the practice of mindfulness meditation, the philosophical framework of Buddhist practice, and highlight tools and exercises to break the addiction to the mind as outlined in the Refuge Recovery process.

Continues on next page



To Hold, Maintain and Keep: Mind-Body Approaches to Community Integration

Integrative Recovery: Modern Healing & Age-old Wisdom

MARNI CHANOFF, MD



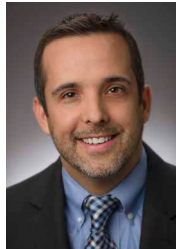
Chanoff is Chief Medical Officer and Director of the Mind-Body Wellness Program at Ellenhorn; practices and teaches Integrative Psychiatry with certification as an Ayurvedic Health Counselor and

is on the teaching faculty at Harvard Medical School. She graduated from the University of Miami School of Medicine with Research Distinction and trained at the MGH/McLean Psychiatry Residency Program. She completed fellowships at the MGH Center for Psychoanalytic Studies and Harvard University Health Services. She was Psychiatrist-in-Charge of McLean's Schizophrenia and Bipolar Program before going into private practice in psychopharmacology and psychotherapy.

Eastern influences have been shown to positively affect outcomes in many areas of Western medicine. Recent evidence-based research validates these age-old approaches. So too, in psychiatric treatment and psychosocial recovery—as we aim to partner with clients in their search for meaning and purpose, social connectedness and reintegration into the community—utilizing Eastern concepts and approaches expands our clinical repertoire and enhances our work with clients we serve. This presentation will introduce several Eastern concepts and their correlations with integral psychosocial approaches. It will also present evidence-based research on effective mind-body practices to highlight the momentum in the field of psychiatric recovery and the value of a more integrated and comprehensive approach to psychosocial rehabilitation.

Moderated Panel Discussion: Integrating Theory, Research & Strategy into Best Practices

BRAD KENNEDY, MRC, CRC, CPRP



Kennedy is the Director of Driftwood Recovery in Austin, Texas, and former Director of Rehabilitation Services at The Menninger Clinic. Kennedy received an undergraduate degree in Sociology

from the University of Texas at San Antonio. He received a master's degree in Rehabilitation Counseling from University of Kentucky. Kennedy is a Certified Rehabilitation Counselor and attended Boston University's Certification Program in Psychiatric Vocational Rehabilitation. Kennedy was a founding member of the Compass Young Adult Program at The Menninger Clinic. He also served as Program Manager of Menninger's Pathfinder Community Integration Program, where he co-developed therapeutic programming and provided consultation, including vocational assessments and social skills development, to help clients improve their relationships and find the optimal fit for meaningful work, volunteer or academic roles.