Conference Agenda

Thursday, June 01, 2017

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 am to 10:00 am</td>
<td>Continental Breakfast and Sign-In</td>
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<tr>
<td>9:45 am to 10:00 am</td>
<td>Welcome and Introductions</td>
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<tr>
<td>10:00 am to 12:00 pm</td>
<td><strong>Keynote Presentation</strong></td>
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<td><strong>Kenneth V. Hardy, PhD, Drexel University</strong></td>
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<td>“Beyond Culture: Power, Privilege and Social Justice”</td>
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**Brief Overview**

The Mental Health field has made significant strides during the past decade or more in recognizing the pervasive impact of culture on virtually all aspects of our work as clinicians. While the focus on the underpinnings and dynamics of culture has been instrumental in heightening both our awareness of and sensitivity to diversity, it has been less successful in examining how the influences of power, privilege and issues of social justice also permeate our work as helpers and healers. Power, privilege, and issues of social justice are integral components of all human relationships, and especially in those shaped by the nuances of race, class, gender and other dimensions of culture. When the potent but often hidden dimensions of power, privilege and social justice are unacknowledged, they serve as a breeding ground for misunderstanding, misinterpretation, and microaggressions.

This address will examine the anatomy of power, privilege, and social justice and its impact on relationships in and outside of therapy. Strategies of recognizing and addressing issues of power and privilege will be addressed. Special attention will be devoted to the exploration of critical Self of the Therapist issues that may impede and/or facilitate effectively addressing the dynamics or power and privilege in therapy and beyond.

**Learning Objectives**

At the end of this session participants will be able to:

- Identify both the critical distinctions and interrelationships that exists between culture, power, privilege, and social justice;
- Describe a conceptual framework for how power and privilege can be used as an effective clinical tool for addressing issues of diversity in therapy and beyond;
- Employ strategies for engaging in difficult diversity-related dialogues that centralize power, privilege, and issues of social justice; and
### Mental Health Cultural Competence Training Center (MHCCC)

**11th Annual Multicultural Training Conference**

**"Beyond Culture: Power, Economics and Social Justice"**

- **Employ** a framework for exploring relevant Self of the Therapist issues that may be impede and/or facilitate clinical effectiveness

**Target Level**

Beginner, Intermediate, Advanced

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<th>Time</th>
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<tr>
<td>12:00 pm – 1:00 pm</td>
<td>Lunch</td>
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<tr>
<td>1:00 pm – 2:00 pm</td>
<td><strong>Open Forum</strong>&lt;br&gt;with Kenneth V. Hardy, PhD&lt;br&gt;Today's mental health agencies face many internal and external challenges. This forum will not present answers or solutions, but provide an opportunity for mental health professionals to give voice to those challenges among colleagues and in a supportive environment. The ultimate goal is a healthy exchange of ideas. Dr. Hardy will facilitate the discourse and help the group to process effectively.</td>
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<td>2:00 pm – 2:10 pm</td>
<td>PM Break</td>
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<td>2:10 pm – 3:10 pm</td>
<td><strong>Plenary Panel Discussion</strong>&lt;br&gt;Moderator&lt;br&gt;Marion McLaurin, Family Service Association&lt;br&gt;Panelists&lt;br&gt;Retha Onitiri, New Jersey Institute for Social Justice&lt;br&gt;Mary Abrams, New Jersey Association of Mental Health and Addiction Agencies (NJAMHAA)&lt;br&gt;Dewane Parker, Coalition for a Safe Community</td>
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<tr>
<td>3:10 pm - 3:30 pm</td>
<td>Closing Announcements, Evaluation and Sign-Out</td>
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**Friday, June 02, 2017**

- **9:00 am – 10:00 am**<br>Continental Breakfast and Sign-In
- **9:45 am – 10:00 am**<br>**La Shonine Gandy-Smith**, Mental Health Cultural Competence Training Center
Workshop 1 – Relational-Cultural Theory: A Contemporary Theoretical Approach for Individual, Group, and Agency Practice
Lisa Eible, DSW, MSW, LCSW

Brief Overview
Relational-Cultural Theory (RCT), an evidence based theoretical and practice approach, provides a framework for understanding human functioning. RCT fully considers the impact of race, privilege, and racial/cultural differences as a central component to development and adaptation. Adopting an RCT approach can improve relationships between clients and those in helping professions as teams provide care in multicultural populations.

Learning Objectives
At the end of this session participants will be able to:
- Generate a basic understanding of Relational Cultural Theory.
- Explain Relational Cultural Therapy and its applications to practice.
- Explain Relational-Cultural Theory’s approach to understanding race, culture, power, and privilege.

Target Level
Intermediate, Advanced

Workshop 2 – “CA$H” Rules- Creating A Systematic Hypothesis for Incorporating Economics into Social Service Provision
LaTesha Sampson, MPA, SMW, LCSW

Brief Overview
Confronting issues of poverty and inequality is a core value of the human service field. This course will provide participants with a theoretical, empirical, and analytical understanding of poverty and inequality in the US in both urban and rural communities.

Learning Objectives
At the end of this session participants will be able to:
- Describe the leading, competing theoretical perspectives on the causes of poverty and inequality
- Demonstrate the roles of ideology and values in the response to poverty and inequality in urban and rural communities US and other wealthy nations.
- Identify the risk and of poverty and perception of poverty with respect to differences in race, ethnicity, gender, age, family background, and geographical residence.
Examine social policies in the US which directly or indirectly impact poverty and inequality. We will closely examine the role of social work in addressing and confronting issues of poverty, inequality and social justice more broadly.

**Target Level**
Intermediate, Advanced

**Workshop 3 – Family Systems Therapy from a Multi-Contextual Lens: Privileged versus Subjugated Selves**

Joel Levine, MSW, LCSW, LCADC, LMFT, ACSW, ACS, CCS

**Brief Overview**
This workshop aims to guide practicing clinicians through the multi-contextual framework of our society that deliberately impacts families and family interactions. When families of diverse cultures reach out for help they are often unaware of some of the multi-contextual issues that impact the reasons they come to therapy in the first place. This workshop will help mental health professionals to identify, define and understand the flow of stress throughout the family. This course will also examine the function of power and oppression that exists as a result of the class system of our society. Furthermore, white privilege will be explored in the context of its relationship to the oppression, powerlessness and discrimination affecting many marginalized and ethnic minority clients in family therapy and how the therapist can help the client to work through those challenges.

**Learning Objectives**
At the end of this session participants will be able to:
- Define the multi-contextual framework as a way of working with individuals, families, communities and the larger society.
- Identify each systems level of the multi-contextual framework.
- Compare family lifecycle development and individual development.
- Identify how a family member’s place in the hierarchy affects their relationships and their ability to change.
- Discover how to intervene in various levels of context.
- Describe how stress flows across time, as well as, down through the generations.
- Describe how the power and privilege of some groups can oppress and marginalize other groups.

**Target Level**
Intermediate, Advanced
10:50 am – 11:00 am  | AM Break
12:00 pm – 12:10 pm | Morning Evaluation
12:10 pm – 1:10 pm | Lunch

12:10 pm – 1:10 pm  | **Poster Session**

**#1 - Still Unpacking the Backpack: An Experiment in Exploring White Privilege with Relational-Cultural Practitioners**

*Lisa Eible, DSW, MSW, LCSW, Mercy LIFE West Philadelphia*

Abstract: This poster describes the experience and findings of a group of White Relational-Cultural Theory advanced level practitioners who participated in a discussion and learning series for two years, focused on examining White Privilege, its impact on racism, the development of an action agenda, and the production of written work.

**#2 - Women’s Therapy Group for African American Female PACE Participants as an Intervention for Depression**

*Lisa Eible, DSW, MSW, LCSW, Mercy LIFE West Philadelphia*

Abstract: The women’s therapy group project was a quality initiative designed to respond to the prevalence of depression and anxiety noted in a large, urban Program of All Inclusive Care for the Elderly (PACE) participants. All participants in the groups were African-American women, over the age of 55, with symptoms of depression and/or anxiety. The project was intended to provide a non-pharmacological intervention for PACE female participants, as part of the social work quality improvement plan. The project used the “Plan, Do, Study, Act” model of quality improvement, where data was gathered in each group phase and the learnings were applied to subsequent group phases. The poster describes the quantitative and qualitative findings of the project.

**#3 - How Do Schools of Social Work Teach Cultural Competence?**

*Jack Lewis, DSW, LCSW, Stockton University*

Abstract: The 2008 National Association of Social Work (NASW) Code of Ethics charges social workers to be ethically responsible for providing culturally competent practice. The 2008 Counsel on Social Work Education (CSWE) Educational and Professional Accreditation Standards (EPAS) addresses teaching culturally Competent social work practice in graduate social work education by requiring the inclusion of diversity content in social work curriculum. The purpose of this research was to examine the methods utilized by graduate schools of social work to teach culturally competent practice to master of social work students utilizing diversity content.

**#4 - Communication and Affirmation: Effective Strategies to Promote Interdisciplinary Team Cohesion in a Multicultural Health Care Setting**

*Lori Latimer, MSW, LCSW & Emily Gavin, MS, OTR/L, Mercy LIFE West Philadelphia*
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<tr>
<td>1:10 pm – 3:10 pm</td>
<td>Abstract: This poster will describe strategies for effective communication in a multicultural, interdisciplinary health care setting. A brief description of the experience of one health care facility will be outlined, with an exploration of the challenges and opportunities to foster team cohesion. The poster will focus on the use of mindful communication, meeting structure, and role affirmation as strategies to promote positive outcomes for multicultural interdisciplinary teams.</td>
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| 2:10 pm – 2:20 pm | PM Break |
| 3:10 pm – 3:30 pm | Afternoon Evaluation and Sign-Out |