



3rd Annual Social Service Conference Conference Schedule

March 12th-14th 2025

March 12, 2025			
7:00-8:00		Conference Check-In	
Time	Learning Session CE credits for this session: 1.5	Room	Choose which credit you will request for this session
8:00-8:15	<input type="checkbox"/> Welcome, Opening Prayer, & Logistics	Ballroom	__ General CE credits __ Culture __ Equity and inclusion
8:15-9:00	Opening Keynote: <input type="checkbox"/> Erica Abeyta, Community Program Manager-Bernalillo County & Ken Hendricks, Director of Community Support & Engagement with Los Alamos Visiting Nurse Service "What is your Why"		
9:00-9:45	Keynote Part II: <input type="checkbox"/> M. Soña Alaniz Saiz, PhD, LCSW Cultivating Our Resilience Through Culturally Sustaining Practices		
9:45-9:55	Art Integration		
9:55-10:10	Lifetime Legacy Award		
10:10-10:40	Arts Integration		



10:45-11:00	Exhibit Visits / Transition to Learning Sessions
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Learning Session	Presenter(s)	Room	Choose which credit you will request for this session
Within your Genes	Rebecca Sonnenberg, LCSW, certified in EMDR, DBT, IFS, CPP, CSW	COLORADO	__General CE credits

Description

This presentation is designed for mental health professionals, social workers, educators, community organizers, and anyone working with individuals and families impacted by intergenerational trauma. It's relevant for those seeking a deeper understanding of trauma's intergenerational effects and practical strategies to address them in their work.

Objectives:

1. Understanding Intergenerational Trauma: Participants will gain a comprehensive understanding of intergenerational trauma, including its definition, causes, and manifestations across different cultural contexts.
2. Impact on Individuals and Communities: Participants will explore the ways in which intergenerational trauma manifests in individuals' lives, families, and communities, and its implications for mental health, behavior, and social functioning.
3. Healing and Resilience: Participants will learn about evidence-based approaches and culturally sensitive strategies for addressing intergenerational trauma and promoting healing and resilience.

Understanding the Military Domestic Violence Program	Jo Ann Stringfield, JD, LLM; Colonel, US Air Force, Retired Jessica Stringfield, LPC-S, LCSW-S	TEXAS	__General CE credits __Culture __Ethics __Leadership
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Description

This workshop will help all behavioral health practitioners, at all levels, gain a base level of cultural competence in our military community. New Mexico is home to over 16k service members and 25k civilian government employees, plus their families; over three active-duty Air Force bases, an Air Guard unit, and the NM National Guard. Furthermore, New Mexico is home to over 142k veterans.

There is a massive and lengthy intersection between the judicial system and domestic violence survivors. The practical skills for behavior health practitioners to aid in the crisis, stabilization, healing, and clinical therapeutic techniques are key in helping military domestic violence survivors throughout the whole



survivorship process. Empowering behavioral health practitioners with some basic understanding of the military domestic violence process, including legal, can directly contribute to more positive outcomes for military domestic violence survivors.

Objectives:

1. Recognize at least two ways the military code of justice (UMCJ, aka military law) has an implicit and explicit bias towards domestic violence survivors.
2. Identify at least two local resources they can utilize when supporting military domestic violence survivors.
3. Name at least two ways of competent representation of military domestic violence survivors.

Improv As a Therapy Modality	Megan Finn, LCSW	NEVADA	__General CE credits
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Description

These are skills therapists or clinicians can use in group therapy or in small groups with patients. Improv comedy and acting can be used as a way of healing trauma, coping with anxiety or coping with depression. In this presentation, you will experience moving out of your comfort zone and how you can help clients/patients move out of their comfort zone to deal with high stress or high anxiety situations as well as trauma.

Objectives:

1. Teaching different skills to conquer anxiety and depression in teens to adults.
2. Trying different improv exercises and activities to conquer anxiety and feeling embarrassed.
3. Getting therapists and other helping professionals in a fun vulnerable position using improv.
4. How to implement the skills you learned with your clients.

Recharge & Renew: The Blueprint for your Wellness Room	Joyce Barela & Cindy Barris Barela – Bachelor of Science in Elementary Education with an endorsement in Special Education, Master's of Arts in Teaching Reading Certifications: Elementary Education, Special Education, Bilingual Education, TESOL, Reading, Administration PK-12	ARIZONA	__General CE credits __Culture __Ethics
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	Barris – Bachelor’s Special Education, Master’s Educational Leadership Certifications: Elementary Education, Special Education, Administration PK-12		
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Description

This presentation aligns strongly with the concept of wellness in education, as it highlights the critical role of Wellness Rooms in supporting students' holistic well-being. These rooms embody many of the core elements of education wellness, fostering an environment where students' mental, emotional, and physical health are prioritized alongside academic achievement.

Objectives:

1. Learn about the implementation process: Attendees will learn how one school district successfully initiated its Wellness Room program, including securing grant funding and overcoming challenges in the setup phase.
2. Understand the impact of Wellness Rooms: Participants will gain an understanding of how Wellness Rooms support student well-being by fostering mental, emotional, and physical health in school environments.
3. Identify the benefits of Wellness Rooms: Participants will explore the various services provided in Wellness Rooms, such as emotional regulation support and coping strategy development, and their role in promoting a positive school culture.
4. Examine the holistic approach to student well-being: Participants will discover how Wellness Rooms contribute to a holistic approach to student support, helping create a thriving, healthy student community.
5. Gain insights from real-world experiences: Attendees will hear valuable insights from a panel discussion with Wellness Room providers, offering practical knowledge on the operation and impact of these spaces.

Opening a Mental Health Clinic: The Good, The Bad, and The Amazing	Lauren Gomez, MSW, LCSW	PARLOR A/B	__ General CE credits __ Ethics __ Leadership __ Supervision
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Description

This presentation is crafted to equip future mental health professionals, administrators, and advocates with the key skills and knowledge needed to establish a successful mental health



clinic. Attendees will learn foundational steps to plan, launch, and sustain a clinic, with a focus on accessible, client-centered care that meets unique local needs.

We'll cover the essential services a clinic should offer and the types of professionals required to provide comprehensive care. Key steps in the planning process, including market research, licensing, and compliance with legal standards, will be outlined to help attendees navigate the regulatory landscape. Practical advice on budgeting for startup and operational costs will be included. Attendees will also explore strategies to build a welcoming, inclusive environment that encourages client comfort and retention, along with marketing and outreach methods to foster community trust and develop partnerships.

The presentation will address common challenges in clinic sustainability, such as financial management, staff retention, and client engagement, and provide strategies for overcoming these barriers. Drawing on research, we'll highlight how mental health clinics positively impact communities by improving access to care, reducing ER visits, enhancing economic productivity, and fostering stigma-free support networks. This session ultimately serves as a practical guide for launching a clinic that can become a vital resource in improving public health, strengthening community resilience, and promoting overall well-being.

Objectives:

1. Understand the Foundations of a Mental Health Clinic
2. Identify Key Steps in the Planning and Launching Process
3. Explore Funding and Financial Considerations
4. Understand Marketing and Community Outreach
5. Discuss Challenges and Strategies for Sustainability

The Power of Gratitude

Pamela K. Smith
MA., LPCC

PARLOR C/D

__ General CE credits
__ Leadership

Description

According to Psychology Today, "the eminent Roman philosopher Cicero once said, "Gratitude is not only the greatest of virtues but the parent of all others." This ancient wisdom still holds today, as scientific studies confirm the many benefits of practicing gratitude. From boosting happiness to reducing stress and depression, improving sleep quality, to strengthening relationships, gratitude has been shown to enhance our lives in countless ways. And when faced with adversity, gratitude can give us the resilience to overcome the toughest challenges." The presenter will lead the audience through the 4 "A's" of Gratitude (Awareness, Appreciation, Acceptance, & Action) from her personal view and experiences. Explaining how the conscious choice of practicing gratitude has changed her life in light of dealing with tremendous grief and loss, becoming the cornerstone of her coping skills and spirituality both in her professional and personal life. Audience will participate in a couple exercises.

Objectives:

1. Be able to define gratitude.
2. Be able to identify the benefits of having an attitude of gratitude.
3. Be able to identify things or people they are grateful for.
4. Be able to identify how they can affect other people by expressing their gratitude

Whole Health as a Wellness
Revolution

Tiffany Wynn, PhD,
LPCC

PARLOR E/F

__ General CE credits
__ Prevention



Description			
<p>This presentation will focus on the approaches and behavior that can be adopted across the entire ecosystem of care. The presenter will offer actionable steps for seniors, justice involved persons and staff, educators, substance use and mental health providers and recipients.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand whole health, be able to map how their services are a part of whole health, and have actionable steps to take to bring their work closer to WH principles. 			
Introduction to the Fair Housing Act: How This Law Impacts People with Disabilities	Jeminie Shell, M.A., Master of Arts, International Studies and Environment & Natural Resources, Bachelor of Arts Degree, Anthropology	PARLOR G/H	__ General CE credits __ Equity and inclusion __ Ethics __ Culture __ Prevention
Description			
<p>The Fair Housing Act covers several protected classes, including those with disabilities. This training session will provide an introduction to the law, specifically how it applies to people with disabilities. The training will focus on the administrative portion of the law, including reasonable modifications and various types of accommodations that people with disabilities may have to request and how the request process works. We will discuss obligations and rights of both the tenant and the housing provider, and review best practices for writing professional letters in support of assistance animals (Emotional Support Animals.)</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Participants will understand reasonable modifications to policies and procedures under the FHA and how clients can request them. 2. Participants will be able to advocate for their client's need for reasonable modifications. 3. Participants will be able to identify best practices for writing professional letters of support for assistance animals (Emotional Support Animals). 			
Cultural Humility: The path to Developing Cultural Competence	Dr. Ismael Andy Dieppa, PhD, Social Worker, Tyson Coriz, Preventionist	Garden Room	__ General CE credits __ Culture



Description

This session will provide an opportunity for participants, in an interactive approach with presenters to examine the meaning, importance, and steps in achieving cultural humility. Participants will acquire a basic understanding of cultural competence.

Objectives:

1. Understand and internalize the meaning of cultural humility as a beginning path to achieve cultural competence.
2. Defining “cultural competence” within the context of “cultural humility” as a life-long commitment.
3. Developing a personal understanding of “cultural humility” as a fundamental professional ethnical standard.
4. Acquiring a basic understanding of the key components and attributes of “cultural humility” and “cultural competence.”
5. To understand and internalize the barriers to cross-cultural humility and competence.
6. Examine carefully the cultural values of the Anglo-American society within the context of values held by Hispanic/Latinos and Native Americans.
7. Developing a basic understanding of the concept of “Acculturation Continuum” within the context of conflicting cultural values in the U.S.
8. Achieve a commitment from participants to cultural humility.

12:30-1:45

Lunch on Your Own

1:45 – 3:15

Number of CE Credits offered for this learning session: 1.5

Learning Session	Presenter(s)	Room	Choose which credit you will request for this session
Website and Document Accessibility	Jesse Armijo, BA in English with Minor in	COLORADO	__ General CE credits



	Psychology, BA in Media Arts, Assistive Technology Professional (ATP), ADA Certified Coordinator (ADAC), and NM Certified Public Official (CPO)		__Ethics
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Description

This educational session will cover the ins and outs of website accessibility including how to make uploaded documents accessible for individuals with disabilities. This session will cover the pertinent laws related to why this topic should be a bigger focus for organizations and employers who serve those with disabilities. Participants will learn of common issues and how to make the appropriate fixes along with learning about tools to assess potential issues for themselves. The second part of the session will cover how to make Word, PowerPoint, and PDFs accessible before they are uploaded or sent out to the public. At the end of the session, attendees will walk away with a better understanding and a clearer path forward with how to make part of the digital world more inclusive for those with disabilities.

Objectives:

1. Participants will learn about pertinent laws related to Information Communication Technology including Section 508 and the ADA.
2. Participants will learn how to assess websites for potential issues and how to relate that information to those in charge of making changes.
3. Participants will learn how to make Word, PowerPoint, and PDFs more accessible before they are shared with the public in a digital format.

Unlocking One's Full Potential; Let's learn to finish what we start	Philip Terry-Smith, Ph.D., Th.D; LCPC, LCMHC; CCTP, CRTS, CCFP, CASDCS	TEXAS	__No specialty (GeneralCE credits) __Ethics __Leadership
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Description

Do you want to achieve your full potential? Do you want to help your clients do likewise? If you're like most people, you've probably abandoned your share of dreams, goals, and aspirations. You've probably even gotten good at making this seem reasonable. After all, there are only so many hours in a day, and not every idea is worth pursuing. Life happens, you hit a roadblock, you lose energy, you get frustrated, or you simply realize that the idea is going to be way more work than you initially anticipated. In this workshop we will learn to Take Action – Follow Through – Finish What We Start. We are going to learn about the power of being a "finisher". We will start by looking at why one hasn't been finishing what one starts and how to overcome the habits that have been holding us back.



Objectives:

1. Examine factors that limit one's success and completion of goals
2. Explore and practice skills to move from procrastination to action
3. Learn about and engage in activities that assist in follow through and goal attainment

Cultural Humility Through Self Disclosure

Carolina Belmares-Otega, MA, LPCC, NCC, ACS; Dolores Scarlett Cortez, MA in Art Therapy & Counseling

NEVADA

__General CE credits
__Equity and inclusion
__Culture
__Ethics

Description

Our therapeutic system aims to provide culturally sensitive support for families, yet there are various unspoken ethical considerations we need to address when it comes to this approach. Our traditional methods of individualistic support for families of color may be minimized when we do not observe and incorporate a collectivist approach in our practice, which may deteriorate the quality of our therapeutic relationship with clients.

This presentation aims to explore ways in which the provider is able to serve as an ally and utilize their own version of "self" to enhance the therapeutic relationship. This presentation seeks to collaborate with participants in sharing unique experiences they may have faced that require an ethical lens regarding "what's appropriate or inappropriate" to do when it comes to involving oneself in the client's healing. The presenters aim to share techniques on ways in which they have addressed therapeutic boundaries with clients, and when it might be appropriate for them to make exceptions towards them to help them celebrate their own backgrounds to foster healing.

Objectives:

1. Explore the differences between individualistic and collectivist behavioral health approaches.
2. Discuss ethical considerations of therapeutic boundaries with utilizing the "self" as a tool in a client's therapeutic goals.
3. Identify things they may consider bringing as unique traits of oneself in a therapeutic setting.

Developing a Behavioral Health Program from a 2 course Micro-Credential to a Bachelor of Applied Science in Behavioral Health

Callico Jones, DSW, LSW, Candidate for LCSW, School Social Worker, Grief Recovery Specialist, Chair of Department of Behavioral Health

ARIZONA

__General CE credits



	at Pueblo Community College		
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Description

Take a look at the reasoning, history, and implementations used in Colorado's Community College System to develop a Behavioral Health Program to create entry and mid-level positions to address access issues for clients, and increase pathways while decreasing burnout for the professionals and students developing as professionals.

Objectives:

1. Attendees will learn the history of how these workforce-building programs started
2. Attendees will learn how working collaboratively helps to create entry level positions in professions where access is limited to clients in part because there are not enough providers
3. Attendees can brainstorm how this can be done in their communities and professions

Re-imagining Dementia, Creating Magic	Ruth Dennis, MA in Art Therapy, MFA in Ceramics and Architecture, Credentials: LMHC, ATR Certifications: ATR, BC	PARLOR A/B	__General CE credits __Equity and inclusion __Culture __Ethics
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Description

The goal of this workshop is to shift the perspective around the way we as professionals face cognitive changes and the way we define dementia. So much of the history in mental health around dementia care comes from fear, denial, ableism, lack of common sense and sheer ignorance. There has been and still is a tendency to look at human beings with dementia in terms of only decline, disease first human second. The core of the work that I and the team I work with at Vista has always been quite simple. To create a rich, creative, and loving life for elders facing dementia. To define the amazing humans, we see every day as people first not disease first. That simple statement is incredibly complicated. What is an elder? What does having a rich, creative life mean? Does this change over time? How do we define loving? What are the choices and decisions that go into making a life? When do those choices and decisions get made and by whom? And what is Dementia, who does it affect and what can we all learn from this thing we call Dementia?

I am including a paragraph from the National Institutes of Health, Library of Medicine, this is a summary of the DSM-5 definition of dementia.

DSM-5 diagnosis of Major Neurocognitive Disorder, which corresponds to dementia, requires substantial impairment to be present in one or (usually) more cognitive domains. The impairment must be sufficient to interfere with independence in everyday activities. The diagnosis of Mild Neurocognitive Disorder, corresponding to MCI, is made when there is modest impairment in one or more cognitive domains. The individual is still independent in everyday activities, albeit with greater effort. The impairment must represent



a decline from a previously higher level and should be documented both by history and by objective assessment. Further, cognitive deficits must not occur exclusively in the context of delirium or be better explained by another mental disorder.
We can do better...

Objectives:

1. Look at the clinical changes someone with progressive dementia will face in a compassionate and honest way. Learning objectives will include an active learning activity around empathy building.
2. Identify stereotypes and biases around aging, disability, and independence that either create denial or increase disability for someone facing progressive dementia. Look at how traditional programs are often built around these stereotypes.
3. Talk about the tough stuff: money, independence, sexuality, and end of life choices. Look at ways to be present and supportive of elders and the people who love them facing these issues. Also look at any barriers we may have as professionals that may get in the way.
4. Re-imagine programming for elders both those living alone and those with family or spouse connections that can offer support throughout the process in creative and life-affirming ways.
5. Creative/meditative project to close that will allow attendees to look at their own boundaries and self-care in the face of working with aging.

We are an aging population. There is simply no way to avoid the impact that both living with and caring for dementia will have on our State and on the helping professions. The goal of this workshop is to start having better and more honest discussions around dementia. As a profession it is time for us to push the boundaries of what is possible for all of us as we face aging with or without dementia. It is also to take away the fear and denial which only result in poor care and negative outcomes.

Building Family Resilience: Functional Family Therapy Implementation in New Mexico	Marta Anderson, MSE, LCSW; Dr. Sandra Y. Herrera-Spinelli, LISW	PARLOR C/D	__ General CE credits __ Culture __ Ethics __ Prevention
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Description

Families facing struggles and inequities need hope and a clear pathway to overcome their challenges. Functional Family Therapy (FFT) is an evidence-based family therapy treatment that provides just that. FFT is based on a functional lens for understanding families and a systematic process of change. In New Mexico, FFT is being recognized as a key intervention to improve the health, safety, and well-being of children and families involved in child welfare or juvenile justice systems. However, for FFT to be effective, it needs to be tailored to the specific needs, context, and diversity of the state and of each local community within the state. FFT integrates ongoing family voice into every treatment decision while maintaining the evidence-based change mechanisms that make it an evidence-based practice. Our goal is to provide effective treatment that strengthens communities and builds resilience in families. This presentation will focus on how FFT's application to prevent and treat substance use within the family context.



The Functional Family Therapy (FFT) Model has been involved in the evolution of Juvenile Justice, Child Welfare and mental health services for youth and families for several decades. FFT is now one of the cornerstone evidence-based practices utilized throughout the country and locally in New Mexico communities to enhance family strengths and increase family resilience. FFT is able to meet the unique and diverse needs of the New Mexico communities as it teaches clinicians to go beyond empathy, and to work collaboratively with families to build an understanding of each unique family's values and needs while also directly discussing the concerns and struggles they face.

In this presentation, professionals will receive an overview of the Functional Family Therapy model, the change mechanism and how the model is tailored to meet the needs of diverse families. The presentation will include a local FFT Provider actively working with families in New Mexico and case studies of how the model has been applied to fit the needs of local families.

Objectives:

1. Professionals will have a broad understanding of Functional Family Therapy.
2. Professionals will understand the FFT change mechanisms.
3. Participants will enhance their clinical skills to better serve families through a relational lens as they return to their clients and communities.
4. Participants will gain an understanding of the necessity of client voice in making good clinical decisions.

Finding Our Rhythm:
Strengthening Communities,
Empowering Recovery

Liliana Spurgeon,
Bachelors in
Psychology, CHW

PARLOR E/F

__ General CE
credits
__ Culture
__ Leadership
__ Prevention

Description

Finding Our Rhythm: Strengthening Communities, Empowering Recovery roundtable explores how leadership can thrive when rooted in shared strengths and community resources. At the core of Soul Recovery Café's approach is the belief that every individual is recovering from something and has wisdom to share. This principle drives their programs, which combine recovery capital—personal, social, and community resources that support recovery—with cultural wealth to foster connection, resilience, and empowerment.

- Soul Recovery Café's programs incorporate four key types of social support:
- Emotional: Providing empathy and care to build confidence.
- Informational: Sharing knowledge and life skills for personal growth.
- Instrumental: Offering concrete assistance to help individuals achieve goals.
- Affiliation: Building community and fostering a sense of belonging.

These supports align with SAMHSA's 10 components of successful recovery programs—such as self-direction, peer support, and hope—along with an emphasis on resilience. Participants will learn how this holistic model creates inclusive leadership opportunities and inspires sustainable change. Through practical strategies and real-world examples, attendees will leave equipped to apply these principles in their own organizations.



Objectives:

1. Leverage Recovery Capital and Cultural Wealth:
2. Participants will learn how to identify and apply recovery capital and cultural wealth to support clients' resilience, foster empowerment, and strengthen community connections in behavioral health practices.
3. Improve Therapeutic and Cultural Competence: Attendees will gain practical strategies to integrate person-centered approaches, peer-driven support, and cultural humility into their therapeutic practices, building trust and creating inclusive, meaningful client relationships.
4. Strengthen Social Support Systems: Participants will explore how to provide emotional, informational, instrumental, and additional support to enhance recovery programs, build community connections, and improve outcomes for clients.
5. Incorporate Evidence-Based Recovery Practices: Practitioners will learn to align their work with SAMHSA's 10 components of successful recovery programs—such as self-direction, peer support, and hope—while incorporating resiliency into their approach.
6. Foster Inclusive Leadership in Behavioral Health: Attendees will discover actionable ways to create leadership opportunities within recovery communities, using individual strengths and cultural diversity to drive sustainable, positive change.

The Role of Holistic Health and Wellness in Treating Behavioral Health Clients

Mary (Mac)
Morrison, LPCC (New Mexico), LPC (Montana), LMHC (Washington)

PARLOR
G/H

__General CE
credits

Description

Much of the training for counselors and social workers is based on very Western psychological concepts that are individualistic, internally focused and diagnosed. However, there is abundant research on the positive impact and approaches of a holistic and integrative view of the client and their presenting problem. This presentation focuses on the major spheres of influence on the healing process that are often overlooked in treatment, such as environment, community, family, right livelihood, biology, circadian rhythms, health, freedom/lack of fear and spirituality/ reason for living. Including the whole life of the client can often lead to miraculous and lasting healing.

Objectives:

1. Participants will be able to understand and name the several spheres of the client's life that need to be considered in treatment.
2. Participants will learn modalities and holistic health perspectives to incorporate many aspects of the client's life into the healing process
3. Participants will learn ways different modalities are used and how outcomes are measured.



3:15-3:30	Exhibit Visits / Transition to Learning Sessions
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<p>3:30-5:00</p> <p>Number of CE Credits offered for this learning session: 1.5</p>
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Learning Session	Presenter(s)	Room	Choose which credit you will request for this session
PART I-Understanding & HEALING from Sexual Trauma: Body Memories, Nightmares, Sexual Responding Challenges, Drug Use & Abuse, Influence of the Estradiol Hormone, Posttraumatic Growth	Dr. Sharon Baty, PhD, MA, BA, AA, LPC, LPCC	COLORADO	__General CE credits

Description

Sexual trauma can have long-term devastating effects on the survivor. When unresolved, it can result in long-term psychological problems that persist throughout the lifespan, causing physiological, social, and psychological distress. Working with survivors can be challenging as we support them in their healing journey to reclaim their power. In addition to facilitating effective somatic and cognitive treatments, it is also important for many survivors to obtain an understanding of why they have many trauma-related symptoms they are experiencing.

Major topics to be covered:

- Estradiol Hormone & Sexual Trauma
- Body memories
- Posttraumatic Stress Disorder
- Sexual Responding Issues
- Brain spotting
- EMDR/Bilateral Processing
- Drug use and sexual trauma
- Posttraumatic growth

Objectives:

1. Learn how effects of sexual trauma manifests within the 4 primary stress responses
2. Learn how sexual trauma manifests within the diagnostic criteria for posttraumatic stress disorder
3. Learn about how the Estradiol hormone may exacerbate sexual trauma symptoms during menstruation
4. Show the function of common drugs of abuse of sexual trauma survivors
5. Learn effective way to treat sexual trauma symptoms
6. Speculate on the role of spirituality in Posttraumatic Growth of sexual trauma survivors
7. Learn how body mapping, bilateral processing and brain spotting can help process body memories



How to Increase Public Uptake of Substance Abuse Recovery Care: What Each of Us Can Do	Ariel Hubbard-Cordero, LMSW, Master's of Public Administration, Bachelor of University Studies	TEXAS	<input type="checkbox"/> No specialty (General CE credits) <input type="checkbox"/> Equity & inclusion <input type="checkbox"/> Ethics
Description			
<p>A recent Harris Poll indicated that around 40% of people who need substance abuse recovery services do not receive them. Scarcity of available services is an overwhelming barrier. But what else stops people from getting the care they need? And what can we do about it?</p> <p>This dynamic and inspiring workshop summarizes current research on why people do not uptake recovery care. Best practices across macro-micro spheres are examined. Participants will utilize this information to explore and identify practical strategies they can incorporate into their particular lines of work. Grounded in a strengths-based approach, this workshop will help participants conceptualize possible solutions and recognize the value of their current contributions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe at least 2 different barriers to care: when and how they occur 2. Name at least 1 strategy that lawmakers and/or government agencies might employ 3. Name at least 1 strategy that leaders and managers of clinics and healthcare agencies might employ. 4. Name at least 1 direct care strategy or technique that the participant would like to implement in their work practice 5. Be able to tell an inspirational anecdote about when someone helped someone else towards recovery. 			
NAVAJO ICWA PROGRAM: Revitalizing its Purpose	Cassandra Gorman, MSW, Senior Social Worker; Lashaina Hoskie, Master of Social Work, Bachelor of Science in Public Management and Policy, Navajo Indian Child Welfare Act Program	NEVADA	<input type="checkbox"/> General CE credits <input type="checkbox"/> Culture <input type="checkbox"/> Equity & inclusion <input type="checkbox"/> Ethics



Description			
<p>To provide information about the Navajo ICWA Program, its goal, purpose and highlights some barriers NICWAP faces. Also, to share and brainstorm ways to remedy the problematic areas. The goals are to bridge the gaps and share resources to improve Navajo ICWAP Program goals and purpose.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Discuss the History of ICWA 2. How Navajo ICWA Program collaborates with CYFD and NM Courts 3. Highlight barriers Navajo ICWA Program is facing in NM courts and CYFD. Barriers such as lack of foster placements, limited services that related to children with high special needs, permanency for the children (some children are in care for 2-3 years) and turnover in staff. 4. Remedies: share and communicate information about each others' services, to increase advocacy for foster placements, and brainstorm ways to achieve foster permanency options. 			
The Basics of SEL	Tina Jacquez, Bachelor In Social Work, Social Emotional Learning Coordinator	ARIZONA	__ General CE credits __ Culture
Description			
<p>Description on SEL and why the need for it in the schools and in any workplace. Discuss the benefits of SEL and how students can succeed in a positive school setting and how employees also thrive with a positive setting. SEL is crucial for the holistic development of individuals. It promotes mental health, positive relationships and academic success. Schools, families and communities all play a role in fostering SEL. SEL strategies need to be implemented in the classroom, homes and workplaces to help individuals thrive emotionally and socially. This presentation can be adapted to suit audiences from parents to educators.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Why SEL 2. Define SEL 3. Learn different SEL strategies to apply to ourselves and in the classroom/school. 4. Share 			
Good dogs and questionable people: How dogs help create safety in a world that doesn't feel safe	Chris Blazina, PhD in psychology, licensed psychologist, retired professor of psychology, award winning author and researcher	PARLOR A/B	__ General CE credits



Description

This presentation explores the crucial role that human-animal interaction plays in shaping the future of social services professionals. This includes clinicians, supervisors, policy makers, and those that work in various areas of social services. The field of human-animal interaction supports the expanding role of animal companions especially for those that have limited social support and history of trauma. It is important for social services providers at all levels to understand the growing body of clinical and research evidence. The presentations will highlight an Attachment theory's perspective on animal companions' importance and prompt new clinical and policy awareness.

Objectives:

1. Understand a brief history of how animal companions (dogs) have become an essential 'family member' in nearly 45% of families in the United States.
2. Understand the potential psychological and physical benefits of animal companions in our lives prompting social connection and wellbeing also referred to as the "pet effect."
3. Understand the role of animal companions in ameliorating trauma in both informal settings (home) and formal therapeutic ones, from an Attachment theory perspective.
4. Recognize the intersection of cultural competence and animal companions across various contextual backgrounds that include domestic abuse, homeless shelters, the nuclear family, and victims of trauma.
5. Apply knowledge and skills for clinical practitioners, policy makers, as well as other forms of social services.

Sustaining the Self: Burnout Prevention, Self-Care, and Coping Strategies for Social Service and Mental Health Professionals

Lizette Munoz, MA
Community
Counseling, Licensed
Professional
Counselor in TX &
NM, EMDR & TFCBT
Certified

PARLOR C/D

__ General CE
credits
__ Ethics

Description

In the high-stakes fields of social service and mental health, professionals frequently face intense demands that can lead to burnout, compassion fatigue, and emotional exhaustion. This presentation is designed to equip social service and mental health professionals with actionable insights and tools to prevent burnout, foster self-care, and build resilient coping skills.

Through an engaging session, attendees will explore the root causes of burnout specific to their professions, including the emotional toll of working with high-risk individuals, the pressure of crisis management, and the impact of vicarious trauma. Participants will learn to recognize early signs of burnout and explore the vital role self-care plays in maintaining both mental health and professional efficacy. The presentation will cover practical self-care techniques that are not only restorative but also sustainable for busy professionals. Topics will include mindfulness practices, grounding exercises, and cognitive strategies that can be woven seamlessly into daily routines.



Additionally, we'll examine the importance of resilience, offering approaches to cultivate a growth mindset and maintain emotional boundaries that protect against professional fatigue. This session emphasizes personalized action, encouraging participants to develop a unique self-care plan tailored to their needs.

Objectives:

1. Include actionable insights related to ethical standards in social services.
2. Provide participants with a clear understanding of what burnout is, the stages of burnout, and its causes, especially as they relate to the unique challenges in social services and mental health fields.
3. Equip attendees with effective, sustainable self-care techniques that they can incorporate into their daily routines.
4. Teach evidence-based coping strategies tailored to managing high-stress situations, emotional labor, and the often unpredictable demands of social service and mental health work.
5. Foster resilience through discussions on mindset shifts, emotional boundaries, and resource utilization to improve overall professional and personal well-being.
6. Encourage participants to design individualized self-care and coping strategies that can be implemented both in their professional and personal lives.

Trauma-Informed Advocacy:
Empowering Social Workers to
Support Sexual Violence
Survivors in New Mexico Tribal
Communities

Dr. Melissa E. Riley,
Ph. D., Doctorate of
Philosophy

PARLOR E/F

__ General CE
credits
__ Culture
__ Equity & inclusion
__ Ethics

Description

"Trauma-Informed Advocacy" equips social workers with essential skills to support sexual violence survivors in New Mexico's tribal communities. This interactive workshop focuses on culturally responsive, trauma-informed practices, effective communication techniques, and self-care strategies. Participants will gain practical tools to enhance their advocacy efforts and create safer, more supportive environments for Native American survivors.

Objectives:

1. Apply at least three trauma-informed principles when responding to disclosures of sexual violence from Native American survivors.
2. Demonstrate effective communication techniques for building trust and rapport with sexual assault survivors from tribal communities.
3. Identify and utilize at least two culturally appropriate resources and referral pathways for Native American survivors of sexual violence in New Mexico.
4. Practice self-care strategies to prevent secondary traumatization when working with sexual assault cases in tribal communities.
5. Develop a personalized action plan to implement trauma-informed, culturally responsive practices in their social work roles within New Mexico tribal communities



Preparing for Success: Navigating National Licensure Exams	Eli Fresquez Ph.D., Psychology Ph.D. Social work	PARLOR G/H	__General CE credits
Description			
<p>This session will explore the exam's structure, key content areas, and effective preparation strategies to enhance your chances of success. You'll receive clarity on exam day expectations, learn proven study techniques, and gain information on how to develop a personalized study plan. Don't miss this opportunity to equip yourself with the knowledge and tools necessary to approach the exam with confidence. Register now and prepare for success!</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand the Structure and Content of Behavioral Health Licensure Exams: Participants will gain a clear understanding of the exam format, key content areas (including Human Behavior, Practice Methods, Ethics, and Policy), and what to expect on exam day. 2. Learn Effective Exam Preparation Strategies: Participants will be provided with ideas for the creation of a personalized study plan, utilize relevant study materials, and implement proven exam-taking strategies to optimize their preparation efforts. 3. Clarify Common Exam Questions and Misconceptions: Participants will have common questions addressed, myths debunked, and misconceptions clarified, leaving them with accurate information about the exam process. 4. Build Confidence for Exam Day: Participants will walk away with strategies to manage exam-related stress and anxiety, along with actionable tips to approach the exam with confidence and readiness. 			

Total potential CE credits for DAY ONE: 6

****An evaluation submission is required for each learning session you attend***



March 13, 2025

8:00-8:30

Check-In Pickup

Time	Learning Session CE credits for this session: 1	Room	Choose which credit you will request for this session
8:30-9:30	Keynote: ➤ Dr. John Vigil, M.D. ➤ Dr. Paul Romo, M.D.		___General CE credits
9:30-9:35	★ Collaboration Excellence Award		
9:35-9:45	Arts Integration		
9:45-9:50	★ Community Advocacy Award		
9:50-10:00	Arts Integration		

10:00-10:15

Exhibit Visits / Transition to Learning Sessions

10:15 – 12:15

Number of CE Credits offered for this learning session: 2

Learning Session	Presenter(s)	Room	Choose which credit you will request for this session
Awakening the healer within .The Power Of Tapping Into Our Own Subconscious For Healing	Julia Bell, MA LMHC EMDR Clinician, Clinical Hypnotherapist	COLORADO	___General CE credits



Description			
<p>This presentation examines the early months of Santa Fe Recovery Center's (SFRC) launch of a Crisis Center and Mobile Crisis Team (MCT) in Gallup, NM, both co-located at the new Certified Community Behavioural Healthcare Clinic (CCBHC). We take a deep dive into the implementation and operation processes of these vital services to meet the needs of a rural community consisting of primarily Native American and Hispanic-identified residents. Through data trend reports and an exploration of strategies for collaboration with community partners, we discuss insights into the challenges, lessons learned, and successes of establishing and bringing together transformational mental health and crisis services.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Gain insights into launching and operating a Crisis Calming/Crisis Triage Center and Mobile Crisis Team (MCT) to meet the requirements of Certified Community Behavioral Healthcare Clinics (CCBHCs) in a rural and culturally diverse community. 2. Review effective methods for coordinating with community partners to strengthen service delivery across the crisis continuum while working with individuals with intersecting minority identities. 3. Discover practical strategies and interventions applicable to attendees' communities and agencies, especially in crisis care efforts with rural and Indigenous populations. 			
Redefining Success for ourselves, our staff and our clients	Philip Terry-Smith, Ph.D., Th.D; LCPC, LCMHC; CCTP, CRTS, CCFP, CASDCS	TEXAS	<input type="checkbox"/> General CE credits <input type="checkbox"/> Leadership <input type="checkbox"/> Supervision
Description			
<p>So much has changed for us professionally and personally in the past several years. Few of us have paused long enough to consider or reconsider how we define and measure success. This workshop is intended to provide tools, resources and insights into how we redefine success for ourselves as professionals, redefine success as leaders for our staff and redefine success for our clients and/or constituents.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explore new/renewed definitions of success 2. Examine habits of successful people 3. Emphasize the importance of work/life balance in a successful career and professional setting 4. Model a New Success Mindset 			
Sugar is the Gateway Drug	Gregory Gould, MPA, LADACC	NEVADA	<input type="checkbox"/> General CE credits
Description			
<p>Kids understand the sugar rush. Kids observe family members with obesity, Diabetes, addiction issues, heart disease. Addicts/alcoholics in recovery substitute sugar when detoxing in significant amounts. Kids begin experimenting with substances around age 12. Kids often lack the vocabulary to articulate their lived experience around these community health issues. Using sugar which kids do understand, the prevention</p>			



model I am proposing helps them with a better understanding of the nature of addiction. As with all prevention models it is only proven effective over time.

Objectives:

1. Provide vocabulary to articulate the lived experience of sugar consumption to middle school kids
2. Connect sugar consumption to environmental and community outcomes: Diabetes, obesity, heart disease and drug addiction
3. Empower young people with better information to make better choices over time.

Combating Burnout: Strategies for the Well-Being of the Social Services Community

Dr. Steve Dr. Peterson, Doctor of Education - Behavioral Health Leadership

ARIZONA

___ General CE credits
___ Ethics
___ Leadership
___ Supervision

Description

Social work and services are demanding professions that often lead to high levels of burnout. We are going to discuss the causes and consequences of burnout among members of the social work and social services communities, examining the impact on both individual practitioners and organizations. We will explore evidence-based strategies to prevent and mitigate burnout, including stress management techniques, self-care practices, and organizational support. By prioritizing our well-being, we can enhance job satisfaction, reduce turnover, and ultimately improve the quality of care provided to our clients and patients.

Objectives:

1. Understand the causes and consequences of burnout among those in the social services community
2. Identify personal and organizational factors contributing to burnout
3. Learn evidence-based strategies for preventing and mitigating burnout
4. Develop a personalized self-care plan
5. Advocate for supportive organizational policies and practices

Harnessing the Potential of Young People: Leveraging MHFA to Build Today's Communities of Care and Tomorrow's Behavioral Health Workforce

Ali Sillas, LCSW, Future Focused Education

PARLOR A/B

___ General CE credits
___ Prevention
___ Culture

Description

Future Focused Education partners with youth, higher education and community partners to design career pathways in mental and behavioral health, enhancing mental health support and community care. The program trains youth as Mental Health First Aiders and Youth Peer Support Specialists, certifying them to lead mental health initiatives. Youth are offered compensated career pathways and comprehensive support to address the existing youth mental health crisis and to become the next generation of behavioral health providers in the future.

Objectives:

1. Share strategies for developing and implementing paid internship programs that prioritize youth mental health and peer support.



2. Learn how paid internships can empower students to develop essential skills, build resilience, and become advocates for mental health within their communities.
3. Analyze how Mental Health First Aid and Youth Peer Support Specialist certifications can be used as a first-step, stackable credential to support behavioral health workforce development.
4. Examine the successes, challenges, and insights experienced from this work and critically analyze necessary improvements.

Social Service Providers, What is Our Journey... Retorno a nuestro 'ser' holístico: Regenerating Our Holistic Self Through Serving	Joaquin Arguello de Jesus, LISW/LCSW, 4th Year PhD Student	PARLOR C/D	<input type="checkbox"/> General CE credits <input type="checkbox"/> Culture <input type="checkbox"/> Ethics
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Description

Participants' professional service experiences will guide active learning of praxis via critical life literacy and their positionality of professional roles beyond historical misunderstanding of modern-day population stereotypes. From a strengths-based traditional ethnic cultural values and practice perspective participants can explore tenets of holistic learning thus approaches for support services replacing the historical institutionalized deficit discourse institutionally forced traumas on communities. Collective knowledge toward shared perspectives of generational rural populations as well as their forced local urban migrations will be explored.

Objectives:

1. Our holistic positionalities that exist in our formal institutional roles.
2. Institutional values inherent in various professional roles thus service delivery.
3. Historical relationality of communities to various public institutions.
4. Organizational Colorblindness and formal Social Work AntiRacism principals.
5. Culturally and linguistically respectful praxis values of humanistic services.

Using Internal Family Systems to Resolve Internal Conflicts	Morrison, Mary Mac, LPCC (NM), LPC (Montana), LMHC (WA)	PARLOR E/F	<input type="checkbox"/> General CE credits <input type="checkbox"/> Culture <input type="checkbox"/> Equity & inclusion
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Description

This presentation will teach participants ways to utilize a version of Internal Family Systems to help clients overcome inner conflicts in several domains of their lives. Participants will develop their own IFS "pie chart" to learn ways to work with this system with clients. IFS is an excellent way to improve client motivation and overcome resistance, as well as heal wounded parts of the self.

Objectives:

1. Participants will learn how to help clients create a diagram of their own internal family system
2. Participants will diagram their own system to experience the feel of identity and internal conflicts
3. Participants will learn specific questions to ask clients to help them identify emotions and conflicted actions/feelings
4. Participants will learn how to help clients resolve inner conflicts and begin healing



Ensuring Quality Leadership in Social Services—A CYFD Commission	Professor Emeritus Alvin L. Sallee, LISW State Senator Gerald Ortiz y Pino, MSW State Representative Eleanor Chavez, MSW	COLORADO	__ General CE credits __ Leadership __ Culture __ Ethics
Description			
<p>Would you hire an art major to design bridges or hire a licensed civil engineer? To cut hair a barber must be licensed.</p> <p>Yet to run a social service state agency you need no degree or experience in the field. Leaders are appointed by Governors and confirmed by the Senate—no credentials required. State agencies' leadership has been greatly influenced by politics, and lack of transparency. Consent Decrees, Task Forces, Memorials and other efforts have failed at reform. We rank low on nursing homes, child welfare, repeat offenders and mental health services. The Legislature proposed a \$1Billion dollar Trust Fund for Behavioral Services. Who will lead?</p> <p>Leadership by professionals is necessary to ensure that citizens are served through prevention and treatment. That requires a structural, organizational change to professionalize leadership.</p> <p>This workshop explores one path to providing quality leadership for social service agencies.</p> <p>Moving critical state agencies largely out of the political realm is not new in our state. The free standing Public Regulation Commission and State Engineer requires candidates be qualified by degree, experience and licensure. Decisions affecting New Mexicans are made by those who know the issues and best practices. If we have this system in place for electricity and water, why not for children and families at risk, those needing behavioral health, substance abuse, legal or other services?</p> <p>The solution presented in this workshop is to move CYFD (as originally designed) with other social services out of the Governor's Cabinet to a free standing Commission to ensure continuity of policy, professionalization, inclusion, improved accountability and transparency. A bill to put this proposal on the ballot as a Constitutional Amendment was introduced in 2024 by Senator Ortiz y Pino and by Rep. Chavez this year. The structure, vision and methods of this bill will be explored with the workshop participants. Their input will be through a modified Nominal Group Technique.</p>			



Objectives:

1. Understand why and how leadership qualifications influence organization culture.
2. Identify leadership qualifications for the Commission on Children, Youth and Families.
3. Understand the proposal for a Commission on Children Youth and Families, which includes transparency, cultural implications, and a professional workforce.
4. Develop strategies for passing a bill to put the Commission on the ballot as an amendment.
5. Identify critical organizational steps to implement a Commission if it becomes part of the Constitution.

Walking the Path of Mastery as a Therapist

Don McAvinchey,
MSW

Garden Room

__General CE credits

Description

Walking the Path of Mastery as a Therapist

In this age of data-drivers, pseudo-diagnoses, and so-called "best practices", there is an elephant in the room that we are completely missing: The Path of Mastery of Being a Therapist.

From a narrative therapy perspective, we'll explore how therapy is so much more than a profession based on so-called 'evidence', techniques, or driven by data.

Therapy is an art, a journey, a Path, above all else.

In this workshop, we'll explore this art, and what it takes to enter a path of Mastery as a Therapist, including:

How therapy is a Path and a craft

Debunking the myths of transference/counter transference, and what a therapy of equality looks like

Learning where healing wisdom resides, and how to access it (Hint: It ain't in you!)

Why being a therapist will challenge and test you, and how this will help you discover who you are as a person

How creating a dynamic therapist-story will bring meaning, purpose and satisfaction throughout your therapist career

We'll walk together on this Path of Mastery as a Therapist, and you'll find that there is so much more to your being a therapist than meets the eye!

Objectives:

1. Explore their own Path of Mastery as a Therapist, and what it will take for them to be most effective in empowering clients
2. Identify the cultural contexts of clients' lives, and how to work with clients in empowering ways to overcome the effects of insidious problems



3. Learn practices of self-discovery within contexts of dominant stories, and how to overcome these stories as a therapist for their clients' benefit

12:15-1:45

Lunch on Your Own

or

Voice of Change: Stories That Inspire Action
Grab your Lunch & Join us in the Ballroom
12:30pm-1:30pm

Join us for an empowering time where authors, storytellers, and poets share their journeys, challenges, and triumphs. "Authors' Voice of Change" highlights the transformative power of storytelling as a catalyst for social change, healing, and community empowerment. Discover how words and lived experiences inspire action, shape perspectives, and create pathways to a more just and compassionate world.

1:45 – 3:15

Number of CE Credits offered for this learning session: 1.5

Learning Session	Presenter(s)	Room	Choose which credit you will request for this session	
What Now? How do we Continue on a Path of Equity Advancement and Educating People About Dominant Culture Influences on Self and Other Care	Callico Jones, DSW, LSW, Candidate for LCSW, School Social Worker, Grief Recovery Specialist, Chair of Department of Behavioral Health at Pueblo Community College	TEXAS	<input type="checkbox"/> General CE credits <input type="checkbox"/> Culture <input type="checkbox"/> Equity & inclusion <input type="checkbox"/> Supervision	
Description				



Let's gather together to discuss the current state, what is coming, and how we can press forward together to continue the important work of BEADing (Belonging, Equity, Access, & Diversity) in the environments we find ourselves in. BEADs will be available to fidget and create as we have a group discussion lead by Callico Jones, facilitator.

Objectives:

1. gain an understanding of the White Dominant Culture Characteristics,
2. have open discussion about how the characteristics show up- positively and negatively,
3. how to address imposter syndrome, stereotypes, and microaggressions
4. brainstorm preparations for possible changes coming from the Federal Government dismantling DEI the Department of Education and how to navigate in your environments.

Introduction to innovative programs addressing behavioral health and medical health needs for babies and their families

Felicia Chavez,
LPCC

NEVADA

__General CE credits
__Culture
__Equity & inclusion

Description

YDI's two (2) new programs serve prenatal and infant/young children and their families through the Child First clinical and case management home visiting program and the Nurse Family Partnership (NFP) medical home visiting program. Child First and Nurse Family Partnership were developed by Dr. Darcy Howell through the National Service Office of Child First and Nurse Family Partnership. Youth Development, Inc. is the only agency in the country to implement both evidence-based programs within its service umbrella.

Reducing the Risk of Abuse and Neglect in Families

Child First understands that stress and trauma can erode a caregiver's capacity. That's why Child First works to reduce the stress of everyday life by helping families access needed support and services. Our team offers comprehensive intervention designed to honor the family's strengths, sensitively address their challenges and set them on a positive trajectory where abuse and neglect are less likely. Our Relationship-Based, Trauma-Informed Approach Can:

- Reduce caregiver depression and stress
- Improve caregiver-child responsiveness and positive engagement
- Support a child's social-emotional functioning
- Reduce a child's problematic behaviors
- Improve a child's communication skills



Objectives:

1. HEALING CHILDREN AND FAMILIES FROM THE EFFECTS OF TRAUMA AND ADVERSITY

Child First succeeds in supporting caregivers and their children process the stresses and traumas in their lives while enhancing healthy patterns of interactions between them. The intervention serves families and children, from birth to age five, experiencing multiple challenges such as extreme poverty, maternal depression, domestic violence, substance use, homelessness, abuse and neglect, incarceration, and isolation. These challenges lead to levels of stress that can be toxic to the young, developing brain and without the buffer of strong, nurturing relationships this can result in long-term emotional/behavioral, learning and health problems.

2. A COMPREHENSIVE INFANT/EARLY CHILDHOOD MENTAL HEALTH MODEL

Child First is provided by a team consisting of a mental health clinician and a care coordinator, who support a family through both joint and individual sessions depending on the identified needs. In addressing concerns proactively and early in the family's development, the Child First intervention serves to positively change the ways in which the family system operates, leading to healthier trajectories for the family in the long term.

Jail Reentry: Reducing Recidivism and Substance Abuse at the Santa Fe County Adult Detention Facility

Mark Boschelli, B.A., M.S., LPCC, LADAC, ACS; Kevin Riehl, CPSW

ARIZONA

__ General CE credits
__ Culture

Description

We describe how to develop skills for working with a judicially involved population by attracting, clinically training via clinical internship and recruit peer advocates and licensed behavioral health clinicians. The SFCADF Re-entry program, including one community re-entry specialist employed by the jail who is a person of lived experience, provides comprehensive transitional services. The goals of the program are to reduce recidivism and the relapse rate for people with substance abuse through linkage and placement into residential treatment centers, opiate overdose reduction training, increase workforce readiness, create better employment opportunities, and promote stable families. This program model emphasizes prerelease contact between inmates and a key community behavioral health treatment providers. 900 inmates have participated in re-entry experiences since 2018. 77% of the inmate participants requested linkage to residential treatment programs. 71% were successfully accepted into court ordered residential substance abuse treatment placements. Santa Fe County, through Project READY, will employ the inmate graduates of our



evidenced-based substance abuse treatment program which transitions into a reentry pod into difficult to fill county job vacancies.

Objectives:

1. We describe how to develop skills for working with a judicially involved population by attracting, clinically training via clinical internship and recruit peer advocates and licensed behavioral health clinicians.
2. In 2017 the Santa Fe County Commission voted to have consumers pay another eighth of a cent in taxes for each dollar spent on most goods and services throughout tourist focused Santa Fe County funding two reentry specialists with lived experience employed by the jail.
3. The goals of the program are to reduce recidivism and the relapse rate for people with substance abuse through linkage and placement into residential treatment centers, opiate overdose reduction training, increase workforce readiness, create better employment opportunities, and promote stable families.
4. Santa Fe County will employ the inmate graduates into difficult to fill county job vacancies.

Codependency skills for professionals

Stella Aschenbrenner, MA
LPCC, BA in Psychology 2002
MA in Counseling 2012
Certification in Clinical Hypnotherapy

PARLOR
A/B

__General CE credits

Description

This is a 2 hour interactive workshop highlighting the definition of codependency and how it shows up in a work setting. I address challenges codependency can create and how to set better boundaries to prevent burn out in the helping profession. I also help give professionals a framework to teach skill to clients struggling in their relationships with creating space between the people they love.

Objectives:

1. How to define and address codependency.
2. How to address boundary setting within their practice.
3. How to teach skills to their clients building better personal relationships.

Confronting Ableism: Understanding Disability Advocacy in Social Work

Katy Ellis, Disability Specialist, Social Worker, Human Justice Advocate;

PARLOR
C/D

__General CE credits
__Culture
__Equity &



	Eli Fresquez III, Esq, Msw Candidate, Civil Rights Attorney		inclusion	
Description				
<p>Ableism poses a significant barrier to equity and inclusion within social services. This presentation will explore how ableism impacts individuals with disabilities and examine what authentic advocacy means within the context of social work. Kaity Ellis, a passionate advocate with lived experience, utilizes her background as an individual with cerebral palsy and legal blindness to champion equity in education and social services. Her work focuses on fostering collaboration, challenging systemic ableism, and empowering individuals with disabilities to thrive. Together with Eli Fresquez III (insert bio), they will lead an interactive session designed to equip social workers with the tools and perspectives necessary to confront systemic ableism. Through scenarios, case studies, and active dialogue, participants will learn to recognize ableism, implement inclusive practices, and empower clients through authentic advocacy.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define ableism and identify its manifestations in social work and broader societal structures. 2. Develop a clear understanding of advocacy and its ethical role in social work practice. 3. Apply inclusive practices through real-world scenarios and collaborative problem-solving. 4. Leave with practical tools to foster equity and empower individuals with disabilities. 				
You're taking it all too hard: Self-Care to prevent burnout and ensure ethical client care	Kathleen Charest, MBA, MS/ MHC, NCC, CCMHC, NM LPCC-S, NM LSAA, TX LPC; Lora Smalley, LMFT, MC/MFT	COLORAD O	__General CE Credits	



Description			
<p>Burnout is a critical factor that can lead to mistakes and ethical concerns in professional settings, particularly in fields requiring high levels of responsibility and decision-making. When individuals experience burnout, their ability to think clearly, maintain focus, and adhere to ethical standards can become compromised, increasing the likelihood of errors and lapses in judgment. Recognizing the signs of burnout in ourselves and our colleagues is essential to prevent these risks. Indicators may include emotional exhaustion, detachment, decreased performance, and changes in behavior or demeanor. Developing skills to mitigate burnout is vital for maintaining personal well-being and ethical integrity. Effective strategies include fostering work-life balance, seeking peer support, engaging in mindfulness practices, and prioritizing self-care. Encouraging a culture of open communication and mutual accountability can further strengthen the ability to identify and address burnout early, reducing its impact on professional conduct and ethical decision-making.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. HOW BURN OUT LEADS TO MISTAKES & ETHICAL CONCERNS 2. WAYS TO RECOGNIZE BURNOUT IN COLLEAGUES AND OURSELVES 3. SKILLS TO HELP PREVENT THIS FROM OCCURRING 			
Enhancing Social Services: A Framework for Competence and Care	Eli Fresquez Ph.D., Psychology Ph.D. Social work	PARLOR E/F	__General CE credits __Ethics __Leadership
Description			
Description			
Local Collaborative Coordinator Healthcare Authority, Behavioral Health Collaborative	Karen C. Canaday, MSW, Local Collaborative Coordinator, Healthcare Authority Behavioral Health Collaborative	__General CE credits __Leadership	



Description	
<p>Discussing New Mexico's Local Behavioral Health Collaboratives, an overview, and discussions by 2 of the Local Behavioral Health Collaboratives on what they are doing in the state.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Learning about Local Behavioral Health Collaboratives a resource in the community 2. Learning about the educational opportunities available through the local collaboratives and communities 3. Showcase what Local Collaboratives are doing throughout the state 4. Show how BH providers and consumers can be involved in their Local Collaboratives. 	

3:15-3:30	Exhibit Visits / Transition to Learning Sessions
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3:30-5:00
Number of CE Credits offered for this learning session: 1.5

Learning Session	Presenter(s)	Room	Choose which credit you will request for this session
PART II-Understanding & HEALING from Sexual Trauma: Body Memories, Nightmares, Sexual Responding Challenges, Drug Use & Abuse, Influence of the Estradiol Hormone, Posttraumatic Growth	Dr. Sharon Baty, PhD, MA, BA, AA, LPC, LPCC	COLORADO	__General CE credits
Description			
<p>Sexual trauma can have long-term devastating effects on the survivor. When unresolved, it can result in long-term psychological problems that persist throughout the lifespan, causing physiological, social, and psychological distress. Working with survivors can be challenging as we support them in their healing journey to reclaim their power. In addition to facilitating effective somatic and cognitive treatments, it is also important for many survivors to obtain an understanding of why they have many trauma-related symptoms they are experiencing.</p> <p>Major topics to be covered:</p> <ul style="list-style-type: none"> • Estradiol Hormone & Sexual Trauma 			



- Body memories
- Posttraumatic Stress Disorder
- Sexual Responding Issues
- Brain spotting
- EMDR/Bilateral Processing
- Drug use and sexual trauma
- Posttraumatic growth

Objectives:

1. Learn how effects of sexual trauma manifests within the 4 primary stress responses
2. Learn how sexual trauma manifests within the diagnostic criteria for posttraumatic stress disorder
3. Learn about how the Estradiol hormone may exacerbate sexual trauma symptoms during menstruation
4. Show the function of common drugs of abuse of sexual trauma survivors
5. Learn effective way to treat sexual trauma symptoms
6. Speculate on the role of spirituality in Posttraumatic Growth of sexual trauma survivors
7. Learn how body mapping, bilateral processing and brain spotting can help process body memories

Every Child Deserves A Playful Life	Lucille A. Fresquez, Masters of Arts in Education & Toña Rivera, High school, and teacher certified in DanceAbility, Every Ability Plays Project Founder	TEXAS	__General CE credits __Equity & Inclusion
Description			
<p>This session emphasizes the importance of accessible and safe playgrounds for all children. It covers the role of play in child development, personal experiences with disability, and the advocacy for inclusive play spaces. Participants will learn about play's significance, disability advocacy history, and practical steps for promoting accessible playgrounds, including overcoming funding challenges, designing inclusive environments, and providing specialized equipment. The session concludes with a call to action for advocating playground accessibility in local communities.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Understanding the Importance of Play in Child Development 2. Exploring the History and Impact of Disability Advocacy 3. Promoting Action and Change 			
Behavioral Health Services in New Mexico Department of Corrections	Pamela K. Smith MA., LPCC	NEVADA	__General CE credits __Culture



Description			
<p>The purpose of this presentation is to be enlightening and informative about all the behavioral health services available to individuals remanded into the custody of New Mexico Corrections Department (NMCD). NMCD behavioral health clinical services identifies and refers all inmates who meet the criteria for clinically based behavioral health treatment protocols into an integrated treatment and program setting. The Behavioral Health Department provides guidelines for assessments, treatment, counseling, court ordered diagnostic evaluations and programming needs. They also establish protocols for various types of behavioral health treatment/counseling/programs and guidelines for ensuring continuity and integration of care. The general public is often not aware of the services and opportunities available, not only to the individual sentenced into the care of NMCD, but also available in terms of employment for a clinician, social worker, substance abuse counselor or psych tech. NMCD would like to make clinical professionals aware of all the opportunities for experience, growth, and career advancement available to those interested in correctional behavioral health services. These opportunities are available to those who have just graduated from college to those with years of experience in specialized skills, like Dialectical Behavior Therapy or substance abuse residential treatment. NMCD also offers treatment and experience in our psychiatric hospital for the varied male and female population in our agency. We hope to present the challenging yet rewarding scope of services available in our facilities throughout the State of New Mexico per NMCD Policy and Procedure and offer a panel discussion “Behavioral Health in Corrections” with some of the clinical professionals in our agency.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To educate individuals on the availability of correctional behavioral health services in the New Mexico Department of Corrections and the importance of these services to that population. 			
intenSati: Movement, Mantra and Mindfulness	Dr. Lisa Johnson, PhD, Certified intenSati Leader and Family Psychotherapist in private practice.	ARIZONA	__General CE credits
Description			
<p>Participants will learn about the neuroscience behind intenSati:, a physical activity combining spoken word with body movement to create a change in one’s emotional state. Participants will be presented with a set of concepts associated with movements, and the leader will provide a call and response pattern to embody the ideas with their own voice and movement. By combining the thought, word with action the participants will create new neural pathways that facilitate changes in thought, emotion and action This</p>			



activity is infinitely adaptable for all body types, and the best way to understand it is to experience it..
References provided for evidence to support these claims.

Objectives:

1. Participants will learn the neuroscience behind pairing spoken work with action to reinforce successful goal setting. Participants will learn how to warm up their body and focus attention on co-creating the life they want to live. Participants will practice pairing movements with mantra to empower their ideas with speech and action.

<p>Panel: Breaking Barriers and Building Solutions: The New Mexico Social Work Alliance's Role in Advancing Social Work</p>	<p>Eli Fresquez III, Esq., MSW Candidate</p> <p>Dr. Ismael "Andy" Dieppa, MSW, MPH, DSW, ACSW</p> <p>Dr. Eli Fresquez, Ph.D., M.S.W., LISW</p> <p>Mario Vigil, LCSW</p> <p>Theresa Ortiz, MSW, LCSW</p> <p>Dr. Trinidad De Jesus Arguello, Ph.D., LCSW, PMH RN-B</p> <p>Yolanda Montoya-Cordova, MSW</p> <p>Alfonso Mirabal, MSW, M.S., M.Ed., M.A.</p> <p>Susan Casias, MSW</p>	<p>PARLOR A/B</p>	<p>__ General CE credits</p>
Description			
<p>Breaking Barriers and Building Solutions: The New Mexico Social Work Alliance's Role in Advancing Social Work</p>			



Objectives:

1. Identify Challenges and Solutions: Address workforce shortages, burnout, resource gaps, and barriers faced by social work students in New Mexico.
2. Introduce NMSWA: Highlight the Alliance's mission to advocate for systemic reform, workforce development, cultural competence, and stronger professional networks for students and practitioners.
3. Promote Cultural Competence and Advocacy: Showcase NMSWA's initiatives to foster cultural humility, address economic inequities, and enhance collaboration and networking opportunities for students and professionals.
4. Support Leadership and Multidisciplinary Solutions: Strengthen leadership development for social workers and students while fostering multidisciplinary collaboration to create holistic, community-driven strategies.

Round Table presentation and discussion on Case Management

Dr. Ana Malinalli X Gutierrez Sisneros

PARLOR
C/D

__ General CE credits
__ Culture

Description

The social service of Case Management is the topic of our round table discussion, and how the career of our combined case managers' practices have changed the lives of *nuevomexicanos* in the northern part of New Mexico is explored. Braided throughout our *platicas* are the themes of substance abuse, exemplified by personal and family recovery stories which aid in the peer support of persons with addiction, and the love of humanity that brought each of the panel members to this role of advocacy within the changing climate of the healthcare industry.

Objectives:

1. Cognitive domain: Describe conceptual insights of / from Law Enforcement Assisted Diversion (LEAD is what the ReRoute Program stems from);
2. Psychomotor domain: Introduce the skill of client advocacy which can occur through the activity of listing of the many types of resources case managers refer clients to;
3. Affective domain: Summarize exemplars of case management successes and challenges through an exploration of qualitative data from *Manito/a* (someone who is born in NM), and *Tewa* cultures, and how addiction has made its way in: we have listened and reflected on the stories of the lived experiences of many *projimos* in our beloved *querencia* - Northern New Mexico.

"Readiness- Fill Your Own Cup, Call Your Own Capacity"

Dr. Layne Kalbfleisch, M. Ed., Ph.D.
2E Consults ® LLC

PARLOR
E/F

__ General CE credits
__ Prevention

Description



This wellness workshop shares fresh information from the learning sciences to present some essential ideas about how we learn. Readiness is one of the 4 "neurological imperatives" - flexibility, readiness, connection, and unmasking – that show us how brains adapt, learn, produce, create, and stay well in the face of everyday challenges and trauma (Kalbfleisch, 2021). Did you know that you have 2 systems in your brain? One that helps you do things and another that ‘dances’ in the background so you can feel and be your best.

Objectives:

1. Walk away with insight that shows you how to tap into both systems to keep yourself well and ready for what comes. shows you how to ‘change your mind’ to stay well even when it seems hard to do.

Wellness: Cultural Awareness, An Interactive Experience in Respecting Culture.	Adelbert Quiver Certified Experiential Educator/Certified Peer Support Worker	PARLOR G/H	__General CE credits __Culture
Description			
Using Experiential methods to teach hands on life skills, social skills and strengthen resiliency and cultural values. Youth driven - Family guided experience.			
Objectives: <ol style="list-style-type: none"> 1. Participants will engage in interactive activities that foster a deeper understanding of diverse culture, values, and perspectives. 2. Through experiential learning, attendees will practice essential life and social skills that reinforce cultural identity, communication, and problem solving within a community responsive framework. 3. Participants will explore how cultural values and traditions serve as protective factors for personal and community well- being, fostering resilience and strengthening connections. 			

5:30-7:30

JOIN US
Evening Social for Conference Attendees
Live entertainment & cash bar

Total potential CE credits for DAY TWO: 6

An evaluation submission is required for each learning session you attend



March 14, 2025

Time	Learning Session CE credits for this session: 1	Room	Choose which credit you will request for this session
8:30-9:30	Keynote: <input type="checkbox"/> Dr. Steve Peterson, Doctor of Education - Behavioral Health Leadership	BALLROOM	__ General CE credits __ Culture __ Equity and inclusion
9:30-10:00	Arts Integration		

10:00-10:15	Exhibit Visits / Break
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10:15 – 12:15 Number of CE Credits offered for this learning session: 2
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Time	Learning Session CE credits for this session: 2	Room	Choose which credit you will request for this session
10:15-12:15	Panel Discussion: Chuck Nathan Charleston- Director of Strategic Planning, Native American Community Academy Dr. Rebecca Moore- Department of Social Work, NMHU	Ballroom	__ General CE credits __ Culture __ Equity and inclusion



	<p>Brooke Tafoya- Behavioral Health Coordinator, Bureau of Safe and Healthy Schools, NMPED</p> <p>Dr. Leticia Archuleta- Health Leadership High School</p> <p>Gilbert Ramirez- Director of Albuquerque's Health, housing, and homelessness Department for Mayor Tim Keller</p>		
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12:15-1:30	Lunch on Your Own
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1:30 – 2:30
Number of CE Credits offered for this learning session: 1

Time	Learning Session CE credits for this session: 1	Room	Choose which credit you will request for this session
1:30-2:30	Davina Nez, Master's degree in Public Health, Substance Use Prevention Specialist II with Presbyterian Community Health	Ballroom	<input type="checkbox"/> General CE credits <input type="checkbox"/> Culture <input type="checkbox"/> Prevention



Continuing Education Distribution

2:30-4:30

Continuing Education Credit Distribution



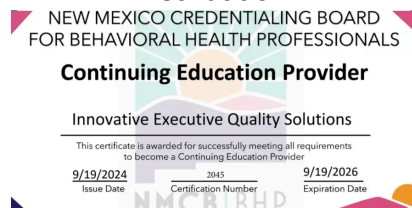
A total of 16 CEs are offered for:

- Licensed Social Workers
- Licensed Psychologists
- Licensed Counselors, & Therapists
- Licensed Marriage and Family Therapists
- Licensed Alcohol and Drug Counselors

We encourage participants to contact their licensure board to verify acceptance of credit.

2:30-4:30

Continuing Education Credit Distribution



***** A total of 16 CEs are offered for***

- *Certified Alcohol Drug Counselors (CACD)*
- *Certified Clinical Supervisors (CS)*
- *Certified Family Peer Support Specialists (CFPSW)*
- *Certified Prevention Interns (CPI)*
- *Certified Prevention Specialists (CPS)*
- *Certified Peer Support Workers (CPSW)*
- *Senior Certified Prevention Specialists (SCPS)*

We encourage participants to contact their licensure board to verify acceptance of credit.

Total potential CE credits for DAY THREE: 4

****An evaluation submission is required for each learning session you attend****