

AFTA's 44th Annual Virtual Meeting

Pre-Conference: June 3rd and June 10th

Live Conference: June 23 - 25

PRACTICE-BASED EVIDENCE:

Connection, Hope, and Change in the Borderlands



Program at a Glance

AFTA's 44th Annual Conference					
Practice-Based Evidence: Connection, Hope, and Change in the Borderlands					
	6/9	6/10	6/11	6/12	6/13
	FRIDAY	FRIDAY	THURSDAY	FRIDAY	SATURDAY
	VIRTUAL	VIRTUAL	VIRTUAL	VIRTUAL	VIRTUAL
EST					
10:00-10:30 AM			Gathering Time	Gathering Time	Gathering Time
10:30-11:00 AM					
11:00-11:30 AM	Welcome and Personal Connections	Welcome and Personal Connections	Opening Session: Aligning Our Presence: Attuning Our Hearts and Minds for the Conference	Focused Conversations	Plenary IV – Moving into Advocacy
11:30AM-12:00 PM					
12:00-12:30 PM	Brief Presentations 1 – 4	Brief Presentations 1 – 4		Plenary II – Sisters from the Field	BREAK
12:30-1:00 PM				**includes short break and Breakfast Dialogue Groups	Interest Groups 5-8
1:00-1:30 PM			Plenary I - Keynote		
1:30-2:00 PM	Brief Presentations 5 – 8	Brief Presentations 5 – 7		BREAK	LUNCH BREAK
2:00-2:30 PM					
2:30-3:00 PM					
3:00-3:30 PM					
3:30-4:00 PM	Brief Presentations 9 – 11	Brief Presentations 8 – 10	Lunch & Learn	Part 1: Action Networks 1 – 6	Plenary V – Doing the Work
4:00-4:30 PM					
4:30-5:00 PM					
5:00-5:30 PM					
5:30-6:00 PM			Interest Groups 1 – 4	Plenary III - Catalyzing Transformative Change: Translating Practice-Based Evidence to Action	Part 2: Action Networks 1-6
6:00-6:30 PM					
6:30-7:00 PM					
7:00-7:30 PM				Shabbat Service	Listening Circle
7:30-8:00 PM					
8:00-8:30 PM					
8:30-9:00 PM					
9:00-9:30 PM					
9:30-10:00 PM					

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Welcome

With great appreciation, we greet each of you for this year's conference. The past 30 months have been challenging.

These perplexing and traumatic times have opened windows. More now see racism—both personal and institutionalized—that has been embedded in our lives and the effects of our (human) actions on the environment and weather. Millions are migrating to seek better lives. As systemic practitioners we know our personal, social, institutional, and environmental systems all interlock and are connected. We are relational beings.

Our resolution for this conference is to come together in action, to build on the wisdom that we each have through our practice-based evidence and lived experiences, to better hear the voices of people who have been silenced or marginalized, to be inclusive and collaborative in our choices. To facilitate this, conference activities include:

- Virtual brief presentations June 3rd and 10th to learn about each other's work and prepare us for extended time together June 23-25 on an engaging virtual platform.
- Time for rich "hallway" discussions, sharing and catching-up, and facilitated small and larger groups to come up with action plans for the coming year.
- Five plenaries by practitioners and advocates to inform and cultivate our ideas.
- Six carefully chosen core themes for the action networks that meet across the conference.
- Nine meetings of AFTA interest groups, a lunch and learn poster session, and opportunities for fun and spiritual connection.

We hope you find the speakers and events for this conference meaningful. We look forward to seeing you virtually at the orienting session that is structured to acknowledge the heavy weights we may each be carrying, and to set them down, for a brief respite, to be present in a community of support, appreciative joy, and compassion and to prepare our intentions for the coming conference.

Conference Program Committee

AFTA's 44th Annual Meeting

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Theme and Objectives of the American Family Therapy Academy 2022 Annual Meeting

The theme for this conference, “Practice-Based Evidence: Connection, Hope, and Change in the Borderlands”, highlights the intention for this conference. After so much time physically distant from one another, the dichotomy between theory and practice has never been more evident. This conference is an opportunity for us to intentionally re-engage in critical dialogue that leads to action. This conference will address how to advance systemic, family-centered, socially just practices that support relational health and well-being grounded in lessons that bridge these gaps.

For systems thinkers and practitioners, the interrelationships among individuals, families, communities, and contexts have always been more important than the boundaries that distinguish them. In this time of growing divisions--between the rich and the poor, the academic “elites” and the working class, the global north, and the global south--it becomes ever more important to find ways of working together with dignity and with accountability to one another. In this conference, we will bridge the gap between academic jargon and the lived experience of clients and practitioners through practice-based evidence. That is, our focus will be on how various ways of knowing—our intuition, experience, and relationality—influence our everyday practice. We seek to embrace the new patterns of engagement, hope, and transformation that can emerge when we continuously shift whose vision takes the lead. We seek to do so with a spirit of kindness, open hearts, and shared wonder about ourselves and one another.

Conference Goals:

- Expand supportive networks for engagement and action to initiate change
- Create spaces where previously marginalized voices have center stage with an interested, receptive audience
- Integrate theory and practice
- Engage in mutual learning across generations
- Build community and have fun!

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.

AFTA's 44th Annual Meeting

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Friday, June 3: Virtual Pre-Conference

11:30 AM – 12:00 PM EST	Welcome and Personal Connections
12:00 – 1:30 PM EST	Brief Presentations 1 – 4
1:45 – 3:15 PM EST	Brief Presentations 5 – 8
3:30 – 5:00 PM EST	Brief Presentations 9 – 11

Friday, June 10: Virtual Pre-Conference

11:30 AM – 12:00 PM EST	Welcome and Personal Connections
12:00 – 1:30 PM EST	Brief Presentations 1 – 4
1:45 – 3:15 PM EST	Brief Presentations 5 – 8
3:30 – 5:00 PM EST	Brief Presentations 9 – 11

Virtual Pre-Conference

Friday, June 3

Schedule of Events and Sessions

WELCOME AND CONNECTIONS

11:30 AM – 12:00 PM EST

BRIEF PRESENTATIONS A

12:00 – 1:30 PM EST

Session A.1 Decolonizing Advocacy and Practice

Moderator: Kyle Killian

Action Therapy with Indigenous Youth

Presenter: **Bill Dubery**

We describe Action Therapy and provide accounts of its effects from the voices of youth it serves. In Action Therapy, we meet Indigenous youth in their daily context to build authentic relationships of solidarity and support. Based in traditional culture, it offers a positive alternative to gangs. We join with others to collect and deliver beds (which many families lack) and other furniture; we cook food and share it with our relatives who live on the street; we shovel walks in the winter or do yard work for elders; we cut wood and collect rocks to keep fires for sweat lodge ceremonies--the list could go on. We call these missions “lateral empathy”. They provide real-time experiences that, when combined with reflective questions interspersed throughout the missions, give youth a chance to create new identities connected to values and purposes that are often overlooked in traditional therapy. **LEARNING OBJECTIVES:** Participants will: (1) Describe lateral empathy; (2) Learn what it means to youth to have this type of engagement; and (3) Know the importance of working with local culture.

Performative Allyship and Advocacy

Presenters: **Herlin Soto and Iman Dadras**

The murder of George Floyd by police officer Derek Chauvin once again shattered the phantasy of post-racial America. It was another indication of the horrific acts of brutal racism towards the Black community in the U.S. These acts of racism, dehumanization, and unjust killings of the Black community at the hands of authorities and/or civilians in the U.S. did not begin in the Trump era and will not end in post-Trump America. Although these events brought awareness and discourse around systemic and institutionalized racism, still there seems to be a disconnect with these injustices which has been performative allyship and advocacy. It is important as clinicians to position ourselves within social movement and transformative learning scholarship, critique notions of allyship and then solidarity. We argue that the unlearning of predominant colonial practices and mindsets are essential for an anti-oppressive clinical practice. Otherwise, our current clinical practices which are shaped by white colonial knowledge, leadership, privilege, and power are limiting the impact of our clinical effectiveness unless we move towards decolonizing solidarity and anti-racism discourses (Kluttz, 2019). **LEARNING OBJECTIVES:** Participants will: (1) Critically analyze the disruptive ways and impact of performative allyship & solidarity from micro and macro level systems on BIPOC communities well-being; (2) Recognize the need to decolonize ‘allyship’ and anti-racist work by unlearning colonial practices and ideologies which center our knowledge on how we see leadership, privilege, and power; and (3) Highlight the detrimental effects of performative allyship and explore clinical approaches to stand in solidarity as co-conspirators with BIPOC communities.

Session A.2 Multi-systemic Context of Pain and Health

Moderator: Gene Combs

Chronic Pain: Understanding Trauma and Neurobiology

Presenter: **Tabitha Webster**

Chronic pain affects up to 40% of the general population. Prevalence rates of Depressive and Bipolar Disorders in chronic pain sufferers are as high as 61%, Anxiety and PTSD rates exceed over 50%. Correlations between childhood sexual abuse and chronic pain symptomology in adulthood are well supported, ranging up to 80%. Meaning mental health providers are serving this population and are often unaware of the comorbidity sitting in the room with them. Even when there is awareness or a known presenting concern, chronic pain clients are often termed the "hard" clients, leaving both providers and clients frustrated and hopeless. There is also growing literature supporting racial biases and pain denial when treating pain in racial and ethnic minorities populations, and many do not seek any services. This presentation integrates the conference theme of clinical practice and health disparities, empowering clinicians to use a neurobiology-evidenced practice frame. This presentation examines chronic pain in the clinical population and the connection to childhood trauma from a neurobiological lens and discusses how these findings can facilitate better healing outcomes for our clients. **LEARNING OBJECTIVES:** Participants will: (1) Identify the prevalence and comorbid occurrence of chronic pain and mental health disorders; (2) Describe how traumatic early life experiences are correlated to chronic pain in adulthood; and (3) Gain clinical insights and application to better serve their chronic pain clients.

COVID-19 Uncertainty: A Multisystemic Approach

Presenter: **John Rolland**

The COVID-19 pandemic has proven to have pervasive impacts on all aspects of family life. Using a multi-systemic and family-oriented lens, this presentation emphasizes the evolving interplay of larger system/public health pandemic challenges and mitigation strategies with individual and family processes. Discussion highlights family challenges with ongoing myriad COVID-19 uncertainties in the evolving phases of the pandemic/post-pandemic. These include: (a) When a COVID-19 spike may occur; (b) Invisible exposure, transmission, and asymptomatic disease; (c) High risk members (e.g. chronic illness, elderly); (d) Unpredictable long-term COVID-19 course and outcome, including health and cognitive complications ("long haulers"); (e) communication issues amongst family members and with healthcare providers; (f) Divergent family member perspectives and beliefs about COVID-19 risk based on different historical, cultural, political, and ideological filters; and (g) issues with loss and bereavement, racial injustice, and socioeconomic disparities. Discussion offers strategies to address nuanced and lingering biopsychosocial-spiritual impacts the COVID-19 pandemic has on families. **LEARNING OBJECTIVES:** Participants will: (1) Learn to apply a multisystemic, family-oriented approach to the ongoing COVID-19 related biopsychosocial-spiritual challenges of patients and their families; (2) Gain skills to appreciate, evaluate, and promote effective communication to address the variety of ongoing COVID-related uncertainties and challenges for families; and (3) Gain knowledge to address divergent family members' perspectives and beliefs about COVID-19 risk and illness belief informed health behaviors.

Session A.3 Disrupting Silenced Sexual Narratives

Moderator: Jessica ChenFeng

Let's Have a Sex Talk

Presenters: **Bianca Simmons, Laurelle Davis, and Jennifer Lambert-Shute**

Within the African American community, the shame and silence around sex can influence women's sexual experiences. Thus, the purpose of this study is to explore the conversations black women have with their friends, family, and community about

sex, and how these experiences shape their current and future relationships. We paid particular attention to how race, religion, and gender shaped black women's experiences of talking about sex and their sexual decision-making process. We found three themes: sexual narratives, religious influences, and privilege. These themes create a continuous cycle, which reinforces the language and behaviors around the topic of sex within the black community. **LEARNING OBJECTIVES:** Participants will: (1) Identify contextual factors that influence Black women's attitudes about sex; (2) Recognize the messages that are internalized from formal and informal educational resources regarding sexual health and behavior; and (3) Explore possible therapeutic interventions to reauthor new sexual identities for Black women.

Expanding Health Equity Through Senior Sex Talks

Presenter: **Elisabeth Esmiol Wilson**

How do we disrupt health inequities through innovative clinical practice? I will share how I've expanded my clinical practice to support health equity for seniors, specifically around sexual pleasure. This presentation will discuss sexual health disparities and larger cultural messages that often marginalize and decenter senior sex. I will discuss how I intentionally stepped out of my comfort zone, in the midst of societal disruption, to charter a new path as a Sex Therapist Presenter at Retirement Centers. We will explore the relationship between disruption and creativity, and I will share my own journey of how destabilization in my work life opened me to intentionally developing a new goal to support sexual health equity among seniors. We will use my example of bringing sexual health education to seniors as a template for exploring and expanding participants' goals and passions around disrupting health inequities. **LEARNING OBJECTIVES:** Participants will: (1) Identify sexual health inequities among seniors, particularly those living in retirement communities during the Covid pandemic; (2) Differentiate between sexual myths and the major components of magnificent sex that support sexual health; and (3) Construct a plan to expand one's professional interest into a new professional goal for disrupting health inequities.

Session A.4 Supervision and Practice Post-Covid

Moderator: Charlee Sutton

Online Clinical Supervision: Trends and Prospects

Presenters: **Alon Aviram and Yochay Nadan**

In this presentation, current trends in online clinical supervision in couple and family therapy will be mapped and discussed, based on our recent systematic scoping review. Despite couple and family therapists' reluctance to adopt teletherapy practices, telesupervision has become increasingly common as a result of the COVID-19 pandemic. Our systematic scoping review (Arksey & O'Malley, 2005; Levac et al., 2010) is based on the most recent peer-reviewed literature in the field, highlighting and synthesizing existing research and theory on telesupervision in the context of couple and family therapy. It aims to identify definitional, conceptual, and clinical factors. Among the themes to be discussed are supervisors' competence in the online supervision session, their competence in training therapists who work online, familiarizing themselves with technology, handling non-verbal communication, forming supervisory alliances, managing boundaries, and setting expectations. Future directions for theory, research and practice will be outlined and discussed. **LEARNING OBJECTIVES:** Participants will: (1) Keep abreast of the latest developments in the field of online supervision; (2) Acquire basic and advanced skills in online supervision; and (3) Distinguish key differences between in-person and online supervision, including: non-verbal communication, supervisory alliance, setting boundaries, and managing expectations.

Post-Covid Era Therapy: A Return to the Status Quo

Presenters: **Emilian Vasilescu and Hannah De Guzman**

Currently 56% of United States counties have no resident psychiatrist, 64% of counties having a shortage of mental health workers and 70% of counties lack a child psychiatrist; in an analysis 50% of psychiatry patient visit claims were done via telehealth, the highest of any industry (McKinsey & Company, 2021). A survey showed that fewer white-only respondents utilized telehealth, compared to the percentage of BIPOC respondents who utilized telehealth services (Rock Health, 2021). The requirement of vaccination for returning to in-person therapy does not alleviate the discrepancy in vaccination rates, with BIPOC populations having lower overall vaccination rates than White populations (KFF, 2021) nor does it contextualize the historical trauma that BIPOC have faced in relation to vaccine mandates. Without critical consciousness of social dynamics, the post-Covid era will not be a victory for liberal ideals, but a continuation of the tyrannical status quo of oppression of the non-white other. **LEARNING OBJECTIVES:** Participants will: (1) Learn the role white supremacy and its institutional structures have in negatively impacting disenfranchised groups; (2) Learn the responsibility therapists have to develop sensitivity and awareness to the effects the dominant discourse has on disenfranchised groups; and (3) Learn that in the post Covid era a return to "normal" is regressive and serves to maintain historical power structures.

BRIEF PRESENTATIONS B

1:45 – 3:15 PM EST

Session B.1 Positioning Practice and Leadership Toward Justice

Moderator: Carmen Knudson-Martin

It's not just about the -ISMs, it's also about the -INGs

Presenter: **Emily Doyle**

Teachings related to Social Justice in family therapy tend to be rich in awareness of the –ISMS (racism, classism, sexism, etc.) that counsellors and their clients might encounter in their work together, with emphasis placed upon participating in advocacy for systemic and social change. There isn't always a connection made of this awareness of the –isms (and accompanying advocacy practices) to the frontline, everyday counselling work that therapists and clients do together in practices of family therapy. Let's explore this connection together in this brief presentation. I invite participants into consideration of how Social Justice can be recognized in the everyday practices of counsellors – in their do-INGS, in therapy with their clients. While taking the concerns related to "justice" into consideration (–isms), we will focus on how we can see, name, and respond (do–ings) to the "social" aspects that might be influencing and oppressing both families and practitioners. I will touch on the theoretical underpinnings of social ontology (social and institutional organization of experience), share how I have been using conceptual mapping in family therapy work. **LEARNING OBJECTIVES:** Participants will: (1) Explicate instances of social and organization in counselling work; (2) Assess participation in social justice work in counselling; and (3) Apply conceptual mapping to make social organization visible for practitioners, towards informing action.

Institutional Leadership for Systemic Change

Presenter: **Saliha Bava**

How might we, systemic-relational practitioners, position ourselves within our higher education institutions to engage and lead the change work in inclusive pedagogy? Is there a "hidden curriculum" for faculty seeking to do institutional change work? Hidden curriculum refers to the unwritten, unofficial, often invisible yet deeply felt values, perspectives, and practices by which people navigate an institutional landscape. Context matters, specifically our positionality and the structural arrangements. How do we, as faculty with positional power, take-up leadership for advocacy and change (even as we navigate our positionalities)? Additionally, what are the hidden practices for advocacy? How might we draw on relational practices to resist the structural arrangements? This presentation will focus on leadership as service and partnership as sustaining change work from within the community. Join us to unpack the hidden curriculum for advocacy and institutional change work within

higher education. We'll explore who, how, and what matters when it comes to institutional change work drawing on a reflexive autoethnographic journey. **LEARNING OBJECTIVES:** Participants will: (1) Identify how structural change work intersects with discursive power (in addition to positional power); (2) Define a framework for institutional change work using the relational loop; and (3) Discuss how to position oneself institutionally for leading social change work within higher education.

Session B.2 Innovations in Clinical Practice

Moderator: Gene Combs

Couples TOGETHER in Their Relationships & Finances

Presenters: **Rebecca Foss and Mariana Falconier**

Strong couple relationships and stable finances provide a foundation for the well-being of individuals, families, and communities. TOGETHER is an interdisciplinary psycho-educational couples' program that integrates relationship and financial education, promoting healthy family relationships, personal well-being, and employment and financial stability in our communities. The foundation and curriculum of this unique program serving lower income couples, program evaluation and adaptations done in response to community needs, and results of these will be discussed. Research on the program through a randomized control trial has shown effectiveness in increasing individual well-being, stress management, relationship functioning, and financial self-efficacy. Additional research has supported serving a shorter version of the program to the community based on community needs. With the onset on COVID-19, the program quickly pivoted to an online format. Discussion will include lessons learned from program evaluation efforts and the impact of the pandemic as well as future directions in serving lower-income couples in cost-effective group settings both online and in-person. **LEARNING OBJECTIVES:** Participants will: (1) Identify potential changes to community programs based on the analysis of both qualitative and quantitative data; (2) Discuss program evaluation efforts and the impact of COVID-19 on service delivery methods; and (3) Draw from learnings of a unique psycho-educational program to further inform their own future directions.

Strengthening Couples' Relationship using the Single Session Therapy Approach

Presenters: **Monica Sesma-Vazquez, Eileah Trotter, and Dunia Clemente**

The purpose of this presentation is to describe our work with couples using the single session delivery approach at the Eastside Community Mental Health Services (ECMHS) in Calgary, Alberta, Canada. The ECMHS (formerly known as Eastside Family Centre) has more than 30 years of supporting individuals, couples, and families in the community. Mostly recognized for the "walk-in" single session, our service delivery has been evolving during the COVID-19 pandemic. Currently, the ECMHS offers single session therapy by appointment over the phone, video, and in-person. One of the myths of single-session therapy is that it is not efficient with complex situations, like long-standing issues within couple relationships. This presentation will offer an introduction to the SST and will illustrate examples drawn from our therapeutic work. Participants will be able to engage in a generative conversation on what we can offer when one session is all we might have. **LEARNING OBJECTIVES:** Participants will: (1) Get acquainted with the single session therapy work by the Eastside Community Mental Health Services; (2) Generate ideas on how to infuse their clinical work with couples using the SST approach; and (3) Identify the key strategies of the SST that help family therapists to be more intentional and couples centered.

Session B.3 Racial Injustice, Development, and Caregiving

Moderator: Martha Morgan

Internalized Racism among Latinx Children

Presenters: **Jacqueline Florian and Sandra Espinoza**

Latinx children along with their parents face several adversities due to the color of their skin, their parents' immigration status, and/or their ability to speak English. Firsthand exposure of racist comments and discrimination makes Latinx children susceptible to internalized racism – the belief of racial inferiority experienced by people of color or marginalized individuals – which can impact a person's self-worth (Jones, 2000). However, internalized racism within children can also occur when they see others, mainly White/Caucasian individuals obtaining privileges that are negated to them (Nittle, 2021). These messages and other forms of internalized racism can create significant impacts such as psychological and emotional distress (Dulin-Kaita et al., 2011; Ayón & Philbin, 2017). This presentation aims in assisting clinicians to systemically understand the impact of internalized racism on Latinx children and their families. It also aims in identifying therapeutic ways to address the impact of internalized racism on the family. **LEARNING OBJECTIVES:** Participants will: (1) Define internalized racism; (2) Identify how internalized racism affects Latinx children; and (3) Identify ways to begin addressing internalized racism in Latinx families.

Racial and Familial Factors in Alzheimer's Care

Presenters: **Monique Willis, Petra Niles, and Lindsey Washington**

Alzheimer's disease is deleterious for racial/ethnic groups, particularly Black women. Namely, the condition dispositionally impacts and is marked by an accelerated decline among these groups (Lines, L. M., Wiener, J. M., 2014). Disparities, specific to access to care, further complicate the problem among minorities with Alzheimer's and their families. The current presentation underscores underrepresentation among ethnic minorities and women in Alzheimer's caregiver research. Based on insight from community partners at Alzheimer's LA, the current project focuses on Black adults' children of parents affected by the condition. We conjointly investigate racial injustices while considering the impact of unresolved family issues among Black children caring for a parent with Alzheimer's. When paired with the attuned sociocultural lens, the authors suggest that marriage and family therapists with systemic and relational proficiency can be integral in navigating societal and familial wounds that place them at risk for poor health and relational outcomes. **LEARNING OBJECTIVES:** Participants will: (1) Recognize that the role of the caregivers comes with various consequences that racial and social injustices further exacerbate; (2) Assess the needs of Black caregivers and attend to unresolved family issues that may emerge in clinical treatment; and (3) Recommend resources and referrals (complimentary and fee-based) needed to support Black families impacted by Alzheimer's.

Session B. 4 The Social Matrix Diagram: Intersectionality, Whiteness, and Accountability in Clinical and Training Relationships

Presenter: **Jodie Kliman**

This talk presents the Social Matrix Diagram, which visually maps intersectional social locations to enhance self-reflection in therapy, supervision, and training. It helps users identify their own areas of privilege (and related blind spots, which contribute to microaggressions and the normalization of microentitlements) in their professional relationships. It also helps in identifying their areas of marginalization or subjugation, and related sources of shame and vulnerability to microaggressions. Using the Social Matrix can help family therapists explore how under-examined intersecting differences in relative privilege/marginalization within families, and between families and therapists, contribute to misunderstandings and “stuck places” in therapy and can get “unstuck.” Her own social location as a white, straight Jewish woman and her research assistants' very different locations have shaped the Social Matrix. While the Social Matrix provides significantly to the field of intersectionality, it rests on the prior work of Black feminist scholars who first conceptualized intersectionality.

LEARNING OBJECTIVES: Participants will: (1) Understand how to use the Social Matrix Diagram to help them to better consider the role of intersectional differences in privilege and marginalization in their clinical relationships; (2) Understand how to use the Social Matrix Diagram to help them to better consider the role of intersectional differences in privilege and marginalization among supervisors, supervisees, and clients in their supervisory and training work relationships; and (3) Draw on the Social Matrix Diagram to help themselves and their trainees to recognize the impact of their own previously underexamined privilege and related blind spots and their own marginalization-related areas of vulnerability.

BRIEF PRESENTATIONS C

3:30 – 5:00 PM EST

Session C.1 Addressing the Impact of Whiteness in our Work

Moderator: Gene Combs

Confronting White Femininity in Social Work

Presenter: **Jill Hoselton**

Understanding the impacts of White femininity on social work practice is imperative given the disproportionate numbers of White, female professionals in the field of social work and its complicity in the maintenance of White supremacy. Given the profound social, economic, and political transformations that are taking place in society today there is a significant responsibility from professions that work directly with racialized, and Indigenous populations to be accountable to upholding an ethical practice. This research seeks to uncover an under researched aspect of social work that is embedded within systems of oppression, with the hopes of building awareness among social workers practitioners and educators to influencing future social work practice. Accordingly, this research explores narratives of White, female community-based social workers in Alberta, Canada and how the dominant discourse of White femininity shapes their social work practice. **LEARNING OBJECTIVES:** Participants will: (1) Learn a brief history of how the dominant discourse of white femininity became central to social work; (2) Learn the effects of the dominant discourse of white femininity of contemporary community-based social work practice; and (3) Learn future implications for this research.

Whiteness as Violence In & Beyond Therapy

Presenters: **Tim Baima and Ken Dolan-Del Vecchio**

Whiteness is a monumentally powerful myth that drives a worldwide system of violence. For centuries whiteness has justified institutionalized terrorism against People of Color. Whiteness was honed in the US for the purpose of justifying genocide, slavery and its subsequent incarnations as Jim Crow and mass incarceration. The violence driven by whiteness has physical, emotional, spiritual, economic, and ecological dimensions. It contributes to the shape of almost every human endeavor. The myth of whiteness interweaves with other dominant myths, including patriarchy, heteronormativity, and human dominion over life on Earth. Together, they ordain a vision in which differences get hierarchically ranked and power means the right to dominate rather than the responsibility to collaborate for shared benefits. In this presentation two white cis men discuss how they address whiteness within their own lives and relationships and within their work with individual and organizational clients. **LEARNING OBJECTIVES:** Participants will: (1) Become familiar with an understanding of whiteness as a form of violence in both historical and modern-day contexts; (2) Recognize some of the impacts of internalized racial superiority on white people, and their implications for white people's mental, relational, and spiritual wellbeing; and (3) Identify possible ways to initiate therapeutic conversations with white clients about whiteness.

Session C.2 Resilience and Coping across Contexts

Moderator: Kyle Killian

Using CRM to Support Mental Health During COVID-19

Presenters: **John Lou and Zephon Lister**

Since the beginning of the COVID-19 pandemic, daily reports of depression have gone from two percent to twenty percent among Sierra Leonean healthcare workers. This presentation reports on the use of the Community Resilience Model (CRM), a low-dose intervention that teaches coping skills geared toward increasing resiliency, regulating the nervous system, and reducing distress with hospital workers. Forty-two healthcare workers participated in a two-day training before the COVID19 pandemic. Depression, anxiety, and PTSD symptoms were measured for pre- and post-training. A second post-test was distributed six months after the training, which was also four months into the COVID-19 pandemic. Outcomes indicated that anxiety and PTSD symptoms significantly decreased between pre and post training but increased slightly during the first four months of the pandemic. Depression continued to decrease even four months into the pandemic. Outcomes highlight the potential role CRM may play in supporting the mental health of hospital workers in distressed environments. **LEARNING OBJECTIVES:** Participants will: (1) Describe the potential role of non-specialist health workers for task-sharing in order to support mental health services in low resource settings; (2) Report on recent findings of the use of CRM in training lay health workers in low resource environments; and (3) Review how CRM can be applied to reduce mental health symptoms in distressed individuals and populations.

Session C.3 Responses to Migration Stress

Moderator: Dumayi Gutierrez

Psychosocial Support as Activism

Presenters: **Kaethe Weingarten, Pamela Secada, and Jessica Calderon**

The Witness-to-Witness Program (W2W), based on Weingarten's witnessing model, began in July 2018, originally serving those helping people in various stages of the detention process. Over time, W2W has evolved to respond to the needs of multiple sectors of service providers, with special attention to clinicians serving populations made vulnerable by targeted policies, especially during the COVID-19 pandemic. We attempt to make the form and content of our programming clinically sound and socially just. We will discuss recent programming for community health workers (CHWs) based in the 50 Mexican Consulates in the US and programming for (CHWs) serving farmworker communities. W2W creates virtual communities of support as a way of strengthening individual, team, and organizational resilience and as a way of doing reasonable hope together. **LEARNING OBJECTIVES:** Participants will: (1) Describe the four positions of Weingarten's witnessing model; (2) Connect their social justice values to direct service applications; and (3) Identify a concrete action they can take now to enact social justice in their practice.

Latinx Immigration: Post-Traumatic Stress

Presenters: **Belinda Armenta and Sandra Espinoza**

Throughout many years there has been a significant movement among families from Mexico and Central America who migrate to the United States (Horowitz et al.,2019). In 2018 there was a wave of Central American Caravana, which consisted of an estimated 6,000 people (Horowitz et al.,2019). The Caravana also consisted of children, families, and elders. Throughout the media, we get the information and the cause of why people from Mexico and Central America migrate to the United States (Madriral et al.,2021). Immigrant families have to make a challenging decision by leaving their family behind to come to a new country due to difficult living situations, financial hardship, and the lack of opportunity (Cervantes et al.,2010). Despite that, we get this information; we tend to forget the Latinx immigrant experiences and the post-traumatic stress via

immigration. The prevalence of PTSD among migrants is high (47%), especially among refugees, who experience it at nearly twice the rate of migrant workers (Bustamante et al., 2018). Despite the high numbers of PTSD in this group, research shows that Latinx immigrants also experience post-traumatic growth and resiliency. **LEARNING OBJECTIVES:** Participants will: (1) Understand how post-traumatic stress disorder impacts immigrant families when leaving their origin of home; (2) Understand how post-traumatic disorder affects immigrant families when crossing the border; and (3) Learn how immigrant families are resilient to their experiences and adapt to a new culture.

Virtual Pre-Conference

Friday, June 10

Schedule of Events and Sessions

WELCOME AND CONNECTIONS

11:30 AM – 12:00 PM EST

BRIEF PRESENTATIONS D

12:00 – 1:30 PM EST

Session D.1 Social Justice-Informed Trauma Care

Moderator: Roxana Llerena-Quinn

Inviting Social Justice Reflections in Trauma-Informed Single Session Therapy

Presenters: **Monica Sesma-Vazquez, Shelby Hopland Guidi, and Dallas Bryan**

Some of the myths about single session therapy is that complex issues cannot be address in one session - one-hour might not be enough to support clients who live with trauma, discussing social injustices in one encounter is not what clients need, therapists cannot invite change in one single therapeutic dialogue, among others. During this presentation, the presenters will trouble the notion that single session therapy could not address difficult experiences of social injustices and mental health, and instead, will propose that one hour could suffice to hold space for clients' stories of oppression and injustices that have perpetuated traumatic experiences and memories. This brief presentation will provide opportunities to collectively reflect on how to invite social justice conversations in trauma-informed SST and co-create some possibilities with the participants.

LEARNING OBJECTIVES: Participants will: (1) Increase their awareness on the negative effects of ignoring and dismissing social injustices within clients' stories shared during therapeutic conversations; (2) Co-create ideas and strategies on how to invite social justice conversations in trauma-informed SST, and (3) Practice generative and trauma-informed questions to empower clients who have experienced oppression, marginalization, mistreatment, discrimination, and/or exclusion.

Politicizing Trauma-Informed Care

Presenters: **Jada Thompson, Hannah De Guzman, and Jennifer Jenkins**

Trauma-informed therapy fixates on immediate symptom-reduction within individuals who have experienced physical and psychological distress, without understanding the context in which these issues have been created and perpetuated. COVID19 has exacerbated oppressive conditions on marginalized communities and has highlighted deficits in trauma-informed care. BIPOC are at increased risk of complications due to major health concerns and death, are more likely to experience job loss and wage reductions and are less likely to be insured and have emergency funds stored (Selden & Berdahl, 2020). The hyperindividualized focus of current trauma modalities claim, a depoliticized stance and are disinterested in critically analyzing discriminatory systems that exacerbate the impact of pandemics on BIPOC. This conceptualization has reduced survivors to a cluster of symptoms without a gender, race, or class identity (Tseris, 2013). Therefore, it is essential that clinicians examine the context in which trauma occurs and the systems that reinforce it. **LEARNING OBJECTIVES:** Participants will: (1) Deconstruct how embedded White supremacy and institutionalized racism has negatively impacted marginalized communities; (2) Explore the importance of psychotherapists' socio-political consciousness while providing services to BIPOC clients and families; and (3) Critically analyze how trauma-informed practices perpetuate a homogenous view of survivors and limit exploration of problems to the symptomology of the individual or family.

Session D.2 Practice-Informed Learning

Moderator: Dana Stone

CFT Core Competencies Learned Serving Community

Presenters: **Toni Zimmerman, Shelley Haddock, and Lindsey Weiler**

Couple and Family Trainees who graduate with experiences beyond the 50-minute session may be more prepared to work in communities in ways that meet the needs of populations that may not have access to, or interest in traditional therapy. These settings can include healthcare, schools, neighborhoods, after school programs, etc. When we bridge clinical training with community practice, we graduate trainees who are more invested and integrated in the communities they serve. Trainees in a COAMFTE program, worked for a semester in an after-school mentoring program providing integrated therapy opportunities. In order to understand the impact this work has on the trainees, we interviewed them and coded interview content using the AAMFT Core Competencies. This integration of theory (Core Competencies) and practice (setting) provided an understanding of what aspects for trainees were most salient which included cultural competence (e.g., challenging implicit bias) and crisis management. The goal of the presentation is to provide an example of how core competencies can be met through community work in alternative settings. **LEARNING OBJECTIVES:** Participants will: (1) Identify the differences between a traditional and a non-traditional setting to provide therapy services; (2) Describe the core competencies that trainees indicate are most salient from their experiences working in an alternative setting; and (3) Recognize how the example and findings presented can be replicated in their community, practice, or training setting.

Therapyspeak Articulating the Subculture of Therapy

Presenters: **Wonyoung Cho, Mik Dailey, Sam David, and Clara Villalobos-Andino**

Despite continued efforts to address sociocultural diversity in counseling, therapy, and psychology over the past few decades, scholars and practitioners continue to identify the challenges in engaging and delivering culturally responsive mental health services. The current study will take a self-reflective approach to sociocultural attuning by examining the culture of mental health services in the United States. More specifically, this study will analyze interviews of 10 multilingual Asian American mental health practitioners using Critical Discourse Analysis to start identifying the linguistic features of "Therapyspeak," a kind of specialist language used by mental health practitioners who occupy cultural third spaces. The findings will help identify and articulate a subculture of mental health practice and draw implications for the future of culturally competent mental health education, research, and practice. **LEARNING OBJECTIVES:** Participants will: (1) Identify linguistic features of Therapyspeak; (2) Identify key sociocultural influences on Therapyspeak; and (3) Infer and articulate subculture of therapy as it relates to sociocultural attunement.

Session D.3 Broaching Marginalized Identities and Bodies

Moderator: Laura Roberto-Forman

Creating a Size Inclusive/Socially Just Practice

Presenter: **Becky Belinsky**

This presentation is intended to assist therapists in exploring their own weight stigma, and how this impacts their clinical work to create more socially just and inclusive family therapists. Weight stigma - discrimination and oppression based on body size/negative biases and beliefs about people in larger bodies - is a social justice issue that is rarely discussed in the field, despite numerous studies that show that therapists have biased beliefs about weight that negatively impact therapy (1,2,3). Weight stigma has been correlated with negative physical and mental health outcomes (4,5). As such, combatting weight stigma in the therapy room and when collaborating with other health professionals is essential in providing quality care. This presentation

will include an overview of weight stigma and the physical health and mental health consequences of weight stigma, a review of existing research about how weight stigma impacts clinical work, opportunities for self-of-the-therapist reflection, and guidelines for creating a size inclusive practice. **LEARNING OBJECTIVES:** Participants will: (1) Define weight stigma and provide 2-3 examples of weight stigma; (2) List 2-3 examples of how weight stigma can impact clinical; and (3) Explain 2 mainstream myths about weight and health and the truth about what the research shows.

Session D.4 Empowering Spanish-speaking Families through CPRT

Moderator: Janessa Dominguez

(Session in Spanish)

Presenters: **Karen Roller, Jackie Grapa, and Luis Iller Martinez**

This "bridging clinical training and community practice" presentation will discuss the process and outcomes of providing grant-funded Child-Parent Relational Therapy training to Spanish-speaking migrant parents of preschoolers returning to in person schooling in the wake of COVID. The presenters will address 1) how the CPRT training was delivered by supervised students through a Family Play Therapy class; 2) how the use of professional student interpretation helped non-Spanish speaking counseling students deliver the training to various parent dyads; 3) what the parents reported of their experience of the training and subsequent ability to understand and work with their children's emotional states and behavior after learning play therapy principles and techniques. Our purpose is to provide concrete tools for parent empowerment for underserved communities. Our goals are to enhance diverse parent capacity to independently and peacefully intervene and support their children's reactions to stress, and to provide a framework for delivering trauma-informed, culturally responsive, family centered community-based services and related clinical training for MFT-track supervisees. **LEARNING OBJECTIVES:** Participants will: (1) Identify key principles of Child-Parent Relational Therapy for parent empowerment; (2) Discuss ways these research outcomes may be applied in their community-based agencies; and (3) Examine opportunities to apply similar models for clinical training and community practice at their universities and/or agencies.

BRIEF PRESENTATIONS E

1:45 – 3:15 PM EST

Session E.1 Creative Clinical Challenges to Oppression

Moderator: Mariana Juras

Un-Hooding White Supremacy in DV Services

Presenters: **Navid Zamani and Candea Mosley**

This presentation will make visible a discursive and institutional framework of white supremacy in which the domestic violence (DV) service field is steeped in. Through exploring the genealogy of DV services in the field, taken for granted assumptions within the epistemology, and the difficulties presented by the philosophical paradigm, the presenters will expose some of the institutionalized difficulties that marginalize many communities seeking to access support with domestic violence. **LEARNING OBJECTIVES:** Participants will: (1) Identify the historical contributions by various stakeholders to the DV field; (2) Trace the genealogy of DV services within a colonial, White supremacist history shaped by neoliberalism; and (3) Explore considerations for practices that resist White supremacy and neoliberalism in DV work.

What do Elephants have to do with it?

Presenter: **Jayashree George**

Saving elephants means saving civilization (Caputi, 2011). According to the Wildlife Conservation Society, 96 elephants are killed every day to support the ivory trade. And then, there is the curious Victorian era colonial practice of taxidermy where elephant feet are converted into stools, umbrella stands or liquor services (Fitzgerald, 1896). From an ecofeminist perspective,

it is this same type of objectification or synecdochic representation that plagues the mental health of peoples around the world. The elephant that falls in Africa is no different than George Floyd who fell in Minneapolis and no different than the person who is murdered by their intimate partner or adult abusing a child (Bell et al., 2021). Oppression is oppression. The art IS the activism (Heartney, 2020). I will be showing my paintings embodying elephant voices against subjugation. **LEARNING OBJECTIVES:** Participants will: (1) Use ecofeminism to describe the interconnections between art, mental health, ecology, and activism; (2) Understand why planetary health is important for mental health; and (3) Understand how imagination and creative engagement are forms of activism.

Session E.2 Steps to Professional Empowerment and Hope

Moderator: Lana Kim

Holding onto Hope: Intentional Self-Care Practice

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

Presenters will explore the intersection of personal and professional experiences related to holding onto hope in the current sociopolitical context. Through this presentation there will be an examination of the complexity involved when your lived experience is in the room while you are also holding space for clients, students, and supervisees. As clinicians and educators who experienced and witnessed persistent and multiple crises (COVID-19, anti-Blackness, gender inequities, immigration disparities, and many others) during the last two years, we have developed a critically conscious community of support to mitigate our personal and professional responses. We will share both lessons learned and moments of success and growth. Presenters will discuss the risk of burnout, vicarious trauma, and compassion fatigue and will share self-care strategies and self-assessment tools. **LEARNING OBJECTIVES:** Participants will: (1) Identify steps to engage in critical self-reflection to explore the intersection of one's personal identity and professional roles; (2) Utilize self-assessment practices to recognize levels of burnout, vicarious trauma, and compassion fatigue; and (3) Develop a grounded self-care plan to facilitate continued engagement in our work as clinicians, educators, and supervisors.

Unsung Successes of Women in Academia

Presenters: **Dumayi Gutierrez, Afarin Rajaei, Sara Lappan, and Rachael Olufowote**

Self-identified women have worked to shatter the glass ceiling in academia, making up more than 30% of full-time faculty (Kelly, 2019). Research maintains a stronghold narrative of their experiences centered in exhaustion and distress in academia (Kelly, 2014; Martin, 2015). This trend parallels societal messages concentrated on child-care, gender and economic discrimination, sexual harassment, and microaggressions. It is crucial to understand and have awareness of these experiences; yet, if we stay in stories of distress, we continue perpetual cycles and miss the full narrative. We must ask in what ways do women triumph and celebrate their successes? How might these celebrations potentially protect against oppressive work environments and ascend the academic ladder? This presentation will explore trials and triumphs of women faculty, capture diverse methods of celebration and re-authored stories, and action steps for programs to create pipelines of empowerment for women. **LEARNING OBJECTIVES:** Participants will: (1) Recognize diverse areas of distress and celebrations for women faculty; (2) Discuss protective factors to adverse experiences for women faculty; and (3) Construct action steps of support and empowerment for present and future women faculty in their programs.

Session E.3 Decolonizing Community Practices

Moderator: CharlesEtta Sutton

Adapting Community Therapy to a US Context

Presenters: **Alice Thompson and Cintia Alfonso Fior**

Integrative Community Therapy is understood as an open, large group communal dialogic practice in which participants engage in guided conversation to share lived experiences of emotional suffering. Dialogue with community members provides exposure to alternatives to their dilemmas in a way that enhances the individual's and community's sense of agency and empowerment. This community-based intervention developed in Brazil is now widespread in the whole region of Latin America and is changing lives in thousands of communities. This workshop will describe the origin of ICT, as well as the emerging effort to translate the benefits of ICT to the US in a culturally relevant, globally conscientious, and socially impactful way. **LEARNING OBJECTIVES:** Participants will: (1) Identify the theoretical background and therapeutic benefits of Integrative Community Therapy model; (2) Describe the origins of Integrative Community Therapy; and (3) Identify benefits and challenges of adapting ICT model to a US context.

Decolonizing Healing Encounters with Refugee Women

Presenter: **Jacqueline Sigg**

This presentation seeks to demonstrate how a community project with 'Latin American' refugee women in Mexico City gave rise to critically reflect, re-think and re-shape my ideas and practice on the healing processes and outcomes as a postmodern, relationally engaged therapist and community worker. In the first part, I will highlight the effects of incorporating Abya Yala as a concept that contributed to decolonizing women's knowledge and being and opened up the possibility of incorporating nature as a space to resist, heal, and dignify women's lives. Furthermore, I will bring some ideas and examples to explore how a decolonial approach to the use of art media and to the conversations on the art processes and emerging images provide an agentive territory to transform the internalized power matrix and injustices into preferred stories knitted sparked by justice and dignity. Finally, we will discuss which ideas and reflections might contribute to the participant's field of practice. **LEARNING OBJECTIVES:** Participants will: (1) Analyze the oppressive potential of postmodern therapeutic and community work epistemologies; (2) Recognize the relevance of incorporating decolonial ideas and concepts to develop a socially just practice; and (3) Examine the use of decolonial art in their own contexts.

BRIEF PRESENTATIONS F

3:30 – 5:00 PM EST

Session F.1 Race, Relationships, and Health

Moderator: Wonyoung Cho

Why Your Interracial Couples Might Be Dropping Out

Presenters: **Rachael Olufowote, Gita Seshadri, and Sarah Samman**

This virtual brief presentation discusses the realities of interracial/ethnic and multinational couples in therapy, including difficulties they face in society as interracial/interethnic couples. We focus on engaging self-of-the-therapist as one avenue to understanding 1) why interracial/ethnic and multinational couples might be dropping out of therapy and 2) how therapists can better engage with each partner and improve retention and therapy outcomes. The primary purpose of this presentation is to increase couple therapists' competence to work successfully with interracial/ethnic and multinational couples. Our goals are that attendees will be able to describe basic relationship realities for interracial couples, engage self-of-the-therapist as they explore personal social/racial/ethnic locations, and examine personal assumptions and expectations about engaging with race

and culture in couple therapy. **LEARNING OBJECTIVES:** Participants will: (1) Describe the basic relationship realities for interracial/ethnic and multinational couples; (2) Engage self-of-the-therapist as they explore their own social/racial/ethnic locations; and (3) Examine personal assumptions and expectations about engaging with race and culture in couple therapy.

Treatment Modalities Working with Black Women Presenters:
Presenters: **Talia Banda and Gita Seshadri**

In these past two years, there has been at least one life altering event (i.e., the COVID 19 pandemic) that has affected the world's societies ways of life; they made it more apparent how important and impacted mental health has been on everyone, particularly with minority groups, such as the Black/African American community. According to Manuel, J. I. (2018), Black women and men have fared the worst in respect to health care access, which begs the question, what kind of mental health care is provided to the Black community? And is it ethically and culturally appropriate in current times? In addition, with taking a cultural humble stance, the treatment of Black women can be seen as a specialty, requiring specialized training that can reduce any forms of disparities that are seen in health care currently (e.g., racial discrimination). Our goal in this presentation is to outline the disparities while suggesting future directions. **LEARNING OBJECTIVES:** Participants will: (1) Learn about various different disparities in the health care system that has a huge impact on Black women; (2) Learn about some treatment modalities that have worked with treating Black women; and (3) Learn what is still missing in research, and when filled, it can help to support the reduction of health care disparities.

Session F.2 Language, Interpreters, and Clinical Process

Moderator: Navid Zamani

Working as a Team: Therapy with Interpreters

Presenters: **Jenny Leverman, Meg Rogers, and Mohammed Aldarbi**

Though many monolingual therapists might balk at the idea of working in a second language, feeling perhaps inept or nervous at relying on a person 'outside' of the therapeutic relationship for communication, we seek to provide information and stories that will help monolingual practitioners expand conceptualization of therapy to make space for interpreters in sessions. Specific logistics, including scheduling, joining, pacing, and tricky situations will be discussed. Emphasis is placed on understanding the interpreter as a member of the therapeutic relationship, opportunities provided by deconstruction of language and assumptions of meaning uniquely facilitated by working between languages, and the importance of cultural humility in locating ethical therapeutic practices. Stories from group, individual and family sessions will be provided along with a dose of good humor. We thoroughly enjoy this complex, community-centered context and welcome a reflexive, joyous spirit as we work as team with clients, interpreters, and therapists. **LEARNING OBJECTIVES:** Participants will: (1) Identify various strategies in incorporating interpreters into their work; (2) Explore the benefits and limitations of working with interpreters; and (3) Learn community ethics that can be useful for community-centered "heart" work.

Interpreters in Therapy: Treatment Considerations

Presenters: **Hailey Arellano and Verinice Torres**

In the United States, just over 13% percent of the population speak Spanish as the primary language in the home. However, only 5.5 percent of licensed psychologist can provide clinical services in Spanish, for MFT's in California this percentage increases to 8.08. This disparity has created an increased need for interpretation services in mental health settings. While the use of interpretation services is valued and needed to fill this gap, it also raises various clinical and ethical issues. In this presentation, we examine some of the issues and challenges of using interpretation services, particularly with Spanish speaking clients, within various units of psychotherapy (i.e., individuals, couples, and families). We will then provide a review of the current literature on best practices when using interpretation services within the family therapy context. Practice-based case

examples will also be discussed along with considerations for bridging the mental health disparities in clinical practice for the Spanish speaking clients. **LEARNING OBJECTIVES:** Participants will: (1) Understand how use of interpretation services in the clinical setting influences the therapeutic process; (2) Examine clinical and ethical concerns relating to use of interpretation services in the mental health setting; and (3) Identify best practices to reduce language-centered disparities with Spanish speaking clients.

Session F.3 Mutuality and Relational Responsibility

Moderator: Tim Baima

Mutuality in Sex: Promoting Equity

Presenters: **Jim Worthley and Sharon Lamb**

Since the middle of the previous century, societal attitudes regarding sexual violence have shifted from privileging the position of men to requiring more accountability on the part of men. Currently, the standard promoted widely is obtaining the consent of a sexual partner; however, this standard may be problematic as it may mask coercive sex as consented to sex. Mutuality is an ethical standard that requires sexual partners to exercise a duty of care towards each other. Interested in understanding the extent to which men exercise a duty of care vis-à-vis mutuality in sexual relations, we have conducted interviews with twenty men. We will discuss our findings for men's discourse of mutuality. Our purpose is to generate awareness of mutuality and its role for ethical sex and to discuss best practices for mutuality in sex to promote equity in relationships. **LEARNING OBJECTIVES:** Participants will: (1) Define mutuality in sex; (2) Distinguish between consent and mutuality; and (3) Determine best practices for promoting mutuality in sex.

Denials of Responsibility in Couple Therapy

Presenters: **Olga Smoliak, Carla Rice, and Carmen Knudson-Martin**

Although minimization of blaming and denials of responsibility are key components of many approaches to couple therapy, there has been little attention paid to how partners absolve themselves of responsibility and counter attributions of blame. In this study, we used thematic analysis to examine 40 videorecorded sessions of couple therapy. The study shows that injuring partners denied responsibility for harm by shifting it to sources outside of themselves, thereby justifying their own actions and minimizing negative consequences. More subtle ways of deflecting responsibility—partial or qualified admission of fault—were also observed. The implications for couple therapy are discussed. **LEARNING OBJECTIVES:** Participants will: (1) Understand the relevance of attending to denials of responsibility in couple therapy; (2) Recognize different forms denials of responsibility can take in couple therapy; and (3) Explore the link between denials of responsibility and gender/power.

AFTA's 44th Annual Meeting

PRACTICE-BASED EVIDENCE: Connection, Hope, and Change in the Borderlands

Thursday, June 24: Day at a Glance

10:30 – 11:00 AM EST	Gathering Time
11:00 AM – 12:45 PM EST	Opening Session - Aligning Our Presences: Attuning Our Hearts and Minds for the Conference
1:00 – 3:30 PM EST	Keynote Plenary – Connecting the Dots: Mental Health and Wellbeing, Environmental Justice, and Climate Change (with Networking Dialogues)
3:45 – 5:15 PM EST	Lunch & Learn Poster Session
5:30 – 7:00 PM EST	Interest Groups 1 - 3

Thursday, June 23

Schedule of Events and Sessions

GATHERING TIME

10:30 – 11:00 AM EST

OPENING SESSION

Aligning our Presences: Attuning our Hearts and Minds for the Conference

11:00 AM – 12:45 PM EST

Facilitators: **Saliha Bava, Jerry Gale, and Jayashree George**



This session will serve to prepare participants for the entire conference. First a brief presentation will provide the guidelines for small group facilitated conversations. We will use skills of relational meditation and relational play/improvisation. This will include experiential activities for connecting to one's own body, followed by activities to connect to other people present in the presentation. We will guide participants in skills of knowing (inclusive of intellectual, emotional, and relational) with attention to ethical accountability. We will use bodies of knowledge (such as social determinants of health, systemic principles, discursive psychology, critical race theory, and implicit bias) to be the scaffolding for our presentation. The goal of the workshop is to prepare the participants to consider the six core themes and which of the themes they resonate with. Additionally, we will prepare the participants of the overarching themes of practice-based evidence, broader landscapes, and contemplation of action plans. **LEARNING OBJECTIVES:** Participants will: (1) Learn skills of relational meditation; (2) Learn skill of relational play/improvisation; and (3) Provide a framework for the conference and working towards action planning.

PLENARY I: KEYNOTE

Connecting the Dots: Mental Health and Wellbeing, Environmental Justice, and Climate Change

1:00 – 3:30 PM EST

Presenter: **Adrienne L. Hollis, PhD, JD**



To talk about the environment, one must acknowledge the role historical racism has played in society and its connection to where we are today. This keynote addresses how the challenges posed by environmental contamination have

disproportionately been placed on communities of color and/or communities with low socio-economic status, with significant physical and mental health consequences for children and families. These communities also bear a greater burden related to climate change, including increased droughts, flooding, extreme heat, resource scarcity, resulting human displacement, natural disasters, and reduced food and water resources. The developmental and long-term effects on children are especially concerning, as they experience many environmental stressors, including those from their parents own stress. The effect of racism, environmental pollution, and climate change—the syndemic—on emotional, mental, and relational wellbeing is not widely studied. Participants in this plenary will engage with the challenges identified by Dr. Hollis to consider the implications for family therapy. **LEARNING OBJECTIVES:** Participants will: (1) Describe how environmental justice, environmental pollution, climate change and mental health are interrelated; (2) Identify at least 3 challenges faced by those disproportionately affected by environmental challenges; and (3) Understand the role that mental health professionals must play in issues related to environmental issues.

Participants will break into affinity groups to address learning objective number three.

A. People of Color Dialogue Group (with Gender and Sexual Minorities subgroup)

- Facilitators: Monica Sesma and Roxana Llerena-Quinn

B. White Privilege Dialogue Group

- Facilitators: Sarah Berland and Jane Ariel

Lunch & Learn Poster Session (*Move from “table” to “table” to learn about and discuss these projects*).

3:45 – 5:15 PM EST

A Case Study Analysis of Lebron James' Fatherhood

Joslyn Armstrong

Advocating for MFT International Students' Rights

Yi Zhang and Sandra Espinoza

Affirmation Groups in Cross-Cultural Courses

Tabitha Webster and Frankline Tshombe

Ambiguous Loss or Grieving Gender Expectations?

Kristen Benson

Couple Therapy with Muslim Couples

Hamed Fatahian-Tehran

Divorce, Conflict, and Children's Social Capital

Mariana Juras, Emily Donar, and Brooke Gibson

Engaging Latino Males in Therapy: Scoping Review

Karina Sanchez and Zephon Lister

Families of Youth Who Have Sexually Offended

Mauricio Yabar

Lunch & Learn Poster Session *(Move from “table” to “table” to learn about and discuss these projects).*

3:45 – 5:15 PM EST

Glass Half Full: An AIP Program Analysis

Emmanuel McDowell and Shelby Frink

Hispanics Need Help, too

Carlos Mendez and Daphkar Dubreuil

Latino Immigrants and the Unexpected Deportation

Isaias Sanchez and Joslyn Armstrong

Learning from Multilingual Perspectives

Sam David, Clara Villalobos-Andino, and Mik Dailey

Sexual Comfortability: Influence of Gender & Race

Laurelle Davis, Kali Hendricks, and Jennifer Lambert-Shute

INTEREST GROUPS 1 - 3

5:30 – 7:00 PM EST

AFTA and the Climate Crisis – Taking Action!

Chairs: **Larry Freeman, Peter Fraenkel, and Monica Sesma-Vazquez**



Discussant: **Lise Van Susteren**



Last year, we explored the effects of solastalgia which arises when people lose their connection with precious places and processes in the natural world that have provided them comfort, traditions, and purpose, which in turn have helped shape their identities and values. This year, we reverse the reflections on time and explore how a future of climate change creates a patterned response that has been termed pre-traumatic stress disorder, now considered a “condition” we all share, although

somewhat different ways and to different degrees depending on our geographical and social locations (for instance, economic and housing privilege or oppression, race, and ethnicity). Lise Van Susteren, MD, of the Climate Psychiatry Alliance and author of Emotional Inflammation, to discuss her thoughts. We will then consider the impact this has on family well-being and resilience, and how to consider these matters in the therapy room. **LEARNING OBJECTIVES:** Participants will: (1) List at least three perspectives shared by facilitators, guest speaker and participants about the climate crisis and their successful approaches to taking action; (2) List at least three therapeutic actions to address the inseparable relationship between humans, other animals, plants, and the land in therapeutic conversations with families; and (3) List three steps they can take to work with families and communities to address the reciprocal impact between humans and the climate/ecological crisis in order to live with “solastalgia” and apprehension about the future.

Couples Therapy

Chairs: **Mona Fishbane, Corky Becker, and David Wohlsifer**



In this year’s couples interest group, we explore issues of culture, power, and gender. What are the couple’s cultural experiences and values that shape their expectations, capacities, and difficulties? What are their beliefs about gender roles? We will consider ways in which clients have been influenced by dominant U.S. cultural values of individualism and competition, and whether there are aspects of their own cultures that promote relational resilience. How do partners navigate differences in their cultural backgrounds and values? How do the therapist’s cultural values and expectations interact with the couples? We will highlight cultural values and expectations around gender and power. How do therapist and clients deal with differences around expectations of equality and fairness? We will offer some thoughts as “starter dough,” and look forward to a spirited discussion with you around these themes. **LEARNING OBJECTIVES:** Participants will: (1) Articulate the influences culture, power, and gender can have when working with couples; (2) Discuss ways clients have been influenced by dominant U.S. values of individualism & competition and the impact these values can have on couples’ relationships; and (3) Examine how therapists’ cultural values and expectations interact with the couples they work with.

Films and Family in Therapy – Social Justice

Chair: **Matthew Mock**



Films including family narratives offer a powerful opportunity for early and experienced therapists to examine different perspectives framing the contexts our clients' lives. Utilizing recent and extraordinary movie clips will serve as a start point for focused dialogue about how cultural and professional discourses frame our assessment of social justice, traumatic situations in intercultural contexts. As a professor of psychology, private practitioner and consultant, the presenter effectively uses film and family narratives film in his graduate courses, teaching, training, and practice centered on diversity and social justice. The context of current times has increased conflict and even fractures among diverse families in their communities. Relational bridging and recommitting to social justice have 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 pieces that speak to the impact of injustices on undocumented families, gay couples, immigrant families with unresolved loss, racial bias used by police, etc. while also engaging family therapists and audiences SCN. **LEARNING OBJECTIVES:** Participants will: 1) Be able to further social justice, diversity, multiculturalism, and cultural equity through use of film and film narratives. 2) Identify (at least 3) strategies to incorporate family and family-in-community films and narratives into working more effectively with families in diverse settings. 3) Identify and articulate (at least 3) ways to model effective use of family films and media portrayals contributing to addressing cultural differences, culture conflict and form relational bridges while advocating for social justice.

AFTA's 44th Annual Meeting

PRACTICE-BASED EVIDENCE: Connection, Hope, and Change in the Borderlands

Friday, June 24: Day at a Glance

11:00 – 11:45 AM EST	Gathering Time (New to AFTA room, Special Topics Conversations)
12:00 – 2:45 PM EST	Plenary II – Voices from the Field (with breakout Dialogue Groups)
2:45 – 3:30 PM EST	Break
3:30 – 5:15 PM EST	Action Networks 1 – 6: Part 1
5:15 – 5:30 PM EST	Break
5:30 – 7:00 PM EST	Plenary III and Award Ceremony- Catalyzing Transformative Change: Translating Practice Based Evidence to Action
7:00 – 8:00 PM EST	Shabbat Service

Friday, June 24
Schedule of Events and Sessions

GATHERING TIME

11:00 – 11:45 AM EST

Join one of these gatherings:

- New to AFTA “breakfast”
- Gender and Sexual Minorities Network Conversation
- Process your conference experience with members of the Cultural & Economic Diversity Committee
- Estranged adult family members conversation
- Name your own topics

PLENARY II – VOICES FROM THE FIELD

Speaking From the Heart of Experience

12:00 – 2:45 PM EST

Facilitators: **Martha Morgan and Dana Stone**



This session amplifies the lived experience of practitioners who are applying a systemic lens to issues of social justice in their clinical settings, whether in private practice, community clinics, or other contexts. The presentation will highlight these practitioners and the frontline work they do in the field, serving and advocating for clients wrestling with all kinds of systemic and contextual stress through the last two years of the pandemic. Presenters will be interviewed in a group dialogue to highlight ways the field can learn from their often-unrecognized work. Group discussions following the presentation will be facilitated to deepen reflection related to each presenters’ social context and locations and how this might specifically support group participants’ own social justice work. **LEARNING OBJECTIVES:** Participants will: (1) Identify ways that newer generations of clinicians are thinking about justice and advocacy work in the field; (2) Explore ways of incorporating a systemic lens to a variety of clinical issues while also holding a socially just perspective when serving clients and other constituents; and (3) Integrate new knowledge from the panel in discussion groups to generate a personal goal for their own socially just clinical work and/or advocacy.

Voices from the Field: **Carla Smith, Lorien Jordan, Alejandra Trujillo, and Man-Tso Wei**



BREAK

2:45 – 3:30 PM EST

ACTION NETWORK 1 – PART 1

Systemic and Institutional Racism and Practice

3:30 – 5:15 PM

Facilitators: **David Trimble, DeAnna Harris-McCoy, and Tim Baima**



In this action network active practitioners, researchers, educators, and supervisors engage in dialogue directed toward identifying the impact of systemic and institutional racism on family therapy practices. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address to resist and transform the effects of racism on clinical practices. Dialogue will address topics such as (1) how race is embedded in our clinical theories, diagnostic criteria and measures of wellness, treatment models, and service delivery structures; (2) how race impacts the mental, relational, physical well-being of clients and their presenting clinical issues; and (3) how race impacts the contextual self of the therapist and implicit bias and shows up in our own practices. Dialogue will be structured to facilitate development of new questions and areas of focus that will help family therapists articulate racially just clinical practices. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the effects of systemic and institutional racism on practice from multiple perspectives; (2) Explore new questions and emerging areas of work related to the effects of systemic and institutional racism on systemic family therapy practices; and (3) Identify key issues/areas of focus that field must address to overcome the effects of systemic and institutional racism in family therapy practice.

Micro Presentations:

A Zoom group for addressing white supremacy

Presenters: Jill Freedman and Gene Combs

Black and Brown Women Promoting Authentic Activism

Presenters: Monique Willis, Jotika Arun, and Lindsey Washington

Conversations at the Confluence of Trauma, Racism (and other forms of oppression) and Family Systems: Sharing Clinical Experiences, Addressing Questions

Presenter: Hinda Winawer

ACTION NETWORK 2 – PART 1

Environmental Justice and Clinical Practice

3:30 – 5:15 PM

Facilitators: **Larry Freeman, Jayashree George, and Monica Sesma-Vazquez**



In this action network active practitioners, researchers, educators, and supervisors engage in dialogue directed toward identifying the impact of extreme weather and environmental injustice on family therapy practices. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address to resist and transform the effects of environmental injustice on clinical practices. Dialogue will address topics such as (1) how extreme weather events and environmental injustice impacts the mental, relational, physical well-being of clients and their presenting clinical issues; (2) what is needed for our clinical theories, diagnostic criteria and measures of wellness, treatment models, and service delivery structures to address the impact of extreme weather and environmental injustice; and (3) how environmental justice impacts the contextual self of the therapist and shows up in our own practices. Dialogue will be structured to facilitate development of new questions and areas of focus that will help family therapists articulate environmentally just clinical practices. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the effects of extreme weather and environmental injustice on practice from multiple perspectives; (2) Explore new questions and emerging areas of work related to the effects of extreme weather and environmental injustice on systemic family therapy practices; and (3) Identify key issues/areas of focus that field must address to resist the effects of extreme weather and environmental injustice in family therapy practice.

Micro Presentation:

Environmental Justice and Climate Change: AFTA's Opportunity

Presenter: Larry Freeman

ACTION NETWORK 3 – PART 1

Sociopolitical Crises, Migration, and Practice

3:30 – 5:15 PM

Facilitators: **Navid Zamani, Laurie Charlés, and Wonyoung Cho**



In this action network active practitioners, researchers, educators, and supervisors engage in dialogue directed toward identifying the importance of sociopolitical crises and migration to family therapy practices. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address to respond. Dialogue will address topics such as (1) how sociopolitical crises and migration impact the relational, mental, and physical well-being of clients and their presenting clinical issues; (2) how our clinical theories, diagnostic criteria and measures of wellness, treatment models, and service delivery structures may be informed by and responsive to issues related to sociopolitical crises and migration; and (3) how the contextual self of the therapist and implicit bias and show up in our own practices around sociopolitical crises and migration. Dialogue will be structured to facilitate development of new questions and areas of focus that will help family therapists articulate just clinical practices. **LEARNING OBJECTIVES:** Participants will (1) Learn about the importance of sociopolitical crises and migration to family therapy practice from multiple perspectives; (2) Explore new questions and emerging areas of work related to sociopolitical crises and migration to systemic family therapy practices; and (3) Identify key issues/areas of focus that field must address to respond to sociopolitical crises and migration experiences in family therapy practice.

Micro Presentations:

Advocating for MFT International Students' Rights

Presenters: Yi Zhang and Sandra Espinoza

Linguistic Justice in Family Therapy

Presenter: Navid Zamani

Beyond English: Making Space for Multilingualism

Presenters: Clara Villalobos Andino, Sam David, and Mik Dailey

Mobilize Communities to Enhance Family Resilience

Presenter: Judith Landau

ACTION NETWORK 4 – PART 1

Bridging Clinical Training and Community Practice

3:30 – 5:15 PM

Facilitators: **Jodie Kliman, Laurel Salmon, and Elsie Lobo**



In this action network active practitioners, researchers, educators, and supervisors engage in dialogue directed toward bridging the gaps between clinical training and practice. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address to respond. Dialogue will address topics such as (1) factors influencing whose real-world experience is reflected in clinical training and research practices; (2) how client and clinical experience, theories, diagnostic criteria and measures of wellness, treatment models, and service delivery structures [should] inform each other; and (3) how intersections of sociocultural locations, personal and professional contexts, and treatment systems impact training programs, supervision, and clinical practices. Dialogue will be structured to facilitate development of new questions and areas of focus that will help bridge the gap between clinical training and community practice. **LEARNING OBJECTIVES:** Participants will (1) Learn from multiple perspectives regarding how family systems training, and community practice can better inform each other; (2) Explore new questions and emerging areas of work related to bridging clinical training and community practice; and (3) Identify key issues/areas of focus that field must address to bridge the gap between clinical training in family therapy and community practice.

Micro Presentations:

Utilizing Text Messages in Synchronous Supervision

Presenter: Yochay Nadan

Finding Meaning as we Soldier On

Presenters: Dana Stone, Deborah Buttitta, and Shyrea Minton

CFT Core Competencies Learned Serving Community

Presenters: Toni Zimmerman, Shelley Haddock, and Lindsey Weiler

ACTION NETWORK 5 – PART 1

Institutional Change, Leadership, and Advocacy

3:30 – 5:15 PM

Facilitators: **Karen Quek, Manijeh Daneshpour, and Peter Fraenkel**



In this action network participants explore application of systemic thinking to promoting social justice through institutional change, leadership, and advocacy. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address in response. Dialogue will address topics such as (1) how to use our roles as instruments of third order change; (2) strategies for advocacy at clinical, institutional, and policy levels; (3) how intersections of sociocultural locations, personal and professional contexts, and treatment systems impact leadership styles and strategies. Dialogue will be structured to facilitate development of new questions and areas of focus to address in development of practices that advance justice through leadership, advocacy, institutional change. **LEARNING OBJECTIVES:** Participants will: (1) Learn from multiple perspectives regarding how to use our roles as instruments of third order change; (2) Explore new questions and emerging areas of work related to strategies for advocacy at clinical, institutional, and policy levels; (3) Identify key issues/areas of focus that field must address to advance justice through leadership, advocacy, and institutional change.

Micro Presentations:

NeuroDivergent Leadership

Presenter: Tabitha Webster

The Case for Aggressive Accommodation beyond COVID

Presenter: Emily Doyle

Pedagogy of Borderlands: Faculty Development

Presenters: Saliha Bava and Dumayi Gutierrez

Third Order Thinking for Institutional Change

Presenter: Carmen Knudson Martin

Therapist's Social Justice Legislative Engagement

Presenter: Kristen Benson

ACTION NETWORK 6 - PART 1

Health Disparities and Clinical Practice

3:30 – 5:15 PM

Facilitators: **Gonzalo Bacigalupe, Roxana Llerena-Quinn, and Shawn Giammattei**



In this action network participants explore the impact of health disparities on systemic family therapy practices. Participants share knowledge about this issue from their varied personal and professional locations and develop an emergent list of questions and priorities that the field must address to respond. Dialogue will address topics such as (1) how injustices in the larger environment affect the emotional, relational, and physical health of clients; (2) how attention to systemic health disparities [should] be reflected in our theories, diagnostic criteria and measures of wellness, treatment models, and service delivery structures; and (3) how intersections of sociocultural locations, personal and professional contexts, and treatment systems impact socially just client care. Dialogue will be structured to facilitate development of new questions and areas of focus that will help resist and ameliorate health disparities in family therapy practice. **LEARNING OBJECTIVES:** Participants will: (1) Learn from multiple perspectives regarding how injustices in the larger environment affect the emotional, relational, and physical health of clients; (2) Explore new questions and emerging areas of work related to impact of health disparities on systemic family therapy practices; and (3) Identify key issues/areas of focus that field must address to health disparities and facilitate socially just family therapy practices.

Micro Presentations:

Poverty in the shadow of COVID19

Presenters: Michal Shamaï, Alisa Lewin, and Sharon Novikov

Infertility, What's the point if can't be a mother

Presenters: Valeria Lindenfeld and Iman Dadras

From Research to Media Activism during the Pandemic in Chile: Fostering Dignity in the Discourse

Presenter: Gonzalo Bacigalupe

COFFEE BREAK

5:15 – 5:30 PM EST

PLENARY III and AWARD CEREMONY - CATALYZING TRANSFORMATIVE CHANGE: TRANSLATING PRACTICE-BASED EVIDENCE TO ACTION

5:30 – 7:00 PM EST

Presenters: **Jessica ChenFeng, Jason Chu, and Carmen Knudson-Martin**



This session will begin with presentation of the AFTA awards. Each awardee will briefly address how family therapy practices can promote third order change through action plans that connect the dots between complex and dynamic systems of systems, wellbeing, and the therapeutic endeavor. The session will also performance of and interview with Jason Chu, a Chinese American rapper and activist. Jason is an Asian American cultural expert and integrates his expertise with thoughtful and energizing lyricism. His performance will address racism in the Asian American community and highlight key historical experiences that shape the racialization of Asian Americans. The interview will address topics such as (1) what activism looks like in the Asian American community; (2) how clinicians can better understand the role of media in shaping our perceptions of racial groups and (3) how to challenge racial myths and stereotypes of Asian Americans. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the racial activism of Asian American artists and entertainers; (2) Explore how media and entertainment shapes the collective consciousness of racialized groups such as Asian Americans; and (3) Apply third order thinking to practices that activate transformative change among families, communities, and treatment systems.

Distinguished Contribution to Family Therapy Award



Teresa McDowell, EdD, is a professor emerita of Marriage and Family Therapy and former Chair of Counseling Psychology at Lewis & Clark's Graduate School of Education and Counseling in Portland OR. Her extensive CV shows a forward-thinking innovator who has provided ongoing leadership to family therapy communities from the Pacific Northwest to Uganda. Dr. McDowell has a talent for integrating knowledge from outside the mainstream to advance the theoretical foundations for decolonized, socially just approaches to family therapy practice, research, and training. She is acclaimed nationally and internationally for her research and scholarship to help family therapists develop more equitable practice and integrate social justice principles throughout every aspect of the curriculum from admissions to internship. Her work captures and explicates an evolving paradigm shift toward third order change, bringing Bateson's models of learning forward to help family therapists make the connections between their work and awareness of systems of systems. Dr. McDowell's influential text, *Socioculturally Attuned Family Therapy:*

Guidelines for Equitable Theory and Practice, and articulation of third order change as a framework for socially just practice will continue to influence the development of family therapists and the field for years to come.

Early Career Contribution to Family Therapy Award

Jessica ChenFeng, PhD, LMFT, is Associate Professor of Medical Education and Associate Director of Physician Vitality at Loma Linda University, and an AAMFT (American Association for Marriage and Family Therapy) Approved Supervisor. Her research, writing, and clinical work centers around brain resilience and sociocontextual issues such as race, gender, and spirituality. Most recently, she co-authored the book, *Finding Your Voice as a Beginning Marriage and Family Therapist*. Dr. ChenFeng has been identified as a leading authority in socioculturally attuned MFT supervision, study of cultural identity through a contextual generational lens, and in integration of family therapy with medicine, including nuanced attention to the role of spirituality. While still early in her career, Dr. ChenFeng she has published over 25 journal articles and chapters in highly regarded handbooks, edited volumes, and encyclopedias and is regularly invited to share her expertise at professional conferences, trainings, and community events. Dr. ChenFeng's body of work and service to the field contribute substantially to AFTA's mission to advance and disseminate systemic thinking and practices for families in their social contexts.



SHABBAT SERVICE

7:00 – 8:00 PM EST

Facilitators: **Mona Fishbane and Marsha Mirkin**

Please join us for the virtual Shabbat service at AFTA on Friday at 7-8PM. As in prior years, our gathering will be an inclusive and welcoming space for us to share prayers, healing wishes, comfort, and a spiritual time for reflection, singing, and community. The service is open to all, and we hope you will join us!

AFTA's 44th Annual Meeting

PRACTICE-BASED EVIDENCE: Connection, Hope, and Change in the Borderlands

Saturday, June 25: Day at a Glance

10:15 – 11:00 AM EST	Gathering Time
11:00 AM – 1:00 PM EST	Plenary IV – Moving into Advocacy
1:00 – 1:15 PM EST	Break
1:15 – 2:45 PM EST	Interest Groups 5 – 8
2:45 – 3:30 PM EST	Lunch Break
3:30 – 4:15 PM EST	Plenary V – Doing the Work
4:15 – 6:30 PM EST	Action Networks 1 – 6: Part 2
6:30 – 7:15 PM EST	Listening Circle

Saturday, June 25
Schedule of Events and Sessions

GATHERING TIME

10:15 – 11:00 AM EST (join “tables” to meet new and old friends)

Plenary IV – Moving into Advocacy

Action and Advocacy Attending to Social Justice and Racial Inequality: Highlights of a Collaboration with Systemic Practitioners in the UK and Suggestions for the Future

11:00 AM – 1:00 PM EST

Presenters: **Helen Turner, Yvonne Rose, and Cintia Alfonso Fior**



This plenary endeavors to craft pathways that disrupt dominant modes of knowledge production and imagine nonhierarchical epistemic possibilities for systemic practitioners (family therapists) discussing issues relating to identity, race, and power in practitioners of diverse cultures. We will address aspects of bridging local practice with advocates from another country in the spirit of facilitating cultural agency toward social transformation. The first section of the presentation discusses how the decolonial turn inspires new ways of advancing the critical social justice agenda of the field. The second section of the presentation will explain why the lack of training and engaging advocates leave the field with ill equipped practitioners to work outside clinical practice. We will also explore macro-advocacy and mental health, and a call to increase participation in clinical and academic settings. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the collaboration between systemic practitioners in the UK and members of AFTA; (2) Learn how advocacy and action for addressing social justice requires both micro and macro practices; and (3) Learn how SAfBLM developed and is taking action.

INTEREST GROUPS 6 – 9

1:15 – 2:45 PM EST

Family Play Therapy

Chair: **Tim Baima**



This special interest group focuses on integrating play and expressive interventions into couple and family therapy. Each group session includes a case presentation which is used to stimulate discussion about how play and expressive therapy interventions can be integrated into couple and family treatment. When case presentations include play and expressive interventions, the group explores the potential symbol and metaphor in the play, and how it can be used to facilitate transformation and healing.

The group is designed to stimulate creative energy for our work in a friendly spirit of curiosity and mutual support.

LEARNING OBJECTIVES: Participants will: (1) Become more familiar with the benefits of using play and expressive therapy in couple and family therapy; (2) Learn at least one play intervention that can be used with couples or families; and (3) Expand their creative ability to develop or expand upon play interventions with couples and families.

Neoliberalism

Chair: **Gene Combs**



This interest group is a place where AFTA members can share knowledge and information about the effects of neoliberalism on the lives and relationships of the families we serve. Members will share what they have learned from relevant literature, from participation in action groups, and in their daily practice.

LEARNING OBJECTIVES: Participants will: (1) Deepen their understanding of neoliberalism's history; (2) Develop practices for opposing neoliberalism's negative effects on family policy; and (3) Share teaching materials they have developed concerning neoliberalism.

Research Consultations

Chairs: Peter Fraenkel and Wonyoung Cho



As the Research Committee and Interest group has done in the past, we will invite AFTA members and guests to bring their ideas for a research project or their ongoing research at any stage of development for consultations from AFTA colleagues experienced in a variety of research topics and methods. The format will be that colleagues seeking consultation will briefly describe their research interests and questions; next, colleagues who will offer consultations will briefly describe their research experience and areas of expertise; next, "consultants" and "consultees" will pair off for about 45 minutes; and then the group will reconvene to share about the experience. Attention will be given to issues of multicultural sensitivity, ethics, and the potential social justice impact of research. **LEARNING OBJECTIVES:** Participants will: (1) Learn about the range of research methods available; (2) Learn about issues of multicultural sensitivity, ethics, and social justice applications of research with couples, families, and communities; (3) Formulate a concrete plan to develop and implement their research project.

Remembering the Origins of Thinking and Practicing in Relational Systems:

Global, Political, and Systemic Implications for Health Care, Family Therapy, and Communities

Chairs: Norbert Wetzal and Laurel Salmon



Our conversation will explore how we have moved away from the relational and holistic approach to mental health care that couples and family therapy is philosophically grounded in. Currently, the narrowly defined psychiatric diagnosis and medication model of psychotherapy dominates almost the entire mental health field, including the redesign of Medicaid for economically-disadvantaged people and the clinical interventions of government financed legal and judicial institutions. Family systems therapy can only be revitalized by remembering its axiomatic thinking paradigms and by looking at its political, socioeconomic, racial and justice related basic assumptions that have informed and shaped from its beginning in the 1970s how we (including psychiatrists) treat the people that come to us for help. We will ask: How much did Western and European thinking influence the work that we are trying to do in inner cities? Why are we surprised when those models do not work with clients to whom Western perspectives do not apply? How do we make sure that we perceive the multiple socio-economic and racial oppressions that impact our clients as well as our relationships with them? How much is our relationship-focused and contexts-oriented work being dis-incentivized by our need to financially support ourselves and our clinical institutions? We need to reorient our present psychotherapeutic initiatives by planting our therapeutic and our psychiatric services epistemologically in the thinking paradigms that grounded our early creative transitions into relationship-oriented, context-sensitive, and community involved health and mental healthcare services. **LEARNING OBJECTIVES:** Participants will: (1) Learn two distinct thinking paradigms, (2) Understand the profound and critical, often destructive consequences of the current direction of mental health services in psychiatry and individual therapy as we move towards a system controlled by insurance companies, pharmaceutical corporations, psychiatric institutions, and the DSM-5, and (3) Be given a framework for ensuring that mental health approaches are relationally oriented, context sensitive, socially just and community driven.

Plenary V – Doing the Work

Migrant (Im)mobility and the Role of Systemic Practitioners

3:30 – 4:15 PM EST

Presenters: **Moshood Olanrewaju, Brad Olson, Francesca Esposito, and Dora Rebelo**



Displaced communities have been more exposed than ever to abuses stirred by hostile migration policies. This situation has generated an urgent need to find more radical solidarity initiatives among our discipline. While systemic psychologists can be decisive in developing holistic care practices, current approaches tend to excessively focus on clinical work, some of which is provided in inadequate settings such as refugee camps, or immigration detention centers. Given our ethical and professional responsibilities, how can we better address ‘justice’ in our systemic practice? How can we collaborate to privilege the voices of those affected by border violence? This presentation aims to *diagnose the systems* that oppress people racialized as migrants. We will critique the narrative that portrays displaced communities as ‘vulnerable’ and suggest how professionals can take more risks to challenge oppressive migration policies, to reform our discipline, and to bring about a more global sense of community. **LEARNING OBJECTIVES:** Participants will: (1) Gain knowledge on the challenges faced by displaced communities, (2) Learn critical perspectives on migrant justice, and (3) Acknowledge key actions that systemic psychologists can take to address migrant justice.

ACTION NETWORK 1 – PART 2

Systemic and Institutional Racism and Practice

4:15 – 6:30 PM EST

Facilitators: **David Trimble, DeAnna Harris-McCoy, and Tim Baima**



In this action network active practitioners, researchers, educators, and supervisors will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding the effects of systemic and institutional racism in systemic family therapy practice. Participants will draw on knowledge and experience across the boundaries of personal and professional

locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward. Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will: (1) Identify what is needed to address the effects of systemic and institutional racism on systemic family therapy practices; (2) Draw on diverse experiences to develop goals for the field related to the effects of institutional racism on systemic family therapy practice; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to practices that mitigate the effects of systemic and institutional racism.

ACTION NETWORK 2 – PART 2

Environmental Justice and Extreme Weather Changes

4:15 – 6:30 PM EST

Facilitators: **Larry Freeman, Jayashree George, and Monica Sesma-Vazquez**



In this action network active practitioners, researchers, educators, and supervisors will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding the effects of extreme weather and environmental injustice in systemic family therapy practice. Participants will draw on knowledge and experience across the boundaries of personal and professional locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward. Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will (1) Identify what is needed to address the effects of extreme weather and environmental injustice in systemic family therapy practices; (2) Draw on diverse experiences to develop goals for the field related to the effects of extreme weather and environmental injustice in systemic family therapy practice; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to practices that mitigate the effects of extreme weather and environmental injustice and promote equity.

ACTION NETWORK 3 – PART 2

Sociopolitical Crises, Migration and Practice

4:15 – 6:30 PM EST

Facilitators: **Navid Zamani, Laurie Charlés, and Wonyoung Cho**



In this action network active practitioners, researchers, educators, and supervisors will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding sociopolitical crises and migration in systemic family therapy practice. Participants will draw on knowledge and experience across the boundaries of personal and professional locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward. Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will: (1) Identify what is needed to address sociopolitical crises and migration in systemic family therapy practices; (2) Draw on diverse experiences to develop goals for the field related to sociopolitical crises and systemic family therapy practice; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to practices that address sociopolitical crises and migration.

ACTION NETWORK 4—PART 2

Bridging Clinical Training and Community Practice

4:15 – 6:30 PM EST

Facilitators: **Jodie Kliman, Laurel Salmon, and Elsie Lobo**



In this action network active practitioners, researchers, educators, and supervisors will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding bridging the gap between clinical family therapy training and community practice. Participants will draw on knowledge and experience across the boundaries of personal and professional locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward.

Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will (1) Identify what is needed to bridge systemic family therapy training and community practice; (2) Draw on diverse experiences to develop goals for the field related to clinical training and community practice; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to bridging clinical training and community practice.

ACTION NETWORK 5 – PART 2

Institutional Change, Leadership and Advocacy

4:15 – 6:30 PM EST

Facilitators: **Karen Quek, Manijeh Daneshpour, and Peter Fraenkel**



In this action network participants will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding applications of systemic thinking to promoting social justice through institutional change, leadership, and advocacy. Participants will draw on knowledge and experience across the boundaries of personal and professional locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward. Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will: (1) Identify what is needed to apply systemic thinking to promoting social justice through institutional change, leadership, and advocacy; (2) Draw on diverse experiences to develop goals for the field related to institutional change, leadership, and advocacy; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to promoting justice through institutional change, leadership, and advocacy in family therapy and related social and institutional structures and policies.

ACTION NETWORK 6—PART 2

Health Disparities and Clinical Practice

4:15 – 6:30 PM EST

Facilitators: **Gonzalo Bacigalupe, Roxana Llerena-Quinn, and Shawn Giammattei**



In this action network active practitioners, researchers, educators, and supervisors will examine what is needed to address the key issues/areas of focus that were identified in Part I regarding the impact of health disparities on systemic family therapy practices. Participants will draw on knowledge and experience across the boundaries of personal and professional locations to identify goals for the field related to these areas. Participants will also explore their own commitments to attaining these goals and develop personal and/or shared action plans, including what will be needed to sustain the work going forward. Dialogue will be structured to facilitate engagement, learning, and action that benefits from inclusion of multiple perspectives and positions. **LEARNING OBJECTIVES:** Participants will: (1) Identify what is needed to resist and ameliorate health care disparities in systemic family therapy practices; (2) Draw on diverse experiences to develop goals for the field related to health disparities in systemic family therapy practice; and (3) Explore their own commitments related to these goals and develop personal and/or shared action plans related to socially just client care.

CLOSING LISTENING CIRCLE

6:30 – 7:15 PM EST

CE LANGUAGE

American Family Therapy Academy

44th Annual Meeting

Live: June 3 – 25, 2022

Enduring: June 26, 2022 – June 26, 2023

Online

Accreditation Statement



In support of improving patient care, this activity has been planned and implemented by Amedco LLC and Amedco 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



This course is co-sponsored by Amedco and American Family Therapy Academy. Amedco is approved by the American Psychological Association to sponsor continuing education for psychologists. Amedco maintains responsibility for this program and its content. **23.5 Live / 75.0 Enduring** 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, 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

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

*** OK accepts APA credit for live, in-person activities. For all ethics and/or online courses, an application is required.**

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*** OK accepts ASWB ACE for live, in-person activities. For all ethics and/or online courses, an application is required.**

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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. **23.5 Live / 75.0 Enduring** hours.

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

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FL Board of Behavioral Sciences (FL BBS)

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Illinois Marriage and Family Therapist (IL MFT)

Illinois Dept. of Professional Regulation, Approved Continuing Education Sponsor, #168.000235. **23.5 Live / 75.0 Enduring** hours.

Georgia Marriage and Family Therapist Board (GA MFT)

This course has been submitted to the board for review.

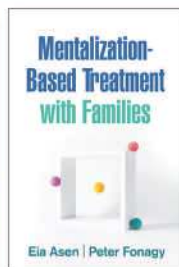
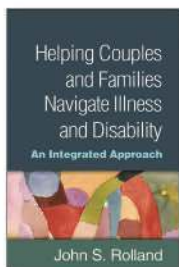
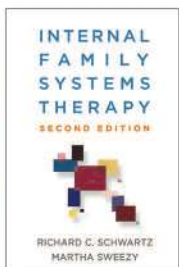
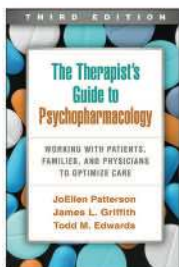
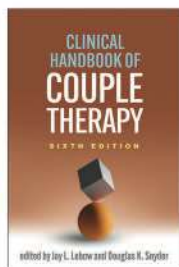
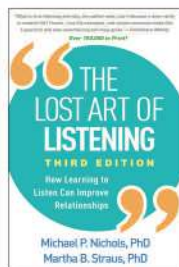
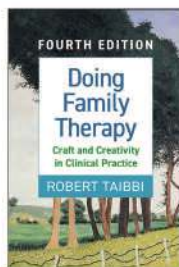
Massachusetts Marriage and Family Therapist Board (MA MFT)

This course has been submitted to the board for review.

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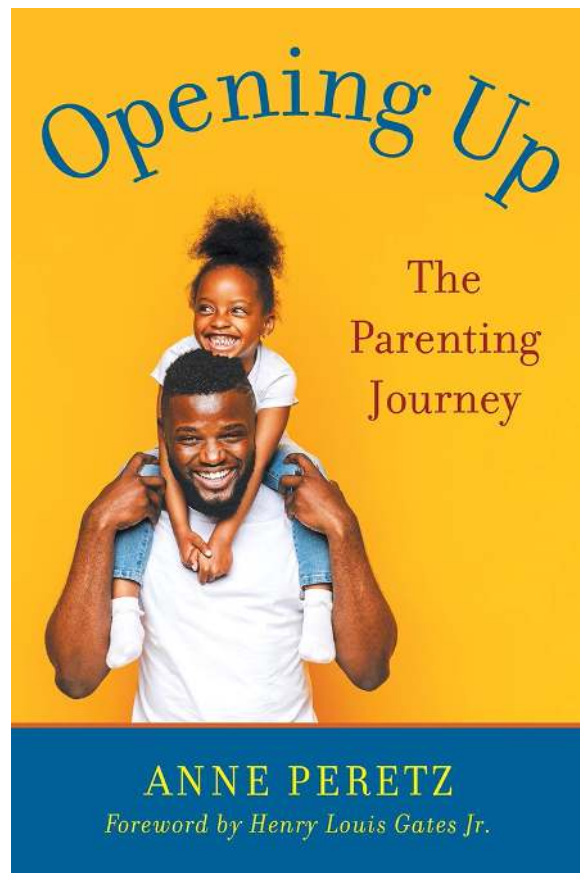
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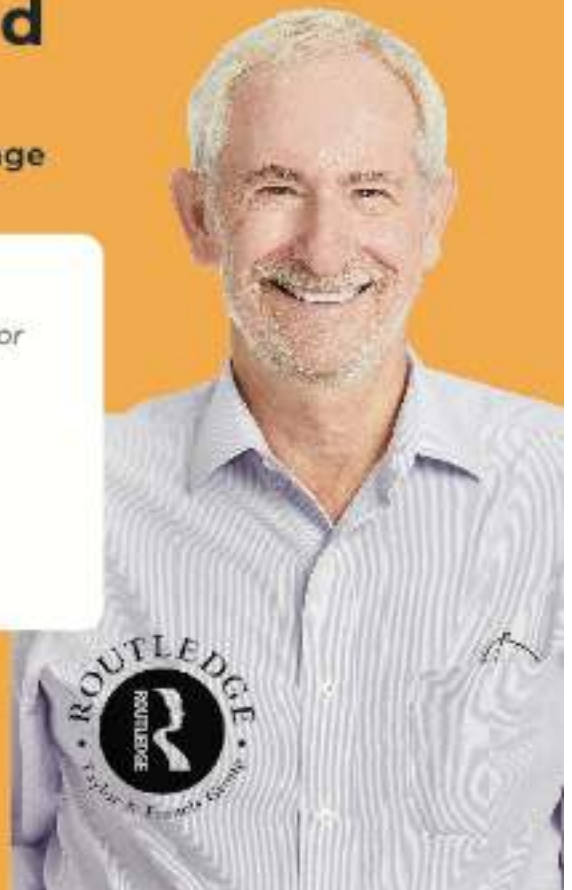
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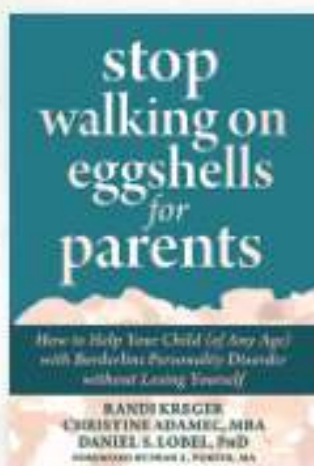
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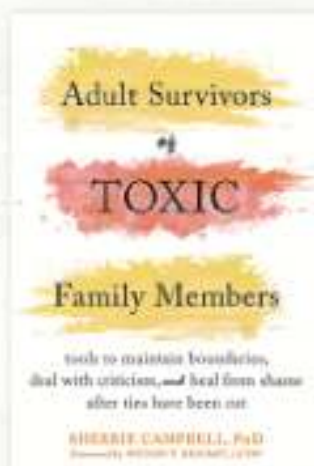
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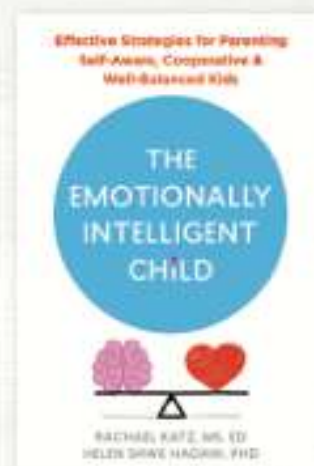
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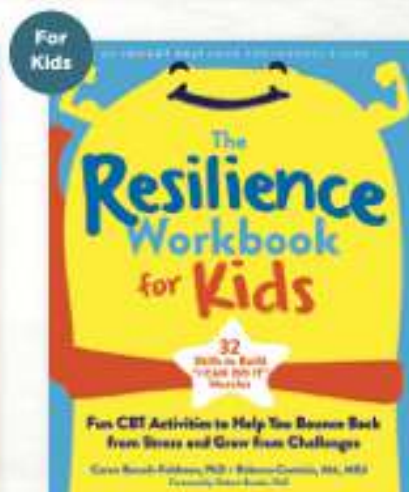
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