

AFTA's 43rd Annual Meeting & 1st Virtual Conference

AFTA

2021 VIRTUAL CONFERENCE

THE EVOLUTION OF VOICES: BUILDING BRIDGES ACROSS DIVIDES

JUNE 24-26 2021



AFTA's 43rd Annual Meeting & 1st Virtual Conference

THE EVOLUTION OF VOICES *Building Bridges Across Divides*

Program at a Glance

AFTA's 43rd Annual Meeting and 1st Virtual Conference

*Evolving Our Voices:
Building Bridges Across Divides*



(PST/EST)	Thursday, June 24	Friday, June 25	Saturday, June 26
8:00/11:00 AM		Opening Panel: <i>Bridging Our Present With Our Histories</i>	Brief Presentations
8:15/11:15 AM			
8:30/11:30 AM			
8:45/11:45 AM			
9:00/12:00 PM			
9:15/12:15 PM		Transition Time	Transition Time
9:30/12:30 PM		Tea Time with Presenters	Tea Time with Presenters
9:45/12:45 PM			
10:00/1:00 PM			
10:15/1:15 PM			
10:30/1:30 PM			
10:45/1:45 PM		Break	Break
11:00/2:00 PM			
11:15/2:15 PM			
11:30/2:30 PM			
11:45/2:45 PM			
12:00/3:00 PM		<i>"Building Bridges" Dialoguing on Differences</i> 1. Worldviews Pt. 1: Coexisting in a Multi-Epistemological World 2. The "Blue Church": The Relationship between Politics and Practice 3. Embodying Intersections Pt. 1: A Focus on Race and Racism	<i>"Building Bridges" Dialoguing on Differences</i> 1. Worldviews Pt. 2: Honoring Diverse Approaches to Research 2. AFTA's Double-Bind: Dissonance between Culture and Ideals 3. Embodying Intersections Pt. 2: A Focus on Gender
12:15/3:15 PM			
12:30/3:30 PM			
12:45/3:45 PM			
1:00/4:00 PM	Interest Groups		
1:15/4:15 PM			
1:30/4:30 PM		Brief Presentations	Closing (Listening) Circle
1:45/4:45 PM			
2:00/5:00 PM			
2:15/5:15 PM			
2:30/5:30 PM			
2:45/5:45 PM	Transition Time		
3:00/6:00 PM	Interest Groups	Shabbat Service	
3:15/6:15 PM			
3:30/6:30 PM			
3:45/6:45 PM			
4:00/7:00 PM			
4:15/7:15 PM			
4:30/7:30 PM	Welcome Social Hosted by the CEDC Committee 4:15- 5:00 PST/ 7:15- 8:00 EST		
4:45/7:45 PM			
5:00/8:00 PM			

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Welcome

There is no overstating the precariousness of today. We're fatigued, anxious, and paralyzed in the tension between our longing for the normality of times past and fear of returning to a world unchanged. Within the tension of compounding crises, the unique opportunity for change should not be beyond AFTA's membership. This year's Annual Meeting will boldly confront the most pressing issues of today while overtly addressing parallel processes between the long unresolved strains at the core of our macrosystemic discord and their manifestations within AFTA's organizational structure.



During the meeting, we will engage in honest and open dialogues focused on various sensitive and politically-charged topics of today. By challenging ourselves to think beyond the teachings in alignment with our subjective worldviews, discussions will embrace the untapped wisdom discovered upon opening ourselves to the power of viewpoint diversity. Through a collective exploration of diverse approaches to address macrosystemic strains, we will aim to collectively unite around our **shared goal** of *being effective* while diffusing the subjective pursuit of *being right*. Our hope is that this will help prepare each of us, our community, and our organization to take on the important work of building bridges across the many divides that exist in our society today.

We are proud to host AFTA's first-ever virtual conference and excited to offer plenty of opportunities to connect with old friends, create new connections, hear from new voices in the field, and continue to build our community of systemic researchers and clinicians.

Early Career Member Committee

AFTA's 43rd Annual Meeting & 1st Virtual Conference

THE EVOLUTION OF VOICES *Building Bridges Across Divides*

Theme and Objectives of the American Family Therapy Academy 2021 Annual Meeting & Virtual Conference

The theme for this conference, “The Evolution of Voices: Building Bridges Across Divides”, highlights the intention for this conference. Over the past 15 months, there has been a cascade of changes in our lives resulting from the COVID-19 pandemic. We were already living in a world fraught with tension and division. As family therapy researchers and practitioners, we are full of knowledge that can support us in bringing conflicting parties together to learn from one another. In this conference, we will work together to bring family therapy theories and concepts to life in addressing ongoing tensions in our society and in our organization. We will explore ways to apply these theories, to listen to opposing voices, and to find ways to move forward together.

Specifically, this conference will offer:

- Theoretical frameworks and practical applications for dialoguing throughout tension.
- Emphasized systemic perspectives to highlight patterns and acknowledge systemic factors.
- Highlight the importance of maintaining relationship through tensions.

Target audience:

AFTA's Annual Meeting and Open Conference provides an opportunity for mental health professionals, including marriage and family therapists, psychiatrists, psychologists, professional counselors, and social workers, to share the latest knowledge about relevant research, clinical best practices, and cutting-edge information in service of social justice and improving the work of mental health practitioners.

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AFTA Social Media Guidelines

Creating Sustainable and Respectful Social Spaces at AFTA Events

To ensure the sustainability of the safe and respectful environment that is a hallmark of AFTA Meetings, we ask participants to preserve the confidentiality of the clinical and personal material that is presented by doing the following:

- Freely tell others about AFTA events and your experience at them, but preserve the confidentiality of any clinical or personal sharing taking place during sessions, whether you are communicating with others electronically or in person.
- Use electronic media (like Twitter, texting, blogs, and other social media) to help AFTA build a socially just community by appropriately sharing with others your impressions of AFTA events.
- Avoid disrupting speakers or other participants and audience members with any form of electronic communication that is distracting.

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THE EVOLUTION OF VOICES *Building Bridges Across Divides*

Thursday, June 24: Day at a Glance

1:00 – 2:30 PM PST	Interest Groups 1 & 2
2:30 – 2:45 PM PST	Transition Time
2:45 – 4:15 PM PST	Interest Groups 3 & 4
4:15 – 5:00 PM PST	CEDC Welcome Social

Thursday, June 24

Schedule of Events and Sessions

INTEREST GROUPS

1:00 – 2:30 PM PST

Relational Ethics in Couple Therapy

Chair: **Mona Fishbane**

Couples in distress often get caught up in power struggles and me vs. you interactions. In this year's couple interest group, we will explore ways to address relational ethics in couple therapy, helping partners consider their own values and higher goals for the relationship. Our discussion will include considerations of power, gender, and culture as we explore ways to include both partners' voices in their interactions, making room for both points of view. We will also address relational ethics between couple and therapist, including different values and power issues. **LEARNING OBJECTIVES:** Participants will: (1) Identify and work with relational ethics in couple therapy; (2) Address power struggles and inequities in couples, including those based on gender and culture; and (3) Facilitate couples identifying and living according to their higher goals and values.

AFTA and the Earth Crisis: Ecosystem Distress and Human Suffering

Chair: **Larry Freeman**

This Interest Group will have a more extensive presentation than is typical, followed by vigorous discussion. In a subsequent Brief Presentation, we will continue the discussion begun in the IG.

AFTA members realize that individuals internalize the suffering of the systems of which they are part. "Naming" what we suffer and bringing it to light is at the core of what we do. *Solastalgia* is a name for the unique suffering emerging from our no longer being able to go home, because one is already at home and home is under assault. Solastalgia stems from our inability to find and rest in what we have known. There is no solace for our nostalgia because home is now different and returning is not possible. These lessons from more local climate catastrophes, when applied to climate change, suggest we feel outcast from our sacred communion with the Earth herself. We feel dys-located in Time and Space, there is no remedy. We will explore this perspective and request that you consider your own experiences and how they add to our understanding of what our challenges are going forward in facing this new threat. **LEARNING OBJECTIVES:** Participants will: (1) Be informed of the concept of solastalgia; (2) Apply the concept of solastalgia to participants' own emotional experience regarding the Earth Crisis; and (3) Collaborate on application to work with families facing climate loss.

TRANSITION TIME

2:30 – 2:45 PM PST

INTEREST GROUPS

2:45 – 4:30 PM PST

Neoliberalism and Family Therapy

Chair: **Gene Combs**

Neoliberalism underlies many problems currently facing our families and our communities. This economic/political philosophy is still surprisingly misunderstood and too-little recognized. It emphasizes individualism, competition, and efficiency in the use of time and money. It values private property over community, and treats return on investment to shareholders as the only meaningful measure of goodness. It is antithetical to many of the values and purposes of family therapy. We will share stories of our struggles to understand our participation in, and to develop meaningful opposition to, this dominant discourse in our workplaces, our communities, our families, and our bodies. **LEARNING OBJECTIVES:** Participants will: (1) Understand the basics of neoliberal theory; (2) Describe the effects of neoliberal management practices in our workplaces; and (3) Share steps to oppose and undermine the effects of neoliberalism in our lives.

Play and Experiential Activities in Family Therapy

Chairs: **Timothy Baima and Monica Sesma-Vazquez**

This interest group aspires to be a space in which participants draw upon their own experiences to inspire creative innovation in experiential and play therapy for families and couples. Participants will be invited to seek feedback on strategies, explore experiential and play activities that may be well suited for specific treatment needs, and collaboratively develop new interventions. Participants are encouraged (but not required) to bring photos, recordings, or materials to demonstrate their work. **LEARNING OBJECTIVES:** Participants will: (1) Become more familiar with experiential and play interventions used in family and couple therapy, and the theoretical basis for the use of play in therapy; (2) Refine their technique in implementing experiential and play activities in family and couple therapy; and (3) Acquire at least one new intervention strategy they can employ in their work with families and/or couples.

CEDC Welcome Social

4:15 – 5:00 PM PST

The Cultural and Economic Development Committee will host this social event where we can gather to meet the Multicultural Equity Initiative Scholarship Awardees and connect socially with new and old friends.

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Friday, June 25: Day at a Glance

8:00 – 9:30 AM PST	Opening Panel: <i>Bridging Our Present with Our Histories</i>
9:30 – 9:45 AM PST	Transition Time
9:45 – 11:15 AM PST	Tea-Time with Presenters (pre-recorded presentations)
11:15 – 11:45 AM PST	Break
11:45 – 1:30 AM PST	"Building Bridges" Dialoguing on Differences
1:30 – 1:45 PMPST	Transition Time
1:45 – 3:00 PM PST	Brief Presentations
3:15 – 4:15 PM PST	Shabbat Service

Friday, June 25

Schedule of Events and Sessions

OPENING PANEL

Bridging Our Present with Our Histories

8:00 – 9:30 AM PST

Panelists: **Wonyoung Cho, Dumayi Gutierrez, Sarah Samman, Elsie Lobo and Lucas Volini**

Facilitators: **Gene Combs and Laurel Salmon**

COVID-19 has ironically slowed down and sped up the number of issues and movements that demand our attention and action. In the earliest moments of this ongoing pandemic, on April 30th of 2020, a group of ECMs met to revitalize the committee's overall activity and process our experience of ongoing happenings within The Academy and the world at large. That meeting marked the beginning of five early career members representing a diverse spread of identities and backgrounds that would spend the next 12 months meeting weekly to discuss all things AFTA, family therapy, and our experiences navigating the strains of establishing a voice in a profession we all care about deeply. Before we knew it, we became the planning committee for this year's Annual Meeting.

In coming together, we started to use the language of family therapy theories that is common to all of us to understand what was happening in AFTA. We realized that the answers to many of the questions AFTA was facing could be found in what we already know as systemic researchers, educators, and clinicians. The conversation shifted from generating new solutions for old problems to rediscovering and innovating the teachings at the very foundation of systemic thinking. We started to view AFTA as a microcosm of the world at large. The many conversations we've engaged over the months informed our vision for this year's conference, and this opening panel reflects upon this ongoing experience, all that we learned from one another along the way, and what we hope it will mean for AFTA's future.

In this opening panel, we will share what we have learned from the relationships we've forged in this workgroup and the conversations we've had around the dilemma that AFTA is facing to inform how to bridge the gaps between. We hope this conversation will model one of many approaches to discourse we hope to discover and co-create in this meeting's focus on dialoguing across differences.

LEARNING OBJECTIVES: Participants will: (1) Develop competency in assessing and conceptualizing the interacting dynamics of systemic issues within professional organizations; (2) Comprehend the role of conflicting cultural worldviews relative to conflict within large systems; and (3) Apply family therapy frameworks while facilitation dialogue around difficult issues between members of large systems.

TRANSITION TIME

9:30 – 9:45 AM PST

TEA-TIME WITH PRESENTERS

9:45 – 11:15 AM PST

Casual Q&A with presenters of pre-recorded presentations. Attendees will watch pre-recorded presentations by presenters. Break out rooms will be set up for each presenter for attendees to 'drop in' on to ask questions, have conversations around topic presentations.

Immigrant Mental Health

The Intersection of Detention, Traumatic Stress & Suicide

Émilie Ellis, V. Elizabeth King, and Andrea Trejo

The negative impact of detention centers on the emotional and relational health of asylum-seeking children and families is finally gaining recognition in research and popular media. In particular, several studies have demonstrated that almost all individuals detained experience symptoms of traumatic stress, which is strongly related to suicidality and self-harm. The relationship between traumatic stress and suicidality has particular relevance for marginalized groups, such as asylum seekers, as these groups are not only more vulnerable to developing symptoms of traumatic stress, but racial/ethnic discrimination has been shown to exacerbate these symptoms, further increasing their risk of suicidality and self-harm. Using a developmentally informed ecological systems framework (Bronfenbrenner, 1979), we will apply a trauma-informed lens to discuss the impact of the detention system on suicidality at the individual, family, community and institutional levels. Finally, we will discuss policy implications and offer recommendations for how clinicians and others can become advocates. **LEARNING OBJECTIVES:** Participants will: (1) Describe the connection between traumatic stress and suicidality; (2) Describe how the detention system increases suicidality among asylum-seeking individuals and families through traumatic stress; and (3) Name proposed policy changes for addressing the issue.

Equity and Vulnerability in Relational Systems

Learning to Embody Equitable Practice

Tori Morrison, Emily Palmgren, Midori Ferris Wayne, and Carmen Knudson-Martin

Drawing on a critical social constructionist perspective and our curiosity about how societal power dynamics influence clinical practice, we observed, coded, and critically analyzed relationship therapy sessions. Through our dialogue regarding these observations and reflections on the personal impact of these experiences, we came to embody a relational power lens. In this presentation we describe a model that illustrates our process of embodiment, which involves 5 interconnected phases: (a) developing a theoretical understanding of the flow of power in relationships, (b) critically observing live therapy, (c) noticing and attending to the felt experience of witnessing power, (d) participating in transformative conversation, and (e) applying our evolving lens to clinical practice. We share personal examples of each phase and offer implications for family therapy education and training. **LEARNING OBJECTIVES:** Participants will: (1) Learn about a 5-phase model for learning to embody a relational power lens within clinical practice; (2) Be invited to consider and reflect on their own process of embodying a relational power lens; and (3) Gain insight into implications for clinical training and practice.

Vulnerability across Sociocultural Contexts

Carmen Knudson-Martin, Lana Kim, Emily Gibbs, and Raquel Harmon

Sociocultural power imbalances create interpersonal divides that inhibit relational connection, mutual support, and problem-solving. In this presentation we explore how working with the links between vulnerability and power helps reshape inequitable relationships. First, we present findings from our qualitative analysis of 75 sessions of couple therapy, highlighting sociocultural attunement (SCA) to five expressions of vulnerability: socialized vulnerability, socialized invulnerability, reactive (in)vulnerability, reactive vulnerability, and shared vulnerability. Then we illustrate how therapists applied SCA to vulnerability to three clinical processes that successfully transformed power imbalances and promoted collaboration to resist effects of inequities in the dominant culture. We conclude with personal reflections on how participation in this study complexified our understanding of the sociopolitical contexts of vulnerability and our approach to client issues and other contentious relationships. We invite participants to consider the connections between power and vulnerability in their efforts to bridge relational divides and facilitate relational equity. **LEARNING OBJECTIVES:** Participants will: (1) Recognize five ways vulnerability is expressed depending on sociocultural contexts; (2) Identify how sociocultural attunement to vulnerability

may be applied to clinical practice that transforms power and resists the effects of inequities; and (3) Consider the connections between power and vulnerability in their efforts to bridge relational divides and facilitate relational equity.

Understanding Diverse Relationship Styles

The Intersection of Arranged Marriages, Immigration and Gender

Naveen Jonathan and Gita Seshadri

Arranged marriages are seen as a norm in many cultures, researchers have offered a variety of insights into these relationships, including structure, longevity and health. Immigration is a factor that affects these communities, causing the need for adjustment and transition, while living in the host culture. Research on couples in arranged marriages note the effects of immigration can be traumatic as familiar elements such as relationship structure, gender roles and parenting are all affected by this process. This presentation will highlight research seen in the area of arranged marriages and immigration, noting gaps in the literature. The presentation will offer suggestions of ways clinicians can provide support to these couples who are navigating the complexities of immigration. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the experience of arranged marriages in various cultures; (2) Recognize the effects of immigration on couples in arranged marriages; and (3) Learn skills that will support immigrant couples in arranged marriages living in a host culture.

Inclusivity of Diverse Expressions of Intimate and Family Relationships in AAMFT Therapy Topics

Ashley Ramos, Amy C. Moors, Nina Dours, and Naveen Jonathan

The presentation focuses on understanding how diverse types of relationships are represented in a popular educational therapy resource created by the American Association for Marriage and Family Therapy. Using a mixed-method content analysis, we coded 24 articles for 1) the frequency at which six diverse adult relationship types were mentioned, and content that reflected 2) awareness of stigma, 3) unique situations, 4) clinical recommendations and 5) the use of inclusive language. Overall, the frequency at which different types of relationships were mentioned varied: monogamous relationships (75%), singles (37.5%), blended families/stepfamilies (25%), same-sex relationships (20.83%), multi-racial relationships (20.83%), and consensually non-monogamous (4.17%). Stigma, unique situations, and recommendations related to diverse relationships were scarce (< 13%). Results illustrate that relationships other than monogamous relationships were infrequently mentioned and diverse relationship content lacked inclusive details. Recommendations for ways to improve inclusivity in marriage and family therapy resources are discussed. **LEARNING OBJECTIVES:** Participants will: (1) Identify common ways diverse intimate relationships are excluded within marriage and family therapy resources, (2) Expand views on which populations are considered diverse within marriage and family therapy, and (3) Identify ways to improve diversity inclusion within marriage and family therapy resources.

Outside the Box

Decolonizing Perspectives on Classroom Dialogues

Ashmi Desai and Hoa Nguyen

Amid global pandemic, racial injustices, and political unrest, community dialogue and effective leadership is necessary to build bridges across differences now more than ever. In this session, presenters will examine the use of dialogue from various cultural understandings and consider decolonizing the practice of dialogue for classroom pedagogy. The purpose is to explore alternative approaches for conceptualizing dialogue based on three themes: a) Role and narratives of the facilitator, b) Rehumanizing through community and connection, and c) Relations of power, decolonizing and cultural rootedness. A dialogical perspective invites people to reflect on their own identities, issues, and experiences around power with different populations. In addition, the session will provide a forum to share application of some of these approaches in a real-life classroom setting. They are aimed at exploring how to open up conversations based on socially just, anti-racist, resistance and anti-oppressive dialogue processes. **LEARNING OBJECTIVES:** Participants will: (1) Be introduced to global, anti-racist,

and alternative dialogue perspectives, (2) Become familiar with application of dialogue processes for effective group facilitation, and (3) Develop critical self-awareness around ethical matters of difference and power in dialogue, including discussing strategies to identify and interrupt coercive power through alliance building across divides.

Black and White Mothers' Fluctuations in Housing Instability Over Time and Impactful External Resources

Brooke Keilholtz, Chelsea Spencer, and Summer Vail

Housing insecurity is an umbrella term used to encompass a number of housing challenges. These challenges usually consist of difficulty paying rent and/or housing expenses, overcrowding, moving frequently, eviction and homelessness, or staying in short-term locations (U.S. Department of Housing and Urban Development, n.d.). Housing instability is associated with short-term and long-term health and wellness outcomes for adults and children (Council of Economic Advisors, 2019; Gromis & Desmond, 2019). We examine how race impacts housing instability, how it fluctuates over time, and what external resources (income, public assistance utilization, family support) are associated with fluctuations in and experiences of housing insecurity for Black and White mothers. Our preliminary findings are Black mothers experience significantly different rates and fluctuations in housing instability compared to White mothers. In this presentation, we use Crenshaw's (1989) lens of Intersectionality conceptualize these differences and discuss clinical and policy implications of our results. **LEARNING OBJECTIVES:** Participants will: (1) Understand the importance of assessing and monitoring housing instability during clinic work, (2) Identify common external resources that promote housing stability on an individual, relational, and community level, and (3) Conceptualize the influence of race on housing stability.

Healing and Cohesion in Family Systems

The TransFamily Gender Journey: A Roadmap for Families of Trans People

Shawn Giammattei

Much of the work with trans people focuses on their individual needs and often leaves family members on their own to work through their feelings. We know that family support is one of the most important factors in the mental and physical health. Fostering resilience in these families starts with understanding the experiences and developmental processes of family members when their transgender or gender expansive family member transitions. This presentation will cover the developmental process that families of trans people navigate, basic issues and the challenges they may face due to social contexts; key concerns in dealing with outside systems, the impact & decision around social and medical transitions. Key interventions that help support and build resilience for these families will be discussed, while considering the social contexts that can complicate things, especially in the face of natural disasters, pandemics, sheltering, civil unrest, and ongoing institutional racism. **LEARNING OBJECTIVES:** Participants will: (1) Describe the developmental arc of the TransFamily Gender Journey, including the common experiences, concerns, and misconceptions when a family member is transgender or non-binary, (2) Explain how the intersections of identity, diverse contexts, bias, and stigma may impact family members of trans people and their ability to be gender affirming, while creating disparities that lead to risks for these families, and (3) Describe how to create supportive environments for families of trans people that help build resilience for the whole family.

Parenting Forward: Predictors of Adolescent Openness

Ben Jones

Using longitudinal data from the Fragile Families study, this session will discuss parenting related predictors of future adolescent openness. The concept of adolescent openness will be measured through comparison of parent and adolescent responses to similar items denoting both the adolescent's behaviors and their socioemotional experiences in Wave VI (i.e., how open is an adolescent with their parent about the current landscape of their world). Parenting behaviors from earlier waves of the study will be examined as predictors in a model looking at adolescent openness as an outcome. This session will present findings from this model in an attachment framework with a specific discussion of important factors for therapists to consider in their work with parents of young children. The concept of adolescent openness can serve as a benchmark for parents to work toward via present day parenting behaviors that contribute to meeting this goal later in life. **LEARNING**

OBJECTIVES: Participants will: (1) Understand the long-term relational impacts of certain parenting practices on later adolescent-parent relationships, (2) Identify predictors that lead to higher levels of adolescent-parent communication, and (3) Explore strategies for clinicians to utilize these findings in their work with parents of young children.

BREAK

11:15 – 11:45 AM PST

"BUILDING BRIDGES" DIALOGUING ON DIFFERENCES

11:45 – 1:30 PM PST

Coordinators: **AFTA's Early Career Membership Committee**

1. Worldviews Part 1: Coexisting in a Multi-Epistemological World

Facilitators: **Sarah Samman and Elisabeth Esmiol Wilson**



Within various epistemological frameworks, the rules and methods around discerning truth not only contrast one another but often result in overt opposition. When such variances are not recognized and accounted for, resolving opposing viewpoints on behalf of the collective often becomes an endless ordeal of stagnating progress. This plenary will reflect upon these dynamics often observed in large systems while presenting a framework for dialoguing across epistemological frameworks--shifting the focus away from which camp is *right*, and toward the identification of what each paradigm has to offer in a collective effort of being *effective*. **LEARNING OBJECTIVES:** Participants will: (1) Gain competency in dialoguing on tensions between the use and application of difference epistemologies; (2) Comprehend the epistemological underpinnings of premodernism, modernism, and postmodernism; and (3) Identify the strengths and constraints of premodernism, modernism, and postmodernism.

2. The "Blue Church": The relationship between politics and practice

Facilitators: **Saliha Bava and Carmen Knudson-Martin**



As our profession rightfully embraces the role of politics in our effort to reach marginalized communities, we haven't yet defined the implications of extending our voice into the public realm of civil discourse relative to principles of professional practice. As the intersection between our personal politics and professional endeavors blur in their overlapping congruence, to what extent are we maintaining fidelity to ethical standards and our role as systemic researchers, educators, and interventionists? More so, are we properly discussing this emerging development out loud while establishing mechanisms to discern between rigorous, systemic scholarship as opposed to the advancement of our subjective, partisan political preferences through the guise of professional practice? **LEARNING OBJECTIVES:** Participants will: (1) Develop competency in the examination of the role of personal politics in professional practice; (2) Comprehend the parallel process between our ethical responsibility to the client and our mutual ethical responsibility to the larger social system; and (3) Recognize and evaluate the potential risks of imposing a personal cultural worldview when addressing macrosystemic issues.

3. **Embodying Intersections Part 1: A Focus on Race and Racism**

Facilitator: **Hinda Winawer**



Whiteness. White privilege. White fragility. White guilt. White supremacy. White mediocrity. White liberalism. White libertarianism. White conservatism. How is it that Whiteness has come to dominate the discourse around race and racism; and in doing so, what measurable progress in disrupting transgenerational patterns of racial injustice and improving the lived experience of BIPOC individuals and their respective communities has been substantiated? The focus of this dialogue aims to take a step back from the contemporary methods of social justice movements that emerged following the civil rights era of the 1960s. Current frameworks--all of which are housed within a singular, postmodern paradigm--will be scrutinized across levels of logic, methodology, efficacy, and intent through an honest examination of the role that White liberalism has played to benefit and hinder the BIPOC community's interdependent movement toward systemic liberation. Through an extended, intimate, honest, and uncomfortable discourse between representatives of our BIPOC communities and their White counterparts, innovative strategies and methods for generating social progress in the 21st century will be discovered.

LEARNING OBJECTIVES: Participants will: (1) Comprehend movement away from performative actions to implementing allied action-oriented change with our BIPOC communities, (2) Identify frameworks to discuss and address racial injustice beyond the power/oppression model and (3) Implement multisystemic frameworks in assessing transgenerational and contemporary manifestations of racism in society.

TRANSITION TIME

1:30 – 1:45 PM PST

LIVE BRIEF PRESENTATIONS

1:45 – 3:00 PM PST

Coordinator: Lucas Volini

Intersectionality in Clinical Practice

Moderator: **Dumayi Gutierrez**



Understanding the Coming Out Process of Racial Minorities: Clinical Implications

Presenters: **Refugio Pantoja and Gita Seshadri**

The presenters will look to provide a look at the current literature around the coming out process of racial and ethnic minorities, and the clinical implications that can come when working with their families. Halpin and Allen (2004) discuss the psychosocial well-being during gay identity development specifically that having not yet come out can lead to decreased psychological well-being. This would indicate that at a minimum the process of coming out, or the experience of coming impacts well-being, and it would be important to also look at the context of race and ethnicity

in how this can impact individuals. Through looking at the literature, the authors would like to discuss potential clinical implications of how the coming out process can impact racial and ethnic minorities who are in interracial relationship, and the impact it may have on their families. **LEARNING OBJECTIVES:** Participants will: (1) Identify at least one way to support LGBT clients who have already gone through the coming out process and are navigating related issues in their current life, (2) Identify at least one strategy of survival for these individuals that promotes healthy coping, and (3) Learn at least two ways to promote productive dialogue between partners.

Intersectionality within Collectivist Couples

Presenters: **Natalie Hsieh, Karen Quek, and Christie Eppler**

Intersectionality theory espouses progressive dominant discourse norms that describe persons as individuals connected to a variety of social locations (e.g., gender, socioeconomic status [SES], ethnicity, sexual orientation, spirituality, vocation). However, these norms may miss certain features of collectivist and bicultural communities, who are also intimately shaped by collectivist local discourses. Presenters advocate for the bridging of dominant and local intersectionality discourses when working with diverse couples, highlighting findings from a retrospective qualitative analysis of Chinese American Christian couples navigating roles in early parenthood. Findings show how the intersection of collectivist group identity markers, cultural values and spirituality, guide how partners understand identity and negotiate marital roles. Couples' varied responses to cross-cultural and dominant discourse norms and other social location factors (e.g., vocation and SES) also account for couple differences. Implications for Chinese American Christian couples, and for the application of intersectionality theory to diverse populations, are discussed.

LEARNING OBJECTIVES: Participants will: (1) Recognize the importance of building bridges between dominant and intersectionality discourses when representing and working with diverse populations, (2) Learn how collectivist social markers enhance exploration of relational intersectionality in Chinese American Christian couples, and (3) Consider key applications of intersectionality theory to collectivist and bicultural couples in research and clinical practice.

Education for the Educators

Moderator: **Carmen Knudson-Martin**



Narrative Supervision: Embracing Stories that Counter the Effects of Professional Knowledge

Presenters: **Danna Carter and Tom Carlson**

Supervision in Marriage and Family Therapy (MFT) is considered the foundational training method in the field. Given the traditional context in which MFT supervision exists, supervision is often organized in terms of hierarchies of knowledge. With attention to the ways supervisors are invited to be with supervisees, we recognize that personal knowledge and experience oftentimes are pushed to the margins of conversations in supervision. In this brief presentation, we will explore how narrative practices support counterstory developments and therapeutic abilities by bringing forth student's personal knowledge and experience. In particular, we will explore the effects of a supervision approach that was centered on the relational ethics of narrative practices - especially now when the world is witnessing and demanding changes across hierarchies of power. Our presentation will explore the application of a pedagogy that invites supervisors and supervisees to relate to knowledge on behalf of justice and fairness in the pursuit of an equity-based supervision approach. **LEARNING OBJECTIVES:** Participants will: (1) Recognize the politics involved in

MFT supervision and identify alternatives to hierarchical supervision training, (2) Develop an understanding of relational ethics applied to MFT supervision, and (3) Demonstrate a broader consideration of subjugated knowledge and its value in MFT supervision training.

The Power of Cultural Narratives in Family Therapy Education, Training, and Clinical Practice for Relational Bridging

Presenter: **Matthew Mock**

Personal, clinical, and relational narratives will be used to examine sources of rupture and approaches for repair and reconnection among families with rich cultural backgrounds. Strategies to embed, infuse and integrate social justice into family therapy as well as training, education, supervision in ongoing self-of-the-therapist development will be discussed. Social justice – family therapy approaches will be consistently examined as central to participant interactions. The context of current times including promotion of (in)justices has increased conflict, disconnection and even fractures among diverse families in their communities including cultural family communities. Racism and discrimination including towards cultural family communities continues in the context of current times. Relational bridging and recommitting to social justice has become all the more a necessity among families and multicultural communities. To counter some disturbing current national discourses, the presenter uses a variety of family narrative stories, in this case in films, that speak to the impact of stress or injustices in this case for cultural family communities or families while also engaging students of family therapy mental health therapists and audiences in a critical thinking and dialogue. An effective framework for use of film narratives portraying a diversity of families, in this case cultural families, will be interactively presented and used for rich discussion among participants contributing to and seeking as family advocates a more just society and world for all. **LEARNING OBJECTIVES:** Participants will: (1) Speak with greater awareness about their own culturally contextualized perceptions, assumptions and experiences, including the effects of privilege and oppression and the need for social justice to increase equity; (2) Become more aware and familiar with other racial/cultural groups from which they were previously less aware, learning from the experience and articulating it; and, (3) Utilize empathic listening, open-ended questions, genuine interest and authentic curiosity in building a better understanding of the cultural realities and life experiences of those from different and similar cultures.

Open Dialogues Across Professional Settings

Moderator: **Navid Zamani**



Birgitta Alakare: Psychiatrist & Family Therapists, Keropudas Hospital, Western Lapland

Presenter: **Alita Taylor**

The development of Open Dialogue began collaboratively, with help from (a) the Finnish government's charge to explore ways to reduce chronic mental illness and overcrowding of psychiatric hospitals, (b) Jaakko Seikkula's dedicated co-research approach, (c) Tom Anderson, Harlene Anderson, Yrjo Alanan and other need-adapted and post-modern clinicians' work, and (d) one psychiatrist/hospital administrator's trust in the experience of her staff and her patients themselves. Birgitta Alakare revolutionized psychiatric treatment by standardizing that multiple team members respond quickly, consistently, and curiously TOGETHER with those in crisis, including their chosen network members, practicing shared decision-making and polyphony. Her bravery to work differently and

naturalistically reminds us that we ALL can re-humanize mental health service. **LEARNING OBJECTIVES:** Participants will: (1) Learn what Open Dialogue practice is and explore how they can influence their local practices and include/privilege the voices of consumers, (2) Reflect and integrate dialogic practices in their own lives while learning how reflective/non-hierarchical leadership is possible, and (3) Understand the interwoven importance of family therapy and psychiatry.

Adapting Open Dialogue Ideas to Office Practice

Presenter: **David Trimble**

Using Bakhtin's constructs of monologue and dialogue that inform Open Dialogue and applying them to private office practice in a United States context, I will share my experiences in "improvisational conversation" with a person dually diagnosed with schizoaffective and substance abuse disorder. Despite the absence of a team, the outcome so far has been similar to successful outcomes reported with the Finnish approach. A recurrent topic in our conversation is the retrieval of spirituality fragmented by psychiatric treatment of psychosis, life experience which he and I share.

LEARNING OBJECTIVES: Participants will: (1) Learn to distinguish monologic from dialogic discourse, (2) Learn the stance of "improvisational conversation" that supports dialogic process, and (3) Appreciate the complex relationships between psychosis, spiritual experience, and psychiatric treatment.

The Intersections of Identity

Moderator: **Laurel Salmon**



Naming Anti-Blackness in Our Personal & Professional Lives

Presenters: **Dana Stone, Shyrea Minton, and Deborah Buttitta**

Presenters will share their personal process (as a Black woman, a white woman, and a mixed-race Black woman) navigating anti-Blackness, white supremacy and white fragility as well as anti-racist practices as educators in clinical training programs and as clinical supervisors. Presenters will then illustrate the importance and meaning of the language and terminology of anti-blackness, white supremacy, white fragility, and anti-racism using clinical and anti-racist literature. Participants in the session will be invited to explore some personal steps/work necessary to dismantle anti-blackness, white supremacy, and white fragility, and to engage in anti-racist practices in their personal lives in order to transform their roles in the professional realm as clinicians, educators, and clinical supervisors. Presenters will discuss practical strategies to address ongoing personal growth and learning for clinicians, educators, and clinical supervisors on their journey to becoming an anti-racist. **LEARNING OBJECTIVES:** Participants will: (1) Illustrate the importance and meaning of the language and terminology of anti-blackness, white supremacy, white fragility, and anti-racism, (2) Identify the personal steps/work to dismantle anti-blackness, white supremacy, white fragility, and engage in anti-racist practices in our personal lives to transform our roles in the professional realm as clinicians, educators, and clinical supervisors, and (3) Identify practical strategies to address ongoing personal growth and learning for clinicians, educators, and clinical supervisors on their journey to becoming an anti-racist.

The Online Social Matrix: Addressing Differences

Presenter: **Jodie Kliman**

The Social Matrix, updated since the presenter first introduced it in the AFTA Monograph, is now available as an online tool for teaching, consultation, and research. Users fill out detailed online surveys about their 37 intersecting social locations (including class, race, gender, sexual orientation, religion, immigration history, health and parental status, relationship to the mental health system, etc.). Survey results are displayed in a radial diagram reflecting areas of greater privilege (with those axes closer to the center of seven concentric circles) and greater marginalization or oppression (with those axes at the outer margins). This visual display and survey questions are designed to encourage deeper reflection about social location, drawing attention to potential blind spots related to areas of privilege and to potential shame related to areas of marginalization. This presentation will describe the Social Matrix's use in teaching, consultation, and research, using a social justice framework. **LEARNING OBJECTIVES:** Participants will: (1) Understand how to apply to Social Matrix diagram in the service of a stronger understanding of the impact of their own intersecting areas of privilege and marginalization or oppression on their work as therapists, supervisors, teachers, and researchers, (2) Recognize and correct for blind spots and resultant microaggressions that can emerge in the privileged social locations they and their trainees or clients hold, as well as to recognize and correct for shame that is a risk in the marginalized identities that they, their trainees, and clients hold, and (3) Consider applications of the social matrix to their work as teachers/trainers, supervisors, clinicians, consultants, and researchers, with special attention to the social justice implications of working across multiple differences in identity in each of those professional relationships.

Ecosystemic Issues

Moderator: **Lucas Volini**



Ecosystemic Distress and Human Suffering

Presenter: **Larry Freeman**

AFTA members realize that individuals internalize the suffering of the systems of which they are part. "Naming" what we suffer and bringing it to light is at the core of what we do. Solastalgia is a name for the unique suffering emerging from our no longer being able to go home, because one is already at home and home is under assault. Solastalgia stems from our inability to find and rest in what we have known. Home is now different and returning is not possible. Applied to the consequences of climate change, this view suggests we feel outcast from our sacred community, we feel the Earth's suffering. We feel both dys-located and that there is no remedy. We will explore this perspective and request that you consider your own experiences and how they add to our understanding of what our challenges are going forward in facing this new threat. **LEARNING OBJECTIVES:** Participants will: (1) Describe the emotional burden of climate change, (2) Explore our personal experiences stemming from climate change, and (3) Consider the effects of climate change in the families we see.

Healing Intergenerational Wounds

Presenter: **Mona Fishbane**

Unfinished business and wounds from the family of origin can haunt adults in their personal and interpersonal lives. Mona will explore the neurobiology of emotional reactivity in the adult intergenerational family, offering interventions to facilitate emotion regulation and differentiation. This approach helps adults “reach for their best self” in relationships with parents, siblings, spouse/partner, and children. Informed by Boszormenyi-Nagy’s contextual theory and Bowen theory, we will consider how old resentments can negatively affect current relationships, as individuals “collect damages at the wrong address.” By contrast, cultivating “resources of trustworthiness” in the family of origin promotes generosity, compassion, and relational empowerment between adults and their parents and siblings, positively impacting relational life more broadly. The presentation is informed by intergenerational theory, interpersonal neurobiology, and considerations of gender and culture in intergenerational relationships. **LEARNING OBJECTIVES:** Participants will: (1) Identify the neurobiology of emotional reactivity in intergenerational relationships, (2) Identify cultural and gender factors that impact intergenerational relationships, and (3) Facilitate clients’ emotion regulation and differentiation in family interactions.

Transgender Individuals and Family Dynamics

A Reflexive Meaning-making Resource for Bridging Conversations

Presenter: **Saliha Bava**

Orienting to a socially just world requires one to attend to not only the systemic and structural processes but also its interplay with the discursive (interactional, meaning making and language play) in the process of organizing our everyday lives. Relational therapists orient to the systemic and the discursive within conversations. However, amidst the complexity of a conversation, if we neglect to move fluidly between the interactional utterances, frames of meaning and the systemic/structural, one might experience a conversational or relational rift. The break or bridge occurs within the conversational interplay between the discursive and the structural/systemic. The question is how do we orient towards such an interplay? In this session we will play with the relational loop as a meaning-making resource to map such conversational complexity. We will explore how in our listening and joint inquiry do we locate and navigate power within the systemic/structural and discursive spaces to create bridging conversations.

LEARNING OBJECTIVES: Participants will: (1) Recognize the discursive, systemic/structural and meaning-making frames within a conversation, (2) Identify where power is being located within a conversation, and (3) Identify how to shift a divisive conversation to one that bridges the polarity.

AFTA's 43rd Annual Meeting & 1st Virtual Conference

THE EVOLUTION OF VOICES *Building Bridges Across Divides*

Saturday, June 26: Day at a Glance

8:00 – 9:30 AM PST	Brief Presentations
9:30 – 9:45 AM PST	Transition Time
9:45 – 11:15 AM PST	Tea Time with Presenters
11:15 – 11:45AM PST	Break
11:45 – 1:30 PM PST	"Building Bridges" Dialoguing on Differences
1:30 – 1:45 PM PST	Transition Time
1:45 – 3:00 PM PST	Closing Listening Circle

Saturday, June 26

Schedule of Events and Sessions

BRIEF PRESENTATIONS

8:00 – 9:30 AM PST

Coordinator: Lucas Volini

Mental Health and Immigrant Populations

Moderator: **Lana Kim**



Mental Health Equity for Immigrants in Medical Free Clinics

Presenters: **Alba Niño and Sol D'Urso**

Student-run free clinics (SRFC) are transdisciplinary partnerships between communities and educational institutions that offer no-cost medical services to underserved families, while training medical students. With an emphasis on medical services, SRFCs struggle to address the mental health needs of their clients, especially during the Covid-19 pandemic, where the stressors of inequality have impacted under-resourced populations disproportionately.

Flexibility and commitment to health equity are necessary to integrate mental health services in SRFCs. In this presentation, we share the creative practices of a team of mental health professionals integrating their services in a SRFC that serves Latinx underserved clients in Southern California. Attention is paid to how the clients' cultural and contextual realities influence the challenges and possibilities of implementing telehealth, working in bilingual contexts, and collaborating with interpreters, promotoras, and students. Commitment to putting clients first brings together the diverse voices of the SRFC. **LEARNING OBJECTIVES:** Participants will: (1) Become familiar with SRFC as institutions that integrate the voices of students, clients, interpreters, community facilitators, faculty and clinical supervisors, (2) Learn about a specific experience of successful integration of mental health services in a SRFC that serves an immigrant underserved population in Southern California, and (3) Learn practices influenced by flexibility and commitment to equity between professionals of different fields that have made it possible to address the mental health needs of an immigrant Latinx population during Covid-19.

Transgender Individuals and Family Dynamics

Moderator: **Alita Taylor**



Climate and Abuse of Power Created Parental Concerns: How Socio-Political Commentary and Technology Impact Care for Transgender Children and Youth

Presenter: **J. Rose Cohen**

There is a growing backlash against the Gender Affirmative Model of Care citing it promotes child abuse and "irreversible damage". This is in part fueled by technology and the immediacy of public opinion as fact, algorithms that "place information" in front of an audience that is likely to already agree, etc. It also, however, is a direct result of researchers such as Lisa Litman out of Brown and Abigail Shreier who put out an anti-trans book called Irreversible Damage, and even celebrities with no training in transgender care like JK Rowling. This presentation will look at the ways these messages are doing a disservice to families attempting to find care for their children and inciting fear. Groups of parents have gone as far as sending death threats. It is likely a product also of the recent administration and the overt message that a bully-ish approach to differing opinion is an acceptable form of dissent. **LEARNING OBJECTIVES:** Participants will: (1) Increase awareness of the myths/facts about the gender affirmative model of care, (2) Understand the distinction between a place of readiness or disagreement and the variables fueling a currently overt hostile climate towards transgender children and any parents who support their transition, and (3) Increase awareness of how normal adolescent development is used as a weapon to negate trans identity.

Special Topics

Moderator: **Gene Combs**



Innovative Virtual Approach Combining Mentoring and Therapy

Presenters: **Toni Zimmerman, Jennifer Krafchick, and Shelley Haddock**

For the past 10 years, the Marriage and Family Therapy Program at Colorado State University has served vulnerable youth through a campus-based mentoring program with integrated therapy, called Campus Connections. Campus Connections is now offered at four other universities, with several more universities in development. When the program pivoted to a virtual platform in response to COVID, we discovered the program continued to achieve its intended outcomes and to be enthusiastically received by youth. Given this, we recognize the potential this innovative virtual model has for reaching even more vulnerable youth, including those in remote locations, who have transportation barriers, or who are in unstable living situations. Designed from a commitment to promoting social justice, Campus Connections prioritized diversity, equity, and inclusion in all program components, including mentor training and engaging youth in activities related to identity (race, class, sexual orientation, ethnicity, religion, gender, sex, ability, etc.). The virtual model of Campus Connections will extend this commitment by reaching even more underserved youth. The theme of the presentation is integration of mentoring and therapy for vulnerable youth using an online format. The purpose is to share the Campus Connections model in hopes of being a catalyst for new innovative ideas from the audience that they can take to their communities. The goals are to provide an opportunity to the audience to think about therapy beyond the 50-minute session (integrated with mentoring) and extending our reach to underserved populations using an online platform. **LEARNING OBJECTIVES:** Participants will: (1) Engage in innovative thinking about service delivery for vulnerable youth, (2) Discuss how to integrate therapy into other youth services, and (3) Engage in Social Justice as foundation to program delivery.

Using Creative Narrative Techniques with Adoptive Families

Presenters: **Angelle Richardson**

This presentation will explore the trauma that adopted children experience. It will discuss the effectiveness of using narrative therapy as a modality to work with adoptive families. This presentation will explore the relevance and importance of using art, music, and other creative modalities to connect with diverse populations. This presentation will also address the importance of providing safe spaces for children and families share their experiences and identify creative techniques to help families develop narratives of their experiences. **LEARNING OBJECTIVES:** Participants will: (1) Identify at least two types of losses that families that experience adoption face, (2) Learn at least two benefits of narrative therapy for children and families who experience adoption, and (3) Identify three creative techniques to assist families with developing narratives for their experiences.

Engaging Parents and Caregivers

Moderator: **Shawn Giammattei**



How to Motivate Parents to Show Up and Cooperate in Trauma Treatment

Presenter: **Scott P. Sells**

Engaging parents in trauma treatment is difficult. Parents often enter treatment with a just "fix my kid" mindset and are not ready to change themselves. Case management meetings and direct treatment should begin with the first phone call. But unfortunately, this call is often used to set up an initial intake. To address these challenges, an evidence-based Family Systems Trauma Model (FST) will illustrate the FST Motivational Phone Call Technique to quickly build rapport between the therapist and client before the first session. **LEARNING OBJECTIVES:** Participants will: (1) Learn motivational interviewing strategies to engage even the most difficult parent or child in trauma treatment, (2) Learn the 6-question FST Motivational script to immediately use, and (3) Learn how to deliver the FST Motivational Script through audio case examples.

Midas' Children: The Impact of Racist and Classist Attitudes on Parent-Child Attachment

Presenters: **J. Sema Bruno**

Attachment between parent and child has long been studied as a way to understand child socio-emotional development, however little consideration has been paid to the effects of exuberant wealth and racism on the family emotional climate and the impact of this on parent-child relationships. Domestic laborers – such as nannies and housekeepers – are often overlooked by family therapists as having significant impact on the identified problems that bring these families to therapy. These people are overlooked, in part, because their roles are monetized and often filled by members of minority communities. The children in their care are navigating unspoken subtleties of racism, classism, and sexism in the context of developing socioemotional maturity and attachment relationships. Early socialization practices set the foundation for later developmental changes. Navigating parental biases assumes familial conflict as yet unexplored within the practice of family therapy. Researchers and therapists have missed an opportunity to apply constructs of attachment and decolonizing theories to families with domestic laborers.

LEARNING OBJECTIVES: Participants will: (1) Learn how exuberant wealth and racism may affect the family emotional climate and impact parent-child relationships, (2) Identify the potential impact of negative biases directed

towards employed domestic laborers (such as nannies and housekeepers) on family relationships, and (3) Highlight key intersectional nuances between class and racial differences.

TRANSITION TIME

9:30 – 9:45 AM PST

TEA-TIME WITH PRESENTERS

9:45 – 11:15 AM PST

Casual Q&A with presenters of pre-recorded presentations. Attendees will watch pre-recorded presentations by presenters. Break out rooms will be set up for each presenter for attendees to ‘drop in’ on to ask questions, have conversations around topic presentations.

Family Therapy in Larger Systems

Moderator: **Lucas Volini**



Building Bridges as Collaborative, Inclusive Leaders

Presenters: **Elisabeth Esmiol Wilson and Dana Stone**

Collaborative, inclusive MFT leaders support the development of students/interns/new professionals and respect that their knowledge and experience are critical to advancing the field. Embedded in this relational process is the challenge of how to both honor leadership hierarchy and move towards increasing collaboration. Whether faculty, clinical supervisors, researchers, program directors or directors of clinical training, we necessarily approach leadership from our unique social locations. Leaders embody multiple intersecting identities (across gender, sexual orientation, age, race, religion, etc.) that impact how we are perceived and the influence we wield. Both our professional roles and social location can change over time, further influencing the complex navigation of how we shift our power to create inclusive leadership, empowering students/interns/new professionals to become colleagues and contribute to the field. Our model based on principles of social justice, sociocultural attunement, and mutual support, invites leaders to “shifting our power” in increasingly relational and collaborative ways. **LEARNING OBJECTIVES:** Participants will: (1) Learn to honor hierarchy and remain effective while being collaborative and open to their own learning, (2) Actively negotiate power through different intersecting identities that either support or weaken MFT leaders’ perceived power, and (3) Challenge existing structures of hierarchy to create more mutual relationships of collaboration that advance multiple perspectives and voices.

Globalization & Intimate Partner Violence: A Meta-Regression

Presenters: **Summer Vail, Chelsea Spencer, and Brooke Keilholtz**

Intimate Partner Violence (IPV) is a public health issue impacted by all levels of the ecological system. Globalization, a macrosystem factor, has been theoretically linked to previously established risk and protective factors at the community, interpersonal and individual level; but there is a lack of quantitative data on the impact globalization has on risk markers for IPV perpetration. Utilizing data from a meta-analysis examining IPV perpetration (Spencer et al., 2020), we conducted a meta-regression to examine how globalization impacts the strength of risk markers for male IPV perpetration. We found that globalization was significantly related to financial stress, personality disorder, anger, narcissism, antisocial PD, and drug use as risk markers for IPV perpetration. It was also associated with religiosity as a protective marker against male IPV perpetration. It is important to understand broader societal factors when assessing for IPV and working with clients where IPV is present.

LEARNING OBJECTIVES: Participants will: (1) Increase understanding of the variability of risk markers for IPV among different cultures, (2) Identify how globalization impacts risk markers for male IPV perpetration, and (3) Understand how macrosystem factors can influence assessment and treatment of IPV.

Social Location in Family Therapy

Moderator: **Roxana Llerena-Quinn**



MFT Intern's Reflection on Social Location in Couple Work

Presenter: **Ju Ann "Esther" Park**

This presentation aims to focus on the social location of the therapist and clients while examining its dynamics within the therapeutic process. It highlights the therapist's journey of identifying and overcoming socialized beliefs that have been historically assumed regarding the "Model Minority" narrative. The therapist learns to utilize her voice while working with a Euro-American couple in their sixties. Furthermore, it explores how social identities associated with aging, gender, and education impact therapy and the couples' self-esteem. Processing the intersection of the therapist's and client's social locations promotes a culturally safe therapeutic environment and raise awareness of how these relationships potentially form inequities. The goal is to improve therapist's competency through integrating multiple social identities throughout the therapeutic process. **LEARNING OBJECTIVES:** Participants will: (1) Gain knowledge of a trainee's experience working with an older Euro-American couple, (2) Identify the intersection of power and privilege from the clients' and therapists' social location, and (3) Explore their own social location and its spheres of influence.

Building Bridges in Clinical Supervision

Moderator: **Danna Carter**



Training Across the Bridge with Participant Supervisions

Presenters: **Émilie Ellis, Josh Boe, Carly Sackellares, Madison Watson, and Soon Cho**

Globally, couple and family therapy (CFT) training programs are typically housed within other disciplines with varying degrees of clinical overlap. Given the wide range of histories and differing approaches to clinical work, supervision, and clinical training, each training context faces unique challenges. Currently, little research has focused on developing best practices for cross-disciplinary training in CFT, particularly with regard to the supervision process. In this presentation, we use a systemic lens to describe our experiences as Doctoral-level CFT supervisors-in-training and Masters-level Social Work interns engaging in participant supervision as a means of cross-disciplinary training in CFT theory and practice. We discuss ontological differences between Social Work and CFT, challenges associated with adapting to the COVID-19 context (e.g., tele-training), and the benefits and difficulties of using this type of supervision in a cross-disciplinary context from the perspective of supervisee and supervisor. We end with recommendations and implications for supervisory practice. **LEARNING OBJECTIVES:** Participants will: (1) Identify the challenges of cross-disciplinary training in CFT, (2) Name some of the benefits of participant supervision in CFT, and (3) Name some of the challenges of participant supervision in CFT.

Political Differences and Differentiation of Self

Presenter: **Ben Jones**

The lead up to and aftermath of the contested 2020 election created a context in which worldview conflict became an exceptionally difficult part of family life. This session will provide a theoretical framework for consideration when working with families whose conflicting belief systems are a source of considerable distress. The Bowenian concept of differentiation will be combined with the faith development stage model proposed by Fowler (1981) to explain both transgenerational and intrapersonal conflicts that result from disaffiliation with family of origin worldviews (political, religious, economic, etc.). This framework can provide a unique lens through which therapists can help clients identify assumed family values/beliefs in order to promote both an individual's ability to differentiate and the family system's ability to tolerate and accept differences. Applications for assessing and working with families, couples, and individuals will be discussed. **LEARNING OBJECTIVES:** Participants will: (1) Acquire new resources for working with individuals/families that express conflicting worldviews and values as core issues in their distress, (2) Understand how the process of worldview development relates to differentiation of self, and (3) Gain concrete tools that can be used in clinical settings to both map the development of beliefs and track the conflict that emerges from value incongruence with family of origin.

BREAK

11:15 – 11:45 AM PST

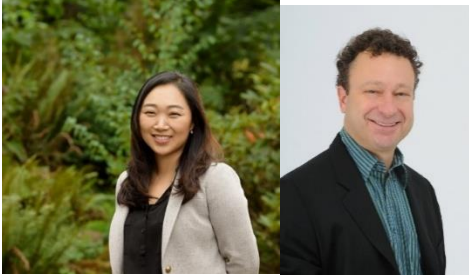
"BUILDING BRIDGES" DIALOGUING ON DIFFERENCES

11:45 – 1:30 PM PST

Coordinators: **AFTA's Early Career Membership Committee**

1. Worldviews Part 2: Honoring diverse approaches to research

Facilitators: **Wonyoung Cho and Peter Fraenkel**



As an interdisciplinary field that is both clinical and theoretical, family therapy has grown from and inspired diverse research practices. Particular research approaches have fallen in and out of “fashion” with the evolution of epistemological frameworks and how social justice work has been performed and recognized over time. We now find ourselves engaging research approaches as though they are mutually exclusive or at odds with each other (quantitative vs. qualitative research, for example), and research approaches started to become divisive rather than complementary. In this dialogue, we plan to interrogate our assumptions and understandings of the epistemological underpinnings and find new ways to relate and engage in various approaches to research. **LEARNING OBJECTIVES:** Participants will: (1) Identify and distinguish the various research methodologies, and how they inform the theories and practices of family therapy; (2) Identify the epistemological underpinnings and scope of quantitative, qualitative, and mix-methods research; and (3) Comprehend the interacting relationship between quantitative, qualitative, and mixed-methods research relative to the collective pursuit of generating new knowledge.

2. Untangling the Double-Binds of AFTA's Developmental Growing Pains

Facilitators: **Sarah Berland**



Associations are living, breathing, meaning-making systems that organize around established ideals and intended purpose. When large systems originate around a defined purpose, founding members direct the process of forming its identity. They establish a cultural worldview reflecting their current era and associated contextual realities as a basis to inform the system's overall governance. For that founding generation, the norms established serve the system's purpose and early members settle into the clearly defined norms that offer togetherness. Over time, the system's sustainability depends upon its capacity to continue meeting the needs of its members. Survival becomes measured by the system's ongoing appeal to coming generations left to carry its torch into the future. But as new generations enter the system, they bring along an evolved worldview

experience distinct from the cultural realities that informed the system's founding. As these generational worldviews collide, the system becomes strained in the tension. How can it adapt by welcoming and creating space for the emerging voices and needs of new generations while conserving the legacy of its founding members? Such a predicament is precisely where AFTA finds itself today, grappling with the timeless existential and multisystemic tensions between what *was*, what *is*, and what's *becoming*... This dialogue will address AFTA's developmental pains head on through open conversations. **LEARNING OBJECTIVES:** Participants will: (1) Comprehend methods of applying family therapy principles to evaluate larger organizational systems; (2) Identify generational patterns inherent to lifespan; and (3) Apply methods of systemic assessment and intervention to address strains in large systems.

3. Embodying Intersections Part 2: A Focus on Gender

Facilitators: **Shawn Giammattei and Navid Zamani**



As new understandings of the diverse experiences and expressions of gender identity emerge, we have engaged ongoing discussion regarding ways to incorporate and organize around this evolution of knowledge. The implications of a new era rapidly transforming our understanding of gender and the role it plays in society have been widespread, collectively felt, and all the while, disorienting. As today's youth are the first cohort of humans with increased freedom to form their identities around a spectrum of gender expression, there is no disputing that such a disinhibited reality was made possible by the brilliance and courage of post-civil rights era feminists. While honoring how far the feminist movement has taken us, we must also examine the role of gender in society in its current state to evaluate and inform the much-needed work ahead. In this dialogue, participants will view a clip between an AFTA member and his 20-year-old, gender non-conforming client. The therapeutic dialogue will explore the meanings within our youngest generation's attitude around gender in contemporary society today, all within the context of the client's reflection upon the process of discovering their authentic self. As we will learn from today's youth, the movement seems to trend away from focus on group identity, and instead, organically embraces a more transcendent relational style organized the subjective individuality of the person. Rather than performative actions, participants will engage through experiential observation and discussion on the therapeutic dyadic process. **LEARNING OBJECTIVES:** Participants will: (1) Gain an understanding and awareness of gender identity navigation and acceptance; (2) Observe a collaborative therapeutic approach to process identity narratives and generational systemic influences; and (3) Gain a comprehension of intrapersonal and interpersonal gender identity expression of today's youth.

TRANSITION TIME

1:30 – 1:45 PM PST

CLOSING LISTENING CIRCLE

1:45 – 3:00 PM PST

Facilitators: **Lana Kim and Roxana Llerena-Quinn**

In this session, we are giving space for participants to both "debrief" the conference experience as well as provide space for participants to have experiences of microaggressions, ruptures, etc that may have occurred sometime during the conference respectfully "witnessed" as is typically the case during "listening circles". Additionally, this can be used as a space to share hopes for the next conference.

CE LANGUAGE

American Family Therapy Academy - 43rd Annual Meeting and 1st Virtual Conference

June 25 – 26, 2021 - Online

Accreditation Statement



In support of improving patient care, this activity has been planned and implemented by Amedco LLC and American Family Therapy Academy (AFTA). Amedco LLC is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Psychologists (APA) Credit Designation

Amedco LLC designates this **live activity / enduring material** for a maximum of **13.75 Live / 43.75 Enduring** Psychologist contact hours.

The following state boards accept courses from APA providers for Counselors: AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, IA, ID, IL, IN, KS, KY, MD, ME, MO, NC, ND, NH, NE, NJ, NM, NV, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY

MI: No CE requirements

The following state boards accept courses from APA providers for MFTs: AK, AR, AZ, CA, CO, CT, DE, FL, GA, IA, ID, IN, KS, MD, ME, MO, NE, NC, NH, NJ, NM, NV, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WI, WY

MI: No CE requirement

The following state boards accept courses from APA providers for Addictions Professionals: AK, AR, CO, CT, DC, DE, GA, IA, IN, KS, LA, MD, MO, MT, NC, ND, NE, NJ, NM, NY (outstate held)*, OK, OR, SC, UT, WA, WI, WY

MA / MFTs: Participants can self-submit courses not approved by the MAMFT board for review.

The following state boards accept courses from APA providers for Social Workers: AK, AR, AZ, CA, CO, DE, FL, GA, ID, IN, KY, ME, MN, MO, NE, NH, NM, OR, PA, VT, WI, WY

* If the activity is held *live* in the state of NY, then direct addictions board is required, ie: NAADAC. If the activity is held outside NY, is virtual, enduring or remote, it is considered "outstate" and this reciprocity applies.

Social Workers (ASWB) Credit Designation



As a Jointly Accredited Organization, Amedco is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. Amedco maintains responsibility for this course. Social Workers completing this course receive **13.75 Live / 43.75 Enduring** GENERAL continuing education credits.

The following state boards accept courses offering ASWB ACE credit for Social Workers: AK, AL, AR, AZ, CA, CO, CT, DC, DE, FL, GA, HI, ID, IL, IN, IA, KS, KY, LA, ME, MD, MA, MI, MN, MS, MO, MT, NC, ND, NE, NH, NM, NV, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WI, WV, WY

* **WV** accepts ASWB ACE unless activity is live in West Virginia, then an application is required.

The following state boards accept courses offering ASWB ACE credit for Counselors: AK, AR, AZ, CA, CO, CT, DC, FL, GA, IA, ID, IL, IN, KS, MA, MD, ME, MO, ND, NE, NM, NH, NV, OK, OR, PA, TN, TX, UT, VA, WI, WY

AL/Counselors: Activities not providing NBCC approval may be approved by the Board for individual licensees upon receipt of acceptable documentation prior to the activity. Please send course details to your licensing board for approval BEFORE the event. No approvals afterward by the board.

MI: No CE requirement

The following state boards accept courses offering ASWB ACE credit for MFTs: AK, AR, AZ, CA, CO, FL, IA, ID, IN, KS, MD, ME, MO, NC, NE, NH, NM, NV, OK, OR, PA, RI, TN, TX, UT, VA, WI, WY

MA / MFTs: Participants can self-submit courses not approved by the MAMFT board for review.

MI: No CE requirement

The following state boards accept courses offering ASWB ACE credit for Addictions Professionals: AK, CA, CO, CT, GA, IA, IN, KS, LA, MO, MT, ND, NM, NV, OK, OR, SC, WA, WI, WV, WY

New York Board for Social Workers (NY SW)

Amedco SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0115. **13.75 Live / 43.75 Enduring** hours.

New York Board for Mental Health Counselors (NY MHC)

Amedco is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0061. **13.75 Live / 43.75 Enduring** hours.

New York Board for Marriage & Family Therapists (NY MFT)

Amedco is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0032. **13.75 Live / 43.75 Enduring** hours.

New York Board for Psychology (NY PSY)

Amedco is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0031. **13.75 Live / 43.75 Enduring** hours.

FL Board of Behavioral Sciences (FL BBS)

Amedco is approved by the Board of Clinical Social Work, Marriage & Family Therapy, and Mental Health Counseling. Provider BAP#39-Exp.3-31-2023. **13.75 Live / 43.75 Enduring** GENERAL Hours

Illinois Marriage and Family Therapist

Illinois Dept. of Professional Regulation, Approved Continuing Education Sponsor, #168.000235. **13.75 Live / 43.75 Enduring** hours.

Georgia Marriage and Family Therapist Board

This course has been submitted to the board for review.

Massachusetts Marriage and Family Therapist Board

This course has been submitted to the board for review.