



Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

The Needs and Joys of our (Im)migrant* Students, Families, and Community Partners: Expanding our School Mental Health Practice

Three-Part Learning Series

Session 1 | April 19, 2021 | 3-5 p.m. PT

What is the What? Nuances, Complications, and Contributions of (Im)migrant & Latinx Student Mental Health

Session 2 | May 17, 2021 | 3-5 p.m. PT

Fronterismo - Supporting Transborder School Mental Health

Session 3 | June 21, 2021 | 3-5 p.m. PT

School Mental Health Strategies to Support Newcomers: CBITS and Community Building Circles

- If you have questions during the session, please post them in the chat box. We will do our best to address them during the session, but if we are unable to, we will provide follow-up after the session.
- A copy of today's presentation and handouts were included in the reminder email that was sent out before the session.
- All phone/audio lines will be muted during today's session.
- This session is being recorded. The recording will be available in 2 weeks and can be accessed here. https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35&product_type=26
- At the conclusion of the webinar a feedback form will be provided. Please take a few minutes to provide us with your thoughts as this is a very important part of our quality control and funding.
- If you have technical issues, please email Irojas@cars-rp.org.



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What is the What? Nuances, Complications and Contributions of (Im)migrant & Latinx Student Mental Health

DISCLAIMER

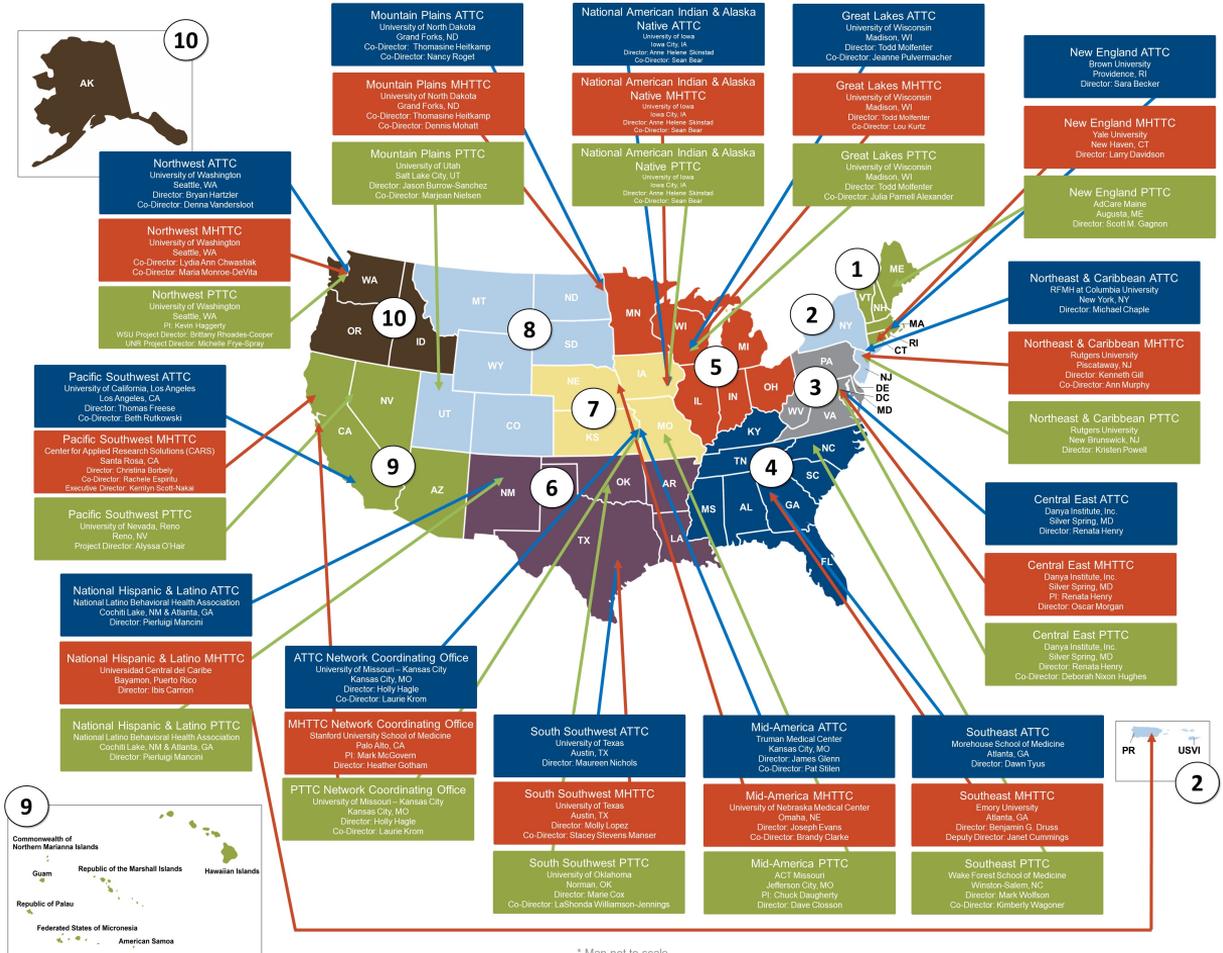
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At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.

This work is supported by grant 5H79SM081709-03 and from the DHHS, SAMHSA.

Technology Transfer Centers

Funded by Substance Abuse and Mental Health Services Administration (SAMHSA)



* Map not to scale.

Services Available

No-cost training, technical assistance, and resources



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED
AND HOPEFUL

INCLUSIVE AND
ACCEPTING OF
DIVERSE CULTURES,
GENDERS,
PERSPECTIVES,
AND EXPERIENCES

HEALING-CENTERED/
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS
PARTICIPATING IN THEIR
OWN JOURNEYS

PERSON-FIRST AND
FREE OF LABELS

NON-JUDGMENTAL AND
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR
AND UNDERSTANDABLE

CONSISTENT WITH
OUR ACTIONS,
POLICIES, AND PRODUCTS

Today's Presenters



Claudia Rojas, MA

Claudia Rojas earned her BA in Sociology from UCR, an MA in Education from UCLA, and an Administrative Credential from CSUDH; she has been an educator since 2003 and has always worked at high need schools in Los Angeles. Currently, Claudia serves as a Newcomer Coach and previously she served as a Restorative Justice Teacher Advisor. From 2012-2018, she served as a founding high school principal located in the heart of South-Central Los Angeles. The school focused on mental and behavioral health and is a student-centered, teacher-driven school. Claudia is committed to student voice, social justice, equity and access, innovation, and community collaboration.



Claudia Gonzalez, LCSW, PPSC-SW is the lead child and adolescent mental health clinician at a Federally Qualified Health Center in South San Diego. She has a Master of Social Work and Pupil Personnel Services Credential from San Diego State University. She has over 10 years of experience working along the U.S.-Mexico border close to her hometown of San Ysidro. Her personal experience and work in the border region have afforded Claudia the opportunity to understand the intersection of the communities social, sexual, and family ties in both countries.



Alicia Arambula, ACSW, PPSC is a Latinx School Social Worker in the south San Diego region. As a School Social Worker, she has developed a mental health program to address youth mental health by providing professional learning opportunities for staff, establishing systems of support utilizing restorative practices and bridging the gap for students to access mental health counseling in or outside of school. She has a Master's of Social Work Degree from San Diego State University with a pupil personnel services credential in social work. She has over ten years of experience serving youth and their families in various capacities such as addressing diverse needs including substance dependency, immigration, and education. Additionally, she is a fronteriza, a hybrid culture that exists within border regions, which directly impacts her theoretical approach in serving her community.



Angela J. Castellanos, LCSW, PPSC serves as a School Mental Health Training Specialist. Angela Castellanos is an experienced mental health consultant and administrator with 25+ years of diverse and progressive expertise in the mental health care industry and school settings. She specializes in administering school mental health programs, mentoring industry professionals (local, state, and federal), developing and teaching best practices in the area of Trauma, Suicide Prevention, Crisis Response and Recovery and School Mental Health. As a direct practitioner, Angela has developed programs and services for newcomers in a school district setting. Internationally, she has provided trauma-based work in El Salvador.

AGENDA

01

Introductions, why are we here?

02

Understanding Policies that Impact Our Students and Families

03

Triple Trauma: Leaving, Migration, and Arrival

04

COVID-19 Nuances and Considerations

05

Student Development and Triple Resilience

OBJECTIVES

01

Learn how stress, anxiety, and trauma impact (im)migrant students.

02

Define the policies that impact our students and families.

03

Explore how status affects students, families, and schools.

Reflect and Reconnect





Who is here today?

Use the chat box to let us know the following:

- Your organization, role, and location
- What is your comfort level in providing school mental health supports to Newcomers, Transborder, and Latinx Students?
 - 3 - I am an expert!
 - 2 - Give me resources and I can take it from here
 - 1 - Don't know what to do

La Casa Adentro



Kayla Mulholland, 2019

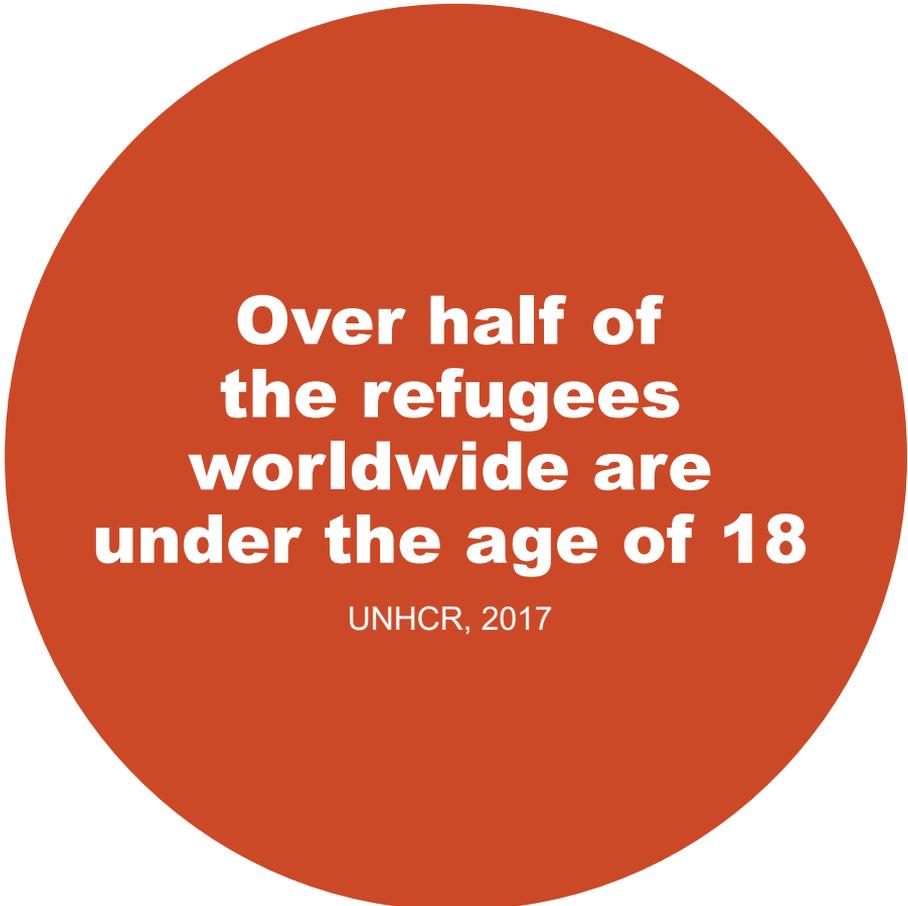


Luis and Jose's Story

- Two young boys
- Left Honduras with mother due to violence
- Both witnessed father's murder
- Fear of going outside
- Traveled a long journey

Overview of the Population

- **Refugee:** A person who is outside his/her country of nationality or habitual residence; has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there, for of persecution (Article 1 of the 1951 U.N. Refugee Convention).
- **Immigrant:** A person who voluntarily leaves his or her home country for better economic, educational, or other opportunities.
- **Asylum-Seeker:** A person whose request for sanctuary has yet to be processed (UNHCR, 2017).
- **Unaccompanied Refugee Minor/Unaccompanied Alien Child*:** A child who is under the age of eighteen, who is separated from both parents and is not being cared for by an adult who by law or custom has responsibility to do so (UNHCR, 1997).
- **Undocumented Immigrant:** A person without legal documentation to reside in the US.
- **Transborder/Binational:** “Binational” refers to students with experience living and studying in both countries, regardless of citizenship.



**Over half of
the refugees
worldwide are
under the age of 18**

UNHCR, 2017

**Top 9 countries of origin* most
represented among unaccompanied
refugee minors in 2018 served in the
U.S. URM program**

-United Nations High Commissioner for Refugees

1. Guatemala
2. Democratic of Republic of Congo
3. Eritrea
4. Honduras
5. Burma (majority of newer arrivals are Rohingya)
6. Afghanistan
7. Mexico
8. Somalia
9. El Salvador

Northern Triangle Journey



“Nearly twice as many unaccompanied migrant children apprehended daily at US-Mexico border as a 2019 peak.”

-Geneva Sands & Paul LeBlanc, CNN
March 23, 2021

Nearly twice as many unaccompanied migrant children apprehended daily at US-Mexico border as at 2019 peak



By Geneva Sands and Paul LeBlanc, CNN
Updated 9:30 PM ET, Tue March 23, 2021



(CNN) — US border officials are detaining on average more than 600 unaccompanied migrant children who cross the [US-Mexico border](#) each day, a Department of Homeland Security official familiar with the data told CNN.

The daily average as of Tuesday is up from around 500 earlier this month, and far surpasses the height of the 2019 surge of migrant families, when Border Patrol apprehended around 370 unaccompanied children a day on average, according to agency data.

MORE FROM CNN



Texas Highway F after being shot



Detroit commun the only Black-o store...

South Bay's
Leader in
Quality
Dialysis Care

Davita
Kidney Care

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Advertisement

News & Buzz



Jennifer Lopez Rodriguez s...



Nicole Kidm...

Acculturation vs Assimilation

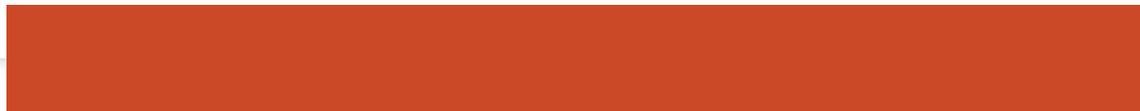
Acculturation

- Recognize youths' ability to adapt to their new life
- Encourage youth to take their culture of origin and apply it to experiences in the US
- Encourage dialogue/ communication that build community
- Identify youth strengths and assets
- Encourage youth to set goals and take risks

Assimilation

- Pressuring youth to adopt dominant culture
- Youth made to feel ashamed of their culture of origin
- Youth are isolated
- (Im)migrant youth are viewed as burdens
- Youth are not encouraged to dream

POLICY:
Impact on Our
Students and Families



(Im)migration Policies and Impact on School Mental Health

Becoming familiar with relevant policies impacting (im)migrant students can help you answer questions and better understand student stressors.

School mental health professionals can:

- Reach out to families who might need support and guidance.
- Help refer families to appropriate free social and legal services available in the community.
- Help reduce fear of accessing services.

Deportations

Formal removal of a foreign national from the U.S. for “violating” an immigration law. The U.S. may deport foreign nationals who participate in criminal acts, are a threat to public safety or violate their visa.

Temporary Protected Status (TPS)

Provides a temporary immigration status to nationals of specifically designated countries that prevents them from returning safely due to ongoing armed conflict, environmental disaster, or extraordinary and temporary conditions. TPS does not lead to lawful permanent resident status.

Countries with current designated TPS

Somalia: Expires 9/17/2021

El Salvador: Expires 10/4/2021

Haiti: Expires 10/4/2021

Honduras: Expires 10/4/2021

Nepal: Expires 10/4/2021

Nicaragua: Expires 10/4/2021

Sudan: Expires 10/4/2021

South Sudan: Expires 5/2/2022

Syria: Expires 9/20/2022

Bill H.R.6 - The Dream and Promise Act 2019 grants TPS holders' legal permanent resident status and cancel removal proceedings.

Deferred Action for Childhood Arrivals (DACA)

- It allows non-U.S. citizens who qualify to remain in the country for two years, subject to renewal. They are eligible for work authorization and shielded from deportation.
- Bill H.R.6 - The Dream and Promise Act 2019 will grant conditional permanent resident status for 10 years and cancel removal proceedings.

An immigration policy that allows deferred action for certain undocumented young people who came to the U.S. as children and meet several guidelines to request consideration for deferred action.

U-Visas

Visas for immigrants who have been victims of crime in the U.S., and have reported crime, or assisted in the investigation or prosecution.

Public Charge

Referred to as an individual who is likely to become a dependent on government benefits for his/her survival. This is a ground of inadmissibility for which a person could be denied a green card, visa, or admission into the U.S.

The Department of Homeland Security announced on **March 9, 2021**, that they will no longer defend the Trump administration public charge rule.

Violence Against Women Act (VAWA)

Available to victims of domestic violence when the abuser is a U.S. citizen or lawful permanent resident and is the victim's parent, spouse, or adult child.

McKinney-Vento Homeless Assistance Act

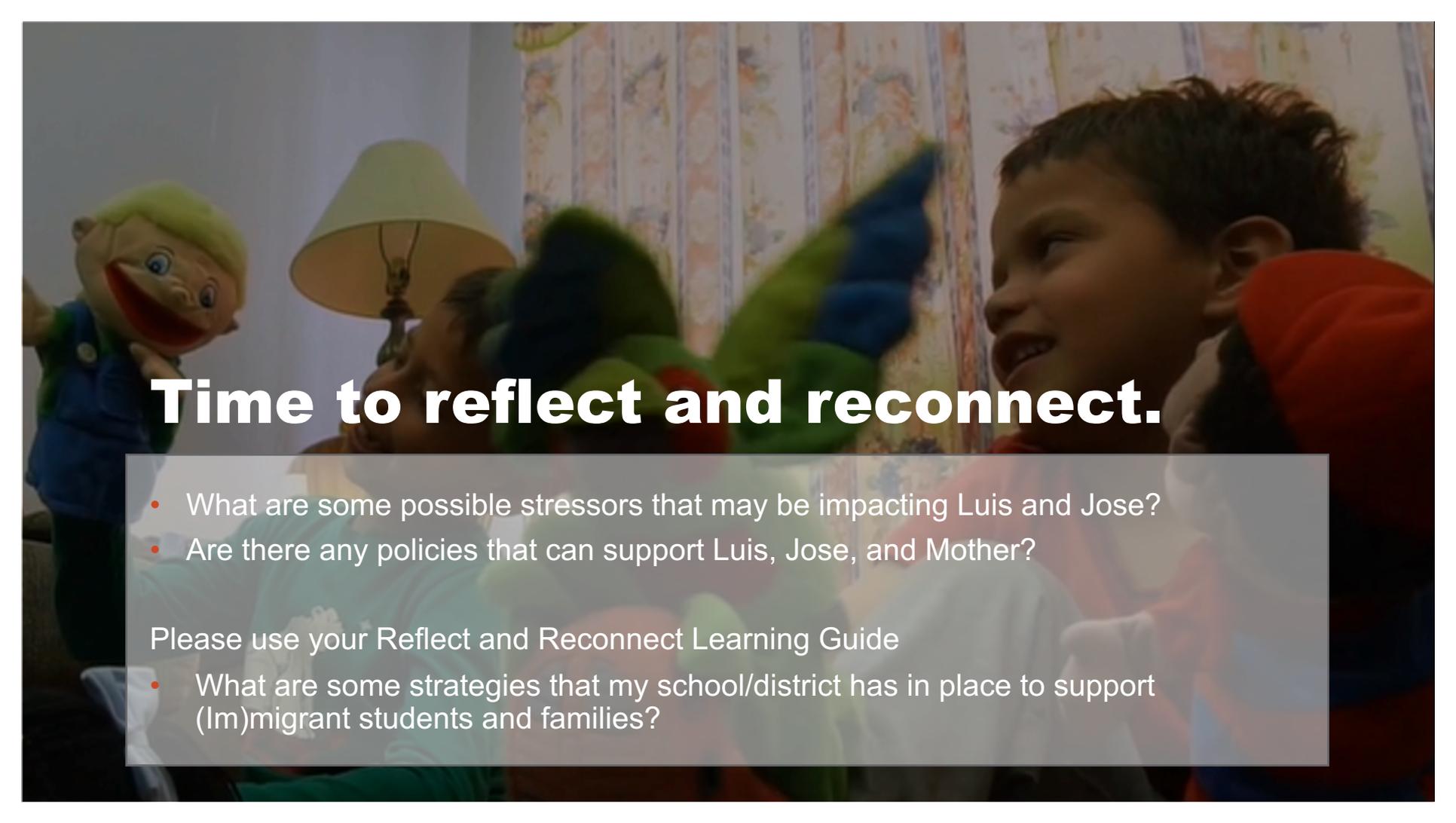
This federal law stands to ensure that homeless K-12 students enrolled in school have the opportunity to succeed academically by removing any barriers that could hamper homeless students' access to an education.

Federal legislation related to the education of children and youth experiencing homelessness, which includes those who are sharing housing (doubled-up); staying in motels, trailer parks, shelters, or transitional housing; sleeping in their cars; or in any type of substandard housing.

AB-2121 Pupil Instruction

Coursework and graduation requirements; migratory children and newly arrived immigrant pupils

- Requires educational agencies to take specific actions relating to migratory children and newly arrived immigrant students.
- Existing law requires school districts to exempt foster care, homeless, and former juvenile court students from all locally adopted coursework requirements that are supplemental to statewide coursework requirements.
- AB2121 extends these provisions to migratory students and to students participating in an English language proficiency program designed for newly arrived immigrant students who are in their third or fourth year of high school.

A young boy with dark hair is looking towards a puppet on the left. The puppet has a large red mouth and is wearing a blue shirt. In the background, there is a lamp with a white shade and patterned curtains. The scene is dimly lit, suggesting an indoor setting.

Time to reflect and reconnect.

- What are some possible stressors that may be impacting Luis and Jose?
- Are there any policies that can support Luis, Jose, and Mother?

Please use your Reflect and Reconnect Learning Guide

- What are some strategies that my school/district has in place to support (Im)migrant students and families?

**TRIPLE TRAUMA:
Leaving, Migration,
and Arrival**



What is Trauma?

Individual Trauma

Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.

SAMHSA 2014, p. 7

Cultural Context

Experiences that continue to impact individuals and communities across generations, including the ongoing legacies of trauma resulting from structural violence, slavery, colonization; the trauma of war, poverty and displacement; and persecution.

National Center on Domestic Violence,
Trauma and Mental Health, 2018, p. 48-49

A Trauma-Informed School

Realizes

Realizes widespread impact of trauma and understands potential paths for recovery

Recognizes

Recognizes signs and symptoms of trauma in clients, families, staff and others involved with the system

Responds

Responds by fully integrating knowledge about trauma into policies, procedures, and practices

Resists

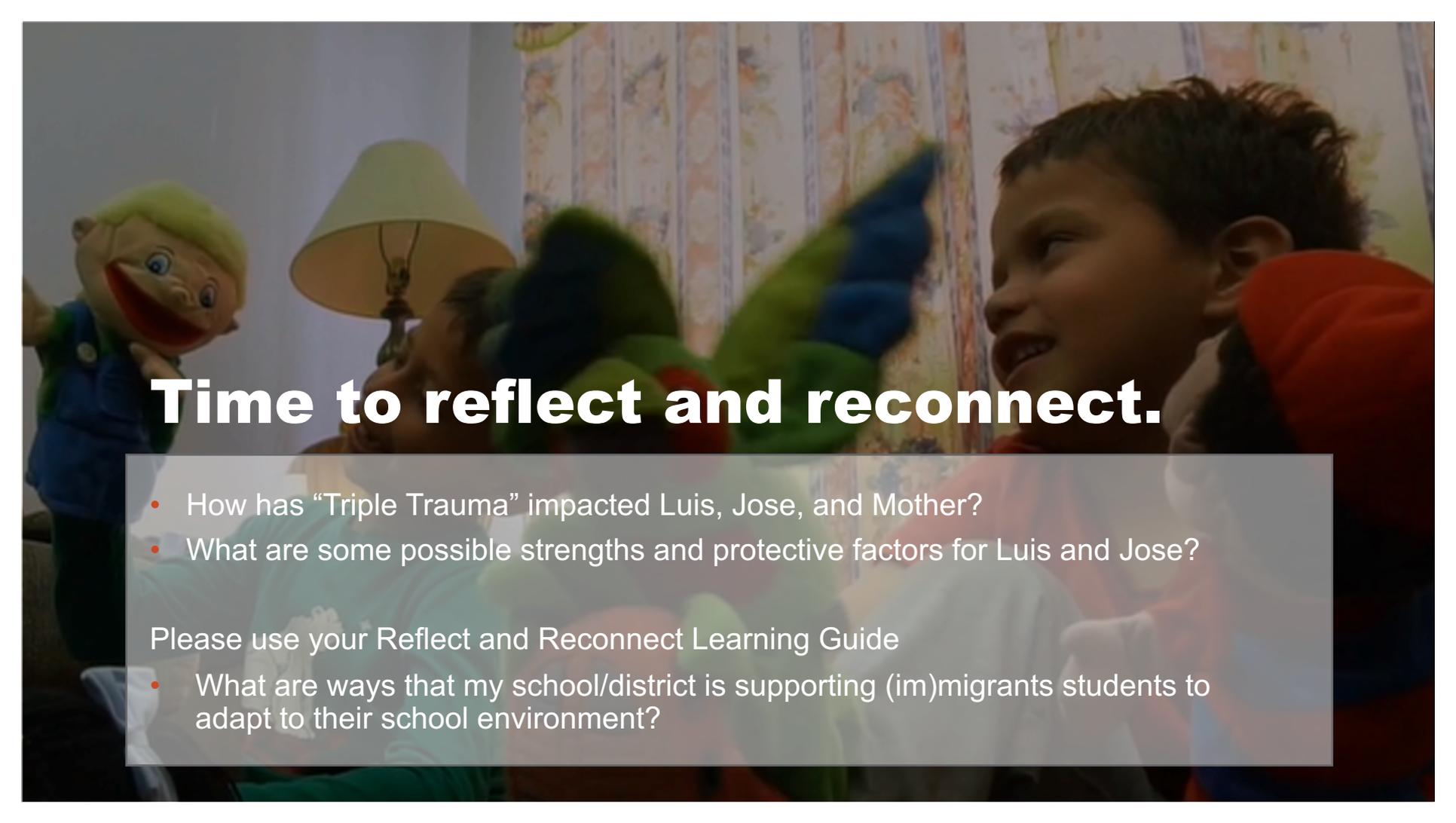
Seeks to actively resist re-traumatization

Possible Traumatic Exposure During the Migration Journey

| Pre-Migration (Country of Origin) | During Migration (Journey) | Post Migration (Relocation) |
|--|---|--------------------------------|
| Direct exposure to or witnessing violence | Long and dangerous journeys on foot | Community violence |
| Trauma loss of family | Living in refugee camps | Camps |
| Sexual assault | Living in strange homes and unknown locations | Immigration policies |
| Torture | Death of a loved one during the journey | Health concerns |
| Detention | Sexual assault | |
| Lack of basic resources (water, food, shelter) | Forced to work | |
| | Coercion/Blackmail | |

The image features a white background with two large, thick, gray curved lines. One line is in the top right corner, curving downwards and to the left. The other is in the bottom left corner, curving upwards and to the right. In the center, there is text in a bold, orange, sans-serif font.

**WHAT HAPPENED TO YOU
WHAT'S RIGHT WITH YOU**

A young boy with dark hair is looking towards a puppet on the left. The puppet has a large red mouth and is wearing a blue shirt. In the background, there is a lamp with a white shade and patterned curtains. The scene is dimly lit, suggesting an indoor setting.

Time to reflect and reconnect.

- How has “Triple Trauma” impacted Luis, Jose, and Mother?
- What are some possible strengths and protective factors for Luis and Jose?

Please use your Reflect and Reconnect Learning Guide

- What are ways that my school/district is supporting (im)migrants students to adapt to their school environment?



BREAK

COVID-19: Nuances and Considerations



Immigrant Children & Children of Immigrants in Schools: An Overview

- Over 18 million children in the United States are children of immigrants. ¹
- One out of every four children in the U.S. has at least one immigrant parent.
- Estimates note 10%-15% of children living in immigrant families exhibit symptoms of depression. ²
- In San Diego, binational students are at risk of depression and are less likely to expect to finish college than their peers and have less information about pursuing higher education. ³

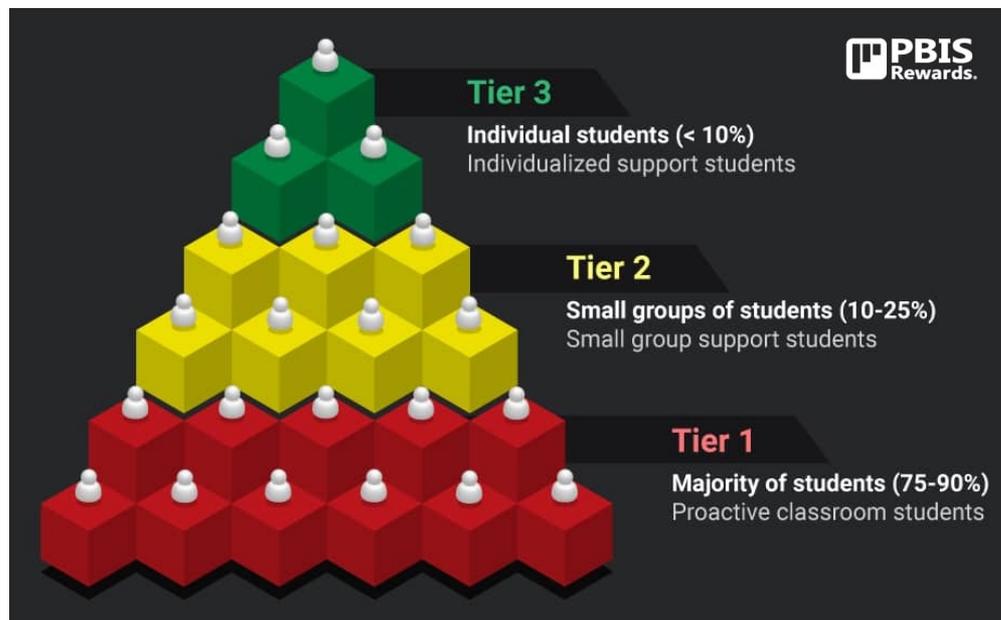
¹ Urban Institute calculations using Census Bureau American Community Survey data. (2019)

² Mental Health America (2019)

³ Center for US-Mexican Studies. UC San Diego. (2017)

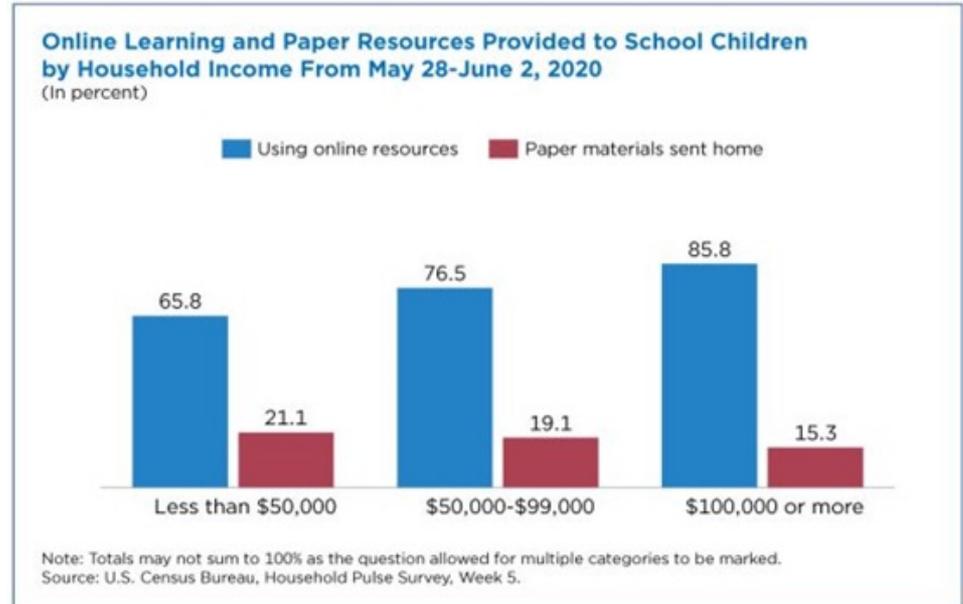
- Virtual classroom visuals: Sanctuary, All Are Welcome Here
- Tier 1: SEL Check-ins that are relevant to your student population.
- You might deduct from local data how big of an immigrant population you have * students might be apprehensive to disclose whether they or their family are immigrants.
- Rely on school data about requests (e.g., number of teacher requests for support) to address needs.

Culturally Adapted Multi-Tiered Systems of Support (MTSS) for Immigrant Students and COVID-19



COVID-19 Disproportionately Affects Immigrants: Compounding Issues in Schools

- California has an average K-12 student population of 6.1 million.
- 1.5 million students have an immigrant parent
 - Not including students whose status is unknown or who are binational*
- Unknown number of binational students in San Diego.



Community Supports and COVID-19

Resource Mapping

- Local foodbanks and nonprofits
- Neighboring schools and school districts with food pantry programs
- Use several modes of communication, not just via school email. E.g., might find that parents utilize Facebook, but students utilize Instagram and Tik Tok. Share these resources there.
- Make a printable resources list to hand out on orientation, material disbursement
- Ongoing community resources binder/log

RECURSOS DE LA COMUNIDAD

DESPENSA GRATUITA

 Chula Vista
South Bay Community Services
Martes, Miércoles, Y Jueves
*ubicaciones distintas
para información actualizada vea:
 @southbaycommunityservices
Community Through Hope
Martes Y Jueves 8 AM
465 C St. Chula Vista
 @CommunityThroughHope
South Bay Food Pantry
970 Broadway Ste.101
Sabados de 11 a 12:30 PM

SALUD MENTAL

• Información General
2-1-1
• **Línea de Acceso y Crisis San Diego 24/7**
1-888-724-7240
¿Prefieres el "chat"?
<https://omnidigital.uhc.com/SDChat/> 
• **Línea de Crisis TEXTO:**
Textea HOME al 741741
•  **TREAVOR PROJECT**
texto, chat, y llamadas
1-866-488-7386
Practica Técnicas de Relajamiento:
WWW.GRITX.ORG
Tu biblioteca local también tiene información en sus cuentas sociales

COMMUNITY RESOURCES

FOOD DISTRIBUTIONS

 Chula Vista
South Bay Community Services
Tuesday, Wednesday, & Thursday
*different locations
for current information go to:
 @southbaycommunityservices
Community Through Hope
Tuesdays & Thursdays 8AM
465 C St. Chula Vista
 @CommunityThroughHope
South Bay Food Pantry
970 Broadway Ste.101
Every Saturday 11-12:30 PM

MENTAL HEALTH

• General Resources
2-1-1
• **San Diego Access & Crisis Line 24/7**
1-888-724-7240
Prefer to chat online?
<https://omnidigital.uhc.com/SDChat/> 
• **Crisis TEXT line:** Text HOME to 741741
 **TREAVOR PROJECT**
text, chat & call
1-866-488-7386
• **Practice Coping Skills**
WWW.GRITX.ORG
Check your local library's social media accounts for more resources.
Follow  @cobra.wellness

School Access to Technology & Information

Immigrant Students, Binational Students, and Students of Mixed-family Status

- Use several modes of communication, not just via school email. E.g., might find that parents utilize Facebook, but students utilize Instagram and Tik Tok. Share these resources there.
- When planning events/townhall meetings/parent night(s), consider: how will this impact immigrant student and their parents?
 - COVID-19 anxiety and PTSD
 - Fear of catching the virus due to lack of access to health care

Examples

Student who is binational is unable to make it to outdoor senior event because they are living in Tijuana, due to losing housing in San Diego, and it is too late to cross the border.

Uninsured Immigrant parent does not feel comfortable attending outdoor drive-in orientation event, and the school has this as the only option.

Student Development and Triple Resilience



A woman and a young boy are looking at several puppets in a room. The woman is on the left, looking up at a puppet. The boy is on the right, looking at a puppet. There is a lamp in the background and patterned curtains.

Time to reflect and reconnect.

Please use your Reflect and Reconnect Learning Guide

- What are some joys and strengths that you recognize in Luis and Jose?

What is Resilience?

Resilience is a process of navigating through adversity, using internal and external resources (personal qualities, relationships, and environmental and contextual factors) to support healthy adaptation, recovery, and successful outcomes over the life course.



Development for (Im)migrant Students

- Orientation process
 - Academic support
 - Restorative justice practices via community building circles that encourage students to share how they feel
 - Culturally relevant curriculum and success stories
 - Peer mentorship programs
- Art education programs that facilitate cultural exchanges
 - Leadership conferences
 - Press opportunities
 - Extracurricular programs
 - Cultural pride
 - (Im)migrant rights
 - Language development
 - Community projects

Student Self-Esteem

- Focus on hope, happiness, imagination, aspirations, and trust
 - Hope is a learnable, measurable skill that impacts student success in school
 - Joy is essential because it can help suppress the fear of the unknown
- Remind youth that they are more than what happened to them, more than just their trauma
- Reframe trauma with language that humanizes youth and holistically captures their life experiences
- Practice a healing centered approach that involves:
 - culture
 - spirituality
 - civic action
 - collective healing

Triple Resilience

Self-confidence

**Greater
Self-worth**

Autonomy

Sense of Purpose

Resourcefulness

Academic Success

**Motivation/
Goal Oriented**

**Positivity/Positive
Outlook/Optimism**

Staff Strategies to Support (Im)migrant Students

Ensure

Ensure that academic expectations match academic ability.

Understand

Understand that students might struggle with some tasks.

Expectation

Let students know what to expect.

Models

Learn about models/ services other schools have adopted to support their students.

Sensitivity

Be sensitive when bringing up information in class that could be a trauma reminder for a student.

Consult

Consult with the school mental health professionals regarding concerning behavior.

Organizational Tools to Support (Im)migrant Students

- Listen to student concerns.
- Reassure students that you understand, and then create something new to look forward to.
- Reframe trauma with language that humanizes youth.
- Empower youth by giving them voice to solve their own problems.
- Provide professional development/training for all stakeholders.
- Hire and support teachers and staff who practice an anti-racist pedagogy.
- Speak openly about Secondary Traumatic Stress and how it impacts adult caregivers and provide resources for those experiencing it.

Effective Practices to Engage Newcomer Parents and Families

- Recognize the effect trauma has had on your child.
- Help your child to feel safe.
- Help your child to understand and manage overwhelming emotions.
- Help your child to understand and manage difficult behaviors.
- Respect and support the positive, stable, and enduring relationships in the life of your child.
- Help your child to develop a strength-based understanding of his or her life story.
- Be an advocate for your child.
- Promote and support trauma-focused assessment and treatment for your child.



**What is one
action YOU will
take as a result
of this webinar?**

Please use the chat box.

Upcoming
PS MHTTC
Events
CEU's Available

**Join us for the remainder of
the three-part learning series!**

Session 2 | May 17 | 3-5 p.m. PT

Fronterismo - Supporting Transborder School Mental Health

Session 3 | June 21 | 3-5 p.m. PT

School Mental Health Strategies to Support Newcomers: CBITS
and Community Building Circles

**Summer Extended Learning Invitation” Join the Series'
Faculty for a "Supporting (Im)migrant School Mental
Health Community of Practice"**

Monday Sessions | 3:15 - 4:30 p.m. PT

July 12 | July 19 | July 26 | August 2

Register for any or all of the sessions and learn more about the
amazing faculty here: <https://mhttcnetwork.org/centers/pacific-southwest-mhttc/news/needs-and-joys-our-immigrant-students-families-and-community>

Additional Events of Interest

Wellness Wednesdays

June 9, 2021 and August 11, 2021 | 2:00 pm PT

[Learn More](#)

SCRR Memorialization and Commemoration

May 13, 2021 - Part 1: Discourse

May 20, 2021 - Part 2: Dialogue

[Learn More](#)

SCRR Summer Institute

June 3, 2021

[Learn More](#)

School Recovery Listening Session

June 3, 2021

[Learn More](#)

Webinars Recordings

Did you miss a previous webinar or just want to watch one again?

Access all of our recorded webinars!

The recording of this webinar will be made available in the Pacific Southwest Products & Resources Catalog on our website. To view this and all previously recorded webinars that are currently available go to the link below. Check back often as new additions are always being added.

<https://mhttcnetwork.org/centers/global-mhttc/products-resources-catalog?center=35>

**Please allow 2 - 3 weeks for all recordings to be made available.*

Certificate of Completion

A Certificate of Completion will automatically be emailed to all online participants. If you joined through the phone only, please email Livia Rojas at lrojas@cars-rp.org to report your participation.

**Please allow 2 weeks for certificates to be issued.*

Optional Continuing Education Hours for Mental Health Professionals

Optional Continuing Education Hours (CEHs) are available for a processing fee of \$25 payable to the Center for Applied Research Solutions (CARS) following the event.

- **1.5 CEHs are available** for ASW, BRN, LCSW, LEP, LMFT, LPCC, and/or PPS as required by the California Association of Marriage and Family Therapists (CAMFT) and CA Board of Registered Nurses. CARS is an approved provider for: CA Board of Registered Nurses #16303 and CAMFT #131736.
- To purchase optional CEHs, please complete the survey after the event. You will be directed to the appropriate link and payment form where you may pay online via PayPal or by credit card.
- For questions regarding CEHs, please email Livia Rojas at pacificsouthwest@mhttcnetwork.org.

**Please allow 3 - 4 weeks for CEH certificates to be issued via email following payment.*

Thank you for attending!

We need to hear from you to keep bringing you these FREE resources!

The feedback form will appear on your screen when the webinar ends, and is also included in the follow-up email sent immediately following the webinar.

Your completion of the survey is very important part of our quality control and to our future funding for this project as it allows us to continue to provide you with resources and training, such as this webinar, at no-cost. If you could please take a few minutes to let us know your thoughts it would be greatly appreciated.

References



[Tips to Engage in Mental Health Treatment the Indigenous Populations from the Northern Triangle](#)

[Creating Trauma-Informed Policies: A Practice Guide for School and Mental Health Leadership](#)

[Resources to Support the Mental Health of Asylum Seekers](#)



[Traumatic Separation and Refugee & Immigrant Children, 2018](#)

[Trauma-Informed Care: Understanding and Addressing the Needs of Unaccompanied Children, 2019](#)

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Pacific Southwest (HHS Region 9)

MHTTC

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Our Role

We offer a collaborative MHTTC model in order to provide training, technical assistance (TTA), and resource dissemination that supports the mental health workforce to adopt and effectively implement evidence-based practices (EBPs) across the mental health continuum of care.

Our Goal

To promote evidence-based, culturally appropriate mental health prevention, treatment, and recovery strategies so that providers and practitioners can start, strengthen, and sustain them effectively.

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the impact of substance abuse and
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