**Diversity Track**
*(All times in Eastern time)*

**Wednesday, June 24, 2020**

**3:00 – 4:30 PM Breakout Session Number 1**
Diversity Track | Ethics Track

**How Your Heritage Informs Your Values, Cultural Competence, and Unconscious Bias**

*Laurie A. Persh, LCPC, LMFT, CCMHC, EAS-C*

Multicultural counseling, “Cultural competence,” and “Diversity training” are all relatively recent concepts and areas of study for counselors. Multicultural counseling was not even a required course in many master's programs when the fields of community counseling and counseling psychology were still young, before CACREP. However, it is very much a requirement now. Counselors and other mental health professionals are also bound by codes of ethics. The ACA Code of ethics addresses multicultural issues in sections on “Professional Responsibility,” “Assessment,” “Supervision and Training,” and Ethical Decision Making. With this foundation of understanding and need, the current political and world environment which we all work in has been undergoing tremendous change and public awareness of conflict around immigration and civil rights. Many journalists and researchers have noted increases in incidents of overt racism, antisemitism, and hate crimes. Concerns have been raised about the effectiveness of corporate diversity or sexual harassment training while police departments are feeling the pressure to increase trainings to avoid “implicit bias” or racial profiling. As counselors, we need to understand the origins and dynamics of cultural diversity. Within every culture, there are values that predominate. Understanding and embracing our own values can help us see where we may differ and unconsciously judge others for who they are or what their values are. This presentation will present some review and exploration of the development of the concept of cultural competence and related concepts. We'll examine developmental values and how they influence attitudes and interactions, for both clients and counselors. We'll also look at some of the latest research and work on measuring and training around unconscious bias.

**5:00 – 7:00 PM Breakout Session Number 2**

Diversity Track

**And I Tell Myself, A Moon Will Rise From My Darkness: A Trauma-Focused Group Therapy Protocol for Immigrants and Refugees**

*Presented by Saba Aqel, M.A.*

War, political turmoil, and economic duress have led millions of immigrants and refugees to seek asylum in the United States. This creates a need for multiculturally informed therapeutic interventions that are designed for diverse populations. This presentation introduces a trauma-focused group therapy protocol for immigrants and refugees from the Middle East. Trauma is any experience that is “unbearable and intolerable” (Van Der Kolk,
Trauma often overwhelms our nervous system and the ability to process and regulate our emotions in a given situation. Steven Porges (2011) proposed the polyvagal theory, which explains the devastating impact trauma has on our parasympathetic and sympathetic nervous system. In addition, trauma impacts healthy brain development, exacerbates mental illness, and increases susceptibility to physical illness (Felitti et al., 1998). Immigrant and refugee communities experience significant levels of traumas before, during, and after their flight (Gonzalez & Ivers, 2017). Often experiencing geographic, economic, environmental, and political trauma as well as systemic oppression and persecution (Reed, Fazel, Jones, Panter-Brick & Stein, 2012). Additionally, they likely experience marginalization, scapegoating, discrimination and acculturation difficulties in their original and host countries (Yoon, Langrehr & Ong, 2011). This likely results in intergenerational trauma patterns that passed down through the generations, which further debilitates the community and leads to stagnation, isolation, and poor mental health outcomes. This presentation aims to explore cultural strengths and utilize generational resilience to empower this population through group work. Here, I develop a group therapy protocol to ameliorate trauma symptoms through the integration of historical and native cultural healing practices.

OR

Supervision Track | Diversity Track

Redefining Vulnerability: A Supervisor's Super Strength

Presented by Matthew R. Shupp, Ed.D., NCC, BC-TMH, LPC

Staff retention is becoming increasingly important in a field where expectations and responsibilities are becoming increasingly more demanding. Counseling literature and research consistently identify supervision as one factor in the retention and satisfaction of staff, both positively and negatively. Despite the extensive research on best practices in supervision, especially for new professionals, very few theoretical models of supervision exist within the field and even fewer models specifically consider multicultural competence as a foundation for effective supervision. A new and intentional approach to supervision that models the values of inclusion is critical for the retention of professionals at all levels, is critical to the continued development of staff beyond professional preparation programs, and is critical for creating a profession that espouses a philosophy of inclusion. This session will introduce the inclusive supervision model, an innovative approach to supervision that seeks to align our professional values of multicultural competence with our professional practice. It reflects the important values of our profession and provides a framework through which professionals can evaluate supervision practice and consider specific actions to enhance one’s own capacity for enacting the four tenets of inclusive supervision which are: creating safe spaces, demonstrating vulnerability, cultivating holistic development, and building capacity in others. The inclusive supervision model is a result of almost 5 years of research examining multicultural competence in the context of supervision.
Thursday, June 25, 2020

3:00 – 4:15 PM Breakout Session Number 2
Diversity Track
Skills and Techniques for Bridging Cultural Differences
Presented by Susan V. Lester, PhD, NCC
The third and fourth domains of the Multicultural and Social Justice Counseling Competencies adopted by ACA in 2015 are competency in the counseling relationship and in counseling and advocacy interventions. These domains are addressed through counselors’ ongoing development in attitudes and beliefs, knowledge, skills, and action. Multicultural counseling training often gives more attention to attitudes, beliefs, and knowledge than to skills and action. Skills are also often taught as specific to work with particular ethnic groups. This presentation is focused on skills that may be useful across groups and types of difference for developing the counseling, supervision, and teaching relationships. The skills presented are based on recommendations by leading counselor educators and scholars and include broaching the topic of difference, leaning into challenging conversations, questioning assumptions and asking questions, and making adaptations to traditional European American counseling approaches. Participants in this session will engage in experiential learning in the form of role play and practice exercises.

5:00 – 6:30 PM Breakout Session 3
Diversity Track | Child & Adolescent Track
Parenting the Rainbow: Working with Parents of Queer and Trans Children
Presented by Laurie Bonjo, PhD, PSC, NCC and Misty Ginicola, Ph.D, LPC
Research has shown that queer and trans youth who come from affirming families have better outcomes, including higher self-esteem, academic success and increased career planfulness. Furthermore, young people with supportive families demonstrate fewer at-risk behaviors. This includes reduced risk for substance use, non-suicidal self-injury, homelessness, sex work, as well as lower risk of suicide. The annual GLSEN survey provides robust evidence that the majority of clinicians perceive themselves as under-prepared to work with queer youth (https://www.glsen.org/sites/default/files/2019-10/GLSEN-2017-National-School-Climate-Survey-NSCS-Full-Report.pdf) and their families. While young people are going through their own identity development processes as LGBTGEQIAP+ people, their families are going through parallel processes of developing into ally identities as family members of an LGBTGEQIAP+ person. Clinicians can help queer youth by helping their families. Counselors working with LGBTQGEIAP+ youth can: 1) help young people make important choices about identity management based on their safety; 2) discuss, plan, and role play interactions with young people and also discuss, plan, and role play interactions with their caregivers; 3) provide empathy and psychoeducation to parents and family members as well as to young people; 4) help family members understand the identity development processes experienced by most queer youth so that they are better able to support their young people; 5) help family members understand their
own identity development processes; 6) help young people and family members understand how intersectional identities figure into the continuum of acceptance to rejection and help young people and their families explore how to leverage feelings of inclusion and belonging across all identity statuses; 7) use modeling through bibliotherapy and cinematherapy to create space for young people and their family members to self-empower by challenging homophobic/transphobic/biphobic/queerphobic messages they are at risk for internalizing; 8) create space for families of queer youth to build connections and provide support, encouragement, and inclusion through community membership that affirms all of the identity statuses our young people occupy. This presentation offers a number of concrete, practical, clinical interventions that counselors can use with queer youth and their families. Distal and proximal interventions are presented for young people as well as their family members. We provide concrete suggestions for how to work with family members who are resistant or who are struggling to accept their LGBTQGEIP+ child. Our goal is to prepare counselors to support family members as they are learning how to best understand, affirm, embrace and effectively advocate for their children.

**Friday, June 26, 2020**

**11:00 AM – 12:00 PM Breakout Session Number 1**  
Diversity Track | Couples & Family Track | Child & Adolescent Track  
**Empowering Transgender Youths and Their Families**  
*Presented by April Megginson, PhD*  
Research indicates that transgender youths that are supported by family and/or school have a tremendous impact on their mental health (Reisner, 2015; Russell 2018). Transgender youth are far more likely than their non-transgender peers to experience depression at nearly four times the risk (Reisner, 2015). Understanding the unique needs of transgender youths can help mental health counselors effectively work with them and their families. The use of a chosen name being used in multiple contexts (school, home, work, & friends) led to a 29% decrease in suicidal ideation, and a 56% decrease in suicidal behavior (Russell, 2018). Yet, only 26% of LGBTQ youth feel safe at school (Human Rights Campaign, 2018). For many transgender youth and their families the conflict between safety and living a genuine life is a central dilemma (Kreiger, 2017). Assisting transgender youths and their parents advocate for their needs at the school level can one of the most important treatment goals.

**3:00 – 4:15 PM Breakout Session Number 2**  
Diversity Track  
**Multicultural Orientation: Empowering Clients and Improving Outcomes**  
*Presented by Sidney Shaw, EdD*  
This training will provide a brief review of research literature on multicultural counseling outcomes, review some strengths and limitations of Multicultural Counseling Competencies,
and teach participants about Multicultural Orientation (MCO) and how to enact MCO in daily counseling practice. MCO consists of 3 pillars including cultural humility, cultural opportunities, and cultural comfort and several recent studies have shown MCO to be a good predictor of counseling outcomes (Hook et al., 2011; Owen et al., 2014; Owen et al., 2016). In this session, participants will learn hands-on strategies for increasing MCOs in their work with clients, increasing awareness of and reducing frequency of microaggressions in counseling, creating a culture of feedback, and improving their overall counseling effectiveness.

5:00 – 6:30 PM Breakout Session Number 3
Diversity Track | Trauma Track
"Why They Don't Come Back": Understanding and Challenging Barriers to Treatment When Counseling Minority Clients
Presented by Portia X. Allie-Turco, MS, LMHC, NCC
Studies indicate that fewer than half of all racial minority adults in the U.S. who experience a mental health disorder receive treatment. Within those racial minority individuals who do seek treatment between 50-60% terminate therapy after the first session even though the rate of need for services is higher. Historical, cultural and environmental factors that create barriers include: Inability to recognize and accept mental health problems; reluctance to discuss psychological distress; social stigma against mental illness; the relationship between the client and mental health provider; insensitivity about historical trauma; lack of clinical skills or awareness of dominant cultural messages, and implicit bias towards minority clients. This presentation will focus on historical, political and cultural barriers impacting access to mental health services for minority clients with a deeper exploration of how traditional counseling theories and concepts in mental health may be culturally incongruent and may promote early attrition by minorities. Mental health providers will evaluate their competencies and learn evidence-based strategies to deliver culturally sensitive care.