NEW YORK STATE SOCIAL WORK EDUCATION ASSOCIATION
51st ANNUAL CONFERENCE
CONFERENCE PROGRAM
October 3-5, 2018

Transforming Consciousness: Social Workers as Social Justice Architects

All presentations and workshops are conducted in the **WIN**, **PLACE**, and **SHOW** rooms of the Holiday Inn, Saratoga Springs.

New York State Social Work Education Association thanks our board members for being moderators.

Click here for presentation abstracts

Wednesday Evening, October 3, 2018

Pre-Conference Reception
7:30-9:30 pm in WIN Room
Social Hour & Cheese Tray
Wine on your own

Thursday October 4, 2018

8:00 am to 9:00 am	Continental Breakfast	**EXACTA/QUINELLA**
8:00 am to 3:00 pm	Registration	**HALLWAY**
9:00 am to 4:00 pm	Exhibitors	**EXACTA/QUINELLA**

Morning Session I: Thurs 9:00 – 10:20 am

Presentations (2)   **ROOM: WIN**
Moderator: Anne Treantafeles

9:00-9:40am
Teaching about Homelessness and Aging: Research Perspectives for Transforming Consciousness (6*)
Patricia Kolb, Ph.D., *CUNY Lehman*

9:40am-10:20am
Social Workers Knowledge, Attitudes, and Use of Evidence Based Practices for the Treatment of Substance Use Disorders in Older Adults (5)
Kathleen Werner, *Southern Ocean Medical Center*

OR

Presentations (2)   ROOM: PLACE
Moderator: Carolyn Hilarski

9:00-9:40am
Clinical Insights Driven by the Parallel Process: Teaching Students about Diversity/ Power, Privilege, and Oppression (8)
Amy Meyers, PhD, LCSW, *Molloy College*

9:40-10:20am
Paving the Way towards Education Equity on College Campus: Student Leadership, Dialogue, and Action (15)
Melissa McCardle, *Molloy College*
Amy Meyers, PhD, LCSW, *Molloy College*
Afsha Malik, *Molloy College*
Gardenia Molina, *Molloy College*
Renson Delossantos, *Molloy College*

OR

Presentations (2)   ROOM: SHOW
Moderator: Bryan Warde

9:00-9:40am
Cultural Humility a Conceptual Framework for Transforming Consciousness in Social Work Students: Teaching Students to Practice Social Justice (43*)
Pamela Viggiani, PhD, LMSW*, SUNY Brockport*
Margy Meath, LCSW-R, *SUNY Brockport*
Elizabeth Russell, PhD, LCSW*, SUNY Brockport*

9:40-10:20am
School of Social Work in Partnership with Community: A Model of Integration of Services and Coordination of Care (7)
Marilyn Paul, PhD, LCSW, *Adelphi University*
Ohiro Oni-Eseleh, LCSW, *Adelphi University*
Kate Macaluso, *Adelphi University*
Juanita Hotchkiss, *Adelphi University*
Cristin Sauter, *Adelphi University*

<u>**Morning Session II:**</u> Thurs 10:30 – 11:50 am

Presentations (2)   ROOM: WIN
***Moderator:** Lyn Paul

10:30-11:10am
Daddy's in the House: The Significance of Fathers in Child Development and Social Justice Issues Related to Being a Father (9)

Carl Mazza, DSW, MSW, *Lehman College*
Keston Jones
Patrick Freeman

11:10-11:50am
Exploring Faculty-to-Faculty Incivility: Using our Social Work Knowledge, Values, and Skills to Promote Change (12)
Daria Hanssen, PhD, LCSW, *Marist College*

OR

Presentations (2)   ROOM: PLACE
Moderator: Carol Brownstein Evans

10:30-11:10am
A Content Analysis of Activism in BSW Syllabi (3)
Cynthia Bott, *Siena College*
Elisa Martin, *Siena College*

11:10am- 11:50am
Teaching Interdisciplinary Collaborative Practice Through an Example: Educational Implications from the Empowerment through Movement and Stillness Workshop (4)
Michael Clarkson-Hendrix, *Fredonia* College
Paula Peters, *Fredonia College*

OR

Presentations (2)   ROOM: SHOW
Moderator: Lisa Zakiya Newland

10:30-11:10am
Looking Back, Reaching Forward: Intergenerational Social Work Practice with LGBTQ Communities (14)
Mohan Vinjamuri, PhD, MSW, *Lehman College*
Justine McGovern *Lehman College*
Antoinette Bailey, *Lehman College*

11:10-11:50am
Teaching in the 21st Century: The Impact of Interpersonal Relationships (17)
Anita Cooper-Molinero, *Nazareth College*

LUNCHEON AND KEYNOTE ADDRESS
12 noon – 1:25pm
Daily Double Room

Keynote Speaker: Samantha Howell, NASW/NYS Executive Director

Poster Presentations available during lunch

Afternoon Session II: Thurs 1:30 – 2:50 pm

Presentations (2)   **ROOM: WIN**
Moderator: Lucinda Acquaye-Doyle

1:30-2:10pm
Digital Survivor Advocacy: Healing through Social Action (31*)
Carla Sofka, *Siena College*

2:10-2:50pm
Let's Talk About Race: Challenging and Transforming the Consciousness of Social Work Students as regards Classroom Conversations about Race and Privilege (16)
Bryan Warde, *Lehman College*
Trena Saunders, *Lehman College*

OR

Presentations (2)   **ROOM: PLACE**
Moderator: Susan Mason

1:30-2:10pm
Restorative Justice Practices and Social Work: Improving Individual and Community Functioning (26)
Harriet Goodman, *Hunter College*

2:10-2:50pm
Factors Influencing Social Workers' Workplace Stress and Compassion Satisfaction: The Results of a U.S. Multi-State Online Survey (23)
Evan Senreich, *Lehman College*

OR

Presentations (2)   **ROOM: SHOW**
Moderator: Stephen Rabeno

1:30-2:10pm
Undocumented Student Success: Removing Barriers that Prevent Educational Attainments (24)
Marlon Agustin-Mendez, *Columbia University*

2:10-2:50pm
Identification and Ethical Management of Student Mental Health issues in the College Setting (25)
Alexis S. Glennon, *Keuka College*
Vikki O'Connor, *Keuka College*
Doyle K. Pruitt, *Keuka College*

Presentations (2)   **ROOM: WIN**
Moderator: Brian Masciadrelli

3:00-3:40pm
Experiences of Microaggressions in Homeless Adults (28)
Amanda Sisselman-Borgia, *Lehman College*
Jonathan Lau, *Lehman College*

3:40-4:20pm
Grounded Supervision: A Systematic Approach for Increasing Fidelity, Focus, and Direction (30)
Jason McKinney, *Keuka College*

OR

Presentations (2)   **ROOM: SHOW**
Moderator: Ohiro Oni-Eseleh

3:00-3:40pm
Promising Practices For Countering Xenophobia And Promoting The Social Inclusion of Migrants (32)
Leah Miller, *Fordham University*
Elaine Congress, DSW, LCSW *Fordham University*

3:40-4:20pm
The Legal Perspective on School-based bullying: Working toward an Interprofessional Agenda (33)
Susan Mason, *Yeshiva University*
Bonnie Pollak, *Yeshiva University*

OR

Presentations (2)   **ROOM: PLACE**
Moderator: Mohan Vinjamuri

3:00-3:40pm
Christian Social Work Education and Transgender Issues: Values Conflict or Reconciliation? (34)
Dirk de Jong, *Siena College*

3:40-4:20pm
Justice Involved Human Services Students; Their Need for Safe Space and Classroom Strategies for Self-Disclosure (36)
Glenny Valoy, *Borough of Manhattan Community College of CUNY*
Lisa Rose, *Borough of Manhattan Community College of CUNY*

Rose-Marie Äikäs, *Borough of Manhattan Community College of CUNY*

4:30pm-6:30pm   **ROOM: WIN**
Annual NYSSWEA Board Meeting
Open to All Participants - Coffee/Tea/Cheese/Crackers, Wine on your own.

4:30pm-6:30 pm   **ROOM: PLACE**
Poster Presentations**

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Thursday Night: Dinner on Your Own

Friday, October 5, 2018

8:00 to 9:00 am	Continental Breakfast	**EXACTA/QUINELLA**
8:00 to 11:00 am	Registration	**REGISTRATION TABLE**
9:00 to 12:00 noon	Exhibitors	**EXACTA/QUINELLA**

Morning Session I: Fri 8:10-8:50 am

Presentations (1)   **ROOM: WIN**
Moderator: Carolyn Hilarski
8:10-8:50
Applying A Social Justice Lens To Social Work Administration In A University Context
Ohiro Oni-Eseleh

Morning Session I: Fri 9:00-10:20 am

Presentations (2)   **ROOM: WIN**
Moderator: Amy Meyers

9:00-9:40
Diversity and Inclusion: An Interdisciplinary Approach (13)
Daria Hanssen, *Marist College*
Stacy Williams, *Marist College*

9:40-10:20
Social Entrepreneurship and Social Work Practice: A Case Study (37)
Jen Herman, *Adelphi University*

OR

Presentations (2)   ROOM: PLACE
Moderator: Elaine Congress

9:00-9:40
An Examination of Suicide-Related Content on Reddit (39)
Rebecca Eliseo-Arras, *SUNY-Empire State College*
Sandra Sheppard, *PROMESA, Inc. Alba de Vida Methadone Clinic*

*9:40-10:20
Labeling and Signal Detection Theories: Implication for Police-Minority Group Encounters, Safety Planning and Education (41)
Emmanuel Bioh, *Adelphi University*

OR

Presentations (2)   ROOM: SHOW
Moderator: Daria Hanssen

9:00-9:40
Pedagogical and Curricular Development Strategies for Transforming Social Justice Consciousness in Social Work Learners (20)
Rebecca S. Rouland Polmanteer, *Nazareth College*
Braden K. Linn, *UB*

9:40-10:20
Picking Up the Torch of Advocacy: Social Work Education and It's Role in Encouraging Independent Student-Led Activism (46)
Lucinda Acquaye-Doyle, *Dominican College*
Bonni Raab, *Dominican College*
Amanda Magnotta, *Dominican College*
Nelcy Garcia De Leon, *Dominican College*

Morning Session II: Fri 10:30-11:50 am

Faculty Workshop   ROOM: WIN
Moderator: Carl Mazza
Norma Phillips Lecture – Elaine Gross
President and Founder of ERASE RACISM on Long Island
Anti-Racism

OR

Student Workshop   ROOM: SHOW
Moderator: Joan Adams
Graduate School Information Panel
Anne Treantafeles With Guest Panelists

Presentations (2)   ROOM: PLACE
Moderator: Lyn Paul

10:30-11:10 am
Working with Mothers at Risk for Postpartum Depression: Interprofessional Education and Collaboration to Promote Social Justice (21)
Rebecca S. Rouland Polmanteer, PhD, LMSW*, Nazareth College*
Carol Brownstein-Evans, PhD, LMSW, ACSW*, Nazareth College*
Robert H. Keefe*, UB*

11:10-11:50am
Educating for Bilingual Social Work Practice: The Dual Language Initiative (2)
Graciela Castex, *Lehman*
Norma Phillips, *City University*
Evan Senrich, *City University*

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CLOSING LUNCHEON AND AWARDS
12:00-1:30pm

2018 NYSSWEA Social Work Educator of the Year: Dr. Carl Mazza

Social Work Students of the Year: BSW: Nelcy Garcia de Leon
MSW: Amanda O'Brien

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**Poster Titles for Poster Exhibit

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Amanda Neveu and Janet Acker. **A Home for the Dying: A PhotoVoice Research Initiative**
Abstract. Brochure Description The Joan Nicole Prince Home, a two-bed comfort care home in Scotia, NY, worked alongside a Social Work graduate student from The College of Saint Rose a on research study utilizing the PhotoVoice advocacy tool. Following narrative analysis of research findings, participants prepared a community exhibit displaying their images in hope of expanding end-of-life discussions and to highlight the efforts of The Joan Nicole Prince Home. **Abstract** Death and dying are taboo topics of discussion in society today, however there is a place where death & dying discussions are encouraged, shared, and valued. That place is The Joan Nicole Prince Home, a comfort care home for the dying in Scotia, NY. The home provides end-of-life care to residents with 3 months or less to live and bereavement services to resident families through volunteer support. The Joan Nicole Prince Home has been a supported comfort care home of Schenectady County for 11 years. The home relies on volunteers from SUNY Albany, Albany Medical College, The College of Saint Rose, and the community at large for support. Recently, the home has experienced a decrease in their volunteer commitments, which may be connected to the lack of awareness of the home and the unending resistance to discussions of death in society. Volunteers from the home have noted a drastic change in their lifestyle, a better understanding of holistic care, grief, and have actively encouraged others to decrease the taboo of death and dying. Currently, these outcomes have only been anecdotally accepted. To further convey these powerful outcomes, they must be demonstrated as evidence to the general public. With evidence of the remarkable effects the home generates, society may begin to recognize death and dying and

move toward acceptance. Producing evidence of these experiences and changes in perspective, requires asking the question: What are the experiences of the staff, volunteers, residents, and resident's families at the Joan Nicole Prince Home? Through a qualitative narrative research design using the PhotoVoice advocacy tool and a community exhibition, the research hopes to bring awareness to death and dying discussions and highlight the benefits of comfort care homes. In using the PhotoVoice model, volunteers, residents, families, and staff will capture moments at the home, using cameras, and provide brief descriptions for their captured images using a narrative note template. The narrative note template asks five questions, (1) "describe your photo", (2) "I want to share this photo because…", (3) "What is important for people to understand about this photo?", (4) "What does this photo tell others about me or The Joan Nicole Prince Home?", and (5) "How can this picture provide opportunities for the community to improve?" Following narrative analysis of images and narrative notes, participants will produce a community exhibit displaying their images and narrative notes. A final research report and a photobook will follow at the end of the research study and exhibit. The research results and its implications are currently undergoing analysis for discussion.

Katherine Kilcullen. **Enironmental Factors of Off-Campus Bars and Perception of Danger of Sexual Assault: A Literature Review**

Abstract. Since the 1980s, it has been consistent that every 1 in 4 college-aged women report being raped or sexually assaulted during their time at school. A study by Thompson and Cracco (2008) which involved 264 males from 22 colleges across the United States found that 80% of these men reported having "grabbed a woman's butt" in passing while in a public setting. According to the United States Department of Justice, this act falls under their definition of sexual assault, which is any non consensual sexualized act, including acts that take place when the victim is incapacitated. While many studies have been conducted that discuss risk factors of sexual assault on campus, little discuss the sexual assaults that occur at off campus bars or parties. This paper will review literature on sexual assaults that occur at bars or large club scene parties frequented by undergraduate college students, and then seek to explore possible environmental factors that could contribute to these events occurring. These environmental factors include, but are not limited to, number of bathrooms, number of floors, total square footage of the space, number of rooms, width of hallways, number of seating areas, crowding, DJ involvement, and placement and number of bouncers. This literature review will provide a template for a future study regarding the correlation between perception of danger from sexual assault and/or harassment at bars in a college town and the environmental factors of these institutions. Office on Violence Against Women, United States Department of Justice. (2018, April 11). Sexual Assault. Retrieved from https://www.justice.gov/ovw/sexual-assault Thompson, E. H., & Cracco, E. J. (2008). Sexual aggression in bars: What college men can Normalize. The Journal of Men's Studies, 16(1), 82-96. doi:10.3149/jms.1601.82

Rebecca Holzhauer. **The Lack of Social Justice for Survivors of Child Sexual Abuse: Examining Child Sexual Abuse Response through a Social Justice Lens**

Abstract. PRESENTATION CONTENT Child sexual abuse is widespread and occurs in all communities around the United States, regardless of factors such as race, background, and socioeconomic status. Sexual abuse is a life-altering experience that may impact the survivor mentally, physically and/or emotionally as he/she attempts to cope and make sense of the experience. Multiple agencies/organizations are entrusted with the joint responsibility to investigate reports of child sexual abuse and ultimately generate consequences for the offender. Child Protective Services (CPS) is the primary agency responsible for investigating suspected child sexual abuse. CPS typically works in collaboration with law enforcement to conduct the investigations. This allows caseworkers and law enforcement to determine if abuse occurred and what the consequences will be for the offender. Social justice for survivors, as defined in this presentation, would entail the offender being prosecuted or convicted as a consequence of the sexual abuse and the survivor ultimately able to engage in

the coping/healing process. Regardless of CPS and law enforcement working together to convict offenders, it is difficult for survivors of child sexual abuse to obtain a sense of social justice. There is significant evidence of the low prosecution rate for offenders of child sexual abuse. For example, Champion (2008) has asserted, "Over 90 percent of reported child abuse cases never advance to the prosecution stage". This presenter will discuss the social justice impact of this reality. The low prosecution rate for offenders ultimately has an impact both on the overall sense of social justice felt by survivors of child sexual abuse as well as their later functioning. Childhood abuse may lead to a number of outcomes for survivors such as "depression, anxiety, posttraumatic stress disorder (PTSD), anger and aggression, attempted suicide, sleep problems, and drug and alcohol abuse" (Boyle, MacMillan, Tanaka, & Williams, 2015). It is evident that the traumatic nature of childhood sexual abuse potentially leads to harmful, long-lasting effects for the survivor. However, these effects may be lessened if individuals are helped to attain a sense of social justice through an effective social and legal system that not only claims to do justice but is also perceived by survivors as doing justice and bringing them much-needed relief or healing. The presenter will recommend changes to current policy that will significantly increase the prosecution and conviction of offenders and thereby increase healing opportunities for survivors. In addition to others, the presenter will recommend active social work engagement to attain changes to the current statute of limitations in New York State, partnership building between child welfare agencies and school districts, and advocacy for children who have experienced sexual abuse. -I was unable to fit references and description for the brochure

Melissa Dos Santos. **Mental Health Challenges Faced by Active-Duty Soldiers, the Reliability of Soldiers Self-Reported Screenings and TRICARE's Treatment Accessibility**

Abstract. Mental health issues are an expected side effect of serving in the United States Armed Forces (Avery & Wadsworth, 2011). Accessing mental health services while active in the military can be strenuous with TRICARE being unreliable for coverage. TRICARE is the healthcare of the United States Department of Defense, it provides civilian health benefits for U.S Armed Forces military personnel, military retirees, and their dependents, including some members of the Reserves (Tricare, 2018). TRICARE is the soldiers only insurance when serving Active-Duty, no other coverage is allowed (Tricare, 2018). Mental health concerns can consist of anxiety or behavioral disorders which can be expressed through suicidal tendencies, substance misuse/abuse/ dependence, and numerous other traits (Visco, 2009). Stress is common among active-duty personnel and can be associated with a variety of mental health and job performance outcomes, those with the highest levels of stress are age 25 or younger (Hourani, 2006). Psychologist David Rudd mentioned the concept of how the military may not be the best place for extended psychiatric care (Christensen, 2013). Military psychologists are being encouraged to enforce the same confidentiality standards that civilians receive; this may contribute to the low number seeking services since there is no similar practice in the military (Christensen, 2013). The mental health screenings lack unbiased results as based on enlistment and annual self- reported questionnaires. The Air Force did not require a screening until August 2017 (Holstein, 2017). The Study to Assess Risk and Resilience in Servicemembers (STARRS), a project conducted done by the U.S. Army and U.S. National Institute of Mental Health surveyed 5,500 soldiers. It was found that 25% of active-duty non-deployed Army tested positive for a mental disorder and within that, 11% tested positive for having more than one disorder (Willingham, 2014). As part of the annual physical health assessments and post-deployment exams, military care providers need to actively watch for the warning signs of mental illnesses and turning further treatment over to mental health practitioners (Smedley, 2016). In Indiana, a survey of the state's National Guard and Active-Duty residents, found that there were delays in accessing mental health services with TRICARE or difficulty locating providers (Avery & Wadsworth, 2011). It is possible private mental health agencies can offer more support and less fear of retribution to active-duty soldiers compared to VA Hospitals, military treatment facilities and TRICAREs limited treatment options. If soldiers could utilize private mental health facilities it is more likely they will seek assistance earlier, reducing the rates of future mental health concerns ultimately fortifying our military.

Mathew Cuellar, Susan Mason, Charles Auerbach and Christine Vyshedsky. **Social Worker Views on the Current State of School Safety in the United States: A Qualitative Study**

Abstract. Background and Purpose: The purpose of this study is to examine the shared concerns and remedies school social workers have about safety in their schools. School social workers have traditionally been utilized to perform a number of functions that aim at positively impacting student academic performance and behavioral outcomes. School social worker effectiveness is reliant on an ability to identify and understand factors that influence the educational environment. Therefore, practitioners have a vested interest in policies and practices that shape school context, such as those introduced through school safety and security initiatives. However, there is a dearth of research that explores school social workers perceptions towards school safety in today's schools. This study utilizes qualitative data to examine school social workers' perspectives towards safety and examines their recommendations for improving safety in United States schools. This presentation outlines timely implications of schools safety concerns from the understudied perspective of school social workers. Methods: As part of a larger study, data were collected from 503 school social workers across the United States. Of these responses, 252 (50.1%) provided a response to the qualitative prompt "In general, how do you think school safety in the United States can be improved?" Respondents shared the culture of the school social work profession but worked in a wide variety of school settings. The method employed was an inductive, thematic approach based on a grounded theory design. Its purpose was to determine the aspects of school safety most concerning to participants. Data were reviewed manually for salient themes. Open, axial, and selective coding methods were utilized. Results: Open coding resulted in 6 main categories: 1) increasing mental health and social services in the schools; 2) employing more school social workers; 3) eliminating guns in the schools; 4) increasing the ties between schools and communities; 5) paying more attention to community culture, school culture and school climate; and, 6) better training for teachers, security officers and social workers. Through axial and selective coding these were reduced to three salient themes: 1) Focusing on school-community partnerships; 2) advocating for policy changes that affect school safety; and, 3) increasing training for school personnel. These broader themes reflected the majority of the responses. Conclusions and Implications: Social work practitioners in today's schools may want to further advocate for school-community partnerships that either bring mental, social and health services either on-site or nearby the schools. School social workers know that access to education does not begin at the school gates; it is in the home and neighborhoods where children learn the value of education. The findings from this study indicate the importance of school-community involvement in ways that can influence state and local policies to increase safety and provide adjunctive services to children and their families. Collaborative work among researchers, school-based staff including social workers, and community activists is the next steps in ensuring healthy development of the youth they serve. Implications for practice are discussed and recommendations for future research are provided.

Kasey Geremia. **The Impact of Social Media on Loneliness**

Abstract. As technology and social media has rapidly developed, so has the amount of time individuals spend engaged with social media sites. Ninety-two percent of teens, ages 13 to 17, report going online daily and 24% report going online "almost constantly" due to the accessibility of smartphones. Social media networks such as Facebook, Twitter, Instagram, Snapchat, and YouTube have grown in popularity and especially with the adolescent population (Lenhart, 2015). Social media networking can be beneficial for making connections and gaining social capitol, but it also can have harmful effects on the mental health of an adolescent (Best, Manktelow, & Taylor, 2014). Adolescents are at the developmental stage where they are heavily influenced by their peers. They are influenced not only in person, but also on social media (Teppers, Luyckx, Klimstra, & Goossens, 2014). Therefore, adolescents increasingly using social media are experiencing isolation and can become sad and lonely.

Sarah Held. **Finding Peace in the Rain-A Training for Sexual Assault Prevention and Intervention**

Abstract. Sarah Held Marist College June 1st, 2018 NYSSWEA Conference 2018: New York State Social Work Education Association 51st Annual Conference Poster Category Finding Peace in the Rain was originally given as a PowerPoint presentation and will be formatted into a poster display if accepted for the conference. Conference Brochure "Finding Peace in the Rain" is a research-based training on how public service providers can heighten their awareness of the prevalence of sexual assault for young adults between the ages of 18-24 and how to use that information to become more receptive to sexual assault survivors. "Finding Peace in the Rain" addresses how an individual can be better connected to preventing sexual violence through various societal roles such as becoming a more effective bystander, counselor, or community member. Abstract The research examined identified psychological and emotional consequences of sexual assault (Jha, 2012) (McClure, 2017), research studies of current college bystander methods and suggestions for improvement to these methods (Clear, Coker, Cook-Craig, Fisher, Garcia, Hegge, & Williams, 2011) (Koss & Rosee, 2001), and how to avoid the common counselor mistakes if someone reveals that they have been sexually assaulted in a clinical setting (Draucker & Martsolf, 2006). This presentation suggests the need for a greater societal role in violence prevention and how everyone has a significant part in changing social norms surrounding rape culture (Koss & Rosee, 2001). "Finding Peace in the Rain" is an interactive training, which identifies and describes the skills of recognizing the prevalence of sexual assault on college campuses, identifying survivors of sexual assault, and adopting proper intervention tools for bystanders. This presentation is geared towards (but not limited to) various public service faculty and students in social work, psychology, education, criminal justice, and human resources.

We Look Forward to Seeing You Next Year at Our 52nd Annual Conference!

*Special Day Requests