



2024 FAMILY CONFERENCE: USING AN INTERSECTIONAL LENS TO PROVIDE FAMILY-CENTERED CARE

May 7-8, 2024

Provided Entirely via Live Webinar!

Being a part of a family system is the foundation of our lives, shaping our experiences, beliefs, and behaviors. Therefore, family dynamics play a significant role in our mental well-being. Family dynamics are shaped by its members' intersectional identities in complex ways. This may impose unique challenges in how families are perceived, how they are built, and sustained. Acknowledging the complexities and unique challenges of families starts with considering culture, ethnicity, socioeconomic class, gender, age, religion, immigration status, sexual orientation, and ability status and how these areas foster various sources of risk and resilience. A family may face challenges due to their socioeconomic status for instance but find strength in their cultural identity. Understanding these intersections will allow professionals to identify potential risks tied to discrimination or societal barriers, while also encouraging the sources of strength within the family tied to their culture.

When behavioral health professionals can assess, acknowledge, and address the multiplicity identification of the family, they are able to assist and support the family with more understanding and fairness. This approach also enables more tailored and effective interventions for the family. This purposeful action of respecting families' unique challenges and strengths is the groundwork to promote resilience and advance positive family functioning.

This conference will bring professionals that work with families from across the state to connect and engage in interprofessional learning. The agenda will feature an outstanding plenary and concurrent sessions that feature working with diverse types of families and issues that adversely impact the family unit. Take advantage of attending two full days to earn up to 11.25 hours of credit. A one-day rate is also offered for those who are unable to attend both days. Come and network with a diverse group of professionals, while gaining a new perspective and skills relevant to your daily practice.

www.easternahec.net

EASTERN AHEC

PART OF NC AHEC

RECRUIT
TRAIN
RETAIN

Target Audience

- Child and Adolescent service providers in clinical residential, or outpatient settings
- Social Workers
- Psychologists
- Substance Use Professionals
- Licensed Clinical Mental Health Counselors
- Public/Allied Health Professionals
- Nurses
- Care Coordinators
- Qualified Professionals
- School Personnel
- Children's Developmental Services Agency Staff
- Case Managers
- Marriage and Family Therapists
- Juvenile Court Counselors
- Early Intervention Professionals
- At-Risk Youth Personnel
- All Other Interested Professionals

Planning Committee

Tonia Joyner, MS, MPA, LCAS

Assistant Director, Mental Health Education
Eastern AHEC

Rachel Galanter, MPH

Owner
Rachel Galanter PLLC

Robin Gurwitch, PhD

Professor and Director, CCFH PCIT & CARE
Training
Duke University School of Medicine-Center for
Child & Family Health

Sharon Ballard, PhD, CFLE

Professor and Department Chair
East Carolina University-Department of Human
Development and Family Science

Kelsey Smith, LMSW, IMH-E

Executive Director
North Carolina Infant and Early Childhood
Mental Health Association (NCIMHA)

Ebonyse Meade, EdD, CFLE

President
Educational Equity Institute

Agenda

May 7, 2024

8:00 a.m.	LOG-IN
8:45 a.m.	Welcome and Opening Remarks Tonia Joyner, MS, MPA, LCAS Assistant Director, Mental Health Education, Eastern AHEC
9:00 a.m.	Keynote Presentation
10:15 a.m.	BREAK
10:30 a.m.	Morning Concurrent Sessions
12:30 p.m.	LUNCH
1:30 p.m.	Afternoon Concurrent Sessions
3:30 p.m.	ADJOURNMENT

May 8, 2024

8:00 a.m.	LOG-IN
8:30 a.m.	Morning Concurrent Sessions
10:30 a.m.	BREAK
10:45 a.m.	Late Morning Concurrent Sessions
12:45 p.m.	LUNCH
1:45 p.m.	Afternoon Concurrent Sessions
3:45 p.m.	ADJOURNMENT

8:45 a.m. - Welcome and Opening Remarks

9:00 a.m. - 10:15 a.m. - KEYNOTE PRESENTATION

MEETING THE NEEDS OF AN EVOLVING FAMILY DYNAMIC

ROLANDA MITCHELL, PhD, LCMHC-S, NCC

Assistant Teaching Professor
Department of Counselor Education
North Carolina State University



Rolanda Mitchell, PhD, LCMHC-S, NCC, is an Assistant Professor in NC State University's Counselor Education Program. Dr. Mitchell began her career as a school counselor, gaining experience at the middle and high school levels in Wake and Charlotte-Mecklenburg Public Schools. During her tenure as a school counselor, she earned National Board-Certified status through National Board for Professional Teaching Standards (NBPTS) and National Certified Counselor and School Counselor credentials through the National Board for Certified Counselors (NBCC). Dr. Mitchell is currently a Licensed Clinical Mental Health Counselor and Supervisor, with professional experience in school based mental health services, outpatient therapy and in-home therapeutic services. Dr. Mitchell is also an active member of professional organizations such as the American Counseling Association (ACA) and the North Carolina Counseling Association (NCCA). Her research interests include clinical supervision, school counseling, and equity/access in mental health services for historically marginalized groups.

Intersectionality plays a significant role in shaping family experiences and dynamics, and thus must be an integral component of helping approaches in our schools, public services, and communities. Understanding how intersectionality impacts family dynamics can help individuals navigate challenges and promote equity and inclusion in our work. This presentation will highlight how professionals who provide family-centered care can use an intersectional lens to meet families where they are and provide effective support. Topics discussed will include a history of family-centered care, how the definition of family has evolved, and how we as helping professionals can adjust our practices accordingly.

Objectives:

- Identify the myriad of ways families can be formed in our community
- Describe how historical service practices pose barriers for those seeking help
- Identify healthy strategies for communication and collaboration that meet the evolving needs of families

10:15 a.m. - BREAK

May 7, 2024

Morning Concurrent Sessions

10:30 a.m. - 12:30 p.m.

(Choose one session to attend)

SESSION A - Inclusive Family Engagement in K-12 Schools

ROLANDA MITCHELL, PhD, LCMHC-S, NCC

Associate Teaching Professor, Department of Counselor Education, North Carolina State University

MIA KENNEDY, MS, LCMHCA, NCC, GCDF

Doctoral Candidate, Department of Counselor Education, North Carolina State University

DEJANELL MITTMAN, MAEd

Doctoral Candidate, Department of Counselor Education, North Carolina State University

HARLEY LOCKLEAR, MAEd, LCMHC-A, NCC

Doctoral Candidate, Department of Counselor Education, North Carolina State University

This session will highlight how fostering a welcoming environment for diverse families and households will support student academic success, healthy personal social development, and career and college readiness. Topics addressed will include communication, collaboration, and relevant ethical/legal guidelines for educators and school-based helping professionals.

Objectives:

- Articulate a broad definition of family/households
- Identify barriers to parent/guardian communication and engagement in K-12 schools
- Recognize healthy communication behaviors for educators and stakeholders

SESSION B - Working Through the Holograms of Trauma and Family Kinship in Therapeutic Practice

ERIN ROBERTS, PhD, LMFT

Clinic Director, ECU Family Therapy Clinic

A hologram has structure and a pattern, it does not require any chords or electricity or doo-dads to work, but still is ever moving and static. Much like a hologram, the families that present to therapy for collective family trauma, intergenerational trauma, or trauma of a family member within the system, still lean on the family patterns that keep the system functioning. Yet, the ever pervasive patterns and symptoms of trauma, particularly complex trauma, keep the system needing to perpetually react and respond to change. This session will review the symptom adaptation and therapeutic responses to working with a family who is living with trauma and complex trauma.

Objectives:

- Identify the symptoms and patterns of complex trauma
- Describe how the symptoms and patterns of complex trauma impact the family system
- Implement at least one therapeutic intervention with families experiencing complex trauma

12:30 p.m. - **LUNCH**

May 7, 2024

Afternoon Concurrent Sessions

1:30 p.m. - 3:30 p.m.

(Choose one session to attend)

SESSION A - **Supporting Diverse Families with Children Needing Mental Health Supports**

JOCELYN RUFFIN, EdS

Teaching Instructor, Department of Human Development and Family Science, East Carolina University

This session will explore challenges faced by diverse families in obtaining services and support for identified or unidentified children in early education school settings. Participants will learn strategies to reduce the stigma of mental health supports for families while actively contributing to one's overall well-being as a practitioner.

Objectives:

- Identify factors of identified or unidentified children receiving support in early education school settings
- Examine challenges faced by families in obtaining services and support
- Develop your own self-care work related toolkit to promote wellness when working with these families

SESSION B - **Tenses of Loss—Present, Past & Future Grief**

RACHEL GALANTER, MPH

Owner, Rachel Galanter, LLC

Grief is not just a response to the loss of a companion, it is also a loss of our role, our sense of safety, and relationships in the present. We grieve lost pasts--our joint memories, ways of marking time, and connections with past generations, and we experience a loss of the future we had expected or hoped for. Together we will broaden our understanding of grief from reaction to a death of a person close to us to a more inclusive and nuanced understanding of loss and its impacts.

Objectives:

- Recognize multiple types of grief and multifaceted reactions to grief
- Describe ways you can partner with someone to support their expression of grief

SESSION C - **Using Coaching Techniques to Build Resilience: A Trauma-Informed Approach**

KIMBERLY ALLEN, PhD, BCC, CFLE, CFLC, MFT

Interim Associate Dean of Academic Programs, College of Agriculture and Life Sciences, North Carolina State University

Healthy relationships and positive parenting have long been attributed to positive outcomes for resilience in children. Supportive familial relationships positively affect physical and mental health. However, there is a new crop of research showing that positive parenting and supportive families can also greatly influence the health and wellbeing of adults over the life course. Research indicates children raised in stressful or neglectful environments produce stress hormones that negatively impact development. High numbers of adverse childhood experiences increase risks for medical illness across the life course. Positive relationships can buffer those negative impacts in that high quality parent-child attachment is associated with a child's ability to regulate emotions and cope with stress. Family life coaching (FLC) serves as a mechanism to support parents and families and is a growing field that has positively impacted the health and wellbeing of many families. This session will provide evidence on the efficacy of family life coaching as an approach to help combat the negative effects of adversity and promote positive relationships and long-term health outcomes in families.

Objectives:

- Describe the effects of adversity on child and family health and wellbeing
- Discuss the efficacy of family life coaching as an approach to help combat the negative effects of adversity
- Identify techniques to promote positive relationships and long-term health outcomes in families

3:30 p.m. - **ADJOURNMENT**

May 8, 2024

Early Morning Concurrent Sessions

8:30 a.m. - 10:30 a.m.

(Choose one session to attend)

SESSION A - **Moving Beyond Adversity: Providing Support to the Grandfamily**

GLEND A CLARE, PhD

Owner and Founder, Think Possibilities Counseling Services, PLLC and Fragile Families Network

Nearly 3 million American children under the age of 18 are raised as members of a grandfamily. During this interactive session, participants will explore the world of the grandfamily to develop an understanding of why grandfamilies are created, their unique needs, and how to effectively support members (children, youth, young adults, adults, and older adults) at home, school, work and in the community.

Objectives:

- Describe characteristics of grandfamilies and their incidence and prevalence in the United States and North Carolina.
- List reasons children and youth come to live in a grandfamily
- Describe the need for licensed behavioral health professionals to partner with peer support specialists to meet the needs of the grandfamily
- Identify and examine cultural considerations for working with diverse grandfamily populations

SESSION B - **Trauma and Maternal Mental Health**

ERIKA TAYLOR, MS, LMFT-S, BC-TMH, PMH-C

Behavioral Health Clinical Faculty/Clinical Instructor, Department of Family Medicine, East Carolina University

JESSICA NOWADLY, LCSW

Clinical Team Leader, Flourish Counseling and Consulting, PLLC

This session will focus on perinatal trauma, specifically trauma experienced in the labor and delivery process. Emphasis will be placed on the utilization of informed consent and why it is important. We will also be exploring the specific impact of trauma, as well as ways healthcare and other mental health providers can apply trauma-informed care approaches in clinical practice.

Objectives:

- Define and identify trauma and other risk factors that can emerge during the perinatal care period
- Discuss how to approach these conditions with a trauma-informed lens

10:30 a.m. - **BREAK**

May 8, 2024

Late Morning Concurrent Sessions

10:45 a.m. - 12:45 p.m.

(Choose one session to attend)

SESSION A - **Invisible Sentence: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents**

MELISSA RADCLIFF, BS

Program Director, Our Children's Place of Coastal Horizons

On any given day, there are an estimated 2.7 million children in the US with at least one incarcerated parent (18,000+ in NC), with reports showing that more than 5.2 million children (160,000 in NC) have experienced parental incarceration at some point in their lives. This session will focus on what we know about the children, impacts of parental incarceration, available resources, ways to collaborate to meet their needs, and the importance of hearing from the children and families themselves. Participants will be encouraged to continue the conversation within their own organizations.

Objectives:

- Describe the challenges that children of incarcerated and returning parents face daily to create a supportive environment
- Identify services, programs, and tools available to advocate for these children to improve outcomes

SESSION B - **Early Childhood Trauma: Understanding Symptoms and Behavior, Assessment Strategies, and Treatment Options**

NATALIA SIRA, PhD, MD

Associate Professor, Department of Human Development and Family Science, East Carolina University

This session is designed to introduce early childhood trauma, and the impact of toxic stress on early brain development. Professionals in this session will receive knowledge on reaction formation and will be able to recognize symptoms and behaviors after traumatic experiences. Early childhood trauma assessment strategies and available treatment options will be discussed. Participants will take home resources introduced during this interactive session to implement these skills in their work with children and families.

Objectives:

- Explain concept of early childhood trauma and its impact on brain development and its long-lasting influence on the future well-being of the child
- Describe symptoms (physical, emotional, cognitive) and behaviors associated with early trauma in children and adolescents
- Discuss assessment tools and resources for treatment options

12:45 p.m. - **LUNCH**

May 8, 2024

Afternoon Concurrent Sessions

1:45 p.m. - 3:45 p.m.

(Choose one session to attend)

SESSION A - **Embracing Intersectionality: A Holistic Approach to Supporting Families Impacted by Domestic Violence**

SHANITA BROWN, PhD, LCMHC, NCC

Teaching Assistant Professor, Department of Interdisciplinary Professions, Counselor Education, East Carolina University

15.5 million U.S. children live in families in which domestic violence occurred at least once in the past year, and seven million children live in families in which severe intimate partner violence occurred. This session will explore how understanding diverse identities, cultural competence, and collaborative efforts can revolutionize our approach to serving families experiencing domestic violence. Participants will acquire practical tools for implementation and self-care strategies for professionals engaging in emotionally demanding work.

Objectives:

- Explain the concept of intersectionality as it relates to domestic violence
- Demonstrate practical approaches to implement intersectional strategies for support
- Explore self-care strategies for professionals

SESSION B - **Finding Your Footing: Furthering the Advancement of First Generation Families**

THERESA FLORES, MSW, LCSW

Owner, Floreciendo Therapeutic Services, PLLC

This session will focus on the unique learning curves that families with first-generation students face in navigating K-12 education. These unique barriers require targeted, culturally sensitive, and practical solutions to ensure that first-generation students and their families receive the support needed for a successful educational journey.

Objectives:

- Identify parameters that identify 'first generation' students
- Identify best culturally affirming practices for supporting first generation students and families in navigating K-12 and pursuing post-graduation opportunities

3:45 p.m. - **ADJOURNMENT**

Credit

Category A-NC Psychology Credit (No partial credit will be given.)

This program will provide 11.25 contact hours of (Category A) continuing education for North Carolina psychologists.

Contact Hours

Certificates reflecting 11.25 contact hours of education will be awarded at the completion of the program.

National Board for Certified Counselors Credit (NBCC)



Eastern AHEC has been approved by NBCC as an Approved Continuing Education Provider and may offer NBCC approved clock hours for events that meet NBCC requirements. The ACEP solely is responsible for all aspects of the program. (Provider #5645)

Substance Abuse Counselor Credit (SAC)

Application has been made to the North Carolina Addictions Specialist Professional Practice Board for 11.25 hours of General Skill Building hours.

North Carolina Public School Personnel Renewal Credit (PSPR)

Certificates for 11.25 contact hours of education will be awarded at the completion of the program.

National Academy of Certified Care Managers (NACCM)

NCAHEC is an approved NACCM continuing education provider, #23-701NCAHEC

Handout & Evaluations

Handouts will be available online only. One week prior to the program, registrants will receive a confirmation email with instructions to access handouts along with additional program information.

Evaluations will be emailed after the program. Once the evaluation has been completed, your certificate will be available.

Registration Information

Registration is available online only at www.easternahec.net and requires a current MyAHEC account.

Registration Fee: Both Days - **\$185**, One Day - **\$100**

Group rates are available for those working in the same agency and who send five or more employees for both days. Contact Legerel14@ecu.edu for a voucher code before registering.

The registration fee includes all program materials, refreshments, lunch, and credit. A link and information regarding joining virtually will be included in your confirmation email. You may also log-in to your MyAHEC account to access the landing page for the conference.

[Click here](#) for technical requirements and privacy information.

NC AHEC Photo Policy: Attendance at this activity grants permission for Eastern AHEC to use any photographs, audio, video, or other images from this activity for promotional or educational purposes. Please notify an AHEC staff member if you have concerns.

All Rights Reserved Statement: You may not record, reproduce, publish, distribute, modify, create derivative works, or transmit any program content and/or material presented during continuing professional development (CPD) activities. Continuing professional credit will not be given for unauthorized copied and transmitted recordings of any CPD programs and other activities. Prior registration and attendance are required to receive continuing professional credit.

Eastern AHEC Cancellation Policy

- Cancellations must be in writing easternahec@ecu.edu
- Registrants cancelling between two weeks and two business days prior to the first day of the event are refunded at 70% of the registration fee subject to a minimum \$25 cancellation fee.
- No refunds or credits will be given for cancellations received less than two full business days prior to the event.
- Cancellations greater than two weeks prior to the event will receive 100% refund.
- No vouchers will be issued in lieu of a refund.
- Transfers/substitute(s) are welcome (notify in advance of the program).

Americans with Disabilities Act



Individuals requesting accommodations under the Americans with Disabilities Act (ADA), should contact the ADA coordinator at least five days prior to the event at 252-737-1108 / ada-coordinator@ecu.edu.

If you would like more information on the program, please contact Mental Health Education at legerel14@ecu.edu or **252-744-5228**.