



iIMPACT Summit:
Building Personal and Community Resilience

April 7, 2022

8:00 a.m. – 3:00 p.m.

University Center, University of Memphis

This conference is intended for practitioners in the disciplines of social work, education, counseling, public health, and allied professions who want to understand the role trauma plays in our lives and gain insight and skills for building resilience. Speakers will include UofM researchers and practitioners engaged in the most innovative research and programming to solve the problems that plague our community.

Keynote Speaker

Regan Williams, MD

Medical Director, Trauma Services

LeBonheur Children's Hospital



Dr. Regan Williams graduated Summa Cum Laude from Austin Peay State University in Clarksville, TN. After graduating with a double major in Biology and Chemistry, she went on to study medicine at the University of Tennessee Health Science Center in Memphis, TN. Memphis became her home, and she completed her graduate education earning her medical degree, completing her general surgical residency at the University of Tennessee Health Science Center and a fellowship in Pediatric Surgery at Le Bonheur Children's Hospital. Following her fellowship training, she accepted a position as Assistant Professor of Surgery at the University of Tennessee Health Science Center, and in 2019, she was promoted to Associate Professor of Surgery.

At Le Bonheur Children's Hospital, Dr. Williams is the Medical Director of Trauma and the Associate Chief of Staff. She has completed a Master's of Science degree in Epidemiology and her research efforts are focused on developing evidence-based guidelines for the treatment of pediatric trauma and surgical disease. She is board certified in general and pediatric surgery and has published over 50 peer-reviewed articles. Dr. Williams is active on the Emergency Preparedness Committee, Committee on Pediatric Emergency Care, Operative and Invasive Procedure Committee, Pediatric Research Collaborative, Peer Review Oversight Committee, and Advocacy Advisory Committee. She is Chair of the Senior Leadership Council, Chair of the Peer Review Oversight Committee, and on the Board of Directors for the Children's Emergency Care Alliance. She is a Course Director and instructor for ATLS, as well.

In her role as Trauma Medical Director, Dr. Regan Williams remains active in her efforts to improve trauma care at a state and national level. She is deeply involved in the Stop the Bleed campaign, as well as local community outreach events, such as Community Walks Against Gun Violence. Dr. Williams' goal is to decrease gun related injuries in children. She dedicates her time and resources to ensure optimal care for children across the state of Tennessee.

SESSION DESCRIPTIONS

Community Track

Session 1

Promoting Social and Economic Well-being through the Earned Income Tax Credit (Elena Delavega)

Learning Objectives:

1. Participants will understand the Earned Income Tax Credit's role in reducing poverty.
2. Participants will recognize and assess the barriers for participation in the Earned Income Tax Credit.
3. Participants will define the role of social work in assisting families access EITC benefits and the importance in teaching about taxes in the social work curriculum.

The Earned Income Tax Credit is a well-regarded anti-poverty program promoting self-reliance and work. However, many qualifying people fail to claim it. Social work has an important role to play in disseminating information about it and increasing participation among low-income families, and thus has a role in social work education.

Dr. Elena Delavega decided to involve her students with the Volunteer Income Tax Assistance(VITA) program to help more families claim the EITC. In 2015, she partnered with ImpactAmerica's SaveFirst Program. Since then, more than 200 MSW students from the University of Memphis have collaborated with ImpactAmerica's SaveFirst Program, and each year these and other students from local universities help around 2,000 Memphis families in poverty and with low and moderate incomes save almost three quarters of a million dollars in tax preparation fees and claim more than two million dollars in the EITC.

Elena Delavega

Elena Delavega, PhD, MSW is Professor of Social Work and MSW Program Director at the University of Memphis, where she teaches Social Welfare Policy and Poverty. Her research consists of three broad areas, grounded in the promotion of social justice: 1) Understanding Poverty; 2) Social and Economic Exclusion; and 3) Promoting Social and Economic Development. Dr. Delavega served as Associate Director of the Benjamin L. Hooks Institute for Social Change at the University of Memphis from 2015 to 2019 and has edited volumes II to VII of the Hooks Policy Papers. She is the author of the Memphis Poverty Fact Sheet, updated yearly, and of the 2018 *Memphis Poverty Report: Memphis Since MLK*.

Session 2

LENA: Supporting Social, Emotional and Language Development (Loretta Rudd)

Learning Objectives:

1. Attendees will state the importance of increasing responsive interactions with young children.
2. Attendees will demonstrate understanding of the serve-and-return process.

- Attendees will write an “elevator speech” to inform others of the importance of social, emotional and language development as the foundation for life-long learning.

It has long been understood that the first three years of life are critical to brain development, including social, emotional and language development. Caregivers’ responses to infants’ cries, as well as coos and babbling, set the stage for enhanced social, emotional and language development. LENA (Language ENvironment Analysis) provides a systematic approach to “training” parents/caregivers to engage in more responsive interactions with young.

Loretta Rudd

Dr. Loretta Rudd is a passionate advocate for the education of young children and their families. She is a Clinical Professor in the College of Professional and Liberal Studies at the University of Memphis. Dr. Rudd is a founding member of the iIMPACT (Institute for Interdisciplinary Memphis Partnerships Affecting Community Transformation) at the University of Memphis. She also currently serves on several boards such as the Urban Child Institute, Libertas School of Memphis (a public charter Montessori school), Girl Scouts Heart of the South Council Board, and is a member of the Memphis First Eight and Tennesseans for Quality Early Education Committee. Dr. Rudd’s research interests center around preparing/training individuals to work with children ages 0-4 years. She has conducted research on the effects of joint attention, language enhancement strategies, language of math, and social emotional development training for child caregivers and parents. She is a member of the \$1M Researchers at the UofM.

Session 3

Supporting Students through a Pandemic: Implications for School Counselors and Educators (Michelle W. Brasfield & Chloe Lancaster)

Learning Objectives:

- Participants will learn about how COVID-19 has affected students’ mental health, academics, and social skills.
- Participants will discover what interventions school counselors have used in assisting students with their COVID-19 related concerns.
- Participants will understand what barriers school counselors have experienced in providing support to students during the pandemic.
- Participants will discuss possible supports to assist school counselors in providing a comprehensive school counseling program based on the ASCA National Model.

The COVID-19 pandemic was especially difficult for school-aged children, adolescents, and families. As education moved to virtual and hybrid formats, students and their caregivers were deprived of many of the supports provided by the school environment. This presentation involves the results of a recent study on a sample of Tennessee school counselors and their views on how the pandemic has impacted mental health as well as academics and social skills. In addition to the barriers school counselors have experienced in providing support to students, we will explore the supports that are needed for comprehensive school counseling program implementation to support student success.

Michelle W. Brasfield

Michelle Welch Brasfield, EdD, LPSC , received her BA in Psychology from Rhodes College and her MS and EdD in Counseling from The University of Memphis. As assistant professor and program coordinator of the School Counseling program, Dr. Brasfield teaches counseling courses on topics such as examining youth issues and development, school counseling program development, college and career readiness skills for PK12 students, and field placement supervision. Prior to working at the university level, Dr. Brasfield served as a school counselor for a rural, underserved population for 13 years, as well as four years as a teacher in an urban elementary school. Dr. Brasfield has research interests across a variety of areas including reducing burnout and secondary traumatic stress in helping professionals and educators, program evaluation, and creative interventions for children and youth. Some of her research work is with local Shelby County Schools through the Geeter K8-University of Memphis Research Partnership and the University Schools Research Consortium.

Chloe Lancaster

Associate Professor,

University of South Florida

(In absentia-This presentation data is from her efforts to obtain this survey information.)

Mental Health Track

Session 1**Integrating Mental Health Counseling Services in Pediatric Hospital Settings (Eraina Schauss)****Learning Objectives:**

1. Attendees will learn the critical need for integrated mental health services within pediatric hospitals.
2. Attendees will understand the need for macrosystemic partnerships and advocacy efforts in establishing sustainable, critically-needed services in all pediatric hospitals.
3. Attendees will be introduced to a model for training a labor force of future mental health counselors skilled in the area of integrated behavioral health.

This presentation will highlight the critical need for integrated mental health services within pediatric hospitals. The author will present the Trauma Mental Health Counseling Division, a new innovative collaboration between the BRAIN Center at The University of Memphis and LeBonheur Children's Hospital Trauma Services Division. Attendees will be presented with data highlighting the connection between physical injury and mental health distress to explore the need for macrosystemic partnerships and advocacy efforts in establishing sustainable, critically-needed services in all pediatric hospitals. Lastly, the author will explain and detail the model for training a labor force of future mental health counselors skilled in the area of integrated behavioral health utilized by the BRAIN Center.

Eraina Schauss

Dr. Eraina Schauss is an Associate Professor and Coordinator of the Clinical Mental Health Counseling Program at the University of Memphis. She is the Founder and Director of the BRAIN Center at the University of Memphis.

Session 2

Promoting Resilience across the Family System: Effects of the Pregnant Moms' Empowerment Program (Kathryn Howell)

Learning Objectives:

1. Identify the unique needs of pregnant women experiencing intimate partner violence.
2. Examine the impact of prenatal intervention on different facets of parenting and mental health.
3. Evaluate intergenerational effects of intimate partner violence on the development and functioning of children.

Intimate partner violence (IPV) during pregnancy is associated with perinatal and postpartum health problems. Further, prenatal IPV may impact how women perceive their unborn child and their early parenting attitudes. Despite the potential intergenerational consequences of violence exposure, minimal research has examined interventions for pregnant women exposed to IPV. The *Pregnant Moms' Empowerment Program* (PMEP) is a 5-session, strengths-based intervention that was developed to address the unique needs of pregnant women experiencing IPV. This presentation examines the effectiveness of this program in reducing IPV re-victimization, improving maternal mental health and resilience, enhancing positive parenting practices and attitudes, and impacting infant development. The presentation will highlight the utility of brief interventions for women exposed to violence and underscore the importance of assessing strengths when evaluating treatment effects. Further, this presentation will showcase lessons learned in intervention research, including community partnerships and recruitment/retention successes and challenges.

Kathryn Howell

Dr. Kathryn Howell is a tenured Associate Professor in the Department of Psychology at The University of Memphis. Her program of research centers on the individual, relational, and community factors that enhance resilience or reduce psychopathology following exposure to traumatic events during childhood. Much of her work is devoted to the development of strengths-based interventions for trauma-exposed groups, including youth experiencing adversity and women exposed to intimate partner violence. Dr. Howell is author or co-author of more than 100 scholarly publications and currently serves as Chair of the American Psychological Association (APA) Committee on Children, Youth, and Families.

Session 3

"The H.E.R.O. Training Program" ©: A Mindful Journey to Self (Paige Prikey)

Learning Objectives:

1. To understand and begin the exploration of one's own journey to Self.
2. To comprehend the lived experience of clinical work from an embodied perspective.
3. To understand the essence of the program and how to get involved.

Join Dr. Pirkey as we identify different states of being and how they influence our understanding of and engagement with work, play, and life. Specifically, we'll explore the body as a physical tool and

perceptuomotor dimension of being, and embrace the interconnected experience of the mind and body in sense or meaning making. These understandings will segue us to the discovery and creation of “The H.E.R.O. (Helping Everyone Overcome Obstacles) Training Program” ©.

Paige Pirkey

Paige Pirkey, PhD, e-RYT500, YACEP is an embodied scholar who focuses on mind-body practices using a transdisciplinary, trauma-sensitive, multi-tiered approach with a research focus on overcoming internal and external forms of oppression via the development of resilience, empowerment, and embodied self-regulation and literacy.

Community Health Track

Session 1

Reimagining ACEs: Youth Justice Involvement (Jennifer Turchi)

Learning Objectives:

1. Understand how ACEs have traditionally been measured
2. Understand how ACEs are associated with youth justice involvement
3. Understand the significance of measuring justice involvement as an ACE

Abstract:

In this session, Dr. Jennifer Turchi will explain Adverse Childhood Experiences (ACEs), their measurement, and their impact on children and youth that have been involved with the criminal justice system.

Jennifer Turchi

Jennifer Turchi earned her PhD in Sociology from the University of Iowa in 2014. Her research broadly focuses on systems of oppressions, and more specifically explores how our youth justice system still relies on policies and procedures that disproportionately harm Black youth compared to their white peers. Additionally, she is interested in relationship between youth justice contact, trauma, and ACEs.

Session 3

Supporting Families and Solving Entrenched Problems Through Medical-Legal Partnership (Tim Flack & Nicole Tuchinda)

Learning Objectives:

1. Learn about how the unique model of the medical-legal partnership can be a powerful way to build personal and community resiliency
2. Learn how medical-legal partnerships can mitigate and prevent trauma and adverse childhood experiences (ACES)
3. Learn how medical-legal partnerships are established and maintained.

This session describes how medical-legal partnerships (MLPs) is a relatively new model for addressing legal barriers to optimal health and well-being. Especially during this pandemic, many people have endured stress and trauma from unresolved and sometimes unrecognized legal issues that undermine their health, such as eviction, poor education, and low income. MLPs can solve many of these problems, prevent crises, and empower families in ways that strengthen their resiliency.

Tim Flack

Tim Flack has been a Senior Attorney for Memphis CHiLD, Children's Health Law Directive at Le Bonheur Children's Hospital (Le Bonheur), an innovative medical-legal partnership, for 6 years. Previously, he was a prosecutor for the City of Memphis and LeBonheur Director of Patient & Family Centered Care and Volunteer Services.

Nicole Tuchinda

Nicole Tuchinda, J.D., M.D., is a Visiting Assistant Professor who teaches Health Law at the University of Memphis Cecil C. Humphreys School of Law. She is a pro bono education attorney with Memphis CHiLD. Previously, she co-founded a medical-legal partnership at Georgetown University Law Center called the Health Justice Alliance.

Practice Skills Track

Session 1

Treating Post-Incarceration Trauma (Jerry Watson)

Learning Objectives:

1. Participants will understand the trauma experienced by post-incarcerated individuals.
2. Participants will appreciate the disproportionate impact that incarceration and the subsequent trauma have on African American men.
3. Participants will learn a culturally appropriate reentry support group model designed for African American men

The United States has surpassed 2 million individuals that are incarcerated in prisons, making it the highest prison population in the world (Sawyer & Wagner, 2020). In 2016, approximately 626,000 incarcerated individuals were released from state and federal prisons (Carson, 2018). According to the U.S. Bureau of Justice Statistics (BJS) in 2018 black males accounted for 34% of the total male prison population, white males 29% of the prison population, 4,347 per 100,000 black prisoners and 678 per 100,000 white prisoners. Black men were incarcerated at nearly, six times the rate of white men. With the exception of those who are sentenced to life or capital punishment, incarcerated individuals will eventually be released from prison back into society. Upon release, justice involved individuals face a myriad of life challenges. Given that most of us have not been in prison ourselves, it is impossible to understand the trauma and stress that justice involved individuals experience both during and after their time behind bars. After release, justice involved individuals often exhibit symptoms that are directly related to their thoughts, experiences, and the behaviors during incarceration and the complex and seemingly insurmountable struggles of living with a criminal record. Subsequent feelings of helplessness, hopelessness, fear, isolation, and anger or rage can lead into emotional and mental health challenges. While therapies such as cognitive behavioral

interventions and trauma informed care have emerged as suitable to treat, social workers struggle with developing and implementing suitable models or approaches to working with persons in reentry. While describing the problem, this workshop will present a culturally appropriate reentry support group model designed for African American men.

Jerry Watson

Jerry Watson, LCSW, Ph.D. is an Assistant Professor the School of Social Work/University of Memphis and Co-Manager of the Men Healing Men and Communities Network.

Session 2

The SMART Center: Tele-health Best Practices for Working with Children and Adolescents (Susan Elswick)

Learning Objectives:

1. Participants will learn how the SMART Center at the University of Memphis is working to support the community through tele-behavioral health programming.
2. Participants will be exposed to research outcomes regarding tele-behavioral health in the region
3. Participants will learn about the community-university partnerships that are increasing the access to behavioral health services in our region through tele-health programming
4. Participants will learn what tele-behavioral health services include, how they can be delivered, and the impact on the community

Due to the coronavirus disease (COVID-19), the 2020-2021 year witnessed a sweeping migration of clinical practices to tele-behavioral health programming. Aside from the increased morbidity and mortality that the COVID-19 pandemic brought upon vulnerable populations, the mitigation response of social distancing and safer at home placed great emotional, mental, and educational hardship on all in the community, especially at-risk populations. Mental health practitioners were thrust into navigating therapeutic programming in a virtual space, that was foreign to many practitioners. Clinicians were challenged to adjust to a clinical environment wherein the preponderance of their training and expertise did not readily translate.

In a response to this change in clinical programming, therapeutic practitioners and mental health professionals needed to be knowledgeable about how virtual therapy environments might impact the following: client access to clinical supports; client evidence of therapeutic gains; clinicians' ability to adapt evidence-based clinical interventions to virtual implementation; and clinicians' ability to track clinical outcomes in a virtual space. Although the initial impact of COVID-19 has greatly subsided, tele-behavioral health is here to stay. Due to unknown future consequences of the Delta variant, or other possible pandemic and global happenings, and client's current preference towards the virtual therapy modalities demonstrate the need for educating clinical practitioners regarding the best practices for tele-behavioral health. To answer this need within our community, Dr. Susan Elswick founded the SMART Center in 2020. The SMART Center provides a tele-behavioral health training and treatment program for the region to counteract the impacts that COVID-19 had on the mental health service delivery in the Mid-South.

The University of Memphis School of Social Work SMART Research, Training and Treatment Center aims to provide evidence-based interventions for school-based mental health programming, increase access for school-based behavioral health programming in underserved areas, provide training on best practices in tele-behavioral health, develop opportunities to research the use of technology in practice, and provide direct services to the states most vulnerable populations.

Session 3

Examining the Prevalence of Acute Stress in Pediatric Trauma (Kiersten Hawes & Sydnie Roberts)

Learning Objectives:

1. Understand the prevalence of acute stress in a pediatric population.
2. Highlight the critical need for mental health screening and provision of integrated mental health counseling services at time of acute pediatric trauma.
3. Discuss clinical implications for practice.

Pediatric patients can be significantly impacted emotionally by exposure to acute trauma which may negatively impact long-term functioning and lead to an increase in overall distress. This study reports on the incidence of acute stress disorder among pediatric trauma patients in a hospital setting. Pediatric patient mental health assessments were conducted using the Childhood Stress Disorders Checklist- Short Form (CSDC-SF) as part of a new integrated behavioral health standard of care within the Trauma Services Division of a Level-1 pediatric hospital. Consultations occurred at bedside upon inpatient hospital admission into trauma services, or at the outpatient hospital clinic after discharge for injuries treated in the Emergency Department. Sixty-four percent of children scored ≥ 1 on the CSDC-SF, indicating symptoms consistent with acute stress and post-traumatic stress disorder. Higher scores were associated with female sex, age, and injury type. The work provides evidence of the link between traumatic injury and mental health symptoms in a pediatric population. Findings highlight the critical need for mental health screening and provision of integrated mental health counseling services at time of acute pediatric trauma.

Kiersten Hawes

Dr. Hawes is The BRAIN Center's Clinical Director of Trauma Services for Le Bonheur Children's Hospital Trauma Center. Dr. Hawes is a recent graduate of the PhD Counselor Education and Supervision program in the Department of Counseling, Educational Psychology, and Research at the University of Memphis. She earned a master's degree in Clinical Mental Health Counseling at the University of Memphis. She received a bachelor's degree in Psychology at Spelman College. Dr. Hawes has clinical experience conducting individual, couples, group, and family therapy in community-based, university, and inpatient settings. She ascribes to a person-centered and family systems approach. In addition to clinical experience, she is passionate about building community awareness around stress, health, and emotional well-being. She helped develop a curriculum to educate the greater Memphis area on the long-term effects of emotional trauma and stress on childhood neurodevelopment and health. Her clinical interests include multicultural and family systems counseling. Her research interests include the impact of adverse childhood experiences on neurodevelopment, attachment, resilience, and minority mental health and well-being.

Sydney Roberts

Sydney Roberts is a first-year Counselor Education and Supervision Doctoral Student and a Trauma Mental Health Counselor at LeBonheur Children's Hospital. She graduated with her Master of Science in Clinical Mental Health Counseling from The University of Memphis in August 2021. In 2018, she obtained her Bachelor of Arts with a double major in Psychology and Philosophy from The University of Memphis.

Sydney previously served as a master's level intern at LeBonheur Children's Hospital and has experience with Veteran and Military connected students, integrated behavioral health settings, and suicide prevention and intervention.

Student Posters

Caregiver Anxiety as a Moderator Between Child Social Support and Child School Engagement among Families Exposed to Adversity

Kari N. Thomsen, B.S., & Taylor R. Napier, MS
Doctoral Clinical Psychology Students
The University of Memphis
Faculty Advisor: Kathryn Howell, PhD

Examining Associations between Trauma the Parent-Child Relationship, and Youth Functioning

Candice B. Crossnine
Doctoral Counseling, Education, and Supervision Student
The University of Memphis
Faculty Advisor: Kathryn Howell, PhD

Examining Socioecological Strengths Associated with Childhood Depression

Rachel A. Stobbe, BPS & Taylor R. Napier, MS
Undergraduate Psychology Students
The University of Memphis
Faculty Advisors: Dr. Kathryn Howell, PhD & Dr. Debra Bartelli, DrPH

Parental Trauma Exposure and the Caregiver Child Relationship: Exploring the Role of Stress Responses

Melissa Beyer, MA, & Hannah Gilliam, BS
Doctoral Clinical Psychology Student
The University of Memphis
Faculty Advisors: Dr. Kathryn Howell, PhD & Dr. Debra Bartelli, DrPH

The Intersection of ADHD, ACES & the Implications for Culturally Competent Care of Women & Minorities

Jacqueline "Jay" Reid
MSW Student
The University of Memphis
Faculty Advisor: Ms. Maggie Landry

Program at a Glance

8:00 am - 9:00 am	Registration and Networking				
Room	Memphis A	Memphis B	Beale Room	Bluff Room	
Track	Community	Mental Health	Community Health	Practice Skills	
9:00 am - 10:00 am	Session 1 Promoting Social and Economic Well-being through the Earned Income Tax Credit (Elena Delavega)	Integrating Mental Health Counseling Services in Pediatric Hospital Settings (Eraina Schauss)	Reimagining ACEs: Youth Justice Involvement (Jennifer Turchi)	Treating Post-Incarceration Trauma (Dr. Jerry Watson)	
10:15 am - 11:15 am	Session 2 LENA: Supporting Social, Emotional and Language Development (Loretta Rudd)	Promoting Resilience across the Family System: Effects of the Pregnant Moms' Empowerment Program (Kathryn Howell)		The SMART Center: Telehealth Best Practices for Working with Children and Adolescents (Susan Elswick)	
11:15 am - 12:30 pm	Lunch (on your own)		Student Poster Session		
12:30 pm - 1:30 pm	Keynote				
1:45 pm - 2:45 pm	Session 3 Supporting Students through a Pandemic: Implications for School Counselors and Educators (Michelle W. Brasfield & Chloe Lancaster)	"The H.E.R.O. Training Program" ©: A Mindful Journey to Self (Paige Prikey)	Supporting Families and Solving Entrenched Problems Through Medical-Legal Partnership (Tim Flack & Nicole Tuchinda)	Examining the Prevalence of Acute Stress in Pediatric Trauma (Kiersten Hawes & Sydnie Roberts)	