Session Descriptions

SESSION 1- TUES 12:45-2:15 (1.5)

1.1 Transgender 101
(CULTRAL) (STUDENT)
Adrien Lawyer & Emet Ma’ayan, LCSW
Transgender folks are twice as likely to experience homelessness as the general population and twice as likely to experience unemployment. For transgender people of color that goes up to a staggering four times! Transgender people experience discrimination and even physical violence on a consistent basis. Transgender 101 will be an introduction to transgender people, our lives and issues. Transgender people are not known and understood by others, and our training is meant to address this lack of information and experience. Adrien Lawyer, Co-Director of the Transgender Resource Center of New Mexico, provides basic training including a chance to engage in dialogue and have your questions answered directly.

1.2 Demystifying Serious Mental Illness: A Trauma Informed and Strengths Based Approach
(Disability, Clinical)
Alyssa Elliott, LMSW
This presentation will focus on the obstacles social workers face when working with individuals with serious mental illnesses (SMI), such as schizophrenia and other psychotic disorders, severe mood disorders, and complex posttraumatic stress disorder. Social workers encounter both systemic and client-related challenges with this population in a variety of contexts, including community mental health agencies, schools, homeless programs, hospitals, and child and adult protective services. Utilizing Trauma Informed Care as a framework, this presentation will identify and evaluate strategies social workers can use to overcome these barriers, reduce implicit bias, foster hope, strengths, and resiliency, and improve treatment engagement and outcomes in their work with individuals with SMI.

1.3 BCSO Ghost Unit and Victim Centered Police Investigations
(Child Welfare, Criminal Justice)
Kyle Hartsock, Detective & Jacqueline West, LMSW
Sex Trafficking cases are rarely prosecuted in New Mexico. Not because the crime isn’t happening. It has long been misunderstood, misidentified, and under reported. Victims of Sex trafficking can be easily and quickly lost to their trauma, drugs, alcohol, and cyclical violence. They commonly have a significant history of trauma that makes them prime targets of offenders. To successfully investigate these cases and present the highest chance for a successful prosecution, law enforcement has had to shift their approach to these cases. The victim centered approach puts the needs of the victim at the forefront of the investigation, redefining a “successful” case as one where not only the perpetrator is held accountable through the judicial process but the victim is set on a path of care and healing that better serves them and society in the long run.

1.4 Refugees in Albuquerque- Meeting their Unique Needs
(CULTRAL) (Child Welfare, School Social Work)
Rachel White, M. Ed. & Ali Moore
We are rapidly increasing the number of refugees being resettled in Albuquerque, despite a decline in national placement numbers. The individual needs of a refugee vary greatly and in order to address
them, it is important to be aware of what linguistic, academic, cultural, social, and emotional issues they might be dealing with. Participants will learn about the demographics of the refugees specific to Albuquerque, the unique needs they might have, and different ways to provide support to the students and their families. The presentation will include a powerpoint, videos, and a presentation by refugee students that attend Highland High School.

1.5 Brain Smart, Emotion Smart; Neuroregulatory Parenting  
(Child Welfare)  
*Kathryn Fehr, LCSW, Martha Villa, LCSW, Kurt Wulfekuhler, PhD, LPCC & Jenna Barnes, LCSW*

This workshop will present some “user friendly” information about neurodevelopment and its applications for creating a healthy social environment for children and adolescents. Using this foundational perspective, it will then explore integrating insights from Sensorimotor and Emotion-Focused therapy approaches into an overarching “Neuroregulatory Approach to Working with Kids.” There will be experiential learning opportunities during the presentation to help with ideas on how to regulate individuals and families in practice as well as working with difficult feelings. Case examples will be shared during this presentation.

**SESSION 2- TUES 2:45-4:15 (1.5 CEU’s)**

2.1 Strengthening the Leadership Pipeline through Connecting to Community Organizing  
(Community Organizing, Legislative Issues) **(STUDENT)**  
*Marisol Archuleta & Tracy Chacon, LMSW*

This presentation will provide several case studies of the power of connecting social work to community organizing. The workshop will be presented through a lens of international feminisms, where the ultimate goal of the delivery of goods and services should not be in the realm of private industry. Through this lens, we should consider that goods and services be shared by and beneficial for all members of a given community. We should consider looking at the basic requirements of living with dignity: food, water, land, housing, knowledge, education, health, energy as services that should not be private profit-making enterprises for the value they truly hold and the mainly women who provide this value are respected and honored for all they do.

2.2 Building Youth Engagement and Self-Development through Economic and Food Development in the South Valley  
(CULTURAL) (Youth development)  
*Carols M. Flores MSW, LMSW, LADAC*

The Youth Engagement Project will highlight students who have worked with the Gardening for Health Farm/Garden Project during the past year. The focus is on an innovative project which works to address issues of lack of food access, employment and educational opportunity through farm internships. Along the way, this panel discussion will have an interactive educational approach to developing skills in farming, and growing from seed to harvest, with activities that build this community of students, encourage mentoring, critical skills development and entrepreneurship. Students exposed to community service, and encouraged to continue skills building and higher education are engaged through activities, experiential education, and cultural exploration to develop awareness of larger community issues. Demonstration of experimental learning activities and team building in the session will bring home the unique efforts to engage participants in a parallel learning process.

2.3 The Brain and Body Connection: Using EMDR in the Treatment of Trauma  
(Clinical)  
*Lillian Ramey, LCSW*

With the prevalence of trauma in clinical populations at an alarming high and the increasing awareness of how trauma underlies other clinical diagnoses including depression, anxiety, addiction and substance
disorders, it has become vital for clinicians to have a clear understanding of how trauma affects the brain and body. This workshop addresses the connection between trauma and neurobiology on a foundational level as well as introduces EMDR as an evidence-based treatment modality in the treatment of trauma. An overview of the EMDR protocol will use case examples to illustrate the “how-to” of EMDR and give clinicians a clearer view of how and when EMDR can benefit their clients and their practice.

2.4 Dismantling Teen Pregnancy Prevention
(Child welfare, school social work, health)
Micaela Cadena, MCRP & Raquel Rivera, Ph.D.
It’s often said that “teen parents drain government resources and cost taxpayers a lot of money,” or that “teens who have babies have ruined their lives.” Statements like these are part of teen pregnancy prevention narratives built on inaccurate information. Young Women United (YWU) understands that young people, like people of all ages, need high-quality reproductive health information and access to services to make real decisions about their bodies and lives—just not on the premise of preventing teen pregnancy. In 2016, YWU released a report debunking myths perpetuated by teen pregnancy prevention. YWU is dedicated to centering the agency and intersectional identities of young people, and acknowledges the historical legacies of reproductive health in communities of color. This presentation will review the report’s core analysis and offer a framework that allows audience to be increasingly appropriate and responsive to lived and social environments of those they serve.

2.5 Trauma-Sensitive Schools: Supporting Students, Staff, and Social Workers
(School Social Work)
Stacy A. Gherardi PhD, LCSW, Tony Bobadilla PhD, Ryan Flinn PhD, Jeneva Jio MSW student & Caleb Oeming MSW student
Trauma-informed care has become an increasingly central approach to mental health care over the past decade. This approach has been adapted and adopted across settings and is recently gaining attention as an approach to education reform. This session will present key concepts and findings from the latest research in the field of trauma-sensitive schools including its history, its foundation, implementation and outcome. The session will pay special attention to the actual and potential role of school social workers in promoting and implementing trauma-sensitive approaches in educational settings. Finally, this workshop will spend time talking about the importance of supporting adults who are working in trauma-sensitive settings. This will include discussion around the importance of self-care, how to avoid secondary trauma, and specific strategies and practices for promoting well-being.

SESSION 3- WED 8:30-10:30 (2 CEU’s)

3.1 Minimizing and Preventing the Negative Effects of Environmental Stress on Physical Health and Development
(Self-care, health) (STUDENT)
Judith E. Barnstone, PhD
Stress in our physical and social environments can negatively impact health, behavioral health, and development, during pregnancy, in childhood, and across the lifespan. These environmental stressors include personal and neighborhood economic disadvantage, prejudice and discrimination, segregation, and associated limitations on opportunity. The physiological processes by which stress impacts our brains and bodies will be explained, and data on health and behavioral health impacts will be presented. This data should provide a clear rationale for social workers to include stress as a target of change in our work with both individuals and communities. Evidence-based micro- and macro-level intervention programs to mitigate and prevent stress will be reviewed.
3.2 Moving WAY Beyond “Emotional Support”: Raising the Bar for Counseling with People who are Seriously Ill
(Gerontology, LGBT, Medical)
Gary Gardia, MEd, MSW, LCSW
One of the skills we have to offer people who are seriously ill is the provision of “counseling” but there is some confusion about what it actually entails. Since we are not "diagnosing" or providing psychotherapy, what does counseling then actually mean? What techniques and/or theoretical frameworks can we use and for what specific dynamics?

In this session we will explore ways to "raise the bar" for the provision of counseling in our work. We will discuss, in depth, three evidence-based theoretical frameworks that are best suited to working with the seriously ill: Motivational Interviewing, Cognitive Behavioral Therapy and Mindfulness Counseling. We will also look at the application of the techniques to specific case examples such as unique challenges for members of the LGBTQ population and suicidal ideation. We will also address moving beyond just “problem solving” by assisting people to explore opportunities to focus on “living”.

3.3 Hispanics and Hospice/Palliative Care
(CULTURAL) (Gerontology)
LeRoy R. Aragon, LMSW
In this workshop, we will discuss the current utilization of Hospice/Palliative Care services among Hispanics. We will compare their utilization of these services with the rates of use by other segments of our population. We will consider the barriers Hispanics face when confronted with these issues and we will discuss how these barriers can be overcome. Finally, we will study how a greater number of Hispanics can be encouraged to use these services and why they should be encouraged to avail themselves of end-of-life services.

3.4 Veteran and Student Veteran Challenges and Opportunities in Social and Professional Environments
(CULTURAL) (Veterans)
Steve Peterson, M.Ed., MAIS
It is important to understand the common challenges and transition dynamics that are shared between our veteran and student veteran populations. Both must divorce themselves from some of their lifestyle, leadership, and disciplinary experiences and expectations they have become accustomed to. This separation between the former and current lifestyle should be a healthy and amicable experience. For many, however, it is not and as such causes a dissonance and conflict in roles between a soldier/sailor/airman and a functioning civilian member of society. In order to successfully serve, empower, and support our collective veteran population it is important to recognize the unique needs of the veteran population in the professional and academic environments, engage in opportunities to proactively and efficaciously serve the veteran community and their families, and identify resources available to veterans and their families as they transition into their civilian environments.

3.5 Building Resilience Through Mindfulness
(Self-care, Neuroscience)
Bhanu Joy Harrison, LCSW
Mindfulness meditation is fast becoming a powerful tool for resilience, stress reduction and self-regulation and is rapidly being incorporated and taught in clinics, classes, schools and businesses. This lecture/powerpoint presentation will describe how mindfulness impacts the nervous system and how it can contribute to positive neuroplasticity. Stephen Porges’ Polyvagal Theory will be shown as well as how stress and trauma dysregulates the nervous system. The areas of the brain that are affected by mindfulness will be described, showing the benefits of increased resilience, presence, intuition, compassion and self-regulation, as well as reduction in stress and burn out. Throughout the
presentation, I will weave in experiential mindfulness tools that you can incorporate into your social work practice and personal life.

**SESSION 4- WED 11:00-1:00 (2 CEU’s)**

4.1 **Together We Rise: Advocacy, Action, and Activism**  
(Advocacy, Legislative Issues)  
(StUDENT)  
*Patricia West, LCSW & Eric Senter, LMSW*

Our world is facing so many challenges lately, it is easy to lose our steam. This presentation is intended to re-ignite our passion for the social work profession by assisting participants to reclaim their roots as social welfare policy advocates. This inspirational presentation will demonstrate how small actions can lead to substantial and lasting changes, and will engage participants by working to identify issues of concern at local, state, and national levels where the voice of social workers matters. Practical ways to engage in advocacy, no matter where you live, will be discussed. If Jane Addams could make such lasting changes when there was no helping system - just imagine what we could do if we work together now!

4.2 **Reclaiming Your Sex Life: Treating Survivors of CSA**  
(LGBT, Clinical)  
*Molly Adler, LCSW, ACS*

This presentation will focus on bringing a non-judgmental, sex positive, and mindfulness-based approach to working with adult client survivors of sexual trauma. We will focus on helping clients identify their stress responses, gain comfort in talking about sex in psychotherapy, and learn applied mindfulness techniques for in and out of the office. Participants will learn to hone their skills in reading non-verbal and somatic cues from clients and gain skills that help clients reclaim their sexual empowerment. We will explore experiential activities that help clients get in touch with their sense of boundaries. Let’s collaborate in an interactive, compassionate, and hopeful exploration in helping clients find more joy and connection. This presentation will include lecture, experiential activities, and provide practical resources and skills you can use. This presentation is not designed for treating people in acute crisis, but better suited to working with clients in long term psychotherapy treatment.

4.3 **Trauma, Attachment, and Sensory Integration: An Approach to Healing that Provides Relational Safety and Relational Regulation**  
(Child Welfare)  
*Leah J. Brouwers, LMFT*

This training will incorporate didactic and experiential learning methods. Concepts of childhood trauma, attachment disturbance, and sensory processing deficits as it relates to emotion and behavior regulation will be taught utilizing research and practice based knowledge. This will be presented through lecture, power point, and case discussion. Video presentation will incorporate expert demonstration of concepts and techniques presented.

4.4 **Historical Trauma in Hispanic Populations in the Southwest**  
(CULTURAL)  
(Substance Abuse)  
*Marcos Martine, MSW, PhD*

New Mexico youth and families live in a social environment that presents certain types of cultural risks and strengths, particularly considering the historical context. Although much of the research and work on historical trauma over the past 3 decades has focused on Indigenous populations, there has been little focus on native Hispanic populations. Due to lack of work in this area, this presentation will place the Hispanic experience in New Mexico focus on historical trauma and its relationship to problematic health behavior in the present day among Hispanics from New Mexico.
4.5 Identity and Resilience in Preventing and Healing from Youth Substance Use - A Culturally-Grounded Approach to lifting up New Mexico’s Youth
(CULTURAL)

Anna Nelson, LCSW
Youth with strong connections to their families, elders, culture and other forms of identity and who have opportunities to meaningfully engage in their learning and in their communities are both resilient and thrive into adulthood. Despite the resilience of New Mexico’s youth, rates of youth substance use in our State are overwhelming. This dynamic and interactive workshop introduces an innovative approach to both promote youth resilience and address youth substance use and other significant adolescent behavioral health risks through an identity-centered, culturally-relevant positive youth development and engagement. Participants will learn more about key developmental tasks during adolescence, the developing adolescent brain and how these not only contribute to risk for substance use, but are key opportunities for developing the resilience-based 21st century skills necessary for adolescents to heal and thrive. Participants will leave with an actionable plan and tools to successfully promote youth resilience in their workplace and communities.

SESSION 5- WED 2:15-4:15pm (2 CEU’s)

5.1 Loan Forgiveness
(STUDENT)
Heather Jarvis
This engaging and practical presentation will help you get a grip on your student loans by clearly explaining:

- The big picture: student debt as part of your total financial picture
- Understanding the eligibility requirements of the income-driven repayment plans
- Loan forgiveness that is not tied to employment
- Public Service Loan Forgiveness
- Proposed rule changes: what they are and how they could affect you
- Tax issues specific to student loan borrowers
- What’s different for married folks
- Pros and cons of private student loan refinancing

Bring your toughest questions because the expert is in the house!

5.2 Microaggressions: Making Hidden Bias Visible and Healing the Damage
(Diversity/Inclusion, Self-Care)
Michelle Pitot EdD, LCSW
This session will address unconscious bias and Microaggressions -- the everyday slights or insults which inflict insult or injury to another despite one’s intentions to the contrary. These negative, even derogatory messages are directed towards people based solely upon their membership in a marginalized group. Unconscious bias and microaggressions diminish trust, and negatively impact social worker’s ability to work supportively with one another. Participants in this workshop will increase their understanding of what microaggressions are, and will be more able to discuss how they can weaken our work towards inclusion across difference. The workshop will explore the many ways in which unconscious bias and microaggressions “show up” in the workplace, and how social workers can interrupt them and disperse their harmful and splintering effects.

5.3 Interconnected Trauma Cycles from Conception to Care Provision: The impact of stress, trauma, and coping strategies on clients, providers, and the community
(CULTURAL) (Child Welfare, Medical, School, LGBT, Substance Abuse, Self-Care)
Leon Aragon, LCSW & Cindy Myers, LCSW, LADAC
As we learn more about the relationship of early childhood development and adverse childhood experiences (ACE), care and service providers recognize the need to understand the link between stress and trauma as it relates to social environments. Children develop coping strategies at early ages that are either adaptive or maladaptive. These behaviors continue to reflect the coordination and interplay of social, cognitive, affective, and brain development over developmental periods. As service providers we need to understand how these stressors impact the children and families we work with but also we need to understand the impact of their trauma on our well-being, our colleagues, and the community at large.

5.4 Heroin: A Clinical Primer  
(Substance Abuse)  
David Petersen, LCSW LAC  
This Primer on Heroin details a process for helping individuals & families understand and overcome heroin addiction. A practical psychology of heroin offers participants insights and tools and methods for prompt use in clinical practice.

5.5 Understanding and Helping People with Sexual Concerns: The So-Called Sexual Addictions  
(Clinical)  
Helen M. Crohn, LCSW, DSW  
This presentation, in the format of a lecture including case examples, will familiarize you with the various manifestations of what is loosely called “sexual addiction”. The presenter has worked in her private practice with heterosexual men who were using sexual activity with multiple anonymous and known partners, on the internet, and with paid sex workers to solve problems in living to the detriment of other aspects of their lives such as their love relationships, their occupational functioning, their health and their finances. Covered topics will include definitions of what constitutes problematic hypersexual disorder vs. normal hypersexual desire; assessment issues, precipitating factors and latest models of helping. The importance of being comfortable in inquiring about sexuality as part of an assessment will be discussed and some suggestions will be made in helping you with this part of initial interviewing.

SESSION 6- THURS 9:30-11:30am (2 CEU’s)  
6.1 Addiction and Recovery: The Confluence of Genetics, Adverse Childhood Events, Community and Spirituality  
(Substance Abuse)  
Lorie Dwinell, LCSW, LICSW  
Presenter will address relatively new research which posits addiction as a brain disease with a confluence of many contributory factors, several of the most important of which are the genetics for alcoholism and a dopamine deficiency in the pleasure or reward center of the brain, unmetabolized trauma associated with adverse childhood events, and a cultural surround which promulgates quick fixes for complex problems.

Secondly addiction will be viewed as a family illness, a mirror of the magnetic force field which ensnares both the addict/alcoholic and the family and to which neither party cannot not respond. Recovery becomes a desired outcome for both the addict/alcoholic and affected family members.

We will examine who is the potential patient: the alcoholic/addict or the family, and where is the locus of motivation for change: the alcoholic/addict, the family, the employer, the community, and how to
enhance and capitalize on that motivation. There are many roads to success or failure in recovery, and we will examine avenues of change and their respective efficacy.

6.2  Co-creating Optimal Emotional Communication in High Risk Families with Preschoolers  
(CULTURAL) (Child welfare, Native American)  

_Myrna Martin, RN, MN, RCC_

A somatic, emotional based approach to therapeutic clinical work with high risk families with preschoolers is delineated. Utilizing video clips of one family, as an example, repatterning approaches will be demonstrated. This aboriginal mother was adopted, ran away at age 14, lived on the streets during four subsequent pregnancies. Two children born were adopted into other families, and an eight month old and a four year old child came to treatment with her. The referral agency was a Transition House. These clips include a prenatal repatterning of fear, protection games, and a spontaneous regression to infancy repatterning process and sand play photos. Community based supports include subsidized housing, home support, transportation, and attendance at free community family based play programs. The four year old girl gains a sense of safety and lovability with her mother, with a corresponding change in behaviors, in both child and mother.

6.3  Services and Deportation of Military Veterans  
(CULTURAL) (Veterans)  

_Daniel Hurtado & Maria A Gurrola, PhD_

Veterans encountered several milestones from receiving appropriate medical insurance, housing, mental health among others after bravely fighting in combat. In today’s unpredictable environment another milestone confronted by this community is deportation. Regardless of immigration status, veterans have the right to receive treatment at the Department of Veterans Affairs medical facilities, yet they have to go through many bureaucratic steps. Many veterans believe that enlisting in the military gives them automatic citizenship through their oath of enlistment, recruiters misinform some and others find out about the misunderstanding when they are being deported. This presentation will present information regarding veterans deportation and the need for social workers to know, understand and advocate for policies and services for US veterans in both sides of the border.

6.4  The Developmental Context Around Changing Immigration Policies and Their Impact on Children  
(CULTURAL) (Immigration, Child Welfare)  

_Megan Finno-Velasquez, Ph.D. & Sophia Sepp, MSW/MPH Candidate_

Immigration policies have become increasingly punitive and have dire consequences for children and families in the U.S. More than 18 million children in immigrant families in the U.S. today live with the ongoing psychological and legal stress of the threat of potential deportation or separation from parents and family. Impacts of the immigration-related stress and that these children experience will vary by their developmental age (early childhood, middle childhood adolescence), and social workers should be prepared to respond in a way that mitigates the negative impacts on children. Several strategies for micro and macro practice will be presented.

6.5  When Grief Is Complicated  

_Heather Hintze, LCSW & Gloria Harmon LICSW-R, ACSW_

We are grateful to the Hospice Foundation in allowing us to present this nationally acclaimed program to our community. Each year is a different diverse topic. This year’s module on Complicated Grief is both generalized enough for social workers in all fields to utilize its concepts, yet clinically challenging for those in private practice and the mental health field. Attendees will find this CEU approved professional training tool enjoyable, informative and challenging. Participants will share their
experiences and workshop expectations. We will then watch numerous taped vignettes in which patients, families, and practitioners across the country share their journey challenges and methodologies.

Interspersed will be videoed Q&A sessions with esteemed national recognized experts in the field as well as moderated Q&A for audience members. We will end with a live panel discussion of local experts in the field including therapists and educator.