



National Association of Social Workers

CEU Approval Spreadsheet

Workshop Title: Idaho Conference on Refugees

Workshop Dates: February 28-March 1, 2022

| Session Title | CEU for LSW | CEU for LMSW | CEU for LCSW | Learning Objectives |
|--|-------------|--------------|--------------|---|
| Conference Opening Plenary: Belonging Begins with Us | 1.5 | 1.5 | NA | The Idaho Office for Refugees and national partners (Office of Refugee Resettlement, Bureau of PRM) will open the conference with an overview of: <ul style="list-style-type: none"> Refugee resettlement, migrant, Afghan updates The importance of/how to build inclusive communities where everyone feels like they belong |
| Using Social Media to Reach Refugee Communities | 1.25 | 1.25 | NA | Identified above: <ol style="list-style-type: none"> Actualize a needs-based, grass-roots effort to reach our new community members Problem-solve other health barriers that might be addressed through social media platforms Participants will recognize the importance of access to technology and digital literacy skills. Participants will gain hands-on experience by experimenting with key features of WhatsApp. Participants will apply their hands-on experience to their own contexts, generating a |

| | | | | |
|---|------|------|------|--|
| | | | | list of concrete ideas for activities and adaptations. |
| Refugee 101 | 1.25 | 1.25 | NA | Introduction and/or mastery of specific skills and techniques on working with limited English and multicultural clients in areas of personal growth and skill development. Overview of refugee resettlement process. |
| Building Inclusive Campuses: The Every Campus A Refuge Model | 1.25 | 1.25 | NA | Attendees will - Learn how to implement the Every Campus A Refuge initiative where colleges/universities partner with refugee resettlement agencies to temporarily host refugees on campus grounds and support them in their resettlement. -- Learn how to design and implement related curricular and co-curricular components where students earn credit for temporarily hosting refugees on campus grounds and supporting them in their resettlement. -- Learn how to leverage college and university campus resources and institutional goals to engage in practices that build inclusivity, capacity, and equity in refugee settlement. -- Learn how to respond in effective, ethical, and material ways to the Afghani evacuee crisis. |
| Self Talk | 1.25 | 1.25 | 1.25 | This is an exploratory and strategy based workshop that teaches the meaningfulness of intrapersonal listening (listening that occurs within oneself) relative to other listening contexts. Participants are challenged to develop self awareness and mindfulness of the self—the intra-structure—in all listening contexts. Participants discover how self-talk and intrapersonal listening counters both external and internal distractions that compete for the listener’s attention. Upon completion of the workshop, participants will be able to recognize covert and overt aspects of their listening behaviors, and to understand their responsibility and power as listeners in the intrapersonal communication context. |
| Licensing and Career Pathways for Foreign Trained Professionals | 1.25 | | | Participants will understand the overall process for licensing and career pathway opportunities for foreign trained professionals. They will learn the current barriers, gaps, and challenges that both Job Seekers and service providers are facing. They will also learn how to navigate these barriers and successfully work with job seekers to reclaim their careers in the US. |

| | | | | |
|--|------|------|--|---|
| Empowerment and Belonging in the Workplace | 1.25 | 1.25 | | <ul style="list-style-type: none"> *To open up dialogue *Arm employers and professionals with tools *Give space for professionals to begin the development of a plan for increased equity in their organization *Provide action items and equipping attendees with next steps of how to share with others inside an organization |
| Housing resources and opportunities | 1.25 | | | <ol style="list-style-type: none"> 1. Participants have more confidence in navigating Idaho's housing landscape 2. Participants know which programs fit individual housing needs and goals 3. Participants can connect with the appropriate local, regional or statewide providers to increase efficiency and reduce frustration and confusion. |
| Teacher's Guide to "Liminal, a refugee memoir" | 1.25 | | | <p>Educators have the responsibility to include refugee-created content, authored books, interviews, art, documentaries and other creative curriculum materials, produced by refugees themselves to teach and represent their lived experience to students. I believe that when it comes to teaching materials and developing a refugee studies curriculum, refugees are the experts of their lived experience.</p> <p>Specifically I will focus on my own published book, "Liminal, a refugee memoir." By presenting my own lived refugee experience, testimonies of displaced people and evidence based research about displacements, childhood trauma and Post Traumatic Stress Disorder (PTSD) experienced by refugees, as well as compassionate resettlement and integration of refugees by adopting communities. I believe my memoir "Liminal" and "Teacher's Guide to Liminal, a refugee memoir;" will equip educators with a child's perspective of the refugee experience, a perspective school age children and young adults can better relate to. This guide will outline to educators themes throughout my memoir to make relevant connections about what causes the displacement of humanity and current environmental, financial, political and global crises, and offer age appropriate discussion topics to engage and encourage to secondary and post secondary students to further explore refugee related topics. First, I will explore the notion of institutional denialism and othering which contributes to generational prejudice and hostility towards refugees, asylees and immigrants in America. Second, I will include a</p> |

| | | | |
|--|------|------|--|
| | | | <p>brief description of my book “Liminal, a refugee memoir,”(Liminal) to provide a backdrop of questions this teacher’s guide will uppack. Third, I will present and develop these three questions for educators to introduce and explore with students.</p> <ol style="list-style-type: none"> 1) What leads to humanity becoming displaced? 2) What are the lasting effects of violence, displacement, and resettlement on a refugee children, adults and community? 3) What is a compassionate response and how can adopting communities best support and address the trauma of refugee children and adults during the integration process? 4) I will suggest topics for educators to lead students in discussion to expand understanding around the refugee experience. 5) I will conclude with a list of suggested refugee authored books, art, testimonials and creative works by refugees sharing their lived experience, for educators to incorporate in the teaching about the refugee experience. |
| New Americans in the Classroom: A workshop for educators | 1.25 | 1.25 | <p>Participants will gain the following knowledge/skills:</p> <ol style="list-style-type: none"> 1. Clear understanding of the refugee journey and how it impacts youth specifically 2. Clear understanding of third culture kids 3. How to identify trauma showing up in a learning setting and tools to work with triggered students 4. How to create more trauma informed learning environments 5. Tools to enhance communication, teaching and comprehension |
| Engaging with the Digital World: Teaching digital skills to ELLs of all levels | 1.25 | | <p>Participants will explore using Google applications to teach digital literacy skills to ELLs of all levels. They will leave with ideas and tools to develop their own digital skills curriculum.</p> |
| Spices, Vinegars, Cookbooks - Growing Together Through the Alaskan Winter | 1.25 | | <ul style="list-style-type: none"> - Social enterprise initiatives provide valuable opportunities for storytelling, networking, and community building - Selling products at markets or in stores creates positive organizational visibility in the community - Client-led initiatives promote a sense of ownership and produce positive well-being outcomes |

| | | | | |
|---|------|------|------|--|
| Legal options for Afghans evacuees in the US | 1.25 | 1.25 | NA | Participants will gain an understanding of Afghan arrivals and learn about legal options for Afghans so they can better help clients. |
| Mutual Restoration and Healing Through Trauma-informed Care | 1.25 | 1.25 | 1.25 | This workshop will explain common trauma responses and assist participants with gaining insight into these reactions and feelings. The information received will expand compassion for self and others and improve care outcomes. |
| Educate, Integrate, Advocate. How stories bridge the gap between "us" and "them". | 1.25 | | | How to use first person refugee stories to build awareness of refugee challenges, how to best fulfill local refugee needs, and become part of permanent solutions for newcomers. |
| Working with the Police | 1.25 | | | Basic of contacting the police, interacting with police, expectations for interactions as well as language access for LEP populations. |
| Healing Trauma Through Music and Dance | 1.25 | 1.25 | 1.25 | Participants will learn about a collaboration between Tidwell Social Work Clinic and Global Lounge on a music therapy program we are starting in some of the schools. Participants will experience the music program and then learn about how music helps the brain heal from trauma. |
| Hate Has No Place Here | 1.25 | 1.25 | NA | U.S. Attorney Rafael Gonzalez will review available federal criminal remedies to address hate and bias crimes and incidences. Social Works and others working with refugees will learn about the anatomy of hate crimes and how bias and prejudicial attitudes, left unchecked, can lead to more serious criminal activity. The presentation also examines intervals in the bias continuum, educating participants about applicable federal laws and their limits, introducing ways to discuss sensitive topics, and reporting hate incidents. |
| Driving in Idaho: Drivers Licenses & Traffic Laws | 1.25 | | | Participants will learn about how to help clients navigate drivers education and license system, as well as why learning the material is important for personal and community health. Officer Knarr will review common traffic laws and challenges seen in the refugee community. |

| | | | | |
|--|------|------|----|---|
| Connecting with your Community | 1.25 | | | Feeling connected to your community is important for physical and emotional health. Representatives from the City of Boise, Twin Falls, Ada County, and State Parks will go over how to get connected to the many resources that make our community special. Emphasis will be on how to increase access to refugee populations. |
| Deep Rooted: The Ties of Colonialism to Refugee Resettlement | 1.25 | 1.25 | NA | Participants will learn about the history of colonialism in refugee resettlement and non-profit work, as well as how to work toward improving services and deconstructing the colonialist system. |
| Building Inclusive Democracy and Countering Bigotry in 2022 | 1.25 | | | Participants will come away with knowledge about growing anti-democracy groups, how they affect our work, and what we can do about them. |
| Keynote & Building Belonging | 1.75 | 1.75 | NA | Edefe Okporo will discuss creating New York City's only homeless shelter for refugees and immigrants, as well as his advocacy for the LGBTQ community. Participants will learn about building welcoming communities and importance for feeling like one belongs. |