

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Session #1 Monterey Room

Title: Service demands for social work intervention among youth-at-risk in cyber world

Presenters: Law, Yik Wa Frances, PhD, MSW, BSocSc, RSW

Abstract:

Introduction: The use of the internet has been unprecedented in the 21st century and has become part of youths' daily lives. Online communication has overtaken traditional methods for young people. Incorporating Internet technology into youth services is a high priority in making up shortfalls in existing provision. However, little is known about the demand of such an invisible platform for professional help. **Method:** 1,010 participants (M:F = 1:1.18) aged 12-29 participated in a telephone survey using a random-digit dialing of mobile phone numbers. **Results:** 42% (n=419) of the respondents reported being at behavioral risk and those in the highest Internet use group were 3.5 times more likely to be at risk. 78.7% (247 of 314) of at-risk youth who were in distress had expressed it online, implying the potential demand for professional help. About 20% of them were not receiving any professional support. Those who cannot be otherwise contacted via traditional means may also be a potential target group. **Conclusion:** There is a service demand to take a proactive approach to address the needs of at-risk youths through online social work intervention.

Learning Objectives:

1. Understand the prevalence of mental health and behavioral problems of cyber youth through a telephone survey using probabilistic sampling method.
2. Appreciate the formulation of needs assessment as a method which will guide social work professionals in developing and evaluating evidence-based interventions for high-risk groups.
3. Identify research and service gaps of helping cyber youth at-risk.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: Promoting Healthy Adolescent Relationships: Addressing Adolescent Relationship Abuse in School Based Health Centers

Presenters: Virginia Duplesis, MSW & Ms. Anisa Ali, MA

Abstract:

This workshop will teach attendees how to enhance their skills in working with youth to promote healthy relationships and prevent, assess for, and intervene in adolescent relationship abuse (ARA). The session provides research-validated training, tools, and resources to help providers (medical and mental health providers, health educators, adolescent health center managers) to address ARA.

Learning Objectives:

As a result of attending this session, participants will be better able to:

1. Understand best practices and resources for healthy relationship promotion and adolescent relationship abuse assessment and intervention.
2. Evaluate their own program using a quality assessment/quality improvement tool and a research-validated client exit survey.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: Developing evidence-based parent education programs in Hong Kong: Insights from HOPE, PACE and Healthy Start

Presenter: Sandra Tsang, RSW; Fellow and Reg. Clin. Psyc, (HKPS); Chartered Psy, (BPS); Accredited Family Mediator; AFHKPCA, Ph.D. (U of H K), M.Soc.Sc. (U of H K), B.Soc.Sc (U of H K)

Abstract:

Parenting brings excitement, hope and satisfaction but also challenges. New parents are often confused and exhausted with the surprises their newborns bring them every day. They are also most open to suggestions to help them cope better and be more competent parents. This workshop will focus on a paper that highlights some key principles in developing and implementing goal and theory-driven and evidence-based education programs for parents with young children. The successful experience of articulating these principles in three different programs (Hands-On Parent Empowerment HOPE; Parent and Child Enhancement PACE and Healthy Start Home Visit Program) developed by the author and her team in Hong Kong for Chinese parents will be reported. Implications for future research, practice and professional training will also be discussed.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Session #2 Auditorium

Title: Influence of Music Training on Memory Function and Brain Activity

Presenters: Mei-chun Cheung BSc (CUHK), MPhil (CUHK), PhD (CUHK), RSW, Registered Clinical Psychologist (HKPS), Associate Fellow (HKPS, DCP) and Agnes S. Chan, PhD

Abstract:

Music training can improve brain function. In particular, previous studies demonstrated that children and adults with music training have better verbal learning and memory than those without music training. In the present study, we aim to investigate how music training affects the brain activity during memory processing. A total of 60 participants were recruited. Their memory was assessed by standardized neuropsychological tests and their brain activities during verbal memory encoding were recorded. Consistent with previous studies, participants with music training demonstrated better verbal but not visual memory than participants without music training on paper-and-pencil tests. Participants with music training showed elevated long-range intrahemispheric electroencephalogram (EEG) coherence in both hemispheres when they encoded verbal information. In addition, the EEG coherence in the left hemisphere was positively associated with verbal memory performance. Therefore, these results suggest that music training facilitates cortical synchronization during verbal memory processing, resulting in their better verbal memory performance.

Acknowledgement: supported by CUHK Direct Grant 2013-14

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: Mental Health Services Help-seeking among Depressed Elderly Chinese Immigrants

Presenters: Benny Wong, LCSW and Janice Cheng PhD

Abstract:

Research attention towards older Chinese immigrants has been very sparse, leaving clinicians with few resources to address the specific mental health needs of older Chinese individuals. In particular, little is known about why older Chinese immigrants may choose not to seek help when experiencing mental illness like clinical depression. This study identified group differences between 28 clinically depressed elderly Chinese immigrants who sought help by following through with mental health referrals, versus 19 who did not.

Results indicated that non-help-seekers were more likely than help-seekers to live alone, have limited English proficiency, and have received a less proactive referral from their case managers. No group differences in stigma about mental health were reported. Also, at time of referral, help-seekers reported marginally higher Geriatric Depression Scale -15 depression scores than non-help-seekers; at time of interview, the help-seekers were instead significantly less depressed than non-help-seekers. Strategies to increase service access and help-seeking behavior among elderly Chinese immigrants are discussed.

Learning Objectives:

1. The audiences will understand the barriers to help-seeking for mental health services within the community
2. The audience will understand the service connectivity that impacts one's decision to seek help.
3. The audience will understand the differences between help-seekers and non-help-seekers regarding their help-seeking behaviors

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: A randomized control trial: Examining the effectiveness of a training on enhancing the self-competence of helping professionals in death work

Presenter: Chan, Wallace Chi Ho, BSoc. (CUHK), Ph.D (HKU), RSW, FT (Fellow in Thanatology: Death, Dying and Bereavement), Diplomate of Logotherapy (Clinican)

Abstract:

Social workers and other helping professionals may often work with terminally ill patients and bereaved families. In order to be competent in this work, they may not only require knowledge and skills but also self-competence in working with death, dying and bereavement (e.g. coping with their emotions and existential queries aroused from their work). Previous training that focuses on developing the “self” of helping professionals in working with death is limited and the effectiveness is not yet established. Therefore, this workshop focuses on a study that aims to examine the effectiveness of a newly developed training on enhancing the self-competence of helping professionals in death work. A randomized control trial was conducted, and 112 helping professionals were involved. Findings indicate that participants who received the training increased significantly higher levels of self-competence in death work than participants who did not. The training was found to be effective in enhancing helping professionals’ self-competence in death work.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: Participation in Productive Activities and Self-rated Life Quality of Older Adults with Disabilities in China

Presenter: Jiaan Zhang, PhD., M.S.W., University of Michigan B.L. (Political Science), M.A. (Sociology), Fudan University

Abstract:

Purpose of the Study: Disability is usually associated with poorer self-rated life quality. This study examined whether participating in productive activities changed the relationship between disability and self-rated life quality among older adults in China. Methods: Data came from the 2008 Chinese Longitudinal Healthy Longevity Survey which consisted of 15,992 Chinese adults aged 60 years or older. Self-rated life quality was measured on a five point scale from “1=very bad” to “5=very good”. Disability was measured using activities of daily living (ADLs). Productive activities were defined as providing assistance to family. Multivariate linear regression models were employed for this study. Results: Older people with a disability tended to rate their life qualities lower than those without any disability. Moreover, the strength of this negative association varied significantly by productive activity participation, and it was weaker for those who participated in productive activities. Implications: The study confirms that productive activities play a role in shaping the perception of life quality of disabled people. The findings can help policy makers or practitioners develop programs to promote productive activities among older adults in China.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Session #3 San Diego Room B, C

Title: How Domestic Violence Has Impacted the Chinese Americans in the San Francisco Bay Area since the 1980s

Presenters: Yulanda Kwong, MSW, Ming Quan Chang and Karen Chu, JD (Chinese U HK), BA

Abstract:

The domestic violence movement in San Francisco Bay Area has developed over the past several decades and it has made significant progress ever since. However, for new Chinese immigrant survivors, they are still discouraged to seek help since domestic violence is still complicated by factors such as language barriers, immigrant status, and cultural differences. In order to address their needs and issues appropriately, it is necessary to have culturally and linguistically sensitive services available to them. Cameron House has worked with domestic violence survivors for 30+ years, and it has strived to strengthen them through bilingual case management, counseling, and support groups. This workshop will introduce the history of domestic violence intervention in the San Francisco Bay Area and also identify the changes and trends of domestic violence cases for Chinese Americans in the past 30+ years.

Learning Objectives:

1. Learn a brief history of the development of domestic violence intervention in the Bay Area
2. Identify changes and trends of domestic violence cases for Chinese Americans
3. Identify domestic violence intervention services to survivors nowadays

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Session #4 San Diego Room A

Title: Adverse Experience Impact on Children's Mental and Physical Health

Presenter: Christopher C. Stewart, MD, MA, FAAP

Abstract:

This will be a brief overview of what we know about the relationship between childhood adversity and health, including some implications for the way we address our patients, each other, and the systems that we work in. We will review some of the key studies demonstrating social and other determinants of adult health. We will then review the ACEs (Adverse Childhood Experiences) study and its findings in some depth, discussing the importance of this study in the public health and policy arenas. We will also discuss some of the pathophysiological and behavioral explanations for the effect of adverse childhood experiences.

Learning Objectives:

1. Describe one key historical research study linking social factors and health
2. List four social determinants of child health
3. Understand the ACEs (Adverse Childhood Experiences) study, and associations with poor adult health outcomes

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Title: Peer Social Support, School Victimization and Psychological Distress Among Elementary School Students in Taiwan

Presenter: Ji-Kang Chen, BA (Social Work)(National Taiwan U); MSW(Washington U); PhD(U of Southern California)

Abstract:

Objectives: This paper examines how peer social support mediates the association between school victimization and student psychological distress among elementary school students in Taiwan and further examines how genders differ in the interrelationships of school violence, peer social support and psychological distress. **Methods:** Data was obtained from a large-scale random sample of elementary school students (grades 4 to 6) in Taiwan. **Results:** The results of structural equation modeling analysis provided a good fit for the sample as a whole. Overall findings showed that student psychological distress is not significantly directly associated with victimization by students and student maltreatment by teachers; however, student psychological health is indirectly associated with victimization by students, mediated through peer social support. **Conclusion:** The findings imply that peer social support plays an important mediating role between exposure to school violence and student psychological distress. The findings provide empirical evidence and information to help school practitioners and policymakers justify developing or incorporating social support into prevention and intervention strategies.

Morning Concurrent Sessions and Descriptions

10:45 am to 12:45 pm

Session #5 Santa Barbara Room

Title: Trauma-informed counseling and community healing strategies

Presenters: Kin Leung, MA, LMFT and Rebecca Peng, MS, LMFT

Abstract:

Despite the prevalence of serious mental health conditions in the Asian & Pacific Islander (A&PI) American community, individuals and families are reluctant to seek professional help or access community resources. The National Institute of Mental Health reports that one in five children & youth (ages 13-18) have a serious mental health condition each year; however, two-thirds of them get little or no help according to the U.S. Surgeon General. Moreover, A&PIs make-up one of the fastest growing ethnic communities in the United States, yet they have the lowest rates of utilization of mental health services among all ethnic populations. Members of the A&PI community continue to face barriers accessing treatment due to cultural stigma towards mental illness and lack of culturally competent/sensitive treatment services. In order to increase mental health service utilization, clinicians must come up with culturally appropriate strategies to meet clients “where they are”. The focus of this workshop is to address the impact of violence and trauma in A&PI adolescents in the school-based mental health treatment setting by using effective prevention, innovative intervention, and empowerment and strength-based strategies.

Learning Objectives:

1. Describe the school-based mental health model and violence prevention strategies in working with adolescents and families
2. Learn the cultural considerations regarding adolescent development, childrearing practices, and coping strategies
3. Learn effective strategies in engaging A&PI adolescents and families, and help participants rethink their current approaches to trauma and violence prevention work

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Session #1

Santa Barbara Room

Title: Dealing with parental anxiety: A qualitative study of parents' perceived outcomes of a parent education program

Presenter: Siu-ming To, BSSc (CUHK), PhD (CUHK), RSW

Abstract:

The prevalence of anxious parenting has aroused much attention in recent years; however, few attempts have been made to explore how parents can be supported to confront a heightened level of parental anxiety. This workshop focuses on an article that discusses the participants' perceived outcomes of a parent education program that aimed to facilitate parents' holistic growth and reduce anxiety. Sixty of 387 Hong Kong Chinese parent participants were randomly selected and invited to join the post-intervention focus groups. The thematic analysis of the data revealed their concerns about how the dominant ideology of parenting affected their self-perceptions and perceptions of their children. Through reflexive inner dialogues, they could regain the passion of being parents, underline the gains and accomplishments in parenting, adjust parental expectations, and enhance parental confidence. The findings support the reconceptualization of parent education as a reflexive practice that can unleash parents' capacity to construct knowledge from their lived experiences to negotiate life choices and dilemmas in childrearing.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: 'Umbrella Movement': Political storm in families

Presenters: Chan Man Man and Dr. Chan Chung Ming BSocSc(HKU); MSc-Clinical Psychology(Surrey); PhD (HKU); Registered Clinical Psychologist, HKPS and U.K.; AAMFT Clinical Fellow and Approved Supervisor

Abstract:

'Umbrella movement', a historic civil disobedience that started from September to December 2014 in Hong Kong, was mainly supported by youngsters. Yet, the older generations held a conservative stance that doubted the action. The differences raised conflicts among people and brought fissure in relationships, particularly in families. This study is conducted to study the phenomenon. Case studies with the young participants and one of their parents have been conducted in order to reveal the voices of both parties which are marginalized by the mainstream discourse. From the preliminary findings, youngsters adopted democratic ideals and mindsets from education systems and peer socialization while their parents did not. They experienced a sense of mission and high emotional tension during the demonstration, but those ideals had been rejected by parents due to misunderstanding and worries. There was an increased sense of psychological distance although the importance of the other family members remained the same in their hearts. The families observed have a reduced capacity to embrace the difference in the relationship. Political issues are unavoidable in the coming years since Hong Kong is situated in a politically unstable environment. This workshop explores a study that connects the macro and micro perspective, the political and personal, and describes implications for social work services with the aims of enhancing acceptance of diversity and re-building harmonious family, and society.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: Impacts of Nuisance Property Laws on Domestic Violence Victims

Presenter: Trish Shang-Tzu Yeh

Abstract:

Nuisance property laws sanction property owners for repeated 911 calls to their properties. Across the U.S., many cities have adopted the laws as a community-policing strategy to reduce crimes, retain or attract residents, and recoup costs of police services. Only a few research articles have examined the effects of the laws in increasing barriers for victims, particularly low-income women of color, to report domestic violence and secure safe housing.

Led by Saint Louis University sociologist Dr. Gretchen Arnold, the research team includes Amy Knutsen and Shang-Tzu (Trish) Yeh. The study examines and documents the ways in which the enforcement of nuisance property laws increase the isolation and risks faced by domestic violence victims. From July 2013 to July 2014, the team conducted 27 semi-constructive qualitative interviews with victims who had at least one significant encounter with nuisance property laws. After all identifying information is removed, the interviews were transcribed and analyzed in a multi-stage qualitative approach on the Dedoose software.

According to the findings, the enforcement of nuisance property laws has done little to prevent domestic violence and placed many victims in heightened risk and isolation. In many cases, law enforcement has construed victims' 911 calls as nuisances and placed much of the legal burden on victims, instead of their abusers. With scarce information and regulation, landlords have implemented inconsistent measures in implementing the laws. However, many victims have inaccurate or no knowledge of nuisance property laws when they come into contact with them. Most of the subjects in our study received little or no legal assistance. The implementation of nuisance property laws has prevented many victims from seeking help and placed them in a double bind to choose between risking their safety and living arrangements.

Learning Objectives:

First, the enforcement of nuisance property laws has placed many domestic violence victims in a double bind of having to choose between risking their safety and their living arrangements.

Second, nuisance property laws have reduced the ability of domestic violence victims, particularly women from low-income, minority neighborhoods, to call 911 to report the violence.

Third, the laws have also placed an unfair burden on many domestic violence victims, rather than abusers, for instances of domestic violence.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Session #2 San Diego Room A

Title: Infant/early childhood mental health

Presenter: Diana Wong, PsyD, LMFT
San Francisco Department of Public Health-Behavioral Health Services, Chinatown Child Development Center

Abstract:

Overview of infant/childhood mental health, including the understanding of the social-emotional developmental milestones of infants and toddlers from the perspective of the Chinatown Child Development Center's Infant Development Program. Participants will understand the importance of the emergence of infant/childhood mental health and its impact and focus on how an infant forms close and secure interpersonal relationships, the regulation and expression of emotions, dealing with challenges and how these issues affect development in the first three years of life.

Learning Objectives:

1. Discuss the definition and focus of infant relationships, development and social factors pertaining to infant mental health
2. List 3 of the social emotional developmental milestones from each category; birth -12 mos., 12-24 mos. and 24-36 mos.
3. Identify the 4 main goals of the Infant Development Program at the Chinatown Child Development Center
4. Recognize the common diagnosis for toddlers with developmental delays or those who are at risk for such mental health concerns

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: An integrated resilience and ecological model of child abuse

Presenter: Sylvia Lai Yuk Ching Kwok, B. Soc Sci (HKU), M. Soc. Sci. (HKU), PhD (CUHK)

Abstract:

Problem: Child abuse is a rising problem in Hong Kong. Previous research lacks a sound theoretical framework to portray the relationship between protective and risk factors among individual, interpersonal and societal levels of child abuse. An integrated resilience and ecological model is formulated to furnish a more comprehensive picture of child abuse. **Objectives:** To study the mediated moderating roles of parents' Chinese cultural values (macrosystem), resilience factors (problem-focused coping, forgiveness), on the mediated relationship between parents' childhood abuse experiences (PCAE) (chronosystem as an independent variable) and marital dissatisfaction, parent-child attachment (microsystems as mediators), and child abuse (as a dependent variable). **Methods:** A cross-sectional survey using convenience sampling was conducted with 565 families in Hong Kong. Self-administered questionnaires were completed by the parents and children. The mean age of parents was 42.6 years and 10.3 years for the children. **Results:** Forgiveness was a moderated mediator in the relationship between PCAE and child abuse. Problem-focused coping was a moderated mediator in the relationship between PCAE, parent-child attachment, and child abuse. Parents' Chinese cultural values was a moderated mediator in the relationship between PCAE, marital dissatisfaction, and child abuse. Parents' Chinese cultural values was a moderated mediator in the relationship between PCAE, parent-child attachment, and child abuse. **Conclusion:** To prevent child abuse, it is important to decrease the detrimental effects of childhood abuse experiences, increase marital satisfaction, enhance parent-child attachment. Promoting forgiveness and the adoption of problem-focused coping, while changing parents' beliefs on certain Chinese cultural values may also help decrease child abuse.

Learning Objectives:

1. Understand the mediated moderating role of parents' Chinese cultural values (macrosystem) on the mediated relationship between parents' childhood abuse experiences (PCAE) (chronosystem as an independent variable) and marital dissatisfaction, parent-child attachment (microsystems as mediators) and child abuse (as a dependent variable).
2. Understand the mediated moderating role of resilience factors (problem-focused coping, forgiveness) on the mediated relationship between PCAE, and marital dissatisfaction, parent-child attachment, and child abuse.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: Reflective-Action Learning in Social Work: Findings from Process and outcome evaluations

Presenter: Ching Man Lam, BSSc (CUHK); MSW (McG.); PhD (W. Laurier); RSW

Abstract:

Premised on the belief that learning is best facilitated through experience, the Reflective-Action learning model has been employed into three courses of the new four years Social Work Undergraduate curriculum of the Chinese University of Hong Kong in the academic year 2012-13. This workshop focuses on a paper that reports the findings of the process and outcome evaluations of the Reflective-Action learning model.

Employing “A time-series non-equivalent comparison group design”, the study uses a structured questionnaire to collect pre, post and interval (every 6 months) data from undergraduate students of both the four and three year curriculum (the comparative group). Focus group interviews had also been conducted at an interval of every 6 months; that is at a time around one month after collecting the questionnaire data. The qualitative data aims to further understand students’ learning experiences and to identify factors conducive to the success/failure of this learning model and impacts.

Pre and the 1st, 2nd, 3rd and 4th round (the interval) data reveals a fluctuating learning pattern of students with regards to knowledge acquisition, knowledge application, personal growth and reflection. Although the facilitating classroom learning experiences trigger students’ reflection, the findings reveal that the students reported a lower score in perceived communication skills, critical thinking and self-image after one year of studying, then have a rise in certain aspects afterward. Based on the result patterns from questionnaires (N= 96 x 4 rounds of data) and findings from six focus group interviews, the paper examines the reflexive-action learning model and the role of reflection in social work education.

Acknowledgement: Project funded by UGC Teaching Development Grants for 2012-15 Triennium

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Session #3 San Diego Room B, C

Title: That's Not Cool: Promoting Healthy Relationships and Preventing Teen Dating Violence

Presenter: Yesenia Gorbea, MSW

Abstract:

90% of 13-17 year olds are active on social media, and 95% of teens report witnessing cruel behavior online. At the same time, every day, thousands of young people upload tweets, statuses, and photos that proliferate messages about tolerance, acceptance, and respect. What would it look like to harness all of the positive energy of the social media world – to raise the visibility of healthy online relationships and inspire offline action in response? That's Not Cool helps young people identify damaging and unhealthy digital relationship behaviors, and helps them draw their own line about what is ok, or not ok, in their relationships with others. Through digital tools and social media engagement, That's Not Cool helps young people discover what healthy relationships look and feel like.

Learning Objectives:

1. Define and provide examples of digital dating abuse
2. Identify That's Not Cool as a teen dating abuse prevention resource
3. List ways you can bring That's Not Cool to schools and communities

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: Youth perspective on gender-based violence

Presenters: Katelyn Weiqi Cao, Haolin Fang, Sammi Mei, Kellan Tran, Kandyce Wong, Lauren Wu

Abstract:

In a rape culture, rape and sexual violence are accepted and expected societal norms. Rape culture is perpetuated by everyday media, language, and people causing violence against women to be seen as normal and that rape is inevitable. Rather than viewing rape culture as a problem to change, people in a rape culture think of rape as just the way things are. YAWAV youth leaders chose this particular topic to address as rape culture is one of the underlying structure that supports the roots and symptoms of gender-based violence. As part of the workshop, youth leaders will explain their personal projects they have worked on throughout the year as narratives and solutions to challenge rape culture.

Trigger warning: Addressing rape culture is sometimes a personal and difficult subject and will affect each individual in a different way. We encourage everyone to take care of their needs if you are triggered at any point in this workshop.

Learning Objectives:

1. Identify rape culture and how it plays out in our everyday lives: institutionally, ideologically, interpersonally, and most importantly how our culture internalizes sexual violence as a norm.
2. Discuss how we can change and challenge rape culture starting from the self to our larger communities
3. Remind ourselves that rape culture does not have to be “the way things are”

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Session #4 Auditorium

Title: The Legacy of Orientalism: Representation of API Women in Anti-Human Trafficking Discourse in the United States

Presenter: Hyun-mi Kim, BA

Abstract:

This workshop will discuss harmful effects of exoticization and sexualization of Asian & Pacific Islander (API) women on providing client-centered legal and social services to API women survivors of human trafficking in San Francisco, California. With the specific case examples of working with the API women who were trafficked across the national borders into the sex trafficking industry, the presenter will provide attendees with an opportunity to learn and discuss about how ethnic/racial biases and stereotypes of service providers create obstacles in understanding complex emotional and psychological needs of survivors. The workshop will also examine the propensity of media industry to present and produce “sensationalized” coverage of sex trafficking, which perpetuates the Orientalist practice of understanding the struggles of API immigrant women in the United States.

Learning Objectives:

1. Debunking the myths about Human Trafficking
2. How does the mainstream media’s sensationalist coverage of sex trafficking perpetuates exoticization/sexualization/racial stereotypes of API women
3. How to provide culturally sensitive, survivor-centered services to foreign victims of sex trafficking

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: International placement and social work career development

Presenter: LO NG Mei Kuen Eva, BSSc (CUHK); MSocSc (HKU); RSW

Abstract:

International social work placement is now being used by many in social work training. Despite the huge effort and input to materialize international social work placement as well as the challenges posed on the students taking it, the learning outcome has been encouraging. Placing students outside their own countries or culture seems to bring about many advantages, such as critical thinking abilities and cross-cultural skills. It is apparent that with suitable preparation, supervisory support and coordination between university and placement organization, international social work is able to yield significant learning results at the time when the students finish it. However, will the benefits of international placement have more long lasting impact on the students? The Department of Social Work at the Chinese University of Hong Kong has been sending students outside Hong Kong for placement. Many have graduated and started their career in social work. Follow up contacts with graduates have been conducted to explore the impact of the students' learning from international social work placement on their subsequent career development, including career goals, passion for specific clientele, employability, job adaptation and satisfaction, as well as long term career plans.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Title: Understanding of being “mentally ill” and its implication in mental health service development

Presenter: Choi Ka Lei Lili

Abstract:

This workshop explores the research on the subjective experiences of people with mental illness and views from related stakeholders involved in the course of recovery. Two clients who lived in a halfway house and their family members were invited to participate in this research. Also, their social workers and nurses were interviewed to investigate concerns regarding people in recovery (PIRs) from different perspectives. Through in-depth interviews, the author discovered the strengths and challenges of the clients in their own voices. The results revealed the significance of the systemic perspective in the mental health helping profession and how effective system collaboration can be crucial in the process of recovery. Through understanding the needs of people with mental illness, the author further explored the possibility of developing an integrative intervention model in practice using a systemic view.

Afternoon Concurrent Sessions and Descriptions

1:45 pm to 3:45 pm

Session #5 Monterey Room

Title: A Framework for Cultural Trust-Building and Cross-Cultural Navigation with Survivors of Violence

Presenter: Orchid Pusey, MA

Abstract:

Culture is everywhere. It shapes an individual's experience of violence as well as their interpretation of everything that advocates and practitioners say and do to support them. Often times, outdated definitions of culture and cultural competency over focus on monolithic interpretations of socially marginalized survivors as people with 'culture.' These and other outdated responses to culture can perpetuate cultural disconnection, rushed judgments, and patterns of cultural isolation or oppression. This training focuses instead on new critical definitions of culture and cultural competency that recognize how cultures of advocates, law enforcement, prosecutors, agencies, practitioners and clinicians etc. will impact outcomes. We will try out practices to help us explore how culture might be at play beneath the surface of confusing case situations. We will also explore how we can make practical use of different kinds of cultural expertise and cultural learning to build bridges of trust, understanding, repair, and justice in our work with survivors of violence.

Learning Objectives

1. Define culture, culturally grounded resiliency, and cultural competency
2. Apply definitions in the context of work to end violence
3. Practice contextual analysis and cultural trust-building using new framework for cultural competency

Posters

All Day

Foyer

Abstract Title: Increase Access to Culturally Tailored, Web-based Health Educational Information

Authors: Joyce Cheng, MS, Cindy Qiu-Lan Liang, BA and Angela Sun, PhD, MPH

Presenter: Joyce Cheng, MS

Abstract:

Studies conducted in the U.S. have shown that low health literacy rates among Asian American communities can be attributed to limited English proficiency (LEP) and lack of culturally tailored information. Prevalence of low health literacy has been linked to poor health outcomes. With increased use of technology to access information via the internet, those with LEP may have a greater chance to obtain health information if made available in their native languages. Websites such as www.cchrhealth.org www.teensincharge.org, and www.asiansforhealth.org, provide cultural and language appropriate online health education materials and links to multilingual health articles and resources which are easily accessible to users.

The Chinese Community Health Resource Center (CCHRC) launched its bilingual website www.cchrhealth.org in 2004 which features articles on various health topics, multimedia, health and nutrition tools, and receives approximately 200,000 hits annually. CCHRC received the Recognizing Innovation in Multi-Cultural Healthcare Award from NCQA in 2006 for its comprehensive cultural-tailored website. To outreach to teens, CCHRC launched its bilingual teen health website www.TeensInCharge.org in 2009. This interactive website includes Question and Answer feature, multimedia health education tools, as well as health articles. The website receives approximately 30,000 annual visits. Because of increased demand for web-based health education materials and resources, the Asian Alliance For Health (AAFH) www.asiansforhealth.org was established in 2012. AAFH is the web portal for multiple Asian language health articles from credible health organizations nationally and internationally. Having articles available in English, in addition to multiple Asian languages, enables English speaking providers to download the articles for their patients or clients.

Posters

All Day

Title: A Community-based Alliance utilizing culturally-tailored mobile applications to increase awareness of abuse prevention and reporting

Authors: Angela Sun, PhD, MPH, Joanne Chan, BA, Joyce Cheng, MS, Diana Wong, PsyD, MFT

Presenter: Joyce Cheng, MS

Abstract:

Background: World Health Organization reports that the prevalence of sexual violence among boys and girls under 18 internationally is 73 million and 150 million respectively. Child sexual abuse is a topic associated with significant stigma and there are limited prevention programs utilizing mobile platforms for global outreach efforts. **Methods:** An alliance of locally-based organizations, with the mission to prevent violence and abuse in communities through local, national, and international collaborations, adapted a children's storybook on child sexual abuse prevention and reporting into a multilingual (English, Spanish, Chinese, Korean, Vietnamese, Tagalog) educational mobile tool through local partnerships. The focus group-tested tool intended to empower children and promote dialogue among children, parents, and professionals working with children. The tool was developed with the intention of raising awareness globally. Awareness efforts included involving ethnic media networks, collaborating with the alliance's network partners and their international contacts, online and social media networks, mobile application stores, community events, and international conferences. **Results:** The tool received positive feedback and requests from the target audience. The tool has received over 1208 downloads from mobile application stores in Australia, Canada, China, Germany, India, France, Malaysia, Netherlands, Philippines, United Kingdom, United States, Vietnam. The tool has also been promoted through Social Media Networks (770 followers and 160 postings), websites (910 views), ethnic media (10,179 impressions), and international conferences (2,400 impressions). **Conclusions:** Local and international collaborations and mobile platforms can be venues for promoting violence prevention programs globally, including topics associated with stigma.

Posters

All Day

Title: Uprooting the “-isms”: Examining the root causes of gender-based violence

Authors (Presenters): Haolin Fang, Kandyce Wong, Katelynn Weiqi Cao, Kellan Tran, Lauren Wu, Sammi Mei

Abstract:

CYC’s Young Asian Women Against Violence (YAWAV) program is a youth leadership development program dedicated to the positive empowerment and development of young API women in San Francisco. As part of the yearlong leadership program, each youth leader created a personal project that documents community and youth voices in response to gender-based violence. We believe that gender-based violence is not simply an interpersonal issue, but also a communal one that we have to hold one another accountable for. Holding our communities accountable may come in the form of: supporting current survivors in our lives, building youth leadership, and education on not only violence prevention but also dismantling the root causes of structural violence. The following projects presented include:

Stand In Solidarity : photography project

“them” zine

“More Silence, More Victims” : A Study on the Impacts of Sexual Harassment

“Mirror, Mirror” multimedia art project

“be who you are” video

Many of the projects are survivor centered and challenges the viewer to include historically invisibilized voices into the solutions we build through social work. Working together with peers, community organizations, schools and institutions, we are all part of a larger struggle and solution to end violence against women and girls. Each narrative presented in our projects is told directly through those who are most impacted by violence.