

# OXFORD SYMPOSIUM

## In School-Based Family Counseling



## 2022 Webinar August 4-6

The Oxford Symposium in School-Based Family Counseling is an international association of practitioners and scholars who meet yearly at Brasenose College, Oxford (and other locations) to discuss best practices in school-based family counseling (SBFC). Because of the pandemic, the 2022 Symposium conference will be held as a webinar from August 4-6. To check the corresponding time for your location, please consult the World Clock Meeting Planner. There is no charge for attending the webinar.

**Time: Pacific Time (US and Canada)**

\*The presentations for Friday August 5 will be made at a more convenient time for our many members in Asia, Australia, and New Zealand.

**Aug 4, 2022 08:00AM**  
**\*Aug 5, 2022 04:00AM\***  
**Aug 6, 2020 08:00AM**

**Join Zoom Meeting: AUGUST 4 & AUGUST 6**

<https://us02web.zoom.us/j/85366472549?pwd=hqe73Q-Jlf5Yw-TKlHctTqhWnU6fC7.1#success>

Meeting ID: 853 6647 2549 Passcode: 739837

**Join Zoom Meeting: AUGUST 5**

<https://us02web.zoom.us/j/89490286733?pwd=91MEt2r-VEONwuyBGMKk6hamu4p6Jx.1#success>

Meeting ID: 894 9028 6733 Passcode: 144980

**Please mute your microphone on entering. Each presentation will be 30 minutes followed by 14 minutes of questions and discussion.**

**Please use the link below to convert to your “Time Zone”**

<https://www.thetimezoneconverter.com/>

This allows you to find the time difference between several cities with the Time Difference Calculator. Provides time zone conversions taking into account daylight saving time (DST), local time zone and accepts present, past or future dates. See also:

<https://www.timeanddate.com/worldclock/>

# OXFORD SYMPOSIUM

## In School-Based Family Counseling



**Thursday August 4**

**Moderator: Brian A. Gerrard, PhD.**

**8:00AM**

**WELCOME TO THE SYMPOSIUM**

Zoom Meeting

<https://us02web.zoom.us/j/85366472549?pwd=hqe73Q-Jlf5Yw-TKlHctTqhWnU6fC7.1#success>

Meeting ID: 853 6647 2549 Passcode: 739837

### **Internal Family Systems Therapy: School-Based Family Counseling Applications**

Ralph Cohen, PhD, Director: Marital and Family Therapy Program,  
Central Connecticut University, New Britain, Connecticut, USA

In this presentation, The Internal Family Systems (IFS) model, developed by Dr. Richard Schwartz (Breunlin, Schwartz & MacKune-Karrer, 1992; Schwartz, 1994; Schwartz & Sweeney, 2021), will be described as a new psychology for understanding both intrapsychic and interpersonal dynamics based on family systems principles. The IFS model provides a roadmap for understanding how we respond to trauma and how we can foster resilience in the wake of traumatizing events. The basic concepts behind the IFS model will be described and the presentation will focus in on specific ways that the model can provide SBFC professionals with tools to build their own resilience – to “put their masks on themselves first” so that they will be able to help others. An exercise will be offered to help the SBFC professional to use IFS principles to become grounded in the wake of overwhelming stress and to be able to separate from their own extreme responses to hold more “presence” in their roles as facilitators of resilience in others. A case example using the IFS model to assist a teacher displaying symptoms of trauma will be offered to demonstrate an application of the model in the school setting.

**9:00AM**

## **Systemic Optimism Among Burnout in Schools**

*AAMFT Family Therapy in Schools Topical Interest Network:*

Kathleen C. Laundry, PsyD, LMFT, Past Chair; Erin Cushing, LMFT, Current Chair;  
Anne Rambo, PhD, LMFT, Chair Elect; Sandi Cox, LMFT; Eileen Klima, MS, LMFT;  
Mike Rankin, LMFT; Kimberly Welk, LMFT

The Covid pandemic has illuminated the integral role of mental health services in schools over the past two years. Its importance for the resiliency of not only students, but all who participate in school systems, including staff, administrators, and families, is becoming better recognized in the US and world. There is growing awareness that access to physical and mental health services is an important prerequisite to health, academic achievement, and resiliency. As a result, the six licensed mental health professions who provide school-based mental health services (school counselors, family therapists, psychiatrists, psychiatric nurses, psychologists, and social workers) have played increasingly active roles in school teams in the US.

But roughly two years after the start of the pandemic, school-based mental health clinicians are also feeling the effects of increased demands on their time, energy, and resources. The AAMFT Family Therapy in Schools Topical Interest Network leaders have been working with school-based clinicians throughout the pandemic to address these initiatives, advocacy efforts and issues. They have sponsored bimonthly Zoom sessions with school-based family therapists across the US to uncover and illustrate what is occurring in various locales, as well as to network with other TIN members.

This presentation will highlight current initiatives among school-based family counselors in North America to address school-based mental health needs that have grown throughout the coronavirus pandemic and are being more recognized. It will first address the burnout many school professionals are experiencing as they work to support student achievement and resiliency. AAMFT TIN leaders will then address what programs, resources, and problem-solving efforts they are discovering through their work with school-based family counselors/therapists. The goal of this presentation is to collaborate with Oxford Symposium colleagues to address the current challenges affecting schools and to build resources to address those challenges.

**10:00AM**

## **How EdCamp Ukraine Affects the Lives of Teachers, Students, and Parents in the Times of War**

Oleksandr Elkin, PhD, Head of Board and inspirer of EdCamp Ukraine & Anna Yefimtseva, EdCamp Ukraine's Methodologist  
EdCamp, Kharkiv, Ukraine

Founded in 2015, EdCamp Ukraine is an innovative movement of Ukrainian teachers uniting 40,000+ educators with representatives in half of the Ukrainian schools in their efforts (a) to provide high-quality professional development for educators, (b) to introduce changes into education, and (c) to learn from the world's best practices. It is a part of an international community in 44 countries. The international EdCamp community offers participatory educational events in the format of (un)conferences, which was ranked among the Top 100 innovations worldwide in the field of education by [HundrED](#) in 2019-2021. EdCamp Ukraine has held seven national and 234 regional (un)conferences, and has rapidly become a sectoral leader in the field of informal education.

In addition, the organization has initiated and implemented a host of innovative initiatives: from launching [EdWay](#), the national platform for teachers' professional development opportunities, and providing anti-discrimination expertise in school textbooks to working with government and state educational institutions at conceptualizing and implementing the New Ukrainian school educational reform in Ukraine. A big part of EdCamp Ukraine's efforts has been devoted to promoting social and emotional learning skills within the [SEE Learning framework](#) launched in 2019 in 26 experimental schools throughout Ukraine and disseminated around a wider educational community. The SEE Learning program was inspired by the Dalai Lama and developed by Emory University, a research university in the USA, and prominent education experts – Daniel Goleman, Linda Lantieri, and others. The SEE Learning program has been an essential component since Ukraine was in a state of hybrid war with its northern neighbor, Russia, for eight years, with multiple informational and military interventions attempted to increase conflict and polarization in Ukrainian society.

Since February 24, 2022, when Russia started a full-scale invasion of Ukraine, the importance of SEE Learning skills has become prominent, which is supported by the preliminary results of the survey conducted among educators "SEE Learning in Times of War". At the presentation we will talk about a number of anti-crisis [initiatives](#) launched by EdCamp Ukraine to support educators, parents, and students. They are often aimed at building resilience: (1) [messages of hope](#) by celebrities and opinion leaders (e.g., Edith Eva Eger, Ester Wojcicki, Andreas Schleicher, SEE Learning team at Emory University, etc.) in support of educators and Ukrainians, (2) [Open Resilience Space](#) – online meetings with experts from the Trauma Resource Institute and Emory University (USA), (3) EdCamp Academy and "Smart Summer" camp for students and teachers, (4) thematic materials on sensitive topics including resources on coping with trauma from Disaster Shock, Trauma Resource Institute, and others, (4) training Ukrainian educators to practice the [Community Resilience Model](#), (5) conducting a series of interviews with educators on their experience during the full-scale war with Russia – [My War: The Lessons](#), accompanied with a [crowdfunding campaign](#) to help Ukrainian educators and

prepare them for starting a new academic year in times of uncertainty. EdCamp is open to new initiatives and looks at the world's best practices, like Disastershock Global Response Team Ambassador Program to support Ukrainian teachers, parents, and children.

# OXFORD SYMPOSIUM

## In School-Based Family Counseling



### Friday August 5

\*The presentations for Friday August 5 will be made at a more convenient time for our many members in Asia, Australia, and New Zealand

**Moderator: Gertina van Schalkwyk, PhD.**

**4:00AM      \*\*PST**

Zoom Meeting

<https://us02web.zoom.us/j/89490286733?pwd=91MEt2r-VEONwuyBGMKk6hamu4p6Jx.1#success>

Meeting ID: 894 9028 6733 Passcode: 144980

### **African Cultural Worldview and Indigenous Healthcare in South Africa: Psychological Context**

Mokgadi Kekae-Moletsane, PhD, Department of Educational Psychology,  
University of the Western Cape, Cape Town, South Africa

South Africa is marked by clients who are seeking for psychological intervention, who are traditional and whose belief systems may differ from that of Europeans and Americans. However, many psychological tests used in South Africa have been imported from Europe and America. This has resulted in the challenge of psychologists' training being informed by Eurocentric and western knowledge, yet within a context where psychological service provision is required for people whose belief system is often based on African beliefs. Psychologists and mental health professionals in South Africa are challenged by the need to display cultural competence when rendering support services to clients from cultures different than their own. I would therefore use the Critical Psychology theory to reflect on the frame of reference of historically disadvantaged majority of people in South Africa who cannot access psychological services. Critical psychology encourages different ways of looking at psychological methods. As clients from diverse backgrounds and cultural groups have their own believe systems, which may differ from that of practitioners, it is crucial that mental health professionals keep the multicultural nature of South Africa in mind, thereby respecting the importance of cultural differences that exist. Cultural awareness and sensitivity are thus important throughout the process of psychological service provision.

5:00AM      \*\*PST

## **Mendoza School Intervention: An experience focused on Initial Education teachers**

Mirta Susana Ison, PhD & Daniela Fernanda González, PhD, Human, Social and Environmental Science Institute of the National Scientific and Technical Research Council (INCIHUSA - CONICET), Technological Scientific Centre (CCT Mendoza- CONICET), Argentina.

In human beings, the processes of development and learning take place in social environments. In particular, children learn from their interactions with significant others and gradually display their socio-cognitive and emotional capacities. Family, school, and peer groups are the main development contexts that collaborate to make learning accessible. Specifically, the role of the teacher in initial education is very relevant to promoting and favoring all areas of child development. Teachers are the ones who must guide learning through educational scaffolding strategies, which is why it is of great significance that they are aware of their educational practices. Hence, the importance of promoting the education and training of teachers to strengthen socio-cognitive and emotional resources in children arises. Since 2017, our research team has been working in coordination with the Initial Education Directorate of the province of Mendoza, Argentina, to promote educational trajectories in children aged 4 and 5 through the application of a program for the strengthening of socio-cognitive and emotional skills (PHSCE) in their students. This program was implemented by teachers as part of the activities carried out in the classroom and integrated into the school curriculum. This work had two objectives. The first was to explore the level of teacher acceptance of the PHSCE. The second was to analyze the teachers' perception of the socio-cognitive and emotional performance of their students after the implementation of the stimulation program. For this, an anonymous online survey was administered, answered by teachers before the COVID-19 pandemic (2019) and during the COVID-19 pandemic (2020-2021). The total sample consisted of 60 initial-level teachers. The results indicate that, in both groups of teachers, the degree of acceptance of the socio-cognitive and emotional skills strengthening program was above 80%, however, during the pandemic period this percentage increased to 90%. Both groups felt that the PHSCE should continue to be applied in their institutions. Likewise, both groups observed progress in socio-cognitive performance in their students. The greatest improvements were identified in attentional performance, working memory, and peer relationships. The foundation for these psychoeducational programs is that socio-cognitive and emotional skills can be enhanced in early educational settings by improving the quality of interactions between teachers and children and by providing supportive educational contexts. This proposal is aligned with the theoretical model of SBFC because it aims to help children strengthen socio-cognitive and emotional functioning, promoting the engagement and involvement of teachers.

**6:00AM      \*\*PST**

## **Un Respiro de Vida, A Breath of Life: Giving Wings to Farmworker Families During the COVID Crisis**

Belinda Hernández -Arriaga, EdD, LCSW,  
Assistant Professor: Department of Counseling Psychology,  
University of San Francisco, San Francisco, California, USA

Farmworkers are one of the most vulnerable populations in the United States. At the same time they are the backbone of our economy and our country. During COVID and natural disasters, Farmworkers continued in the field, supporting the country, while their families suffered compounded disparities. Understanding best practices to provide direct support to this community is necessary to support their well being. Ayudando Latinos A Sonar is a California non profit that has been on the front lines of working with Latino families in a rural Northern California community. Through their story we understand the impact of going out into the fields to bring cariño (care), advocacy and support to Farmworkers and their families during crisis.

# OXFORD SYMPOSIUM

## In School-Based Family Counseling



**Saturday August 6**

**Moderator: Jackie Shinefield, EdD**

**8:00AM**

Zoom Meeting

<https://us02web.zoom.us/j/85366472549?pwd=hqe73Q-Jlf5Yw-TKlHctTqhWnU6fC7.1#success>

Meeting ID: 853 6647 2549 Passcode: 739837

### **MakerMinds: an application of Maker Ed to School-Based Mental Health**

Victoria Dimitrakopoulos, MFT Trainee & Christine Tippett, LCSW, LMFT  
Western Institute for Social Research, Berkeley, California, USA

If "People, by and large, become what they think of themselves" - a quote attributed to William James - it seems critical that children grow to think of themselves as capable and connected. MakerEd pedagogy - a constructionist, inquiry-based, hands-on learning approach that puts students in charge of their discovery journeys via ideation, design, experimentation, and project-based activities - cultivates these qualities in youth, and develops their identities as creative agents. It also repositions adults in their lives as facilitators rather than instructors.

In schools, the use of MakerSpaces has become popular with efforts to broaden access to STEM. High schools and colleges have started to take note of the mental health benefits of creating such spaces. Indeed, the same principles that make MakerSpaces effective in learning - provide a space for personal growth, open-ended explorations, invitations to reflect, ideate and express, collaborative methods and design-thinking processes, and the creation of externalized expressive artifacts - also make them effective in promoting mental wellness.

We prototyped the creation and tending of MakerSpaces across the mental health continuum, to improve school culture (Tier 3), nurture vulnerable groups (Tier 2) and strengthen individual students' resilience (Tier 1). Conceptually, these spaces create unique environments that integrate elements from both home and school experience, and allow both therapeutic crisis intervention and preventive resilience-building.

This presentation showcases two San Francisco schools where we pioneered MakerMind programs and curricula during the 2020-22 pandemic years. We found that these early

explorations hold promise for broad-based, lasting impact in improving student emotional regulation, social behaviors, and identity formation. Students who Make seem to engage more fully, learn more deeply, become more empowered, and inspire others.

We aim to scale roll-out to other school sites during the 2022-23 academic year.

**9:00AM**

## **The Disastershock Global Response Team High School Ambassador Program**

### *Disastershock Global Response Team Ambassadors*

Eileen Klima, LMFT, Samantha Gaiera, Linden Koshland, Zarielle Lis, Avery Meadows, Julia Moray, Molouwa Olapegba, Simone Starbird, Harmony Tryon, Tara Vivrett, Talia Vivrett, Ava White

The Disastershock Global Response Team Ambassadors is part of the Disastershock Global Response Team (DGRT) and is a special interest group of the Oxford Symposium on School-Based Family Counseling. The team is an international humanitarian relief organization dedicated to providing coping resources to children and families affected by disaster-related stress. We are an all-volunteer organization with members from twenty countries. The DGRT created the DGRT Ambassadors, a group composed of high school students from the US and around the world. The group meets every Saturday morning to best accommodate different time zones. The Ambassadors will report on their first eight months of collaboration, the formation of a global team, and share their personal experiences engaging in worldwide disaster relief.

**10:00AM**

## **Using the Solution-Focused Approach with Immigrant and Refugee Students**

Carol Buchholz-Holland, PhD, School Counseling Program Coordinator,  
North Dakota State University, Fargo, North Dakota, USA

When working with immigrant and refugee students, it is important to use a counseling approach which: 1) is culturally sensitive; 2) is evidence-based; 3) helps engage students in the counseling process; 4) reduces the likelihood of retraumatizing students who have experienced past traumas; 5) assists students in identifying their personal strengths and coping strategies; and 6) helps build students' resiliency and sense of hope. Fortunately, Solution-Focused Brief Therapy (SFBT) meets these criteria and is a great fit for use with both immigrant and refugee students. SFBT is also a good fit with the School-Based Family Counseling meta-model for several reasons. For example, they are both strength-based, collaborative, culturally-sensitive, empowering, respectful, and action-oriented. Furthermore, the solution-focused approach can be adapted and used within all four of the SFBC meta-model quadrants. During this session, the presenter will provide a case example which illustrates the application of the solution-focused approach with this population and will share additional resources designed to enhance the solution-building process. Unlike most other counseling and theoretical approaches, the solution-focused

approach can be easily adapted for a variety of applications within school setting. It can also provide a common strength-based language that can be used both in and outside of counseling sessions.

**Moderator: Brian A. Gerrard, PhD.**

**11:00AM**

**Presentation of: Award for Outstanding Contribution for School-Based Family Counseling  
&  
Award for Best Practice in School-Based Family Counseling**

**11:15AM**

**CONCLUDING REMARKS**



© Institute for School-Based Family Counseling 2022

The Oxford Symposium in School-Based Family Counseling is sponsored by the Institute for School-Based Family Counseling and co-sponsored by the Center for Child & Family Development, Western Institute for Social Research