



Detailed Session Agenda with Summary & Objectives

For CE Self-Reporting



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A community of human service professionals.

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Saturday November 12, 2023

8:30 AM – 9:00 AM: Welcome Address: The Future of Human Services

Speaker/Presenter: National Organization for Human Services President, James Stinchcomb, MSW, HS-BCP, CNP

Overview:

Explore the essence of the National Organization for Human Services (NOHS) as it ushers in a new era during the National Conference 2023: "Future of Human Services." The welcome address is to welcome participants to the National Conference 2023 and reflects on NOHS's commitment to promoting social justice, equity, and inclusivity in the field of human services. It emphasizes the significance of forging alliances with community partners, preparing students for career readiness, and expanding the HS-BCP credential. The address sets the tone for a future defined by compassion, equity, and the unwavering pursuit of human dignity.

Learning Objectives:

1. Understand the core values and mission of NOHS, emphasizing social justice, equity, and inclusivity.
2. Recognize the importance of collaboration with community partners in amplifying the impact of human services initiatives.
3. Appreciate the significance of preparing students to be career-ready on day one through comprehensive education and professional development.
4. Grasp the importance of growing the Human Services-Board Certified Practitioner (HS-BCP) credential to elevate the credibility of the field.
5. Be inspired to contribute to a future characterized by compassion, equity, and the unwavering pursuit of human dignity in the field of human services.



Saturday November 12, 2023

9:00 - 9:50 AM: **Keynote Address:** The Future of Human Services

Speaker/Presenter: Sheila Poole, Vice-President of External Relations, APHSA

Overview:

Welcome to the 2023 National Organization for Human Services Conference! We are delighted to kickstart this event with an inspiring keynote address from Sheila J. Poole, the Vice President of External Relations at APHSA. As we gather here today under the theme "Launching the Future of Human Services—Centering Community and Lived Experience," we have a unique opportunity to delve into the transformative power of human services in our communities. Join us for this engaging keynote address, where Sheila Poole will share her wealth of knowledge and experience, offering valuable insights and strategies that can guide us as we collectively shape the future of human services. Let's embark on this journey together and empower ourselves to make a lasting impact in our communities.

Learning Objectives:

1. **Understanding the Importance of Lived Experience:** Sheila Poole brings over 35 years of senior leadership experience to the stage, spanning non-profit, local, and state government sectors. In her keynote, you will gain insights into the significance of lived experience and how it can shape effective human services policies and practices.
2. **Empowering Our Workforce:** With a distinguished career that includes leadership roles at the New York State Office of Children and Family Services (OCFS), Ms. Poole is well-equipped to discuss the pivotal role of a skilled and empowered workforce in delivering quality human services. Discover how investing in our workforce can enhance the impact of our programs.
3. **Building Community-Centered Approaches:** Sheila's extensive background in child welfare, juvenile justice, child care, and mental health administration positions her as an authority on community-centered approaches. Learn how to align your human services strategies with the needs and aspirations of the communities you serve.
4. **Navigating the Intersection of Public and Non-Profit Sectors:** Gain a comprehensive understanding of the synergy between public and non-profit sectors in advancing human services. Ms. Poole's journey from local and state government to her current role at APHSA exemplifies the potential for collaboration and innovation at this intersection.
5. **Leadership and Advocacy:** Sheila Poole's involvement with APHSA's child welfare affinity group, the National Association of Public Child Welfare Administrators (NAPCWA), and her role on the APHSA Leadership Council showcase her commitment to leadership and advocacy in the field. Explore how effective leadership can drive positive change in human services organizations.



Saturday November 12, 2023

10:00 – 10:50 AM: Concurrent Session 1

Countdown to Capstone

Presenters: Julie Hill-Lauer, M.A., L.S.W; Melissa Curry, M.S.Ed, LMHC, HS-BCP

This presentation will focus on how human services programs can utilize a senior capstone project and event to enhance the internship experience and build community relationships. Workshop participants will learn how to introduce the concept of a logic model into an upper-level internship course and field experience. Students use the model to design an original project, process or program that will address a current or future need on behalf of their site. Students create a poster presentation to outline the planning, implementation, and evaluation stages of their project. They present their outcomes to the community and other human services professionals at an annual Capstone event.

The Capstone event serves as a valuable marketing tool for the human services degree program by illustrating student contributions to the field and the impact that our profession can have on the community. We invite a guest speaker to present on a trending topic in the field of human services. This provides a professional development opportunity for our students and the attendees. This Capstone workshop encourages additional participation of regional professionals. These professionals are able to talk with students about their projects and learn about resources in our community. Attendees also use this as an opportunity to meet our graduating seniors and discuss job opportunities with them.

After completing this workshop, the participants will be able to:

1. Describe the components of a logic model
2. Incorporate the process of developing a logic model into a field experience course
3. Identify how logic models can positively impact the functioning of human service organizations.
4. Utilize workshop materials to implement a capstone event to:
 - Market the professional degree program, and highlight student achievements
 - Provide students and community partners with an opportunity to network at a professional event.



Saturday November 12, 2023

10:00 – 10:50 AM: Concurrent Session 1

Changes in Clinical Interviewing: Adjusting for the Chronic Disease Experience:

Presenter: Dante Bachini

Building the rapport between provider and patient is a key determinant of successful health outcomes in healthcare. In chronic disease management, many are disenfranchised at the time of care due to the stress chronic illness creates. The communication that is essential to alleviate disease, and stress is lost, creating confusion, and anguish for both patient and provider. Addressing the complex nature of chronic disease management requires changes in how primary care interviewing is conducted. A literature review of the current primary care interviewing methods was conducted. It was identified that the current interviewing practices create a barrier in understanding. Primary care interviewing strategies fail to account for all unique systems of the patient. The current techniques for primary care interviews were then compared to the novel, patient-focused interviewing strategies. Motivational, collaborative, self-management, and patient-as-experts were identified as superior interviewing methods to maintain patient autonomy and wellness. These interviewing strategies were associated with more adaptable patient care plans, improved health management, and functional-chronic disease outcomes. The identified techniques were less associated with the pathology of a disorder, focusing on advocacy and maintenance of the complete individual. The strength-based conversations that were cultivated improved patient adherence and coping strategy utilization.

Learning objectives:

1. To reflect on one's own Human Service practice, and understand how the chronicity of diseases interacts with the level of care one provides.
2. To understand the origins of the disconnection in providing interventions that are meaningful to the client, and avoid forced-utilization.
3. To gain insight into the value of client voice, and their capacity to create, structure, and design care plans to maximize the care they receive.
4. To better understand how current, and old research can assist in supporting client voice.



Saturday November 12, 2023

10:00 – 10:50 AM: Concurrent Session 1

Undergraduate Student Experiences with a Community Needs Assessment Group Project:

Presenter: Emily A.S. Fenster, Ph.D., HS-BCP

A needs assessment should pinpoint “possible solutions to community problems”. The aim should focus on specifics within populations or communities to facilitate impactful change. The problems can be framed in different ways to highlight various tiers of constraints; it could be an issue of lacking awareness, availability, accessibility, or acceptability of services. Not just what resources exist, but the reality surrounding how helpful the resources are to the population or community. Ongoing assessment is an integral part of helping professions today, as there is more pressure to showcase impact amid competition for limited resources and funding.

Undergraduate students may not always grasp the importance or relevance of applied projects and group work, especially in connecting their present selves to their futures in helping professions. How can educators help undergraduate students experience what they may be tasked with as human services professionals in a more approachable manner?

For this smaller human services program in the upper Midwest, students face complicated professional roles, many of which involve taking on responsibilities in more rural environments or regional programs. This presentation will address how a scaled-back version of a community needs assessment group project was incorporated into a lower-level introductory human services course to provide a more practical view of research used in the field. Insights from student reflection data collected throughout the semester will be included to contextualize both the rewards and pitfalls of group project work from the student perspective. Information on the course, project, and further troubleshooting advice will be included to promote brainstorming.

Learning Objectives:

- 1) Participants will be able to consider how to create more applied group projects that incorporate elements of a needs assessment.
- 2) Participants will understand how more applied group projects can enhance the undergraduate student experience.
- 3) Participants will understand the rewards and challenges associated with undergraduate applied group project work.



Saturday November 12, 2023

11:00 – 11:50 AM Concurrent Session 2

Assessing Community-Based Agencies to Identify Needs for Best Practices in Program Delivery and Service.

Presenters: Melanie Horn Mallers, Ph.D., Adrian Rodriguez, Ph.D., James Ruby, Ph.D.

In this presentation, we discuss findings from a formal assessment, conducted via the CSU Fullerton Center for Community Collaboration, about the needs of community-based partners that our Human Services department collaborates with. This includes non-profit agencies that support our undergraduate students to meet their fieldwork degree requirements. We gathered data from 41 agency directors regarding their needs for specialized services and skills that can assist them with developing or enhancing successful operations and program deliveries and that will better prepare them in the future for the ever-changing needs of diverse populations. Specifically, we asked about services and training their agency would be interested in learning more about, skills that they would like their staff and student interns to better develop, and the latest trends and most current issues that our department should include in our curricula to better prepare students who will be working in the field. Overall findings indicate the greatest need for more training in (1) agency-wide leadership and team building, program evaluation, and community engagement; 2. staff and student development of interpersonal skills (e.g., communication, empathy), as well as skills necessary to be more confident and efficacious in self-directed actions and goals; and 3. the need for specialized knowledge in trauma-informed care, developmentally appropriate program delivery, and self-care strategies. Additional findings are to be presented, along with a discussion about building partnerships between human services academic programs (including faculty and students) and community stakeholders (including directors and staff), as well as strategic plans to develop best practices for critical intervention and prevention-based services. The opportunity to reflect on current issues and challenges in the field of Human Services is critical for continuing to develop a stable, culturally competent, and resilient workforce committed to helping to improve the lives of communities and families.

Learning Objectives:

- 1) Learn about the wide array of needs agencies and nonprofits report needing to best support their clients
- 2) Develop strategies to forge collaborations between universities and community stakeholders
- 3) Understand the necessary skills of Human Services faculty and the needs of community-based programs to create collaborative partnerships that support both university students and agency professionals



Saturday November 12, 2023

11:00 – 11:50 AM Concurrent Session 2

Engaged Learning Pedagogies in Human Service Education: Practical Strategies, Implementation Experiences, and Future Directions

Presenters: Christian Williams, Ph.D., LMHC, Cinzia Pica, Ed.D.

This interactive workshop for Human Service educators will be focused on community engagement, experiential, and project-based pedagogies to enhance understanding of theory-driven skills acquisition in human service courses. Facilitators will present their own work using these pedagogies to create meaningful classroom learning experiences that lead to human service students' increased skills and competencies. Discussions will include curriculum design, including the use of renewable assignments, as well as strategies to address the challenges and barriers that educators experience and opportunity development. Facilitators will provide space, activities, and dialogue to support participants' understanding, application, and use experiential pedagogies. Participants will also have access to a set of resources related to engaged learning pedagogies, inclusive and accessible classroom activities, and assessment strategies for measuring student engagement, feedback, and outcomes.

Learning Outcomes:

- 1) Educators will identify and describe the principles, components, and benefits of engaged learning pedagogies.
- 2) Educators will develop an understanding of how high impact engaged pedagogical practices can build collaborative learning communities and increase student engagement and outcomes.
- 3) Educators will learn to cultivate learning communities that provide professional and intellectual development, feedback and accountability, social-emotional support, and access to community engagement opportunities and resources.
- 4) Educators will engage in the development of curricula, practice techniques and classroom activities, and discuss effective strategies for culturally sensitive approaches and practices.
- 5) Educators will explore the use of assessment and student feedback to measure the effectiveness of engaged pedagogy implementation on student learning outcomes.



Saturday November 12, 2023

11:00 – 11:50 AM Concurrent Session 2

Un Paso Junto: A Psychoeducational Group with Latina/o/x College Students

Presenters: Saki Cabrera, Ph.D., Melvin Merlos

This session will delve into the intricacies of a psychoeducational group designed to support Latina/o/x adults, breaking the stigma surrounding mental health in the Hispanic/Latina/o/x community. Participants will gain insights into the development and implementation of the group, exploring topics such as gender roles, identity, acculturation, and generational trauma. Through shared experiences and mutual learning, attendees will leave empowered, with a sense of community, and equipped with effective coping strategies and resources to address the unique challenges faced by the Latina/o/x population in their mental health journey.

Learning Objectives:

- 1) Explore the development and implementation of the psychoeducational group, gaining insights into how this supportive community fosters open discussions, mutual learning, and empowerment among its members.
- 2) Identify effective strategies and resources that can be employed to support the mental health of the Latina/o/x population, promoting resilience and well-being in the face of identified challenges and barriers.



Saturday November 12, 2023

11:00 – 11:50 AM Concurrent Session 2

The Power of Civility in the Workplace: Let's Change the Conversation

Presenter: Stephanie Perry, MSS

This workshop will explore the power of civility in the workplace, a crucial aspect for human service professionals dedicated to the well-being and care of others. Far too often, the commitment to our duties comes at the expense of our own mental and emotional health. Workplace incivility is a pervasive issue that, while frequently discussed, is rarely confronted head-on. In this session, we will explore the underlying causes and dynamics of incivility, examining its detrimental impact on human service professionals and agencies as a whole. The consequences are far-reaching, manifesting as poor performance, burnout, resentment, and even retaliatory behavior, which ultimately hinders our ability to effectively serve our clients. Through a combination of research insights and shared professional experiences, this workshop aims to equip you with practical strategies and protective measures to foster a culture of civility and respect in your workplace.

Learning Objectives:

- 1) Participants will be introduced to the trends and defining behaviors of civility.
- 2) Participants will learn and engage in discussions about experiences as a target or witness of workplace incivility.
- 3) Participants will learn resilience factors and coping strategies to address toxic work environments.
- 4) Participants will leave with resources and tools on how to prevent incivility in the workplace.



Saturday November 12, 2023

1:30 – 2:20 PM

Concurrent Session 3

Where are they now? Results and Future Implications from a Survey to Graduates of one Human Services Master’s Degree Program

Presenters: Melissa Spriggs, Ph.D., LCPC, HS-BCP

Human services education programs initially began as associate degree and bachelor’s degree programs. Now, however, master’s degree and doctoral degree programs in human services are also increasingly being offered at institutions around the country. As these graduate programs have grown, questions have arisen regarding the value and purpose of graduate level degrees in human services, particularly when other related graduate degree programs already exist such as in counseling, social work, human development and family studies, and others. Prospective students often wonder how the human services master’s degree differs, what kinds of jobs they can anticipate obtaining and at what salary range. Faculty wonder how graduates fare in the workforce and whether they feel satisfied with their degree choice. This presentation will review results of one master’s degree program evaluation survey completed by 37 graduates over the past five years. The results of the survey provide some answers to these common and important questions that have implications for the future of human services education at the master’s degree level and beyond. Strategies for how human services master’s degree programs can improve their advertising, recruiting, orientation, and advising processes to better assist potential students with understanding their graduate degree options and selection will also be discussed.

Learning objectives:

- 1) Participants will review and understand the history of human services degree options and the role of program evaluation in revising such educational programs.
- 2) Participants will learn and understand the results from one MA Human Services degree program evaluation survey completed by 37 of its graduates from the past 5 years.
- 3) Participants will learn and discuss suggested strategies for improving graduate human services degree program advertising, recruitment, orientation, and academic and career advising.
- 4) Participants will discuss the implications of the survey results for the future of human services education programs and for the field of human services.



Saturday November 12, 2023

1:30 – 2:20 PM

Concurrent Session 3

The Pros and Cons: Assessing a Higher Degree in Human Services

Presenters: Jim Castleberry, Ph.D., Barbara Benoliel, Ph.D.

This session presents an analysis of the value of pursuing an advanced degree in Human Services from interviews with Human Services graduates and follows their paths from completing their degrees with an additional live panel of current graduate students and practicing professionals, who will share their experiences and their evaluation of their Bachelor, Masters, or Doctoral degrees in Human Services relative to their work in the field.

Learning Objectives:

- 1) Explore the significance of Human Services higher education in career development.
- 2) Analyze the opportunities and challenges of higher education in human services.
- 3) Expand their understanding of higher education in the field of applied human services.



Saturday November 12, 2023

1:30 – 2:20 PM

Concurrent Session 3

CSHSE Accreditation Updates: The New EDVERA Online Accreditation Process

Presenters: Nicole Kras, Ph.D., HS-BCP, Paul A. Datti, Ph.D., CRC, HS-BCP

The Council for Standards in Human Service Education will present information on the benefits of human service program accreditation, a general review of the accreditation process including the new online EDVERA System, and instructions on membership login access to information on the webpage.

The visual presentation will utilize PowerPoint slides and will introduce the benefits of Human Service program accreditation by reviewing the CSHSE mission as well as the Council for Higher Education Accreditation (CHEA) principles for participants who are new to the accreditation process. Participants will be directed to the CSHSE website, be provided an overview of the membership login process, be directed to available resource materials for members including the 2022 revised CSHSE Membership Handbook and be provided an overview of the new EDVERA online system for accreditation. Participants will be encouraged to ask questions and provide peer support among those who are new and those who are seasoned to the accreditation process.

Learning Objectives:

- 1) Participants will demonstrate an understanding of the accreditation process.
- 2) Participants will demonstrate an awareness of the current CSHSE accreditation standards
- 3) Participants will demonstrate awareness of the CSHSE website and membership login access
- 4) Participants will demonstrate an understanding of maintaining compliance with accreditation standards
- 5) Participants will demonstrate an understanding of how to use the new online EDVERA system for Self-Study Reporting



Saturday November 12, 2023

2:30 – 3:20 PM

Concurrent Session 4

Ethics Panel

Presenters: Patricia Eber, Ph.D., LMFT, Leslie McClane, M.A., LPC, Susan Sabelli, M.A.

The panel will focus on the realm of ethical decision making that is guided by a specialized model tailored to the human services field. The panel will also discuss techniques to instill ethics in the curriculum for human service students, providing them with tools to use in their internships and future careers. A moderator will ask questions during the discussion and encourage audience participation.

Learning Objectives:

1. Participants will be able to describe the main reasons to utilize an ethical decision-making model with students.
2. Participants will be able to summarize the key components of the Human Services Ethical Decision-Making Model.
3. Participants will understand how to apply the model to ethical dilemmas.
4. Participants will be able to simulate discussions on teaching students the difference between having a knowledge of ethics and having ethical judgement.
5. Participants will learn various approaches to teaching ethical decision making.



Saturday November 12, 2023

2:30 – 3:20 PM

Concurrent Session 4

Integrating Professional, Experiential and Micro-credentialing Opportunities into Community College programs

Presenters: Anya Y. Spector, LMSW, Ph.D., Maureen Doyle, LMSW

Connecting students to meaningful career perspectives, preparation, and practice, and is essential to successfully developing the next generation of Human Service professionals. Students who persist in college and earn a degree do so because they see a connection between their academic training and their aspirations. As educators we can make an impact by creating courses that engage theory, knowledge, skills, and professional practice in the classroom and in the community. We can expand the scope of our pedagogy to integrate career readiness throughout the curriculum.

This presentation will focus on the pedagogy of career readiness, student engagement, and professional development. We will emphasize experiential learning in classroom and community contexts. We will highlight specific examples and implementation strategies from our colleges, including integrating micro-credentialing opportunities such as training in Motivational Interviewing, providing structured, supervised internships in community-based organizations, and developing community partnerships for sustained student engagement in experiential learning.

Learning Objectives:

- 1) To provide examples of experiential learning activities both in the classroom and outside the classroom.
- 2) To offer examples of potential collaborations with career development professionals across your institution and communities.
- 3) To promote the importance of connecting career readiness to micro-credentialing opportunities and implementing curricula for the purpose of better preparing and retaining students.



Saturday November 12, 2023

2:30 – 3:20 PM

Concurrent Session 4

Culturally Responsive Teaching: Students with Complex Needs

Presenter: Samantha Wallin, M.Ed

Some core concepts that the participants will be engaging in include- teaching and learning within the context of culture, teacher as a facilitator for differentiated instruction, using culturally mediated instructional strategies and the CREATE model to support students with IDD/MI, and building culturally responsive parent partnerships. There are important questions the participants will reflect on, and these include: What are the inequities (disproportionality) in my school, my classroom? How do I define cultural responsiveness, and how does this intersect with the mental health and cognitive needs of my students? What are my top five biases, prejudices, misunderstandings? How frequently do I check my filter, and evaluate my own deficits? How culturally connected am I to the cultures of my students, and teachers?

Learning Objectives:

- 1) Participants will communicate ways to facilitate student learning through a “context of culture” lens, as demonstrated through responses in the presentation discussions.
- 2) Participants will use the CREATE model to develop student-centered instructional tasks that are culturally responsive, as demonstrated in written and verbal examples.
- 3) Participants will complete a parent survey activity and list a minimum of 3 reasons why communication in the classroom, and with families, is important in connection to culturally responsive teaching practices to meet the needs of students with IDD/MI.



Saturday November 12, 2023

2:30 – 3:20 PM

Concurrent Session 4

Fostering Communities of Support to Respond to the Needs of Military and Veteran Families

Presenter: Jenny Rea, Ph.D.

This presentation will expose Human Services professionals, practitioners, and educators alike to current literature on the positive successes as well as the unique challenges that military and veteran families face today. The presentation will begin by addressing recent research on some of the continuing trends experienced by military families. Such topics will include:

1. How COVID-19 exacerbated challenges among military children (e.g., disproportionately more learning and social challenges);
2. Presence of food insecurity resulting from amplified financial hardships;
3. High suicide rates and lack of access to mental health resources;
4. Reduction of community services for veterans due to the shrinking population;
5. Employment concerns for military spouses and veterans and;
6. Concerns accessing affordable and reliable childcare.

During the seminar, the speaker will provide engaging activities (e.g., case study examples; prompts; Q&A; short quizzes) that will allow participants the opportunity to share similar issues that they have within their civilian populations. Participants will also reflect on how they, as Human Services professionals, can better support military and veteran families within their communities to help them survive and thrive. The presentation will conclude with a time (5-10 minutes) to ask and/or answer questions. This time will also be open to allow participants to address any solutions that they have to better support transitioning military families, encouraging career and academic success, and connecting them to community resources.

Learning Objectives:

- 1) Participants will begin to build a presence between the Human Services community and the university as well as bridge the gap between local and state organizations through collaboration and outreach.
- 2) Participants will identify current challenges and successes experienced by military and veteran families and the impact of such trends on the Human Services field.
- 3) Participants will identify potential interventions for better supporting individuals, families, and communities, particularly within military and veteran communities.



Saturday November 12, 2023

3:30 – 4:20 PM

Concurrent Session 5

The Intersection of Artificial Intelligence and Human Services: Implications for Practitioners and Higher Education

Presenter: Juliet Bradley, PhD, LSW

Artificial Intelligence (AI) is becoming more widely utilized in different professions, such as human services, and is being increasingly integrated into higher education. This proposed presentation will provide information that allows different audiences to understand the ways in which AI is impacting and enhancing the field of human services, as well as some ethical considerations that accompany the incorporation of these tools.

AI has assisted human service professionals in numerous ways including providing direct client services, program administration and evaluation, policy analysis, and community organizing. AI has been used to identify signs of mental health issues and assist clients with scheduling appointments and learning coping mechanisms. AI has also helped professionals develop, revise, and evaluate programs. On a macro level, AI has provided human service professionals with a better understanding of policy documents and gaps in existing policies, and the ability to provide more effective outreach and collaboration related to community organizing.

The use of AI in higher education is becoming increasingly popular among students, faculty members, and administrators. Students in programs such as human services, have used AI to help sift through articles for academic papers, and more effectively analyze case studies. Faculty members have used AI in numerous ways such as enabling students to interact with virtual clients to practice various skills. On a larger level, AI tools have helped administrators identify students at risk, predict persistence rates, and enhance capabilities of advisors. Overall, as the use of AI is increasing, it is important that current and future human service professionals understand its impact on the profession. AI-related tools have the potential to help provide efficient and effective services to clients, which is ultimately the goal of everyone committed to the field of human services.

Learning Objectives:

- 1) Participants will evaluate some of the ways in which Artificial Intelligence-related tools can enhance effectiveness and efficiency among human service professionals.
- 2) Participants will analyze some of the current and future impacts of Artificial Intelligence-related tools for human services students, faculty, and higher education administrators.
- 3) Participants will assess ethical considerations and concerns related to the use of Artificial Intelligence in the field of human services.



Saturday November 12, 2023

3:30 – 4:20 PM

Concurrent Session 5

Infusing Trauma Informed Case Management with Clinical Assessments for Non Clinicians in 21st Century Service Delivery

Presenters: Lester Burney

This workshop will expand upon the concept of traditional case management services with clients by incorporating clinical assessments and questionnaires that seek to explore the presence of mental health issues/challenges and trauma indicators that can be administered by non-licensed case management staff. This concept seeks to identify risk factors, social histories and areas of concern based on a trauma informed care model that can enhance initial interviews and assessments and connect clients sooner to appropriate clinician-based services such as individual, group, and family systems therapy. Case manager clinical assessments ensure more productivity of session time for licensed clinicians during their session times.

Learning Objectives:

1. Learn various clinical assessments that can be administered by unlicensed staff
2. Achieve greater competency in identifying indicators of past and present trauma in clients
3. Learn the foundational tenets associated with effective trauma informed care service delivery models



Saturday November 12, 2023

3:30 – 4:20 PM

Concurrent Session 5

Insights into Publishing in Human Services: Magazines, Newsletters, Journals, and Books

Presenter: Edward Neukrug, Ed.D.

This presentation provides insight into publishing in newsletters, magazines, journals, and books through traditional and novel avenues. The relative position these venues play in tenure and promotion and in spreading knowledge will be explored. The workshop will have the following structure: (1) Introduction; (2) Writing to spread knowledge, writing out of interest, and/or writing to make money. (3) Writing with or without passion; (4) Finding your voice as a writer and learning how to apply it to the writing process; (5) Writing books (e.g., writing a prospectus, securing a publisher, securing a contract, the review process, the editing process, obtaining permissions, choosing covers, marketing, self-publishing, and AI); (6) Writing articles (e.g., picking a journal, writing style, grammar, length, references, APA style, knowing what reviewers are looking for, and more); (7) The difference between writing for newsletters, magazines, articles, and books (H factors, impact factors, acceptance rates); (8) Understanding and surviving the rejection process; (9) Writing to get tenure and promoted (i.e., understanding the relationship among magazines, journal articles, and books in the tenure and promotion process); (11) Ensuring inclusivity and cultural competence in your writing process; and (12) Finding your meaning and purpose through writing. The workshop will conclude with a Q & A with the presenter: a well-known author at a research-intensive university.

Learning Objectives:

1. Learn how the writing process is critical to spreading new knowledge in human services;
2. Understand the differences among publishing in newsletters, magazines, journals, and books;
3. Comprehend important, and specific, facts about getting published in books and in journals;
4. Be able to identify the place that newsletters, magazines, journals and books have in the tenure and promotion process; and
5. Learn how the writing process can bring purpose and meaning to one's life.



Saturday November 12, 2023

3:30 – 4:20 PM

Concurrent Session 5

Toxicity in Society

Presenter: Lorie Kramer, D.Ed., Melisa Littleton, M.S., NCC, LPC

Over the years, society has faced many increasing challenges, with one being how people communicate, interact, and relate to one another. The purpose of the presentation is to spotlight the current, significant challenges of living and working with toxicity in society and the negative impact it can have on psychological well-being. The presentation will have a special focus on toxic positivity and toxic relationships. The presentation will detail what each toxin may look like in real life, provide examples, and offer concrete strategies for human service professions to use in addressing and mitigating toxicity in society. The topic is relevant to both personal and professional lives and intertwines with working in the human services field. Toxicity in society can directly impact meaningful work in the human services field where consumers are being influenced by or participating in. For this reason, the proposed presentation is applicable for educators, practitioners, and students.

Learning Objectives:

- 1) Participants will learn the definitions of distinct types of toxicity and ‘what it looks like’ in our society today.
- 2) Participants will gain an understanding of the negative impact toxicity can have on psychological well-being.
- 3) Participants will learn ‘what to do’ or ways to reduce the negative effects of toxicity.



Sunday November 13, 2023

8:30 – 9:20 AM Concurrent Session 6

A Campus Based Human Service Initiative: The Working on Wellness Together Project

Presenters: Roxanne Atterholt

Are you concerned about the future of student well-being? According to the CDC (2018) well-being includes “the presence of positive emotions and moods (e.g., contentment, happiness), the absence of negative emotions (e.g., depression, anxiety), satisfaction with life, fulfillment, and positive functioning.” Current higher education headlines have indicated that college students’ mental health and well-being has reached crisis levels. This increasingly dire situation has contributed to the growth of research on the relationship between well-being and engagement. While both factors have been positively correlated with student success, the relationship has proven to be more challenging to capture.

This presentation provides evidence-based strategies, resources and practices that promote student well-being across disciplines, academic units, and institutions. Previously, student well-being had been treated largely as the responsibility of support units, such as counseling centers, and service centers, such as advisors. The experience of the global pandemic has brought together those that work with students inside and outside of the classroom. For our project, seven instructors from multiple disciplines worked together to integrate individual and collective well-being across an entire campus. This interactive session will present the results of a mixed-methods study that explored the relationship between well-being, engagement, and student success, while also providing new evidence-based models of engagement that could be replicated at your institution.

Learning Objectives:

- 1) At the end of this session, participants will apply strategies, practices and resources that promote student well-being inside and outside the classroom.
- 2) At the end of this session, participants will appreciate the benefits of connecting student well-being approaches across the curriculum and institutions.
- 3) At the end of this session, participants will critically evaluate social connection, compassion, stress reduction, gratitude, purpose, and belonging and growth mindset practices towards a healthy community.



Sunday November 13, 2023

8:30 – 9:20 AM Concurrent Session 6

Interprofessional Collaboration: Training the Future’s Human Services Professionals

Presenters: Kristy Carlisle, Ph.D., Mark Reh fuss, Ph.D., Chaniece Winfield, Ph.D., Kevin Snow, Ph.D.

Within healthcare and human services, interprofessional collaboration (IPC) occurs when individuals from at least two distinct professional identities work together to achieve various client outcomes (Interprofessional Education Collaborative, 2016). Human services professionals (HSPs) have the capacity to be in collaboration with a variety of professionals to promote quality, comprehensive care for clients: medical providers (i.e., physicians), specialty mental and behavioral health providers (i.e., counselors), and community welfare providers (i.e., social workers). HSPs have been recognized as vital in facilitating IPC in medical settings and during mental health crises through care and referral coordination, the use of assessments, strong relationships with clients, and professional flexibility (Donovan et al., 2018; Teper et al., 2020; Winters et al., 2015). In this way, HSPs can serve to bridge the gap between various medical, psychological, community, and social services that can improve the quality of life of clients they serve.

Interprofessional Collaboration (IPC) has been found to be vital for effective practice for a broad range of medical, mental health, and helping professions, including human services. Further, it is related to improved patient outcomes when receiving health and wellness services, including enhanced quality of and access to services (Cox et al., 2014; Donovan et al., 2018), positive client experience (Davidson et al., 2022), satisfaction (Will et al., 2019), and increased prevalence of holistic care related to case conceptualization and treatment planning (Winfield et al., 2017). Human services educational programs can incorporate IPC activities, assignments, and courses into their curricula. Because IPC smoothly aligns with the field of human services in values and practice, there can be a natural addition of IPC to already excellent human services education.

This presentation shares preliminary results of a study on the self-efficacy of human services students after workshops on IPC. It also makes recommendations for the didactic infusion of IPE into human services programs, curricula, coursework, assignments, and experiences. It concludes with a discussion of two grant funded programs in which human services students participate in interprofessional collaboration to provide healthcare to underserved areas in southeastern Virginia.

Learning Objectives:

- 1) Participants will explore the benefits of and challenges to incorporating interprofessional collaboration topics into human services education.

- 2) Participants will critique and expand upon specific didactic recommendations for IPC activities in the human services classroom.
- 3) Participants will witness the implementation of an interprofessional experience for human services students to provide IPC in the field.





Sunday November 13, 2023

8:30 – 9:20 AM Concurrent Session 6

You Don't Need a B.A. to Provide Culturally Responsive Services!

Presenters: Saki Cabrera, Ph.D., Abigail Bayquen, Delfa Bell, Reigh Ellis

Trends continue to show the need for culturally responsive human services providers nationally and locally <https://www.bls.gov/ooh/community-and-social-service/home.htm>. Based on the gap analysis prepared by San Francisco Bay Center of Excellence for Labor Market Research November 2020, the Bay Area region data shows, "...there is a large labor market gap in the Bay region with 5,733 annual openings for the Health & Human Services and Medical Assisting occupational cluster and 199 annual (3-year average) awards from community colleges and other institutions for an annual undersupply of 5,534 students." Eugene Durrah, Mental Health Clinical Supervisor at Solano County Behavioral Health said, "We are currently experiencing the highest vacancy rate in history in Behavioral Health County at a time when the behavioral health needs that are much higher than they have ever been."

This is where Solano Community College's (SCC) model can play a vital role in training a diverse workforce to meet the need, which also results in local residents tapping into their expertise given their ability to identify subtle nuances that influence one's affect, cognition, and behavior in their communities; this can help increase more successful outreach, prevention and intervention efforts. Below is an outline of SCC initiatives that can result in culturally responsive human service providers meeting the need and ensure that the field of Human Services will be led by people that reflect the diversity of those served in the future.

Learning Objectives:

- 1) Identify trends in the Human Services field
- 2) Better understand the value of training a diverse, local workforce
- 3) Replicate a model for Human Services education, training and employment
- 4) Seeing themselves as leaders in the field of HS



Sunday November 13, 2023

8:30 – 9:20 AM

Concurrent Session 6

The Role of Remote Human Services Internships in the Future

Presenter: Nicole Kras, Ph.D., HS-BCP

During the COVID-19 pandemic there was an increase in offering remote internships in the human services field due to health and safety restrictions. For many human services graduate and undergraduate programs this was their first experience with this type of fieldwork placement. An initial study conducted during the summer of 2021 with human services faculty, students, fieldwork coordinators, and practitioners showed that they had mixed feelings about this type of fieldwork experience. For some, they enjoyed the flexibility and cost-effectiveness of remote internships, as well as believing this mode of fieldwork strengthened their communication and technological skills. Challenges included not feeling like part of the organization and not having in-person experiences with clients. Findings led to the recommendation of implementing a hybrid fieldwork model. A recent follow-up study investigated the role of remote internships approximately three years after lockdown measures were put in place. Flexibility and cost-effectiveness continue to be a strong benefit of remote internships, making the argument for it as a more equitable option for students. When asked about the role these types of internships will play in the future, responses still fall on a wide spectrum.

This presentation will begin by providing background information on these two studies incorporating voices of those involved with remote internships. Next, participants will be actively engaging in an activity that will promote open dialogue about their thoughts on the issues rooted in their experiences with remote internships. Leading questions for this activity include What role do you see remote internships playing in the future? Do you believe remote internships offer a more equitable option for students? Why or why not? How can the field of human services support remote internships? How can human services undergraduate and graduate programs support remote internships? The presentation will conclude with a list of best practices for implementing and supporting remote human services internships.

Learning Objectives:

Learn about current research on remote internships in the field of human services.

- 1) Identify strengths and challenges of remote human services internships.
- 2) Compare the different views on remote internships from various stakeholders in the human services field.
- 3) Discuss the role human services internships will play in the future.



Sunday November 13, 2023

10:00 – 10:50 AM Concurrent Session 7

Experiential Learning in Addiction Education Using Virtual Reality

Presenter: Chaniece Winfield, Ph.D.

This presentation will review target post-secondary human services educators who teach undergraduate human services addiction courses. Within this presentation, the presenter will provide an overview of this evidence based teaching style and its benefit to addiction practitioner development. The presenter will also discuss specific experiential activities that can be facilitated with undergraduate students in addiction courses. Through participation in this workshop, participants will have the opportunity to learn about specific experiential activities such as abstinence projects, simulated addiction groups, the use of virtual reality programming and hands on experiential exercises that can assist undergraduate human services students with dispelling stereotypes, exploring biases and other factors that lead to a positive practitioner identify in addiction treatment.

Learning Objectives:

- 1) Learn about experiential learning and its effectiveness in human service classrooms.
- 2) Learn how to integrate virtual reality as a teaching tool to facilitate addiction core competencies into existing human service education curriculum.
- 3) Gain knowledge experiential learning strategies that foster student competency in addiction treatment and recovery practice.



Sunday November 13, 2023

10:00 – 10:50 AM Concurrent Session 7

Self-Care Practices among Helping Professionals: A Best Practice Model

Presenter: Jo Anne Durovich, Ph.D., LMSW

Human Service Professionals are being faced with overwhelming demands for our services while also experiencing corresponding high levels of burnout and exhaustion. In order to address these competing demands on our scarce resources, human service professionals need support to develop and maintain effective self-care practices throughout our careers. Unfortunately, we are often faced with social and professional rewards for sacrificing our own mental and physical health in service to others and there remains a stigma attached to practitioners establishing a healthy work-life balance through the enforcement of professional and interpersonal boundaries. This presentation will examine the self-care practices of a variety of human service professional disciplines and will compare and contrast the varied self-care practices in a sample of human service disciplines. The presenter will offer suggestions for supporting developing human service professionals and students through early and frequent self-care practices throughout their careers. Participants will develop an awareness of the importance of self-care to the human service professions and the clients we serve, examine varied strategies for integrating self-care practices into educational and career development opportunities for human service practitioners and become familiar with the importance of integrating self-care practices into human service organizations. Suggestions for future research will also be discussed.

Learning Objectives:

- 1) Participants will become familiar with disincentives that are evident throughout our profession regarding establishing a healthy work-life balance through the implementation of self-care practices.
- 2) Participants will learn about the self-care practices that are used throughout various disciplines within human services.
- 3) Participants will learn how to develop a self-care plan for themselves that is sustainable for their future.
- 4) Participants will learn the importance of supporting students and early career human service professionals in developing self-care practices.



Sunday November 13, 2023

10:00 – 10:50 AM Concurrent Session 7

Student Success Model: Providing Wrap-Around Services inspired by Human Services Case Management

Presenter: James Stinchcomb, MSW, MPA, HS-BCP

The transition to college poses various challenges and stress for students, including difficulties with academic components, self-directed learning, limited social networks, and a sense of not belonging. However, research has shown that comprehensive student support services, also known as wrap-around services, can significantly improve student persistence and degree completion rates, particularly among specific groups. By employing theoretical methodologies and high-impact practices, outreach programs provide incoming students with essential resources, services, and academic coaching to help them achieve their goals. These services contribute to better retention, academic success, student engagement, and graduation rates.

Institutions of higher education are implementing access programs to promote student success and sociocultural enrichment, particularly for targeted populations. These programs offer individualized and holistic support to first-year students as they transition into college and continue their academic journey towards graduation. The Strategic Outreach and Diversity Initiatives (SODI) office at Kennesaw State University (KSU) manages a range of signature outreach programs designed to assist targeted student populations, including first-generation students, historically underrepresented students, and those from urban and rural areas. These programs provide academic resources, support services, and guidance to help students achieve their academic and personal objectives.

Participants in these programs become part of a community of peers who share similar backgrounds and educational goals. They also receive support from dedicated faculty and staff members who guide them throughout their college experience. The wrap-around services provided by SODI include student success coaches, academic support workshops, interactions with campus and community leaders, peer mentoring, career planning, financial aid assistance, access to study lounges, and exposure to education abroad and undergraduate research opportunities. These programs cultivate a sense of belonging, develop lifelong skills, foster intercultural competence, and enhance leadership abilities, qualities that are highly valued by employers. After implementing several access programs over the course of 13 years, the retention and graduation rates for SODI participants began to rise and have consistently remained higher than those of the general student population. SODI initially started with three outreach programs serving 800 students and has now expanded to include over 1400 students and five signature access programs.

Learning Objectives:



A community of human service professionals.

- 1) Understand the importance of comprehensive student support services, such as wrap-around services, in promoting student persistence and degree completion in college.
- 2) Explore the key components of effective outreach programs and their impact on student retention, academic success, engagement, and graduation rates.
- 3) Recognize the significance of individualized and holistic support in facilitating the successful transition of first-year students into college and their journey toward degree completion.
- 4) Gain insight into the various resources, services, and support systems provided by wrap-around services, including student success coaching, academic workshops, peer mentoring, and career planning.
- 5) Appreciate the connection between SODI's wrap-around services and the principles of case management in the field of Human Services, highlighting the benefits of personalized plans, coordinated support, and ongoing monitoring for student success.



Sunday November 13, 2023

10:00 – 10:50 AM Concurrent Session 7

Internships: A path to a Human Services Career

Presenters: Wendy D. Bratina, Ed.D. , Lorie R. Kramer, D.Ed.

According to the American Association of Colleges and Universities (AACU), Internships are identified as one of the High-Impact Practices (<https://www.aacu.org/trending-topics/high-impact>). In this workshop, participants will learn about how two higher education institutions, HACC, Central Pennsylvania’s Community College and Pennsylvania State University, offer students an internship experience that allows students to connect classroom and experiential learning. Topics will include the internship site and course structure, linkages with the community, assessment, and collaboration with the professional field.

Learning Objectives:

- 1) Learn about the internship components for degrees at two different institutions: a human services associate’s degree and a rehabilitation and human services bachelor’s degree.
- 2) Gain an understanding of the opportunities and challenges of a required program internship.
- 3) Attain knowledge of what skills potential human services internships are requesting in future interns and employees and how both institutions are attempting to address these needs.
- 4) Be provided an opportunity to share and learn from others about the evolving human services field and how best to prepare students entering the field.



Sunday November 13, 2023

11:00 – 11:50 AM Concurrent Session 8

Psychedelic Assisted Therapy: A Conversation About the Implications for the Field of Human Services

Presenter: Michelle Kelley Shuler PhD. LPC, LCDC, LAC

Mental health disorders increasingly contribute to the global burden of disease, with huge costs to both society and the economy. Psychedelics may offer a form of therapy to treat such conditions. The re-emergence of therapeutic uses for mind-altering, psychedelic drugs is gaining the attention of many and has the potential to bring the field of human services to a new frontier in research, practice, and policymaking. As the field of psychedelic science grows, more and more novel treatments modalities will integrate into society. Serious consideration of such treatment modalities in the context of the field of human services is needed. What will human services students, educators, and professionals need to know? This presentation will provide a brief overview of psychedelics being used in treatment and psychedelic assisted therapy. Ample time will be provided for an open discussion on how psychedelics and psychedelic assisted therapies might impact the future of the human services field.

Learning Objectives:

- 1) Identify the major substances used in psychedelic therapy.
- 2) Discuss the role of psychedelic assisted therapy in mental health treatment.
- 3) Discuss implications for the field of human services: education, practice, and application.



Sunday November 13, 2023

11:00 – 11:50 AM Concurrent Session 8

Adjunct Instructors' Preparedness to Support Students with Disabilities

Presenter: William Leonelli, EdD, MS, CPA

Presentation of a phenomenological study I completed for which a group of adjunct instructors were interviewed about their knowledge of supporting students with disabilities. The study examined their knowledge of the regulatory requirements higher education institutions must follow to support this growing population amongst students in higher education. Before meeting with any of the participants the following demographic information was collected about each person; their professional background, education level, years of experience as an adjunct, any K-12 experience, any formalized training in education, and whether they have any extensive personal experience dealing with a student who has a disability. The instructors were asked if they had received orientation in the policies of the school(s) where they teach and if that orientation included information about the regulatory basis for these policies. I explored their understanding of student's eligibility to request accommodations, how the student can and must register with the disability resource office to receive an accommodation letter. I discussed with them their understanding of some common accommodations requested and if they had experience successfully implementing the requested supports. Additionally, I examined their views about whether these accommodations created any advantage for these students or if they considered these rules or requirements a burden on their work in the classroom or their course(s) as a whole. Another important factor researched was whether the instructors understood that there was a requirement to treat their knowledge of the students' disability status with confidentiality. Also examined was faculty centers for teaching and learning and whether there are relevant trainings offered and if they are available at times convenient to the adjunct instructors and/or in modalities making them accessible to them. There was a discussion about whether the instructors felt the experiential knowledge they brought to the classroom outweighed any formal training they lacked to be an educator.

Learning Objectives:

- 1) Educators will identify and describe the principles, components, and benefits of engaged learning pedagogies.
- 2) Educators will develop an understanding of how high impact engaged pedagogical practices can build collaborative learning communities and increase student engagement and outcomes.
- 3) Educators will learn to cultivate learning communities that provide professional and intellectual development, feedback and accountability, social-emotional support, and access to community engagement opportunities and resources.

- 4) Educators will engage in the development of curricula, practice techniques and classroom activities, and discuss effective strategies for culturally sensitive approaches and practices.
- 5) Educators will explore the use of assessment and student feedback to measure the effectiveness of engaged pedagogy implementation on student learning outcomes.





Sunday November 13, 2023

11:00 – 11:50 AM Concurrent Session 8

Cultivating Self-Compassion in Adolescents

Presenter: Tam Villar, Ph.D.

The workshop will be a 60-minute PowerPoint presentation on cultivating self-compassion among adolescents. This presentation is intended to help teachers and caregivers gain awareness of how self-compassion can affect their students' wellbeing and academic performance. School counselors or professional counselors can become more effective in identifying the internal barriers students and counseling clients may face. Substance abuse counselors and prevention specialists may acknowledge low levels of self-compassion as possible barriers to prevention and treatment effectiveness. Cultivating self-compassion in children and adolescents may help prevent or reduce the prevalence of bullying and substance abuse as they work through internal struggles, learn to balance a healthy level of self-esteem, and adopt a more tolerating and appreciative perspective of their imperfection that can transpire and transcend unconditional acceptance and compassion for differences that exist in everyone's being and doing.

Learning Objectives: After Attending this Presentation Participants will understand:

- 1) Self-compassion definitions
- 2) Neurodevelopmental changes that adolescents experience
- 3) Effect of the lack of self-compassion on adolescents' motivation and coping mechanism
- 4) Biopsychosocial aspects of self-compassion
- 5) Use of the self-compassion scale to assess adolescents' level of self-compassion
- 6) Adolescent needs and explore the possibility of including self-compassion as one of the treatment plan goals and objectives
- 7) Ways adolescents may practice self-compassion



Sunday November 13, 2023

11:00 – 11:50 AM Concurrent Session 8

Preparing Students for the Profession through Internships from Three Perspectives

Presenters: Leslie McClane, M.A., LPC, Neil E. Duchac, DrPH, Ed.D., Ph.D.

This joint presentation will speak to the internship experience, its relevance to the field, and how to prepare students from the perspectives of the program’s field coordinator, the seminar instructor and the agency’s field supervisor. From the field coordinator’s position, the internship experience begins with having an adequate variety of placements to meet the interests and needs of students, determining the best placement for a student, and ensuring that the agency has the time and staff to provide that experience. The seminar instructor’s role is to work with the field supervisor and the student to ensure needs are met on both sides. The work with the student includes developing an extended job description/contract to frame the internship, provide a place to discuss what is happening at the site, and to connect with the field supervisor for evaluation of the student. The field supervisor is working to ensure that the agency has a student who is willing to be there, wanting to learn about the agency and the clientele it serves, and interested in experiencing the work of the agency. When everyone involved with the students can work together to create a strong experience, the students have the best opportunity to learn. Strong, effective supervision is an essential component to allow interns to demonstrate their strengths, and grow in the areas that are weak. Together, these can provide the opportunity for a student to effectively practice what they have learned in the classroom, and experiment with working with different populations.

Learning Objectives:

- 1) Participants will be able to describe the different perspectives and how they impact the students’ learning in an internship.
- 2) Participants will be able to explain the importance of effective internships.
- 3) Participants will be able to distinguish between effective and ineffective supervision of interns and how this impacts the student’s experience.



Sunday November 13, 2023

12:00 – 12:50 PM Panel Discussion: Building a quality Human Services Certificate Program for Adult Learners

Presenters: Serena M. Powell, Lisa Vermette, Ph.D.; Thompson Charles, EdS; James Stinchcomb, MSW, HS-BCP, CNP

Overview and Learning Objectives

Welcome to the panel discussion on "Building a Quality Human Services Professional Certificate Program for Adult Learners." In today's rapidly evolving world, the need for accessible and effective professional development in the field of human services is greater than ever. This panel discussion will explore the key elements and strategies required to develop and deliver a high-quality certificate program tailored to the needs of adult learners.

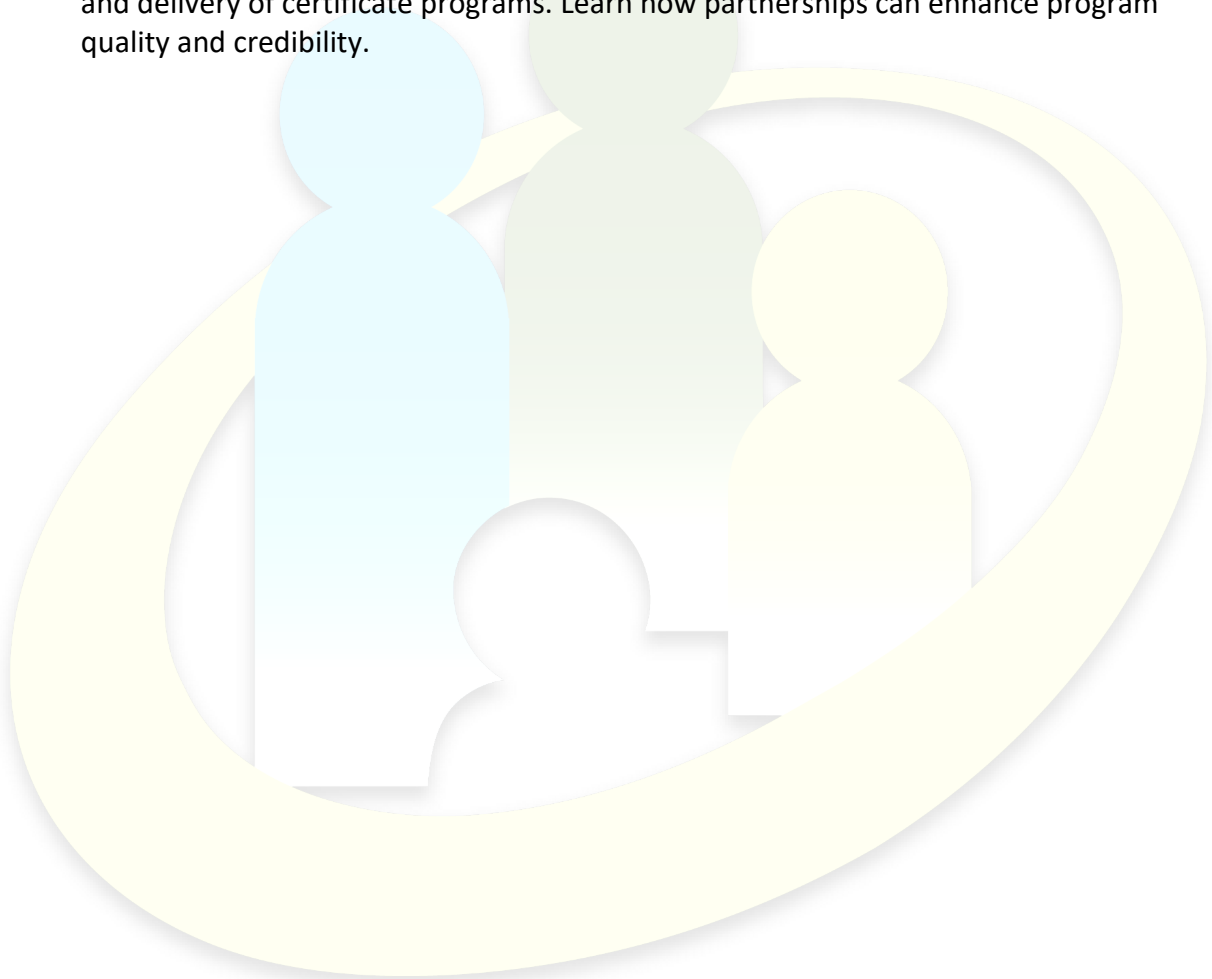
By the end of this panel discussion, participants will have a comprehensive understanding of the essential components and best practices involved in building a quality human services professional certificate program for adult learners. Whether you are an educator, program developer, or a professional seeking to enhance your skills, this session will provide valuable insights to help you navigate the evolving landscape of adult education in the human services field.

Learning Objectives:

1. **Understanding the Demand for Professional Certification:** Discover the growing demand for professional certification programs in human services and the unique needs of adult learners in this field. Gain insights into the motivations and challenges that drive adult learners to seek further education and certification.
2. **Exploring the Elements of a Quality Certificate Program:** Delve into the components that make up a successful certificate program for adult learners. Learn about curriculum design, instructional methods, assessment tools, and the importance of adaptability to meet the diverse needs of participants.
3. **Leveraging Technology and Online Learning:** In an age of digital transformation, it's crucial to understand how technology and online learning platforms can enhance the accessibility and effectiveness of certificate programs. Explore the role of e-learning, interactive modules, and digital resources in creating a dynamic learning experience.
4. **Ensuring Accessibility and Inclusivity:** Examine strategies for making certificate programs accessible to a wide range of adult learners, including those with varying backgrounds, abilities, and learning preferences. Discuss ways to promote inclusivity and diversity within program design and content.
5. **Assessment and Certification:** Learn about the importance of rigorous assessment and credentialing processes to ensure the credibility and value of the certificate program.

Understand how these processes can validate the knowledge and skills acquired by adult learners.

6. **Best Practices and Case Studies:** Gain insights from experts in the field who have successfully developed and implemented quality certificate programs for adult learners. Explore real-world case studies and best practices that can inform your own program development efforts.
7. **Collaboration and Partnerships:** Understand the benefits of collaborating with academic institutions, industry experts, and professional organizations in the creation and delivery of certificate programs. Learn how partnerships can enhance program quality and credibility.





Sunday November 13, 2023

1:00 – 1:50 PM

Concurrent Session 9

The Gender Gap in Mental Health

Presenter: Kathryn Cannistraro

Socially constructed differences in gender roles have been passed down throughout generations, providing a strict framework for viewing masculinity and femininity. Research shows that enforcing such normative expectations for gender-specific behavior has very real consequences. In a society that views mental illness as a weakness, and deems men being weak as socially unacceptable, data presented on human behavior represents only a product of social conditioning, reinforcing a false truth and further contributing to a cycle of stigma and marginalization. Increasing understanding and giving visibility to this issue is vital in order to bridge the gender gap in mental health.

Learning Objectives:

- 1) Understand the Concept of Socially Constructed Gender Roles
- 2) Examine the effects of normative expectations for gender-specific behavior on mental health
- 3) Evaluate Research and Data on Gender and Mental Health



Sunday November 13, 2023

1:00 – 1:50 PM

Concurrent Session 9

Counseling Brothers (Black Males): Perceptions and Truths

Presenter: Dr. Larence Kirby, LPCMH, NCC, HS-BCP

Human services/behavioral health professionals must be equipped to provide competent and empathetic interventions for Black males who recognize their mental health struggles. Black males are subjected to a myriad of challenges involving racism, social injustice, relationships, employment, education, and self-affirmation. To better understand these challenges, they seek someone to confide in, someone who understands, but may mistrust human services/behavioral health professionals. Taylor and Kuo (2018) reported that mistrust manifests itself in the therapeutic relationship as Black Americans disclose less in therapy and prematurely terminate therapy. As a result, Black males may not pursue or may avoid professional relationships which could enrich their mental health stability. The presenter, a licensed professional counselor who specializes in counseling Black males will share insights on this often-misunderstood population. Goode-Cross and Grim (2016) reported, by being Black, Black mental health providers felt an understanding of the issues their clients face, which enhanced their ability to work effectively with Black clients. The presenter embodies this belief and will share expertise on barriers, issues, and interactions specific to Black males to enhance professionals' knowledge. It is important for human services/behavioral health professionals to understand Black male characteristics and challenges to establish an atmosphere where they are encouraged to schedule, attend, and retain counseling. This vibrant population needs positive counseling, so it is not enough for human services/behavioral health professionals to say they want or have Black male clients, professionals must be proactive with understanding nuances so they can better deliver counseling services.

Learning Objectives:

- 1) Develop a working knowledge of important definitions.
- 2) Enhance understanding of barriers to services.
- 3) Develop an understanding of how life events, social injustice, and Black-centric elements impact this population on a routine basis.



Sunday November 13, 2023

2:00 – 2:50 PM

Concurrent Session 10

Gaining Recognition for Human Services' Faculty and Students Through Community Engaged Scholarship

Presenters: Patricia Eber, PhD., LMFT, Alice Jordan-Miles, M.S. ED, Libni Trostel, B.S

The presenters will offer a conceptual framework of developing recognition for both students and faculty through community engaged scholarship. Community engagement is one of the core values of higher education and our field. However, many human services departments find it difficult to have value given for their scholarly engagement. How do we assure that our students are recognized for the impact they have in the community? How do our students demonstrate to future employers the depth of their experience? How do we document that our students give thousands of dollars back to the community through the hours they spend in the field? Is there an equation to calculate their worth?

Do we as human service educators have the opportunity to earn promotion and tenure for community engaged scholarship? Do our university documents allow us the same possibilities for advancement as other departments? Are our clinical professors allowed to earn promotion based on their community engaged scholarship?

The presenters will answer these questions and provide detailed tools to have students and faculty recognized for their core values of engagement. The information provided will be based on a combination of a review of scholarly work in this area as well as tools successfully used by Purdue University. Areas that will be covered are definitions, an explanation of the relevance of this topic for the future of human services, challenges that may be faced, and an extensive list of analytical tools to accomplish this task. The presenters will provide a list of resources and links for participants to utilize.

Learning Objectives:

- 1) Attendees will attain information regarding seminal and current research on the significance of community engaged scholarship.
- 2) Attendees will learn about common challenges faced at institutions of higher education who advocate for acknowledgment based on community engaged scholarship.
- 3) Attendees will learn about multiple resources and analytical tools to assist students and faculty with gaining recognition for their community engaged scholarship.



Sunday November 13, 2023

2:00 – 2:50 PM

Concurrent Session 10

Learning on the Road: Moving from Anti-oppressive practices to Affirmation, Resistance, Healing and Resilience.

Presenters: Valerie Walker, MSW, LCSW, ACSW, Ruben Gerena, M.S.

What if we treated our communities of students and clients as experts on their own lives? What if we focused on bearing witness to culturally grounded strengths and practices to journey alongside those we serve? As a profession which has bridged casework to causes to community-centered ways of healing and teaching, we have the privilege to learn on the road with our students and clients. In efforts to increase the credibility of our profession practices, we often default to whiteness norms, and language and practices which create a hierarchy of value between educators and students, practitioners and clients. Many of our students and clients have embodied experiences of trauma, micro-aggressions and oppression. Our efforts to engage them often parallels experiences of internalized oppression, exclusion and marginalization. In order to move from embodied trauma to healing and resilience, the soul wounds impacting the body and heart must be addressed. Using culturally grounded practices that move out of the academic and clinical space increases connections to community and culture, acts of resistance and healing. These practices honor the intersectional identities, self-determination, strengths and cultural roots of those we serve. 'If you have come to help me you are wasting your time. If you have come because your liberation is bound up with mine then let us work together.' – Lilla Watson

Learning Objectives:

- 1) Describe cultural humility and its applications to learning and healing relationships & spaces.
- 2) Understand embodiment of trauma and pathways to resistance, healing and resilience.
- 3) Discover activities which center on lived experiences and culturally grounded ways of learning and healing.
- 4) Conceptualize affirmations of culture and cultural expressions as social justice activism.
- 5) Recognize culturally inclusive processes that can be used in learning, practice or healing settings.



Sunday November 13, 2023

2:00 – 2:50 PM

Concurrent Session 10

The Future of Human Services: Recruiting Students for a Trained Workforce

Presenter: Jenny Rae, Ph.D.

In this interactive, fast-paced workshop, participants will brainstorm solutions to issues impacting the field of Human Services today. This 30- or 60-minute session will begin with a brief (5-10 minutes) introduction to the current research of the hot button topics impacting Human Services. Following the introduction, participants will be divided into four separate groups to discuss ideas and begin to develop solutions to the following four topics:

- 1) Recruiting Individuals into the Human Services Field;
- 2) The Changing Nature of the Work - the Human Service Interface with Technology;
- 3) Compensation - Competing with Our Competition; and
- 4) Collaborating for the Common Good: Working with Community Partners.

Once participants are in their four smaller groups, they will be allotted 15 minutes to briefly introduce themselves, and then discuss solutions to their designated issue. Through the brainstorming process, each group will have an easel with paper, markers, and masking tape to jot down key solutions to the group's specific topic. Each group will also select one person as their recorder. Once the 15 minutes is complete, each group will report their resolutions – sharing their recommendations to help move the Human Services field forward, considering each of the four issues addressed. The workshop will conclude with time (5 minutes) to ask and/or answer questions. This time will also be open to allow participants to address any additional issues that were not addressed in the workshop that are also impacting the field of human services today.

Learning Objectives:

- 1) Participants will begin to understand the relationship between predictive analytics and artificial intelligence (AI) and the impact on the Human Services field.
- 2) Participants will identify potential interventions for recruiting needed and
- 3) qualified Human Services staff.
- 4) Participants will identify shifts or changes in the post-Covid 19 Human Services field as related to position requirements (i.e., licensure, technological literacies, technological saturation).



Sunday November 13, 2023

2:00 – 2:50 PM

Concurrent Session 10

Self-Care Across the Curriculum

Presenters: Kristin Barker, M.S., Melissa Curry, M.S.Ed, LMHC, HS-BCP

In today's fast-paced world, the importance of self-care in the field of human services cannot be overstated. Educators and practitioners alike often find themselves dedicating their energy to the wellbeing of others and overlooking their own. This presentation aims to address the multifaceted concept of self-care, offering a comprehensive approach that encompasses personal awareness of self-care, effective self-care methods, ethical considerations, and personal development strategies that both educators and practitioners connect with. Additionally, we propose techniques for integrating self-care assignments into human services curriculum using Bloom's Taxonomy to equip our future professionals with the vital tools needed to maintain balance throughout the demanding roles they will take on.

Over the last three years, we have experienced a lack of engagement with first- and second-year students in the classroom. By applying Bloom's Taxonomy, we implemented a low-stakes assignment to provide first- and second-year students with the opportunity to learn from one another on an area they are knowledgeable in, which is their own self-care tendencies and preferences. This assignment encouraged an environment of interaction, curiosity, and rapport building in the classroom.

Overtime, this low-stakes assignment has transpired into our upper-level curriculum. In this presentation, we will provide examples and guidelines for developing materials that engage students at various cognitive levels while fostering personal growth, self-reflection, and empathy.

In conclusion, this presentation pursues to empower human services professionals and educators with the knowledge and tools to prioritize self-care as an integral aspect of their practices. By enhancing personal awareness, promoting ethical considerations, and incorporating self-care into curriculum through Bloom's Taxonomy, we can foster a community of professionals who are not only well-prepared but also well-cared for. Which in turn, leads to more effective and compassionate service delivery methods in the field of human services that launches us into the future.

Learning Objectives:

- 1) Develop an understanding of self-care rationale and strategies
- 2) Develop a personalized approach to focus on personal wellness and its dimensions
- 3) Understand the value of self-care as part of personal and professional practice
- 4) Understand how to incorporate self-care into clinical and/or curriculum practice



Sunday November 13, 2023

3:00 – 3:50 PM

Concurrent Session 11

The Benefits of Program Accreditation from the Council for Standards in Human Services Education: A Panel Discussion

Presenters: Nicole Kras, Ph.D., HS-BCP, Paul A. Datti, Ph.D., CRC, HS-BCP, James Ruby, Ph.D., Bettina Kipp Lavea, M.S.

For over 40 years the Council for Standards in Human Services Education (CSHSE) has provided a multitude of benefits to accredited programs. The focus of this interactive panel discussion is to engage participants in a dialogue about these benefits, providing case examples from their own programs. Panel speakers will share how programs can utilize accreditation for marketing and recruitment, to develop community partnerships, to increase support from administration, and to strengthen assessment practices. Information will also be shared on how programmatic accreditation prepares students for the HS-BCP exam and ensures that curriculum and practices align with the highest national standards in human services education. Questions and examples of additional benefits will be sought from participants. Panel speakers all represent CSHSE accredited programs and have extensive experience with the accreditation process.

Learning Objectives:

- 1) Identify the benefits of CSHSE accreditation.
- 2) Discuss ways that CSHSE accreditation does/could strengthen their own program.
- 3) Explain how CSHSE accreditation supports student success.



Sunday November 13, 2023

3:00 – 3:50 PM

Concurrent Session 11

ePortfolio: A Roadmap to Discovery of Professional Self in Human Services

Presenters: Seta Kabranian, Ph.D., Paul Wasko

To keep pace with current trends, in 2021, the Human Services Practicum ePortfolio project was initiated to create a virtual space for students to reflect on their learning experiences and assess their educational gains and challenges. In place of traditional papers, students are asked to submit ePortfolio pages to present the evidence of their achievements. As active learners they are expected to reflect on their experiences, observe the different stages of their learning and their progress, and draw conclusions from them. Students share the ethical challenges they encounter and connect the knowledge and skills they acquire. During the semester students are given the opportunity to revisit and review their previous ePortfolio pages. At the end of each semester, through a pre-recorded presentation uploaded on their ePortfolio, students share the story of their practicum journey and indicate the influences that help them develop their professional identity. To complete the program, the three levels of practicum culminate in a Capstone project that students present through ePortfolio. During their last semester, students are asked to create their professional ePortfolio which they may use for graduate program applications or for job search. Students may keep their ePortfolio after graduation.

UAA Human Services ePortfolio related work was highlighted in the Fall 2021 CSHSE Bulletin. During the proposed workshop presenters will showcase student works, discuss some of the challenges, and share ideas about future directions.

Learning Objectives:

- 1) Identify essential theories and skills associated with the professional approach for use of technology in Human Service practice.
- 2) Demonstrate effective use of relevant technological literacy skills and digital tools to reflect, document and archive experience in human service field.
4. Apply the NOHS Ethical Standards to responsibilities of digital documentation.
5. Demonstrate personal competencies based on employment or community experience with an emphasis upon effective cultural approaches serving diverse populations.



Sunday November 13, 2023

3:00 – 3:50 PM

Concurrent Session 11

Working with LGBTQ Older Adults – Making Connections Across Differences

Presenter: Mark Williams, PhD, MSW, MDiv

This presentation will address skills for working across lines of diversity and engaging with LGBTQ older adults. As the older adult population continues to grow, and as more individuals identify as sexual and/or gender minorities, providers working in a variety of practice settings are increasingly likely to encounter LGBTQ older adults. The presentation will provide an overview of key historical events impacting sexual and gender minorities across the life course, as a way of orienting younger, heterosexual, and/or cisgender service providers to formative social factors that have shaped the perspectives and self-perceptions of many LGBTQ older adults today. Utilizing a cultural humility approach, participants will be invited to reflect on the intersection of age, sexual orientation, and gender identity, to examine their own assumptions and perceptions, and to consider how those may coincide with or differ from their LGBTQ older adult clients and contacts. Drawing from the presenter’s research and teaching experience with undergraduate and graduate students, as well as a growing body of scholarship on the health and well-being of aging sexual and gender minorities, the presentation will focus on skills to establish rapport, initiate dialogue, and be cognizant of some of the common and unique challenges and opportunities facing gender and sexual minorities as well as older adults. Particular attention will be paid to considering ways that younger providers, regardless of sexual orientation or gender identity, may connect with LGBTQ older adults, as well as how heterosexual and cisgender providers, regardless of age, can work effectively with the population.

Learning Objectives:

1. Identify key historical developments that have shaped the perspectives and self-perceptions of many LGBTQ older adults across the life course.
2. Self-reflect on how the intersection of their sexual orientation, gender identity, and age shapes their assumptions and potential biases.
3. Identify key skills to demonstrate cultural humility and engage effectively with LGBTQ older adults.



Sunday November 13, 2023

3:00 – 3:50 PM

Concurrent Session 11

Human Services Internships: Professional Preparation, Community Engagement, and International Opportunity

Presenters: Rebecca Wilson, MSW, LCSW, Kate Riera, Ph.D.

The Human Services program, located in the College of Education and Human Development at the University of Delaware, prepares students to work in a variety of social service settings which include; non-profit organizations, mental health programs, government agencies, educational and medical settings. A hallmark of the Human Services curriculum are the internship experiences that students participate in within the community. All Human Services students participate in a 50-hour, semester-long internship, while students in the Pre-Social Work/Counseling concentration also participate in an additional 350-hour internship. Creating and sustaining the capacity for these types of impactful community partnerships is an integral part of the success of our program. We currently have relationships with over 200 community organizations. As a vital component of our curriculum, students learn practical, on the job skills while interning at community organizations, as well as making important career and networking connections. Our internship program provides a mutually beneficial relationship between the University of Delaware and our local community organizations, while strengthening the relationship between the University and the community. Local organizations are provided with skilled and motivated interns while our Human Services students receive exposure to real-world professional experiences. This in turn creates a pool of talented alumni who will continue to advocate for the causes they experienced during their internships. Perhaps most importantly, students directly apply what they are learning in the classroom to addressing and better understanding societal issues. Community engagement of this nature provides benefits to the University, our students, and the community. Additionally, an exciting feature of our internship program is the opportunity to complete an international internship in either Spain or Greece. Our presentation will explore the structure of our internship program, the benefits of it, and the focus on cultural competence and diverse experiences.

Learning Objectives:

1. Understand the importance of experiential education in Human Services professional preparation
2. Understand the importance of diversity in internships, including cross-cultural/ study abroad opportunities
3. Understand the practical skills needed for Human Services students to be successful after graduation