



Full Workshop Descriptions

NACSW Convention 2014

*Annapolis, Maryland
November 6th – November 9th, 2014*

The following presents a listing of workshops that will be included in NACSW's Convention 2014 with abstracts, full descriptions, presenters' bios, and learning objectives. The workshops are sorted alphabetically by presenters' last names (simply do a "find" to locate specific workshop titles).

Go to <http://www.nacsw.org/Convention/WorkshopSchedule2014.pdf> to view the workshop schedule.

Workshop Title: Conscience, Social Justice, and Abortion

Workshop Presenters: Paul Adams, DSW

Workshop Abstract: Many see abortion as a matter of social justice, but differ on what "social justice" means. The same is true of conscience. This workshop analyzes the concepts of conscience and social justice as they relate to each other and to social work involvement in abortion decisions. It proposes that conscience and social justice are necessary to each other and to good practice. Both need to be understood in relational, not individualist-statist terms.

Workshop Number: 20120479 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Conceptualize conscience in relational terms, as rooted in community, directed beyond the self, conveying a claim to truth, accountability and a restraint on power.
- Analyze social justice as a virtue and its relation to conscience and the health of civil society, the associational life that mediates between individual and state.
- Apply these understandings of conscience and social justice to abortion decisions and issues and the challenges they pose to integrating faith and ethical practice.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: This workshop examines the relational dimension of conscience and its link to the virtue of social justice, proposing that both conscience and social justice are required for and developed by the associations, natural and voluntary, that mediate between individual and state. Much social work literature on the subject devalues and trivializes conscience. Conceptualizing conscience as one value among others, or as something simply personal and private that ought to be disregarded when it dictates conflict with "professional duty," is incoherent. A "privatized, personalized conscience," argues Taylor (1990, p.18) is one "that amounts to meaninglessness." The workshop offers a Christian understanding of conscience as inherently relational, rooted in community, and directed beyond the self. It is moral belief applied to conduct, conveys a claim to truth, implies accountability, is a restraint on power, and is inseparable from personal integrity (Darwall, 2006; Ratzinger, 2007; Taylor, 1990; Vischer, 2009). The issue of conscience, then, is not reducible to the rights of individuals, whether providers or consumers, who must look to the state for relief or protection. It is also and especially a matter of civil society, of the scope for a rich associational life that subsists in tension with both individual and state. A commitment to freedom of conscience, properly understood, "should underlie our legal system's reluctance to restrict the independence of the myriad associations that make up the vast space between person and state" (Vischer, 2010, p.4). Social justice, understood as the virtue that orders one to the common good, to working with others to improve a situation or state of affairs, is central to the health of civil society. It involves habits and skills of working with others and it aims at the common rather than an individual good (Novak, 2000). Social justice and conscience are necessary to each other and to a flourishing civil society. Both resist the squeezing out of that space between individual and state, reducing it to a matter of individual rights on one hand and state power on the other. We will examine the profoundly negative implications for practice of social workers' strong rejection of conscience protections (Sweifach, 2011). Such dismissal of conscience elevates client autonomy to a level that fundamentally shifts the balance of responsibility in the professional-client relationship. It disempowers social workers by implicitly transforming them from moral agents into robots bound (or programmed) to provide whatever service the client demands, provided the behavior for which she seeks approval and support is legal (Pellegrino, 2008). On the contrary, an authentic client-practitioner relationship involves at least two moral agents and so is inherently a conversation of consciences (Constable, 2013). The workshop explores abortion in these terms, as involving challenges to integrating Christian faith and ethical practice.

Presenter Bio (s): Paul Adams, DSW, is professor emeritus at the University of Hawaii. He writes on virtue ethics and their application to social work practice, on Catholic social teaching, social justice, and conscience. He is co-author with Michael Novak of a forthcoming book on social justice. His blog, Ethics, Culture, and Policy is at <http://ethicsculture.blogspot.com>.

Workshop Title: Grief, Spirituality, and Therapy Implications for the Wrongfully Imprisoned

Workshop Presenters: Luz Alquicira, M.S., LMSW, LCDC

Workshop Abstract: False incarceration, found in approximately 3-5% of cases, compromises societal trust and confidence in the criminal justice system's ability to serve justice. When individuals are wrongfully imprisoned "often for decades" they experience disenfranchised grief. This presentation discusses the context of wrongful imprisonment, grief issues, impact of spirituality on coping and resilience, and clinical practice implications in treatment.

Workshop Number: 20120566 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Upon completing this presentation, participants will be able to articulate contextual factors impacting wrongfully convicted individuals.
- Upon completing this presentation, participants will be able to implement spiritually sensitive, strength-based interventions in treatment.
- Upon completing this presentation, participants will be able to identify the role of spirituality in the context of incarceration, coping, resilience, and treatment.

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Penal institutions across our nation face various challenges such as overcrowding and violence (Steiner & Wooldredge, 2009). Another challenge of correctional institutions is managing offenders that have been falsely incarcerated. Grounds (2004) predicts that 3-5% cases involve wrongful incarcerations in the United States. False incarceration compromises trust and confidence in the criminal justice system to do just that: serve justice. The falsely incarcerated are marginalized and consequently experience disenfranchised grief because they are accused of a crime, interrogated, prosecuted, convicted, and wrongfully serve time within a state or federal prison, and society does not view their circumstances as a loss. The personal experiences of unjustly losing one's freedom profoundly impact the individual. The psychological impacts endured are immediate and have produced numerous psychologically morbid symptoms consistent with post-traumatic stress disorder, mood and anxiety disorders (Grounds, 2004). This critical issue deserves more practice, scholarship, and policy attention because our country is the leading nation that

incarcerates its citizens compared to the rest of the world (Pratt, 2009). This presentation discusses the context of wrongful imprisonment, impact of spirituality on coping and treatment outcomes and presents clinical practice implications for social workers that work with these individuals. This presentation informs the participants of the problems that exist among the falsely incarcerated within correctional settings, including post-incarceration and the significance of spirituality for these individuals. This presentation benefits future scholars that wish to further explore grief and loss issues and the context of spirituality and religion within this unique, vulnerable population. By becoming more educated about these individuals, social workers will be better equipped to handle the complexity of treatment challenges these individuals present. Through qualitative interviews, one can better understand the meaningful accounts, circumstances and experiences embodied through false incarceration, how those experiences have impacted an individuals' presumptive world, how this impact has facilitated their disenfranchised grief, and how spirituality is integrated in their coping and healing process. By entering their worlds, and examining their identities as hidden victims of the state, one can better comprehend their losses, how their world has been re-organized according to the oppression they lived, and how to effectively treat these individuals post-incarceration through culturally sensitive, strength-based approaches.

Presenter Bio (s): Luz M. Alquicira holds a B.A. in psychology, a B.S. and M.S. in criminal justice, and an M.S.W in social work. She is an LMSW, LCDC and currently provides evidence-based clinical therapy to adult offenders with special needs, particularly co-occurring disorders. Her professional experience is in the areas of mental health, higher education, criminal justice, federal government, research and non-profit organizations.

Workshop Title: Religious Effects on Psychosocial Adaptation among Japanese Immigrants

Workshop Presenters: Sachi Ando, PhD, MSSW

Workshop Abstract: This exploratory study revealed the significant effects of religious identification on psychosocial adaptation among the Japanese immigrant sample. Christian immigrants were significantly more well-adjusted than were their Buddhist or atheist counterparts. The findings have implications for social work to enhance psychosocial adaptation of first-generation immigrants in the U.S.

Workshop Number: 20120420 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will understand how immigration experiences influence one's worldview including religious identification.

- Participants will examine the impact of religious identification on immigrants' psychosocial adaptation.
- Participants will consider social work implications of the topic.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: This exploratory study examined the effects of religious identification and gender on psychosocial adaptation among a nonrandom sample of 440 Japanese immigrants who lived in Texas. The study revealed that a religious effect became salient in terms of the cross-cultural adaptation and life outcomes of first-generation immigrants. Christian immigrants were significantly more well-adjusted than were their Buddhist or atheist counterparts. Although there was little or no gender effect, female immigrants enjoyed higher emotional well-being than did their male counterparts. The findings have implications for social work in terms of client religion and, possibly, gender as well as services to enhance psychosocial adaptation of first-generation immigrants in the U.S. The presentation will examine the purpose of the study, research questions, methods, and findings. Social work implications will be discussed.

Presenter Bio (s): Sachi Ando, PhD, is an assistant professor at Widener University, Center for Social Work Education. Her research focus has been on immigrant and refugee wellbeing. At Widener, Dr. Ando has been teaching research related courses and an elective course on immigrant and refugee issues.

Workshop Title: Caribbean Immigrant Women and Transnational Family Responsibilities

Workshop Presenters: Carol R. Awasu, Ph.D., LMSW

Workshop Abstract: Caribbean immigrant women maintain the responsibility of care for their transnational families while encountering the new social realities of gender, race, class, and immigrant life in the U.S. This presentation examines the challenges that Caribbean immigrant women experience, and identifies strategies for successfully negotiating immigration concerns and their international family responsibilities.

Workshop Number: 20120557 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the challenges that Caribbean immigrant women face with transnational family responsibilities to children, parents, and extended relatives back home.
- Identify techniques to help Caribbean immigrant women cope with separation from their children and families, and adjustment to life in the United States.
- Examine strategies to help Caribbean immigrant women successfully negotiate their international family responsibilities.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Caribbean women emigrate from their home countries for various reasons, but primarily for greater economic opportunities and a better life (Best-Cummings & Gildner, 2004). The women leave behind children, parents and extended family members for whom they maintain responsibility and who depend on them for support. In essence, Caribbean immigrant women bear the extended responsibility for "social reproduction across international borders" (Mullings, 2009, p. 178). These international family obligations are performed at the same time that women are attempting to adjust to a new country. Additionally, Caribbean immigrant women in the United States also face the combination of racial, gender, class, and immigrant discrimination which makes it more difficult for women to adjust (Corra & Kimuna, 2009). Caribbean migrant women negotiate the combination of immigration concerns and the transnationalization of gendered social expectations regarding care for their home families. It is important that social work practitioners working with migrant communities in the United States develop an understanding of the multiple challenges that Caribbean immigrant women experience. Of particular concern, is the emotional distress created by separation from children and family, combined with adjusting to a new society, and the responsibility for providing care and economic support transnationally. Women cope through informal networks and "a sense of faith and resilience" (Best-Cummings & Gildner, 2004, p. 13). However, more developed strategies have been identified to help Caribbean immigrant women manage their lives as transnational reproducers of family care. This presentation examines the challenges that Caribbean immigrant women experience, and identifies strategies for successfully negotiating immigration concerns and international family responsibilities.

Presenter Bio (s): Dr. Carol R. Awasu, is Professor and Chair of Social Work at Nyack College. She has served as consultant to several international organizations, including OXFAM "UK. She has served as consultant to the United Nations regarding gender and community development in the Caribbean. Her research interests include Caribbean immigrant women and transnational families, and Caribbean and Ghanaian family mental health.

Workshop Title: Good Health for All: Closing the Food Gap

Workshop Presenters: Stephen Baldrige, LMSW, Ph.D. Cini Bretzlaff-Holstein MSW, LSW

Workshop Abstract: This presentation will address trends and research around our current food system, how it has been developed, and what it is currently doing to the health of those served by social workers. The presenters will address current issues related to healthcare, as well as issues such as government subsidies and access to quality, sustainable food.

Workshop Number: 20120486 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will be able to list a minimum of 2 ways in which our current food system is impacting the public health crisis in the US.
- Participants will be able to list a minimum of 2 economic and/or health benefits to increasing awareness of plant-based nutrition for areas in low SE neighborhoods.
- Participants will be able to list a minimum of 2 specific ways to advocate on a local level to increase client well-being on food levels.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: The impact on food and nutrition is something that is constantly being researched, debated, and discussed. Much attention is given to the current “childhood obesity epidemic,” given the fact that obesity has more than tripled in adolescents since the 1980's, and that currently more than one out of every three children in this country are currently overweight or obese (www.cdc.gov). But when examining our food system, the implications of health and wellness goes much deeper than their impact on children. They have direct implications to social work practice and advocacy as well. In social work, practitioners interact a great deal with those of low socio-economic status. As of 2012, 49 million Americans lived in food insecure households, 33.1 million adults and 15.9 million children (feedingamerica.org). Given facts such as this, social work has placed a great deal of emphasis on access to food for those living in poverty. While access to food is critical, little attention has been given to what food is doing to the health of those in poverty. With increasing subsidies being provided to the farmers of corn, wheat, and soy in the U.S., products containing these three ingredients are being provided at lower costs. This is especially true for people in poverty, as food containing these ingredients are readily available to purchase at reduced rates with programs such as WIC and food stamps, as well as available in fast food restaurants at

inexpensive prices. It has been shown, however, that in the U.S., residents with lower access to supermarkets and farmers markets (as compared with easy access to fast food and/or convenience stores) have significantly higher risk for obesity, heart-disease, and type 2 diabetes (Basiotis & Lino, 2002; Larson, et al., 2009). In addition to this, those in poverty have as high of a risk of cancer as those with chronic tobacco use, a fact that has been attributed to the quality of food consumed (Len, 2011). When examining some of the emerging research on the impact of our current food system on marginalized and vulnerable populations, the role of social work in advocating for education and access to quality, sustainable sources of food is becoming clear. This presentation will address trends and research around our current food system, how it has been developed, and what it is currently doing to the health of those served by social workers. Issues such as government subsidies and access to quality, sustainable food will be addressed. The presenters will address current issues related to healthcare, and how social workers have been involved in programs such as Dr. Garth Davis' "farmacy" initiative. The presenters will give practical, concrete ways in which social workers can advocate and educate on local levels to help provide access to high quality foods for those in all socio-economic categories, and the role of social work to combat the negative aspects of food and poverty.

Presenter Bio (s): Dr. Stephen Baldrige currently serves as the BSSW Program Director at Abilene Christian University. He research interests include learning pedagogy, mobile learning, childhood behavior, and health/nutrition. His interest in nutrition and food justice has enabled him to teach special topics courses in this area to students of differing majors. In addition to his research in this area, Stephen also hosts a weekly nutrition podcast.

Cini Bretzlaff-Holstein, MSW, LSW, Assistant Professor of Social Work has worked at Trinity Christian College since 2008. Through her role as a social work educator, Bretzlaff-Holstein has a strong passion for creating social change in communities negatively affected by broken food systems, and has been working toward raising awareness about these issues by teaching a course on food justice and leading co-curricular activities for the college.

Workshop Title: The Positive Role of Spirituality in Child Well-Being

Workshop Presenters: Stacey Barker, Ph.D, LICSW

Workshop Abstract: Drawing on current literature and personal experience, this presentation explores the potential positive role of spirituality in child well-being. As the social work profession reinvigorates the integration of spirituality into holistic practice, it is important to acknowledge that spirituality can be important to clients across the lifespan, including children.

Workshop Number: 20120443 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate a broad definition of spirituality that includes religion as one avenue for spiritual development and encompasses the lifespan.
- Recognize and value the ways in which the quest for meaning-making begins in childhood.
- Describe the potential positive outcomes associated with spirituality and identify several techniques for fostering spirituality in the lives of children.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Students

Workshop Description and References: This presentation will begin with some exploration of the term spirituality. Spirituality is a broad term that encompasses a person's quest for meaning-making, or purpose in life. One perspective considers spirituality to be a universal experience; that each person, in his or her own way, attempts to connect with something bigger than and beyond themselves. This is true for children as well, and at that stage of the life cycle in particular, children need the adults in their lives to model spirituality and to promote spiritual connections as they are learning to cultivate their spiritual lives. While spirituality is not the same concept as religion, the two go hand-in-hand for some. Religion is one way through which spirituality can be nurtured and expressed. However, it is not the only way. For some, spirituality is fostered through connections with nature or art; for others, silence or meditation provides an avenue through which people transcend their day-to-day experiences. Human relationships can also foster connections beyond ourselves; we experience joy and gratitude as we contribute to the lives of others. This broad understanding of spirituality, then, is relevant for the diverse clients who are engaged in social work—including children. Next, this presentation will examine many of the typical ways that children interact with their environment as excellent avenues for fostering spirituality. Children are naturally enthusiastic; they reach out to people to form relationships. Play, including artistic endeavors, is creative and imaginative. Children ask questions with a sense of awe and wonder. Children bring joy to others. In addition, research supports the potential benefits of a robust spirituality on overall well-being. According to the Handbook of Religion and Health (Koenig, King, & Carson, 2012), a seminal source that synthesizes research from over 3,000 studies on the effects of spirituality and religion on health and mental health, spirituality can ameliorate the negative impacts of certain mental health issues like anxiety and depression; spirituality can enhance self-esteem and self-efficacy; spirituality helps people cope with challenges and offers hope in times of crisis. So, then, not only does spirituality have the potential to impact the lives of children in their current situations; spirituality, if nurtured in children, could assist in the successful navigation of life events across the lifespan. Finally, this presentation will offer several suggestions for how social work professionals can assist children in their quests for meaning-making.

Presenter Bio (s): Stacey L. Barker, Ph.D., is Professor and Program Director in the Department of Social Work at Eastern Nazarene College in Quincy, Massachusetts. Dr. Barker's research and publications have centered on the issue of the integration of spirituality, religion, and social work practice. Dr. Barker has been an active member of NACSW since 2002 and currently serves as an Associate Editor of Social Work and Christianity, coordinating special issues.

Workshop Title: Anticipated and Unanticipated Life Transitions

Workshop Presenters: Sandy Bauer, Ph. D., LSW Leslie Gregory MSW, LSW

Workshop Abstract: Change is an inevitable part of life. Adults, in particular, face numerous anticipated and unanticipated life transitions not fully addressed within HBSE stage theories. This workshop will explore the non-linear nature of lifespan development through the use of various case examples drawn from a church and clinical setting. The vital role that faith practices can play in alleviating the stress associated with life transitions is considered.

Workshop Number: 20120519 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Explore the non-linear nature of lifespan development.
- Integrate how faith development aids in navigating anticipated and unanticipated life transitions.
- Apply HSBE lifespan knowledge to specific examples of group and individual social work practice.

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Change is an inevitable part of life (Ecclesiastes 3). There are numerous theories concerning lifespan development that are foundational to social work practice to help guide practitioners serving clients. Yet, in examining the literature more closely, there are anticipated and unanticipated transitions in adult life that are not fully addressed in the stage theories prevalent in the HBSE content. Shriver (2011) asserts that nonlinear alternative approaches need to be explored particularly for those persons or situations that reflect diverse developmental experiences. Merriman (2012) considers transitions as important life events that bring about change that is often not always linked to a specific age or stage. The experience of faith is a factor that can be important in both the stable times of adult life and moreover the transitional periods often marked by stress. Faith helps clients navigate through

anticipated transitions such a marriage, the birth of a child, the empty nest, and retirement, and through unanticipated transitions such as widowhood in young adulthood, infertility, the loss of a job, change in health status, or mental health diagnosis. Two practice settings will be used to explore the concept of life transitions. The first is a transitions support group held in a church setting. The second is a private group clinical practice setting. Case examples will be drawn from each setting to illustrate various life transitions. In this workshop, questions will be considered such as: What HBSE knowledge should be considered in preparing for practice? How does faith play a role in moving through transitions? In addition, suggestions for practice will be given along with a bibliography of resources.

Presenter Bio (s): Dr. Sandra L. Bauer, LSW, is a social work Professor and the Department Chairperson at Eastern University. She teaches primarily in the practice and HBSE sequences of the social work curriculum. She is actively involved in her church where she provides various supportive services to the congregation and community. Leslie S. Gregory, MSW, LSW, is a Senior Lecturer and the Field Education Director in the social work department at Eastern University. She teaches primarily in the practice and policy sequences of the social work curriculum. She is a clinical social worker in a group practice serving individuals, couples, and families.

Workshop Title: The Beloved Community in a White Church using Black Liberation Theology

Workshop Presenters: Tenolian R. Bell, PhD

Workshop Abstract: This presentation will focus on the practice of social work and spirituality in a white, extremely conservative, small town, with a Black Pastor and a white progressive congregation. Under the Pastors leadership, the church developed a five year plan, to promote social justice and to become more welcoming to people who are not like them, to make the church welcoming to the GBLT community and people of color.

Workshop Number: 20120526 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn strategies that combine social work practice and spirituality that will help churches and agencies become more inclusive.
- Participants will come to value and embrace the differences and diversity that makes up our society. They will learn that there really is more than one view of the world.
- If the participants are members of churches that are seekers of justice, they will be able to apply these strategies in their churches.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Currently the congregation is 100% white. By hearing the call of God to “go into the world and make disciples”. To do this we have twelve objectives to achieve. The recently accepted Mission Statement includes a summary of key topics. The Congregation of The First Baptist Church of Herkimer, is an open and affirming church, embracing diversity in our congregation and community, and affirming the dignity and worth of every person created in the image of God. As God's love is for all, we welcome all to share in the life and leadership, ministry, and fellowship, worship, sacraments, responsibilities and blessings of participation in our congregation. With God's grace, we seek to be a congregation that includes all persons, embracing differences of gender, marital status, sexual orientation, age, mental and physical ability, as well as racial, ethnic, or social-economic background. We pledge our lives to Christ and covenant with each other to demonstrate His Spirit through worship, witnessing, social, priestly and prophetic ministry, to the needs of the people of this church and the community and the world.

Presenter Bio (s): Dr. Tenolian R. Bell is a native of St. Louis, MO. He is married to Dr. Janice Lester Bell. Dr. Bell has an MSW from Washington University, George Warren Brown, School of Social Work and a PhD in social work from The Ohio State University. He also has a MDiv from Eden Theological Seminary. He is currently the Pastor of First Baptist Church of Herkimer, NY. Dr. Bell has been doing Social Ministry for 35 plus years.

Workshop Title: Decision-Making Skills: Key to Be a Shining Light in a Dark World, But How?

Workshop Presenters: Karl Benzio, M.D.

Workshop Abstract: Science and Faith. Opposites or can they work together. CBT, DBT, REBT, Mindfulness, Psychodynamic Psychotherapy, Motivational Interviewing, Brain Chemistry, the Bible, Holy Spirit, Jesus, and God. Decision-Making is the intersection of Science and Faith, Material and Immaterial, Psychotherapeutics and the power of God. I'll integrate these puzzle pieces for practical application to help you and clients be shining Lighthouses in a dark world.

Workshop Number: 20120450 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand and easily articulate the importance of Decision-Making in integrating spirit, mind, and body and actually renewing the brain circuitry of the mind.
- Clearly define and describe the 6 components in every decision and the exact sequence they always occur. Also show the difference between Flesh and God centered DM.
- Practically implement a distinct therapeutic tool with a client, using CBT, DBT, psychodynamic therapy, and Motivational Interviewing with Biblical infusion.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Nature vs. Nurture. Free Will vs. Victim of my Past. Guilt vs. Excuse. Idols of the Heart vs. Diseased Brain Chemistry. These are all classic arguments in trying to understand and treat the human condition. Science and the Bible seem antagonistic. But looking at cutting edge science through Biblical lenses, we present a model to understand mental illness and addiction development and progression while presenting a practical Biblical model for treatment which brings lasting life transformation. Treating behavioral health issues is very complicated and often frustrating as many obstacles lead to low rates of treatment success. Even though the literature, society, professionals, and treatment providers now realize that successful life-changing treatment must be holistic, developing treatment programs that really address, integrate, and treat all three spheres of spirit, mind, and body, with appropriate depth and accuracy, is a struggle to develop and implement. We were gifted Free Will, and the Spiritual Discipline of Decision-Making (DM) is how we learn to properly steward our free will. I have never seen DM on any list of Spiritual Disciplines, but I will show how it truly is the most important Spiritual Discipline, forming the foundation for all the others. The Bible is a fantastic catalogue of God, Jesus' and man's decisions, with Proverbs and James giving us overt instruction about decisions. Jesus most preached topic was DM. Jesus, Paul, Peter, and James also showed that our decisions reveal what is really in our heart. We always talk about good DM being a key to lasting recovery and real life transformation, but no curriculum really knows, teaches, and unpacks the nitty-gritty of the key components in the art of DM using and integrating both a psychological and spiritual model that is practical and easy to implement. Interestingly, DM is also where all three spheres profoundly come together and are significantly intertwined, where spiritual beliefs, teachings, Biblical principles, the Holy Spirit, and our everyday living intersect. Where “take every thought captive” and “put on the armor of God” actually are implemented. DM is the God-given treatment to renew the mind, spiritually, psychologically, and even physiologically. In a unique and powerful way, this workshop will cut to the core of DM, exposing the 6 elements of every decision and the exact sequence they always follow, thus forming the foundation of a truly holistic treatment model the participant can fully appreciate, articulate, and utilize. By understanding the Spiritual Discipline of DM, the participant becomes a bright Lighthouse, shining God's glory, standing strong on solid rock during stormy times, and becomes a source of refuge

and guidance to clients experiencing life's storms. They will also help others form the foundational building block that will maximize the curriculum or skills the participant already uses in any treatment or mentoring situation in which they're involved.

Presenter Bio (s): Karl Benzio, MD, BSE BME Duke University, MD UMDNJ-NJMS, and UC-I Psychiatric Residency, frequent media guest expert, testified for President's Bioethics Committee and US Congress. Using his expertise in Decision-Making Sciences, he's taught counseling, forgiveness, leadership, and conflict resolution in Africa, led the first behavioral health team into post-Sadam Iraq, developed Christian Addiction Programs, and helps people become Lighthouses.

Workshop Title: Balancing the Needs of Both the Parent and Child in Mental Health Treatment

Workshop Presenters: Amy Biegel, MSW, LCSW

Workshop Abstract: Family systems theory is the foundation of social work with a family system. However, social workers often find it difficult to manage the needs, attention and rapport of both the child/adolescent unit and the parental unit. This workshop will focus on identifying the necessity of striking that balance as well as provide useful strategies to do so.

Workshop Number: 20120467 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will recognize the basic tenets of family systems social work.
- Participants will gain an understanding of the uniqueness of providing a holistic family systems approach to a family with members of varying ages.
- Participants will acquire knowledge and skills that will assist them in managing the needs, attention and rapport of an entire family system when youth are involved.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: This workshop will emphasize the core principles of a family systems approach. A literature review will be presented and evidence of the effectiveness of this theory will be shown, specifically in serving the youth population. The workshop will discuss problematic areas for social workers to carry out family systems approach in the practice of serving youth. Attendees will be

presented with case scenarios to examine in order to identify common practices where a family systems approach may be underscored or under-utilized. Participants will work to formulate strategies to enhance and emphasize systems-minded work with the entire family. The presenter will share personal strategies in building rapport with the entire family from the first introduction and maintaining that rapport throughout entire service to a particular client. Presentation will also cover issues of serving a variety of needs of the family members, including mental health needs, socioeconomic needs, spiritual needs and confidentiality needs. This workshop will be interactive so participants may come expecting the group to help troubleshoot any difficult cases.

Presenter Bio (s): Amy Biegel is in her third year as full time social work faculty at Huntington University. Prior to this, Amy worked as a licensed clinical social worker for 12 years providing therapy services primarily to children and adolescents. She has experience working with abused and neglected children, resistant teens and families broken by death, divorce and trauma. Amy believes strongly that a family systems approach begins in the first appointment.

Workshop Title: Culturally Competent Research and Interventions within Black Churches

Workshop Presenters: Kesslyn Brade Stennis, Ph.D., MSW, MDiv. Kathy Purnell PhD, MSW Helen Fischle, MSW Emory Perkins, DSW, MSW

Workshop Abstract: The literature surrounding cultural competence within the African American faith community is limited. This workshop will utilize the presenters' 15-years of research experience to discuss cultural competence, historical and contemporary research in the Black Church, and lessons learned surrounding best culturally competent research practices and interventions with Black faith communities.

Workshop Number: 20120489 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Articulate the relevance of cultural competence in social work research, practice and education
- 2. Identify historical and contemporary research that has involved the Black Church.
- 3. Implement some of the strategies found to be effective in conducting culturally competent research and providing culturally sensitive interventions within African American faith communities.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Cultural competence is a concept in social work education and practice that has been supported by the National Association of Social Workers, the Council on Social Work Education and other major social work organizations. The National Association of Social Work notes that cultural competence requires learning new behaviors, techniques, respects and affirms and values the “dignity and worth of diverse individuals, groups, families, and communities while protecting and preserving the dignity of each” (National Association of Social Workers, 2001). The Council on Social Work Education adds that cultural competence includes promoting “social workers’ knowledge, values and skills for the ethical and effective practice that takes into account the diverse expressions of religion and spirituality among clients and their communities” (CSWE, 2011). For both of these organizations and other professional groups including the North American Association of Christians in Social Work and the National Association of Black Social Workers, the goal of cultural competence is to ensure that social workers operate in a manner that shows interest, respect for and sensitivity regarding the unique attributes and characteristics held by many in the specified group. The literature is replete with information surrounding cultural competence, culturally competent practice and the relevance of cultural competence in social work education. However, literature which connects cultural competence to research conducted with African Americans is limited. Furthermore, that which links more specifically with culturally sensitive research and culturally competent interventions within African American faith communities is simply inadequate. This presentation will address this gap in the knowledge base by linking the concept of cultural competence with research conducted in and interventions related to the African American faith community. Presenters will utilize their 15-years of experience collecting data in African American faith communities to 1.) discuss the importance of cultural competence in social work education, research and practice, 2.) create an awareness of previous research that engaged the African American faith community, 3. describe contemporary research within the African American faith community which was conducted by the presenters and 4.) examine some of the lessons learned surrounding how to conduct culturally competent research and provide culturally sensitive interventions with the African American faith community. More specifically, the presenters will utilize their experience as the framework to discuss being “Black Church” researchers, lessons learned surrounding effective strategies when conducting research in African American faith communities, and the relevance of findings in providing evidence-based interventions in African American faith communities.

Presenter Bio (s): Dr. Kesslyn Brade Stennis is an Assistant Professor of Social Work at Bowie State University as well as Founder and CEO of The PhD Consultants, a division of Kesslyn Enterprises, LLC. She also enjoys her work as a Protestant Chaplain at Georgetown University, board member for NACSW and a reviewer for NASW's journal entitled Social Work. Her current research considers gentrification and Black Churches, and intimate partner violence.

Dr. Kathy G. Purnell is a native of London, England and currently resides in Chattanooga, TN. She serves as the Director of Field Education at the University of

Tennessee, Chattanooga and is owner of the Practical Solutionz Consulting firm, which specializes in providing professional development opportunities for individuals, groups and organizations. Dr. Purnell's research is in the areas of cultural competence and Afro-Caribbean people.

Ms. Helen Fischle has been on faculty at Oakwood University for over 10 years and currently serves as the Chair of the Department of Social Work. She has a history of securing grants that focus on empowering members of minority ethnic groups, students and faith communities. Ms. Fischle's research surrounds intimate partner violence and African-Caribbean people.

Dr. Emory Perkins currently serves as an Assistant Professor at Bowie State University in the Department of Social Work.

Workshop Title: The Integration of Quality Case Management with your Christian Journey

Workshop Presenters: Tawnya Brown, LCSW-C

Workshop Abstract: God has ordained all of us with gifts that we use through Acts of Service, to do the job that He has called us to do; being a Social Worker. In order to provide quality social work, social workers have the challenge of integrating their Christian faith with their career. With these gifts social workers are called to serve their clients with the “fruit of the Spirit.” They can only achieve quality & comprehensive case management by this union.

Workshop Number: 20120516 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To have an understanding of what quality services looks like & understand that God has called us to provide a service, not just a job
- Accept how Quality applies to case management and your faith lens. Get insight on the meaning behind quality and comprehensive services
- To have gained understanding that Quality of Character (integrity), Quality of Relationship, Quality of Work are the keys to being successful in anything that you do

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Quality and comprehensive case management is something that social workers have been taught for many years in the area of social work. However, in the midst of all the “red tape”, they have forgotten the basics of why

they became social workers. They have forgotten that God chose them for this field and equipped them with gifts and His Word to navigate through this journey successfully. This presentation will remind social workers of the importance of regaining this clarity to be able to provide the best services to their clients. Importantly, social workers have to utilize their faith to walk alongside their clients. This presentation will show that they have to understand that they are first a child of God, second; human, and third; providing an act of service. The transparency of one as a social worker has been frowned on by many in the field however, the benefits of the transparency is not with the client but more with the relationship between the social worker and God. This is what has gotten lost in the realm of day to day paper pushing, client statistics, case load, and overwhelming work of a social worker. It is not about the working hard concept, it is being a hard worker through this labor of love that God has called us to do. This presentation will help social workers understand the concepts of the Three G's and how just basic knowledge of defining quality from the perspective of your character, relationship and work will open doors to them and their clients that they would never have thought possible. It may sound simple but in its simplicity is its power. The basic terms of quality and comprehensive can be looked up in any dictionary; however, how it relates to a social workers' journey with their relationship with God will change their life. This workshop is not about books, studies, or reports. It is about life experiences being applied to the basic principles of social work practice through the integration of the scripture and belief that a social worker “can do all things through Christ who strengthens them”.

Presenter Bio (s): A licensed Social Worker and dynamic leader, Mrs. Brown earned her BS in Child Psychology with a minor in Elementary Education & concentration in Counseling from Mount Saint Mary's University & her MSW from Howard University in Washington, DC graduating Magna Cum Laude. Mrs. Brown has dedicated her career working to provide children with a safe place to call home. She is very passionate in her belief that all children should have a safe home.

Workshop Title: Biblical Counseling: Reaching the Heart

Workshop Presenters: Jeff Bryant, MSW, LCSW Pam Bryant MSW, LSW, ACBC Certification

Workshop Abstract: This presentation focuses on using the truth of Scripture to help both counselors and counsees understand what lies at the root of an individual's thoughts, feelings, and actions. The presentation will show how counsees can find hope and lasting change by applying biblical solutions to life's problems.

Workshop Number: 20120543 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Identify basic concepts of biblical counseling.
- 2. Understand the connection between heart change and behavior change.
- 3. Recognize how identifying and addressing heart issues can alter a counselee's view of life's problems and their solutions.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Students

Workshop Description and References: The Bible frequently talks about the heart of the individual. In speaking of the heart, it informs us about what a person thinks, desires, and feels as well as what motivates. Believing God's diagnosis of man's condition as found in Scripture and the solutions provided in it for solving life's problems, biblical counseling focuses on heart change as a means of also bringing about behavior change. Giving hope through the transforming Word of God, biblical counselors help counselees discover and understand what is at the root of behaviors and help them pursue godly solutions which ultimately transform their lives. This presentation will help those in direct practice better understand the value of using God's sufficient Word as the catalyst for lasting change. Diagrams and actual counseling examples will aid participants in understanding how to help both sinners and sufferers experience the freedom that is available to them through Christ. The presentation will also help participants understand the role of the counselor in helping counselees live in ways that are for their good and God's glory.

Presenter Bio (s): Jeff Bryant is an Associate Professor of Social Work at the University of Indianapolis and Director of its Phylis Lan Lin Program in Social Work. He earned his Bachelor and Masters Degrees in Social Work from Indiana University and is a licensed clinical social worker. Bryant teaches macro practice classes along with policy, addictions, and capstone classes. His interests lie in the areas of marriage and families, youth.

Pam Bryant is a licensed Social Worker who received a Bachelor Degree in Social Work from Ball State University and a Master's Degree in Social Work from Indiana University. In addition, she earned a certificate in biblical counseling from the Association of Certified Biblical Counselors. She currently works at College Park Church in Indianapolis, Indiana where she provides biblical counseling to women and children.

Workshop Title: Resolutions of Ethical Dilemmas through Experiential Learning

Workshop Presenters: Bonnie Bryant, MSW, RSW

Workshop Abstract: Social workers face challenging ethical dilemmas in practice on a daily basis. Resolution of ethical dilemmas is required at the micro, mezzo and macro level of practice. Are students adequately prepared with knowledge and skills to address ethical dilemmas in practice? This workshop will describe an experiential approach used to teach social work ethics through the use of a mock ethics committee and peer review as part of the learning process.

Workshop Number: 20120535 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Discuss the value of content versus process in the ethical decision making process through the application of theory and other tools in decision making.
- 2. Discuss the use of experiential activities in teaching ethical decision making in undergraduate and graduate social work programs.
- 3. Identify obstacles to the use of teams and collaborative approaches to learning in delivering an ethics course.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Increased awareness of common ethical dilemmas within professional social work practice, theoretical orientations and models for resolving these dilemmas help professionals reflect upon their practice. It has been suggested that social workers need to identify their own personal values (Lowenberg et al., 2012), know themselves ethically (Abramson, 1996), engage in explicit argumentation that can make a significant contribution to the quality of decision making (Osimo & Landau, 2001), and take a more critical stance towards their professional work (Gambrill, 1997; Mattison, 2000). Explicit justifications of the decision-making process in cases of ethical dilemmas are important facets of social work practice given emphasis on accountability for practice decisions. Although there are a number of models of ethical decision making in social work little is known about how social workers confront ethical dilemmas in practice. How do values and theoretical orientations influence decision making when confronted with stakeholders' interests? How do social workers weigh the consequences of their decisions? Teaching social work values and ethics can be challenging when methods used to teach ethics vary and students have difficulty identifying ethical dilemmas. Often focuses in teaching revolve around knowledge about different theoretical approaches and the application of these approaches to different case examples versus the process of how to reach an ethical decision. There are many content areas required in teaching ethics from the application of the Code of Ethics to various types of dilemmas workers face such as confidentiality, boundaries, informed consent, dual relationships, ethical responsibilities to colleagues, employers and society. Experiential learning favors the development of critical thinking skills (Gibbons & Gray, 2004), the value of peer interaction (Gitterman, 2004) and balance between teaching

content and process. Experiential teaching methods provide students with the opportunity of experiencing events that they may encounter in practice and incorporation of prior learning in the process. Experiential learning occurred in an ethics course through student participation and collaboration as peer reviewers and participation in, and presentation to a mock ethics committee. Assignments were designed to develop competence in ethical decision making through application of theory, development of critical thinking and presentation skills, effective teamwork, reflection, and the application of knowledge and skills in ongoing learning and social work practice. Students expressed a sense of empowerment and hopefulness through this approach. This workshop will provide the opportunity to discuss and explore various aspects of learning about ethical decision making in a classroom setting, transfer of learning from the classroom to the field, challenges in delivering an experiential course in social work ethics and student feedback.

Presenter Bio (s): Bonnie Bryant graduated with an MSW from the University of Manitoba and is registered with the Manitoba Institute of Social Workers. As the Director of Social Work at Booth University College, she has taught courses in social work ethics, practice and theory courses, introduction to social work, and special topics. Bonnie integrates collaborative and experiential learning approaches in the classroom.

Workshop Title: Engaging Women in Recovery from Addictions to Live a Life of Wholeness.

Workshop Presenters: Derrick Bullock, Ed.D. Chrystal Johnson MA, LPC

Workshop Abstract: Mindfulness is a therapeutic approach to support people dealing with addictions. Studies show that this concept has been successful in bringing balance and wholeness for those who struggle in the area of addiction. Increased awareness of the concept of Mindfulness is needed to support the success of women in recovery.

Workshop Number: 20120565 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Gain an understanding of the concepts, principles, and application of Mindfulness.
- Identify the personality traits of an addictive personality and examine the psycho-social needs of women in recovery.
- Implement practical applications of innovative strategies to develop and establish support systems for women who struggle in addiction.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: One of the first steps in dealing with addiction is to discover the emotional cause of it, whether it is fear, depression, anxiety, or pessimism. Many times these unwholesome thoughts and beliefs come from a mind that is ever-wanting. In a wanting mind, we feel that our current state of unhappiness could be cured if only we could have the money, job, relationship, recognition, or power we had and lost, or never had and strongly desire. Mindfulness practice helps us develop the capacity to see clearly exactly what we're attached to so that we can let go of it and end our suffering (Halpren, 2012). As we integrate the Psychology of addictive behavior and incorporate Spirituality in the counseling setting, we will discover how the body, mind and spirit work together to bring about wholeness for the person. An important element in the counseling process is the Counselor. That is not to negate the importance of the ministry of prayer or the Bible. This infers that the Counselor either blocks the effectiveness of these other elements, or is the vehicle that helps a person appropriate them for his or her life. It does not mean that the Counselor is a model of perfection. Rather, it means that he or she is in the process of growing and changing and incorporating with spiritual assistance those characteristics that produce maturity. This presentation will educate students and encourage practitioners (social workers, counselors, church leaders, and educators) to use mindfulness in therapy to help people who struggle with addictions. This presentation focuses on women in recovery because of the need for more effective treatment for this population. The goal of this session is to open the discussion among social work practitioners and church leaders around the special needs of women in recovery from addiction. Also to promote the development of faith-based programs within the christian community that utilize mindfulness as a way to counsel women and their families to achieve wholeness and a live a life free from addictions.

Presenter Bio (s): Dr. Derrick M. Bullock is a dedicated educator with a proven track record of improving the educational outcomes of diverse student populations. He has extensive professional experience in higher education with academic services, enrollment management, mental health services, and multicultural and student affairs. He has earned a Ed.D. from Morgan State University, a MSW from Howard University, and a B.A. from UMBC.

Chrystal Johnson has a passion for seeing others become whole emotionally, physically, spiritually and mentally. Her experience includes working as a professional counselor/mental health therapist, crisis counselor, alcohol and drug addiction counselor, and grief counselor. Chrystal has a Bachelor's Degree in Pastoral Counseling from Family Bible Seminary and University and a Master's Degree in Professional Counseling from Liberty University.

Workshop Title: Impact of Religiosity on Health Outcomes of African American Caregivers

Workshop Presenters: Jeronda Burley, MDiv, PhD

Workshop Abstract: There are more African American elders living in the United States than ever before. Family members will likely provide the bulk of care for these frail elders and many of these caregivers will utilize religion as a viable coping mechanism. Implications for social work practice and education will be examined.

Workshop Number: 20120553 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the impact of religiosity on health outcomes for African American caregivers
- Describe the implications of the research to social work practice and education
- Inform social workers on ways to build and strengthen existing partnerships within the faith-based community

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: By 2050, the nation's elderly population will increase to over 88 million. The number of African American elders will expand to 9.9 million (Administration on Aging, 2009). Family members will likely provide the bulk of care to this increasing population of frail Black elders, as African Americans are much less likely to utilize formal caregiving services for their elderly loved ones (Foley, Tung, & Mutran, 2002; Greene & Ondrich, 1990; Sudha & Mutran, 1999). The associated health burden of eldercare is well documented. It is also widely known that religion has been fundamental in the lives of many African Americans for decades (Lincoln & Mamiya, 1990). Therefore, the purpose of the study was to investigate how differences in organizational and personal manifestations of religious involvement impact caregiving stress, social support, physical health, and depression among African American caregivers. Guided by moral community theory, the study conducted a secondary analysis of a cross-sectional survey research design and examined differences in health outcomes among four groups of religiously involved African American caregivers.

Presenter Bio (s): Dr. Jeronda Burley currently serves as an assistant professor in the Department of Social Work at Coppin State University, where she primarily teaches social work research, technology and social work, and social policy. Dr. Burley received a BA in Psychology and an MS in Marriage and Family Therapy from Auburn University; an MDiv in Theology from Howard University; and a PhD in Social Work from The Catholic University of America.

Workshop Title: Economic Inequality: Challenge for the 100% & What We Can Do to Respond

Workshop Presenters: Sister Simone Campbell

Workshop Abstract: Through presentation and conversation we will explore the income/wealth disparity in our nation as well as policies and practices that promote the common good to benefit the 100%.

Learning Objectives: As a result of this workshop, participants will be able to understand:

1. The reality of income disparity in our nation and how it adversely affects the 100%
2. Federal policies that could be enacted to limit such disparity.
3. How the common good is promoted in policies that create greater equity of opportunity.

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: It is common to speak about the problem of income and wealth disparity but few are discussing what can be done to change it. In this workshop we will address both the current reality and policies that can make a difference. It will be an engaging presentation and conversation working towards creating our “more perfect union.”

Presenter Bio (s): Sister Simone Campbell has served as Executive Director of NETWORK since 2004. She is a religious leader, attorney and poet with extensive experience in public policy and advocacy for systemic change. In Washington, she lobbies on issues of peace-building, immigration reform, healthcare and economic justice. Around the country, she is a noted speaker and educator on these public policy issues.

Workshop Title: International Social Work Practice: What Does the Literature Say?

Workshop Presenters: Timothy Chaddock, MSW, Psy.D. Rebecca McCullough BA in Psychology Andrew Irish

Workshop Abstract: Social work is increasingly becoming a global profession and this presents many challenges and opportunities. This presentation will provide key findings from a systematic review of the literature on international social work. Important challenges and essential knowledge, values and skills for social workers working in international settings will be explored.

Workshop Number: 20120517 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Gain in awareness and knowledge about international social work literature.
- Understand the value tensions and challenges for the profession and practice of social work in international settings.
- Learn about the requisite knowledge, values, and skills for working in international social work settings.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Students

Workshop Description and References: This workshop will present information from a systematic review of the literature on "international social work" from Social Work Abstracts. The literature review identified relevant publications related to three areas including: 1) international social work pedagogy, 2) how international social work is defined and related value tensions, and 3) what values, knowledge and skills are important for working in international settings. The presentation will focus on the second and third of these topics. The introduction to the presentation will include an overview of the systematic literature review including primary categories of the literature such as journal title, date of publication and subject based on the search terms used for the literature search in Social Work Abstracts. This information will provide trends and patterns regarding the literature and implications for further work will be highlighted. The second component of the presentation will be a brief look at some of the value tensions within international social work. The practice and development of social work in international settings has a number of value tensions which impact how social work is understood and practiced. Some of these tensions come from colonialism and globalization with the trend during the 20th century to export social work from the west and north to the east and south. These challenges will be discussed and implications for social workers working in international settings will be offered. These value tensions have a high degree of relevance for social workers whose Christian faith is a source of motivation for working in cross-cultural settings and who are interested in integrating the Christian faith into their practice. Sensitivity to diverse values and belief systems are important when seeking to show Christ's love to others through social work practice around the globe. These types of tensions and challenges will be presented to help develop critical thinking about how best to work in international settings in a culturally sensitive manner. Third, the presentation will address the knowledge, values and skills

important for international social work. Social work practice in international settings is diverse and often involves working in related professions and requires a broad range of abilities. Based on the review of the literature that addressed the types of responsibilities social workers have in these settings, relevant knowledge, values and skills for international social work practice will also be explored. This will include a discussion of the implications for social workers seeking employment in international settings regarding the types of skills or knowledge that are important for this work. The conclusion of the workshop will include time for discussion of the importance of Christians in social work engaging in culturally contextualized international social work practice while minimizing the chance of neocolonialism.

Presenter Bio (s): Dr. Tim Chaddock is the Program Director of the MSW program at Roberts Wesleyan College in Rochester, NY. where he has been a faculty member since 2002. He has an MSW from Western Michigan University and an MA and Psy.D. in psychology from Wheaton College. His professional interests include clinical social work, supervision, sustainability and international social work. Rebecca McCullough completed her bachelors degree in psychology and is currently a second year student in the MSW program at Roberts Wesleyan College. She has worked as a medicaid service coordinator and served on short term missions in Bolivia and Guatemala. Her career goals include working in an international social work setting. Andrew Irish graduated with both a BS in sociology and in Physical Education from Houghton College and is a 2014 graduate of the MSW program at Roberts Wesleyan College. He is planning to continue his education by pursuing a doctorate degree.

Workshop Title: Tearing Down the Walls of Poverty and Injustice

Workshop Presenters: Shane Claiborne

Workshop Abstract: From picket fences and gated neighborhoods to office cubicles and prison cells, we live in a world of walls. The people we work often end up as lonely people stuck in the ghettos of poverty, as well as the ghettos of affluence. But God is all about tearing down walls. This workshop will share stories of compassion and reconciliation which us into the promise that the gates will not prevail. Poverty and injustice become personal, as we gain the eyes to see the suffering around us.

Workshop Number: 54729061 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Describe various ways that the lives of our clients are often trapped behind walls created by injustice in our society.
- Share examples about how acts of service and compassion in action can begin to tear down the walls which box in so many of our clients.

- Articulate how allowing injustice and poverty to become person enables us to see more clearly and related more empathetically with those struggling in our communities.

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References:

Presenter Bio (s): Shane Claiborne is a best-selling author, renowned activist, sought-after speaker, and self-proclaimed “recovering sinner.” Shane writes and speaks around the world about peacemaking, social justice, and Jesus, and is the author of numerous books including *The Irresistible Revolution* and *Jesus for President*. He is the visionary leader of The Simple Way in Philadelphia, and his work has been featured in Fox News, Esquire, SPIN, the Wall Street Journal, NPR, and CNN.

Workshop Title: Client System Assessment Tools for Social Work Practice

Workshop Presenters: Jane Clemens, MSW

Workshop Abstract: Professional social workers are trained in intervention strategies. Several models for interventions will be identified. One of the most complex components of the intervention process is assessment. This presentation looks at two creative tools a social worker can utilize when working with general client system assessments. The micro, mezzo and macro levels are incorporated as a place to begin in this important component of social work practice.

Workshop Number: 20120497 -

Learning Objectives: As a result of this workshop, participants will be able to:

- The participants will be able to identify three similar Intervention Process Models with systematic steps for work with client systems.
- The participants will be introduced to three creative assessment tools for use with the assessment step of the intervention process.
- Participants will be able to use the tools which incorporate the person in environment on the micro, mezzo and macro levels of client system assessment.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Generalist social work practitioners embrace an array of skills and tools when working with client systems. This presentation will begin by highlighting similar intervention models by Sheafor and Horejsi, Johnson, and Compton and Galaway to set the stage for systematic interviewing and intervention steps which can be used with generalist social work practice. The focus for this presentation, though, is the assessment and analysis step of the intervention process. This assessment step is one of the most complex steps when working with the diversity of client systems. Participants will be introduced to three creative tools which can be used as social worker check-lists to identify micro, mezzo and macro issues in assessment. The presenter has created two tools "Systems 5" and "T.I.E.S. 3" as assessment check-lists for the social worker and an additional tool will be presented as well. "Systems 5" includes: Situation, Safety, Survival and other needs, Support and other strengths and lastly Short-term or Crisis Work identification. The social work practitioner uses this check-list as a beginning place to start in client assessment. This is then followed by "T.I.E.S 3", another check-list for the social work practitioner, which identifies: Transitions and developmental considerations, Interpersonal dynamics, Environmental issues, Societal issues, Special considerations and Spirituality. A client system overview is thus obtained on the micro, mezzo and macro levels. Lastly, a Culturagram by Congress will be highlighted raising sensitivity and specific attention to additional factors for recent immigrants which is helpful in generalist social work assessment with diverse populations. One of the ways the social work profession is unique is the dual focus of person in environment. When this is included, many models for assessment are relevant. Thus there is not one way to carry out a generalist social work assessment. The presenter believes when the social work professional has assessment tools which can be utilized, as appropriate, the person in environment focus is enhanced. The hope is the introduction of these tools for use by generalist social work practitioners, when desired, can provide additional help when completing assessments on the micro, mezzo and macro levels.

Presenter Bio (s): Jane Wenger Clemens has a masters of social work from Marywood University and has worked in the social work field for 25 years. Since 2000 Jane is a social work professor at Eastern Mennonite University. As she teaches practice courses and supervises practicum students, Jane strives to communicate strategies that assist generalist social workers to gain versatile tools for practice. She loves to learn and works for systemic social justice.

Workshop Title: Building Collaboratives with Southern Rural African American Churches

Workshop Presenters: Alex Colvin, Ph.D, LMSW Angela Bullock Ph.D., LMSW

Workshop Abstract: The black church often functions as a helping network in meeting African Americans emergency service needs. This presentation will offer a theoretical

framework that explains inter-organizational collaborations within rural black churches along with examining how social work agencies can engage in inter-organizational collaboratives to address the social welfare needs.

Workshop Number: 20120504 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate the eight innovative constructs within the Bailey and McNalley-Koney interorganizational framework designed to develop community-based alliances.
- Identify key action-oriented measures to aid in building collaboratives between human service agencies and southern rural black churches.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Many African American congregations, along with meeting spiritual needs, are extensively involved in practical service provision (Cnaan & Bodie, 2001). In a study of 635 black churches in the Northeast and North Central United States, researchers found that the majority of black churches, regarded their mission as including the provision of practical assistance (Caldwell, Chatters, Billingsley, & Taylor, 1995). An investigation of rural black life has noted that these communities are among the poorest sector of the black population (Nelsen, 1988). Additionally, their communities tend not to have access to various specialty care professionals (Knesper, Wheeler, & Pagnucco, 1984). Extended family, neighbors, and clergy often serve as alternatives to costly or inaccessible services (Levin, 1984). Therefore, an important current challenge is how to use the synergy between rural black church leaders and the dynamic social services institutions to better meet the needs of struggling rural communities (Lewis & Trulear, 2008). Collaboration between agencies and organizations are being championed as a powerful strategy to achieve a vision impossible when independent entities work alone. Collaboration is predicated on establishing strategic alliances between local health and mental health organizations, and communities to increase access to resources. The goal of these partnerships is to influence the direction of program creation to enhance service delivery (Bailey & McNalley-Koney, 1996). Interorganizational collaborations can be used to open the door to wider participation and representation for many southern rural groups that would otherwise be excluded (Cnaan, Sinha, & McGrew, 2004). Because social workers play a key role in providing human service delivery to a diverse population, it is important to develop practice models that correspond to theoretical understandings of culturally proficient practice (Davis, 2009). The Bailey and McNalley-Koney model (1995) provides a conceptual framework that groups can use to develop interorganizational community based collaboratives to be responsive to the human service needs of rural black communities. Most contemporary scholarship in this area has focused primarily on urban black churches few have focused on black rural churches with a specific focus

on enhancing access to various types of service delivery through collaborations. In a time of inter-professional collaboration, it is imperative for strategic alliances between churches and social service agencies to exist. Therefore, the purpose of this presentation is to examine the eight constructs of the Bailey and McNalley-Koney (2000) interorganizational framework, which include leadership, membership, environmental linkages, strategy, purpose, tasks, structure, and systems, for integration into community-based alliances between southern rural black churches and human service agencies.

Presenter Bio (s): Dr. Alex D. Colvin is an Assistant Professor of Social Work/Coordinator of Field Instruction at Prairie View A&M University. Dr. Colvin has presented work at conferences designed for the enhancement of social work practice as well as published articles related to culturally responsive social work practice and field education.

Dr. Angela N. Bullock is an Assistant Professor of Social Work at Prairie View A&M University and holds a Ph.D. in Social Work from Clark Atlanta University. Prior to joining Prairie View A&M University, Dr. Bullock provided affordable housing services to families. Her research interests include organizational change and technology in social work.

Workshop Title: The Social Welfare Club: A Tool in Leadership and Social Justice

Workshop Presenters: John Conahan, Ph.D., LCSW

Workshop Abstract: Field education is an essential component in social work education, but has been criticized for neglecting several key components of the learning process. This study through a phenomenological focus examines the social welfare club as a tool in developing social work leadership of not-for-profit organizations.

Workshop Number: 20120454 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify strengths and weaknesses of education process of preparing social workers for human service leadership.
- Identify the principles and methods of transformational Learning Model
- Identify the competencies developed and the implication of this study with future teaching efforts in social work practice and leadership

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Social work education's field work, or signature pedagogy, provides an opportunity for students to take abstract knowledge and learned practice skills and integrate them in a real world setting. This field education has been criticized for neglecting several key components of the learning process. These components include social work management competencies, field experience in gaining such competencies, and developing leadership in not-for-profit agencies. In response, one program developed an in-house practicum in which the student intern serves as executive director in a social welfare club designed to mimic the organizational structure of a not-for-profit agency. This study examines, through a phenomenological focus, the transformational experiences of students serving their field placements in such a position, and examines the social welfare club's potential as a tool in social work education and developing leadership in small not-for-profit organizations.

Presenter Bio (s): Dr. Conahan is an Associate Professor of Social Work, licensed clinical social worker, and member of the Academy of Certified Social Workers. He holds a doctorate in human development with a specialization in social work. His doctorate and Master's of Social Work degrees are from Marywood University.

Workshop Title: One Step Forward ~ Two Steps Back: From Poverty to Self-Sufficiency

Workshop Presenters: Pam Crawford, LCSW Kimberly Rainey LMSW

Workshop Abstract: Utilizing the national movement of Open Table, the table members of a rural church encounter their own challenges and successes in the context of this ministry as they walk alongside a sibling group and assist them in moving from poverty to self-sufficiency.

Workshop Number: 20120436 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify the challenges and personal implications of merging differing Christian perspectives based on values, culture and experiences toward one over-arching goal.
- Articulate some of the many challenges faced by a roadmap of living in poverty and the difficulty of unraveling those intersections that complicate future success.
- Describe the success of empowering human potential and the gift of unconditional relationship it brings.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Open Table is a growing movement of ministry in the United States wherein a faith community collaborates with the community to create a partnership of accountability with what the model terms a “brother” or “sister” in poverty. It is a model that utilizes both social and financial capital to empower a family who has the motivation to commit to an approximate one year plan that will improve their life and help move them toward self-sufficiency. Utilizing 10 -12 “table members” or trained congregational volunteers, the family in poverty is encouraged, empowered, and assisted with new and existing resources to create new possibilities for success. The presentation will identify the personal implications of members of the table recognizing their own values, biases, and challenges that occur during the process of “helping”. Specific to the discussion will be: 1) how table members grow in relationship to one another, 2) how they recognize their ability to confront (or not confront) their own issues that are “stirred” by circumstances encountered by the brother or sister, and 3) how many times their values are implicit and couched as correct and accurate for “everyone” 4) how change is achieved through relationships and connections. Significantly, the presentation will articulate some of the barriers still facing those who have experienced poverty even with 10-12 people walking alongside while pursuing leverage-based contacts. The still old, but current belief that people need to “pull themselves up by their bootstraps” is totally disqualified as table members themselves experience the struggle of helping those who never had boots much less a bootstrap to pull themselves up with. Finally, the presentation will be a testament to the human potential of those struggling to achieve what we call “success” in today's society. The personal strengths, achievements, and relationships gained by these two “sisters” and inspired by the context of this movement will be shared both verbally and electronically.

Presenter Bio (s): Pam Crawford is a graduate of Baylor University School of Social Work and is a Child & Family Supervisor for Presbyterian Children's Homes & Services. Pam is a part-time lecturer at Baylor University and enjoys teach in the classroom as well as supervising students during their internships at her agency.

Kimberly Rainey is a graduate of Baylor University School of Social Work and is the Minister of Missions and Benevolence at Northside Baptist Church in Corsicana, Texas. Pam and Kimberly work together in a rural setting to accomplish community development goals and promote advocacy for clients in poverty.

Workshop Title: Developing and Implementing a Needs Assessment in Jacmel, Haiti

Workshop Presenters: Rebekah Crofford, Ph.D., LCSWR, RPTS Megan Meaney, BSW

Workshop Abstract: Children in 3rd world countries often only benefit from outsiders addressing their most basic needs. Additional needs exist for optimal development. This

presentation will review the process of developing and implementing a needs assessment for children in a sponsorship program in Jacmel, Haiti. We will discuss the findings of our pilot project and review the implications and areas for future study.

Workshop Number: 20120482 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn about the cross cultural aspects of assessing children in an impoverished community.
- Participants will learn about the various child development domains in order to adequately assess children's needs.
- Participants will learn about the results of the pilot project and be able to discuss implications and areas for future research.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Children in 3rd world countries often only benefit from outsiders addressing their most basic needs. Additional needs exist for optimal development. Areas of safety in the home, peer relationships, at risk behaviors, etc. are often left untouched. Jacmel, Haiti is a rural location, roughly a 3 hour drive from the capital, Port au Prince. It is a community riveted with poverty, joblessness, and poor access to medical and social services. Many children in this community (roughly 550), are sponsored through a christian organization. They receive one meal each day, basic medical care, education, school uniform and most textbooks. What is not known is how children are functioning in the other areas of child development which are important to well being. The organization approached the presenters desiring that we create an instrument to assess other areas of development. Their hope is to better inform their programming and improve in meeting the children's needs. This presentation will review the process of developing and implementing a needs assessment for children in a sponsorship program in Jacmel, Haiti. We will discuss the domains of questions as well as what we learned and what we would ask differently or in addition. Responses will be reviewed with attendees along with challenges in ascertaining accurate information. We will discuss the findings of our pilot project and review the implications and areas for future study.

Presenter Bio (s): Dr. Rebekah Crofford has been teaching at Roberts Wesleyan College in the graduate social work department for over 7 years. Her Ph.D. is in social welfare from the University at Buffalo. Dr. Crofford has worked primarily with children and families at risk for abuse and neglect. Most recently she has been involved with Jacmel, Haiti developing a needs assessment for the children in their sponsorship program. She has her LCSWR and RPTS.

Megan Meaney is an advanced standing MSW student at Roberts Wesleyan College. She will be graduating with her MSW in May, 2014. Megan is the recipient of the Berry

Fund Grant which has allowed her to partner with Dr. Rebekah Crofford in the project discussed in this presentation. Megan is a passionate person who cares deeply about the lives of children.

Workshop Title: Responding to the Needs of Caregivers

Workshop Presenters: Wilma (Willi) Dalaba, MSS, LCSW, CCSP Darla Bailey
MSW, CSW

Workshop Abstract: The focus of this presentation will center on the caregiver and their role in providing long-term care. It will include an opportunity to listen to a licensed clinical social worker who has also lived through being a full-time caregiver. It will conclude with a small group activity to process information.

Workshop Number: 20120500 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To be able to discuss formal / informal care giving and to review current research related to caregiving data
- To actively listen to a personal caregiver story and relate to the dynamics of how the aging process and death impact family life
- To engage the participant in responding to families - using a group interaction process

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: This presentation will center on the caregiver and their role in providing long-term care to an individual. For the purposes of this presentation, long-term will mean longer than 3 years. The focus of this presentation will be on the family or the primary caregiver. According to the Family Care Alliance, 65.7 million caregivers make up 29% of the U.S. adult population providing care to someone who is ill, disabled or aged. 52 million caregivers provide care to adults (18+) with a disability or illness. 43.5 million of adult family caregivers care for someone 50 + years of age and 14.9 million care for someone who has a diagnosis of Alzheimer's disease or other dementia. Women provide an estimated 66% of the care and the average age is 48. A Gallop survey found 72% of caregivers cared for a parent, step-parent, mother-in-law, or father-in-law, and 67% of caregivers provided care for someone age 75 or older. Caregiver services have been valued at \$450 billion per year. "Caregiving is an odyssey into an emotional wilderness where roles and identities are stripped away by the demands

of the strange new calling.” (Beth Witrogen Mcleod). This presentation will focus on the roles and the characteristics of the caregiver, how to relate to often new and unfamiliar settings in providing care to an individual diagnosed or living with long-term care needs. The magnitude of change for the caregiver will be examined, which includes economic impact; care tasks; day-to-day tasks and relationship between caregivers and care recipients. This will lead into a discussion regarding feelings and attitudes associated with care giving: anxiety; distress; anger; depression; helplessness and hopelessness. The workshop will include an opportunity to listen to a licensed clinical social work professional who has also lived through being a full-time caregiver. Having kept a journal of her experiences, she will bring to the presentation a first-hand knowledge of what it means to be a caregiver and to survive. She will discuss her personal experiences and how it has impacted her life. She will relay ideas of things that she would repeat, as well as things that she would encourage others to avoid. Her experience as a caregiver included direct care and case management services as well as working in a fiduciary capacity with attorneys and tax advisors. This has led to an informed view point that will be offered to attendees who are seeking to support individuals with changing needs. A professional responds to the caregiver by providing assistance with maneuvering the system, helping with case management; developing realistic plans of care; finding quality care and being an empathetic listener. The presentation will conclude with a small group activity that will include engagement, assessment and intervention based on the story told by the caregiver as well as from their valued experience regarding care giving that they bring with them.

Presenter Bio (s): Willi Dalaba, MSS, LCSW, Certified Supervisor. Willi was degreed in 1975, worked in salaried positions as a case manager, program evaluator, clinical supervisor and director. She is the founding director of HOPE (Helping Other People's Enrichment), a 501c therapeutic foster care agency. She has been in private practice 14 years, and is married to Reverend Jack Kenneth Dalaba (retired). They have four adult children

Darla Bailey is a seasoned direct-care professional who has operated a day health center for adults with significant challenges and worked extensively with caregivers. She received her Master of Social Work from the Carver School of Social Work, Southern Baptist Seminary in 1993. With 20 years in the field, Darla is recognized as an advocate, appreciated for her ability to bring people together and educate them on the needs of individuals.

Workshop Title: Coping Strategies for Nontraditional Female Students in Higher Education

Workshop Presenters: Desiree Davis, MSW, LMSW, LCSW

Workshop Abstract: The fact that more women are in the workforce and entering institutions of higher learning has helped in the advancement of women. However, the

ever demanding lifestyle of juggling family, work, and school has elicited many challenges to women who are already overworked and stressed due to the multiple demands made upon them. Women are in need of effective coping strategies to assist them as they work to manage their complicated lives.

Workshop Number: 20120514 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Provide information to educators and practitioners on ways they can help this population utilize coping strategies that work best for them.
- Educate female students & clients on how to successfully cope with stressors' in their daily lives implementing effective coping strategies.
- Teach students/clients how to utilize their spirituality as a means of coping.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Our economy makes it nearly impossible for families to be self-sustaining without both parents working out of the home. There are many single parent homes that are financially supported solely by the mother. This often presents challenges for the nontraditional female student and presents them with many challenges to face once they go to college either for the first time or as reentry students. These students are often faced with increases in roles, demands, and time as reentry students. Increases in roles, demands, and time conflicts are associated with higher stress, anxiety, and depression for nontraditional female student (Backels & Meashely, 1997). Nontraditional female students characterize the leading emergent set beginning college, with a variety of stressors (Carney-Crompton & Tan, 2002). Numerous nontraditional students have delayed their education for degree attainment until they have married and had children (Newbold, Mehta, & Forbus, 2010 and Leonard). Therefore, nontraditional students tend to be older than traditional students (Evelyn, 2002). Nontraditional female students are not only present in the classroom but may present for direct service as they struggle to balance all their life challenges. Educators as well as practitioners should be prepared to address how dysfunctional coping strategies undermine the overall success of maintaining an adequate equilibrium in the lives of the clients they serve. The classroom can be a place where students' challenges can be addressed as they grapple with multiple life demands. Establishing a safe place for students to share problems can not only build rapport but provide them with a venue where they can release frustrations. The presentation will focus on some barriers that nontraditional female students encounter in higher education and what educators and practitioners can do as they work with this population. The presentation will address how faith and spirituality can be utilized in assisting students in coping with everyday stressors who juggle multiple roles with their families, work, and school. Highlighted during the presentation will be strategies of how women can de-stress utilizing Cognitive

Behavior Therapy and Strengths Perspective principles as a means of coping with their problems. The presentation will examine the theoretical framework of coping and how understanding the basic elements can provide a foundation in working with this population. The results from a comparative study of two universities will be presented along with how to assist this population of women with a plan of action to counteract the ever pressing demands of everyday life.

Presenter Bio (s): Ms. Davis is the BSW Program Director at Andrews University in Berrien Springs, Michigan. She has been a social worker for nearly 25 years. During that time she has worked in clinical practice and taught social work education.

Workshop Title: Maxing Out The Mission: Ending the Death Spiral of the Older Nonprofit

Workshop Presenters: Robert Day, MSW, M.Div

Workshop Abstract: There are four life stages in any organization: birth, growth, maturity, decline. Each stage produces its own opportunity and crisis. If regeneration doesn't occur by stage four then it inescapably reaches a final stage - death. Most nonprofits do not live much beyond fifty years. Maxing Out The Mission is an intentional way of indefinitely renewing and extending the life of the organization by constantly restarting the birth and growth stage.

Workshop Number: 20120417 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participates will gain a greater appreciation for the role culture plays in organizational life.
- Participates will learn specific strategies for getting a declining organization back on track.
- Participates will be encouraged by real success stories of how these strategies worked.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Maxing out the Mission is a philosophy of executive leadership that consists of five strategic initiatives designed to renew any declining organization. 1) Clarifying the mission over the model. 2) Adopting code blue thinking. 3) Increasing organizational capacity. 4) Jump starting the growth cycle. 5) Understanding that commitment precedes resources. The presentation is more

philosophical in nature, focusing on the macro issues of organizational culture, vision, and leadership. However, real examples of how these initiatives were implemented in a well established but declining Christian nonprofit will be given.

Presenter Bio (s): Robert Day is the Executive Director of Patrick Henry Family Services, a Christian nonprofit serving children and families since 1961 through group homes, counseling centers, and a summer camp. Robert has a MSW and M.Div from The Southern Baptist Theological Seminary. He has served nonprofits most of his career, focusing mainly on child welfare causes. He has also served churches in Tennessee, Kentucky, and Alaska.

Workshop Title: Preferential Option for the Poor: Foundation for Social Work Identity

Workshop Presenters: Helen Deines, EdD, MSSW

Workshop Abstract: “The preferential option for the poor” is an often-discussed but poorly understood concept in spirituality and social work. This workshop explores the option as a foundation for the profession, using exercises in micro and community practice to test its potential influence in secular and sectarian settings.

Workshop Number: 20120537 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Describe the preferential option for the poor as a theological concept, biblical theme, and spiritual practice relevant to social work
- 2. Identify three ways to balance attention in micro and community practice to structural and individual forces that influence the lives of the poor and vulnerable
- 3. Articulate strategies to build communities of support to sustain the preferential option for the poor in the lives of individuals and organizations

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: While “the preferential option for the poor” was first expressed by Latin American theologians, its themes were always present in Hebrew and Christian scripture (Gutiérrez, 2012). Certainly the option is emergent, changing as “the signs of the times” reveal more about advantage and disadvantage. It is now an accepted pillar of Catholic social teaching (Massaro, 2012). Gustavo Gutiérrez (2007, 2012), considered the father of liberation theology, describes the option as

theological concept, spiritual practice, and call to action. Variations have emerged from Africa and Asia, poor women and LGBT believers. Social work scholars have applied the option to diverse fields and populations, from aging (Ryle, 1991) to criminal justice (Reamer, 2004) to supervision (Greene, 2002), to name a few. Others wrote about the concept's overarching implications for social work education (Brenden, 2007). Nonetheless, Pryce, Kelly, Rieland, and Wilk (2010) found little evidence of specific poverty content in MSW foundation syllabi. Perry (2009) described the lure of clinical practice, related to students' flight from the poor. Wenocur and Reisch (2001) recount examples of the profession's inadvertent discounting of poor clientele throughout history. For workers of faith, centering self or organization in the preferential option for the poor is one way of making a commitment to discipleship (Gutiérrez, 2007). This commitment calls for new encounters: approaching all with gratuitous love asking nothing; becoming learner to the poor and vulnerable; looking for history's presence in today's world in the structural violence that advantages some while it disadvantages others; and acting prophetically with the poor for the common good. These are long-haul commitments best supported by community (Austin, 2014; Gutiérrez, 2012).

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Presenter Bio (s): Dr. Deines is a Professor of Social Work Emerita from Spalding University in Louisville, KY. She continues to provide consultation and training regarding racial healing and issues of poverty and justice. She is a member of the Kentucky Supreme Court Access of Justice Commission and the Women's Leadership Conference for Religious Freedom.

Workshop Title: Bridging Cultural Competence to Cultural Humility

Workshop Presenters: Jennifer Dickey, LMSW Mukupa Musonda

Workshop Abstract: In recent years, people of distant nations have become not only our next door neighbors but our clients. In this workshop, participants will identify the ethical

standards for cross cultural competency, identify how culture impacts practice, and learn effective ways to engage clients beyond cultural competency to cultural humility.

Workshop Number: 20120510 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Identify motivators that confirm the social work mandate for cultural competence and how cultural competence is defined by the NASW Code of Ethics
- 2. Define personal sense of culture and identify biases that might interfere when working with clients of a different culture
- 3. Learn methods of culturally competent practice- bridging cross cultural competence to cultural humility

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: As people of distant nations have become our clients, this reality has impacted social work practice and how we engage with these clients. In 2005, Healy reports that one in five Americans speaks a language other than English in the home, resulting in 1.9 million people living in linguistically isolated homes. It is estimated that 11.5% of the United States population is foreign born, although that is likely a huge underestimation. These statistics remind us that as we engage with the persons who represent these numbers, we are engaging in domestic international social work practice that requires cultural competency on the part of the social worker. In addition, the NASW code of ethics emphasizes the importance of cross cultural competency in ethical standards as we engage our clients and the broader society. There is a lively discussion around defining the concept of culture. Opinions range from the importance of agreement around a collective definition to resistance to defining culture at all. Regardless of where practitioners might rest on the continuum, it is imperative that a social worker is able to define his or her own personal sense of culture and understand what biases he or she might have in engaging with a client from a differing culture. Cultural competency is the term used by our profession to ethically work with clients of differing culture, however, there is argument around that concept. It is questioned if competency can ever be truly attained by a practitioner and whether the concept of competency can possibly lead to assumptions and stereotypes about groups of people who are perceived to share the same culture. In addition, there is question if the concept of competency denotes a power differential in the relationship, causing the client to feel like the object of assessment. Recent literature identifies the concept of humility as a virtue for the practitioner to utilize in order to build effectively with clients of differing cultures. Cultural humility can be seen as derived from the virtue of humility reflected in the Christian scriptures. Unlike competence, humility does not suggest that one can master everything about a culture and does not place the practitioner as the one with power, rather as equal to the client of differing culture. Practicing cultural humility

challenges social workers to engage in a lifelong commitment to self-evaluation and critique. It also facilitates mutually beneficial and non-paternalistic social work practice. This presentation is facilitated by a social work educator who has spent the past 20 years of her career engaging clients of various cultures in international and domestic practice and a MSW student from Zambia who has expertise in cross cultural practice. These presenters will engage the audience around applying attitudes and practice methods that strengthen cross cultural practice.

Presenter Bio (s): Jennifer Dickey is a lecturer and director of Global Mission Leadership at the Baylor School of Social Work. Prior to coming to Baylor, Jennifer spent 12 years of practice engaging international communities. In addition, she worked for a missions organization as director of team development and oversight to international relief/development work.

Mukupu Musonda hopes to change her nation by advocating for access to clean water sources. She has seen the impact that poor sanitation and unhealthy water have on communities; the spread of disease and loss of life have given her a desire to ensure that all people have access to such an invaluable resource. She hopes to work alongside the government and communities to design an initiative that will benefit individuals throughout her nation.

Workshop Title: Unpaid Help: Financial Stressors among Pastoral Spouses

Workshop Presenters: Rene Drumm, PhD David Sedlacek PhD

Workshop Abstract: This presentation explores the critical problem of financial stress among Seventh-day Adventist pastor spouses. Results from survey and focus group data reveal significant levels of financial challenge associated with the pastor-spouse role. Christian social workers can play a key role in alleviating these stressors through increased congregational education and advocacy.

Workshop Number: 20120551 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Following the presentation attendees will understand the perceptions of pastor spouses concerning financial challenges that lead to stress and burnout.
- Following the presentation attendees will understand the conditions surrounding how financial stressors come about in a congregational setting.
- Following the presentation attendees will be motivated to intervene in congregations to support pastoral couples who are struggling with financial challenges.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders

Workshop Description and References: This presentation offers insight into the perceptions and experiences of spouses of Seventh-day Adventist pastors concerning their financial stressors and challenges. Our research findings indicate that pastor spouses in this sample experienced high levels of stress concerning family finances. Using quantitative survey findings and qualitative focus group data, our analysis highlights the problem of financial stress that can interfere with optimal church leadership by the pastoral couple. The presentation will conclude with recommendations about how Christian social workers may be proactive in offering resources and educational interventions to strengthen the overall functioning of congregations. Researchers surveyed the spouses of Seventh-day Adventist clergy.

Presenter Bio (s): Rene' Drumm is a professor of social work at Southern Adventist University. Dr. Drumm holds a doctorate degree in Sociology with an emphasis in Family Studies from Texas Women's University and a Master's degree in Social Work from Michigan State University. Dr. Drumm has a great interest in intimate partner violence and research and has published extensively in professional journals. David Sedlacek is Professor of Family Ministry and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University where he directs the MA in Youth and Young Adult Ministry and the MA in Religious Education programs. He received his master's and doctorate in Social Work from Case Western Reserve University in Cleveland, Ohio. He is a Certified Family Life Educator and a Licensed Clinical Social Worker.

Workshop Title: Social Workers Values, Value Conflict & Spirituality: An Exploratory Study

Workshop Presenters: Andrew Edwards, MSW, M.Div., Ph.D. Joshua Kirven MSW, Ph.D.

Workshop Abstract: This presentation is based on a survey of social work practitioners in an urban mid-western city. They anonymously identified variables that were central to their value system as well as issues that conflicted with their values. The respondents also examined vignettes and described to what extent they agreed with the underlying value. The respondents described their religious and spiritual identification. A comparison was made among the groups.

Workshop Number: 20120433 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To learn how their personal values correspond with social workers who participated in the survey
- To learn how their personal values correspond with Christian social workers who participated in the survey
- To learn how to deal with value conflict and value incongruence while maintaining their Christian faith in the context of social work practice

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The Presentation Will Summarize:

- A. Definition of values and types of values
- B. Definition of Value conflict
- C. Definition of value incongruence
- D. Emotional consequence when Christians operate in settings that allow for value conflict
- E. Consequences for clients when a social worker does not understand his / her values
- F. Suggestion for Christian social workers to work in settings that challenge their value orientation

The Overview of the Research Project will Summarize:

- A. The composite of the value systems embraced by the survey respondents
- B. The composite of the value system that the respondents rejected
- C. The composite of the values embraced by the respondents who identified as Christians
- D. The composite of the value system embraced by the Christians who attended church regularly
- E. A comparison of Christians of different ethnic groups

Implications for Christian Social Workers and Educators

- A. To what extent did the Christians indicated that they were denied their values in class?
- B. To what extent did the Christians disagree with values promoted in social work education?
- C. To what extent did the Christians disagree with family of origin regarding values?

Specific Value Related Issues That Were Examined:

- A. Work ethic
- B. Acceptance of illicit drugs
- C. Honesty (various settings)
- D. Fidelity in marriage
- E. Child rearing techniques
- F. Homosexuality
- G. Social justice
- H. Interracial marriage
- I. Abortion

- J. Types of value conflict that one can tolerate
- K. Personal feelings during value conflicts

Presenter Bio (s): Dr. Edwards teaches at Cleveland State University, School of Social Work. He teaches in the Human Behavior Sequence and the Social Work Practice sequence. His research has been related to vulnerable adolescents, ethnic issues in social work practice, cognitive therapy with religiously clients, and faith-based social services. He has a book entitled Family Stress and Divorce: Implications for Human Behavior & social Work Practice.

Dr. Kirven is a faculty member at Cleveland State University in Ohio. He has research interest related to troubled youth, ethnic dynamics in social work practice, conflict mediation, and values development and clarification. He teaches in the area of Human Behavior in the Social Environment, Social work Practice, and Social Work Policy. He has conducted workshops and training sessions related reconciliation with conflicting community groups.

Workshop Title: Religion and Spirituality in Social Work Practice in light of DSM-5

Workshop Presenters: James Ellor, Ph.D., D. Min., MSW, LCSW, BCD, DCSW
Helen Harris, EdD

Workshop Abstract: The DSM-5 understands the role of religion and or spirituality to be a part of the cultural response to the person. Religion is affirmed as a "V code" not pathology. Within the new DSM series, cultural context is critical in the discussion. This workshop explores the question of religion and spirituality in light of the fact that 79% of persons in the U.S. believe in miracles. Is this cultural context adequate for diagnosis and treatment?

Workshop Number: 20120446 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Discuss the context of religion and spirituality in the history of the DSM series.
- Recognize the integration of “V Codes” and the new emphasis on culture on diagnosis.
- Determine new inclusion of culture is adequate to address client needs when the social worker perceives that there may be a legitimate mystical experience

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The recently introduced DSM-5 has altered the way many diagnoses are understood. This includes the role and perception of religion and/or spirituality. In the DSM-IV, the impact of “religion” was understood as a “V-Code”. V-Codes are not pathologies but like the other “V-Codes” they are like a flavoring of pathology. As demonstrated by the 1950s study by Rokeach, M. (1964), “The Three Christs of Ypsilanti” on New York Review Press, three persons who suffered from schizophrenia held the delusion that they were each Jesus Christ. In this study, it was clear that Schizophrenia was the pathology, but the delusion reflected a religious theme. This is consistent with the treatment of religion for at least the last 40 years in psychiatric diagnosis. In the new DSM-5, there is a new section on culture. In this expanded section, the designers of the DSM-5 want the clinician to pay particular attention to the culture of the individual. In this section, the term spirituality is clearly included. The treatment of spirituality as a critical element of culture by CSWE is also very clear. The presenters will raise the question, “is the addition of spirituality as a part of culture adequate?” Traditionally, one can talk about religious preferences as reflecting human choices. If this is the case, then to respond to religion as a product of human creation might be adequate. However, in the discussion of culture, the terminology shifts to spirituality. Anthropological definitions of culture suggest that it is a learned aspect of human relationships. If culture is learned, then what do clinicians do with the client who presents with a miracle? Recent polls have suggested that 79% of persons in the United States believe in miracles. A miracle is generally understood to be somehow reflective of a divine spirit, not just the human experience. What guidance does the DSM-5 have for the social worker to address the client who perceives that she or he has experienced a miracle? Clearly, spirituality is reflective of the learned culture, and clearly persons suffering from an identified pathology will employ religion in their thinking, but is there a place for mystical experiences? If so, how do we understand them in differential diagnosis and treatment of our clients?

Presenter Bio (s): Dr. Ellor has been a member of NACSW for 36 years. He has multiple contributions to both presentations and publications. He has written or edited 10 books and over 70 journal articles and book chapters. He is the current editor of the Journal of Religion, Spirituality and Aging. He teaches advanced practice social work in the Ph.D. program at Baylor School of Social Work. His fields are gerontology and disaster crisis intervention.

Dr. Harris has been in the field of Social Work for over 30 years. She teaches in the Mental Health section at Baylor School of Social Work. Her area of expertise is in grief and loss. She is well published in Social Work and Christianity and has presented at NACSW's annual convention many times.

Workshop Title: Out of the Ashes of Decline; Reclaiming a Distressed Community

Workshop Presenters: Lanny Endicott, D.Min., LCSW, LMFT

Workshop Abstract: The community has a history, beginning in the 1970s, of decline and neglect related to proliferation of Section 8 housing, accompanying high crime rate, poverty, and infrastructure neglect. This presentation briefly addresses these problems, yet places major focus on the positives for bringing the community back from the "ashes of decline." It has taken the collaboration of government, churches, social agencies, and the philanthropic community.

Workshop Number: 20120501 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Recall pertinent information related to community demographics and history of decline.
- Address important forces pressing for and those resistant to the change effort.
- Discuss strategies, including those of the faith community, government, social service, and education working together to address solution to community problems.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This presentation - story of a community - gives a fresh air of hope for communities mired in decline, crime, poverty, and poor image. Beginning in the late 1970's (in this Southwest city), many of the area's apartments were sold to out-of-state investors who, using the Section 8 program of Housing and Urban Development (HUD), converted them to government supported housing. Not long afterward the community began to show signs of decline, increasing crime, and poverty - all of which affected the image of the community, its quality of life, schools, churches, and surrounding neighborhoods. A neighborhood association was organized to address these changes moving the community into the troughs of decay. The association was incorporated and sought funding from HUD, churches, individuals, and foundations to provide a storefront service center for distributing basic needs (food, transportation, clothing, computer access) to the area's poor. The service center partnered with the local food bank and grocery stores to obtain the supplies for distribution to the needy. A second focus of the association was to engage in a community planning effort with the city to produce a small area plan of infrastructure improvement, address safety, and improve economic development. Then came that fateful day in January, 2013, when four (4) young women were executed in one of the apartments. Instant media focus blasted the community and its problems with poverty and safety. One little-informed community leader wrote an editorial with these words in the title: "We Can Do Better..." The focus was on decline of the community, criticism of the community's leadership for not doing more, and shock that there was so much poverty in this community which was adjacent to one of the more affluent areas in the city. With the negative, came the

positive. Community leaders jumped in to help. A task force was authorized by the City Council; and, following several months of study relevant recommendations were suggested and subsequently implemented. Among the positives: the faith community is highly involved in providing tutoring/mentoring to area school children; a charter school for older children is in the works; police resources have been strengthened; a service center is being planned to provide more social services to the area; a large gathering was held to promote neighbors getting acquainted with neighbors, infrastructure needs for better drainage and streets are being done; improved bus service is initiated. In summary, this presentation discusses the problems, the positives, and focus of a city's efforts to bring targeted change to this community. Players have included government, faith community, education, law enforcement, foundations, and neighborhood organization. The presentation's focus is on macro social work: assessment of community needs; developing an area plan; capitalizing on both the negatives (in this case the executions) and positives to bring forth change.

Presenter Bio (s): Dr. Lanny Endicott has been a social work educator at Oral Roberts University and engaged in community work for more than 40 years. He lives in one of highest crime areas in Tulsa, Oklahoma, and serves as president of a non-profit organization working to address the area's problems. Dr. Endicott's group focuses issues of: basic needs, education, housing, health care, crime, transportation, and rehabilitation of the community's infrastructure.

Workshop Title: Integration of Lectio Divina, Ignatious Imagination and Carmilite Prayer

Workshop Presenters: Dorothea Epple, Ph.D, LCSW

Workshop Abstract: The integration of Lectio Divina, Ignatian Imagination and Carmelite (St. Teresa Avila) prayer practice forms a dynamic prayer and reflection process for social workers faith development. This workshop will present St. Teresa of Avila's spiritual ideas of meditation, integrated with Ignatian Imagination and Lectio Divina. An experiential process for daily meditation will be part of the workshop.

Workshop Number: 20120481 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify St. Teresa of Avila's spiritual ideas of prayer, meditation and contemplation
- Understand the ideas of Lectio Divina
- Understand and experience the integration of Teresian Spirit into Lectio Divina

Level of Presentation: Intermediate

Target Audience: Social Workers, General Audience

Workshop Description and References: The integration of Lectio Divina, Ignatian Imagination and Carmelite (St. Teresa Avila) prayer practice forms a dynamic prayer and reflection process for a social workers faith development. This workshop will present St. Teresa of Avila's spiritual ideas of meditation, attention, affection, the sacred humanity of Christ, and contemplation. Carmelite spirituality in the Teresian tradition of prayer, reading, images, imagination, reflection and recollection will be integrated with Ignatian Imagination and Lectio Divina. An experiential process of Lectio Divina for daily meditation will be part of the workshop. The workshop will use the following sources: Morello, S. A. (1994). Lectio Divina and the practice of Teresian Prayer. Washington DC: ICS Publications. Paul-Marie of the Cross (1997). Carmelite Spirituality in the Teresian Tradition. Washington DC: ICS. (Translated by Kathryn Sullivan, RSC) (Revised and edited with a Preface by Steven Payne, OCD)

Presenter Bio (s): Dr. Epple received her Ph.D from the Institute of Clinical Social Work Chicago in 2002 and her MSW from Loyola University, Chicago in 1982. She has 20 plus years of clinical work and 12 years of teaching. Currently she is an Associate Professor at Spring Arbor University, Michigan. Her primary interests lies in journal writing for life development, and integration of faith with social work.

Workshop Title: Creating Caring Organizations

Workshop Presenters: Kenneth Flanagan, Ph.D, LICSW

Workshop Abstract: Organizational leaders are increasingly being confronted with multiple demands. Those charged with ensuring a healthy work environment can neglect tending to the caring dimension of organizations. This workshop will examine characteristics of caring organizations and provide strategies to enhance the caring aspect of organizational operations incorporating a faith perspective.

Workshop Number: 20120491 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Define what is meant by a caring organization and identify characteristics associated with them.
- Understand the concepts of organizational healing, empathy and power and develop strategies that enhance the level of caring in their respective organizations.

- Understand how Christian faith principles can be incorporated into organizational practices to enhance the promotion of caring organizations.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Organizational leaders are increasingly confronted with having to balance multiple demands (Huntoon, 2007). These demands range from financial pressures, regulatory requirements, accreditation, client services, board relationships and engaging in collaborative efforts. The result has been that those charged with ensuring a work place that is focused on the needs of the clients and at the same time focused on providing a healthy work environment for staff feel out of balance and can neglect the promotion of the caring dimension of social service organizations. The dynamics that emerge out of these types of situations can contribute to an environment where actions, statements and other behaviors lead to dysfunctional organizational operations. In the midst of these types of situations the dimension of caring can be compromised if not lost. The increased level of stress encountered within organizations has made the maintaining of the caring dimension of organizations challenging. This has led to increased attention to the issue of promoting caring organizations in the managerial literature (Weiner & Auster, 2007, Watson, 2006). To create a caring organization, the organization needs to understand and be open to working with the concepts of organizational healing, empathy and power. Organizational healing has been defined as the process by which organizations recover from problematic situations and/or trauma (Bloom, 2005, Powley, 2013). Traditionally, the notion of healing has been focused on the care of clients and the micro level of social work practice. Organizational healing moves this notion to the macro level and provides organizational leaders with the understanding and tools needed to engage the organization in the healing process. This often times is the beginning of creating or enhancing the caring dimension of organizations. Caring organizations place a high premium on empathy. Empathy has become a focus of the Council on Social Work Education accreditation process and is a required practice behavior under the 2008 accreditation standards. Our understanding of empathy has had been primarily directed toward the micro or direct levels of social work practice. This workshop will move this concept to the macro level of practice and demonstrate its importance for creating caring organizations. Another key concept related to creating caring organization is power and how it is exercised within organizational structures. Moving from power that is based on control is a key element for creating caring organizations (Crosby, 2008). This workshop will examine characteristics associated with caring organizations, identify what types of leadership is needed to engage staff in creating a caring organization and provide concrete strategies to enhance the caring aspect of organizational operations. Incorporating a faith perspective will be part of the workshop.

Presenter Bio (s): Kenneth Flanagan is currently an Assistant Professor of Social Work at the University of North Dakota. He has 30 years of professional social work experience. Prior to his present position he held numerous administrative and clinical

positions in the health and human services field. His areas of research interests are spirituality and practice, organizational leadership, social work education and gerontology.

Workshop Title: Contract-for-Services Social Welfare-a Safety Net or a Patchwork Quilt?

Workshop Presenters: Abby Foreman, MSW

Workshop Abstract: From the New Deal to welfare reform and contract-for-services social services, changes to the structure and makeup of the US social welfare system are recognized and discussed. The change from a state-centered welfare safety net to a patchwork of federal, state, local and community programs has implications for nonprofit organizations, communities and those who rely on services. Various Christian views of the role of government will be discussed.

Workshop Number: 20120488 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn about the development and changes to the US social welfare system.
- Participants will understand implications of the contract-for-services model in social services.
- Participants will explore their beliefs about the role of the government and other actors in providing social welfare services.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: The US social welfare safety net is “diffused through every layer of government; partly public, partly private, partly mixed; incomplete and still not universal; defeating its own objectives, American welfare practice is incoherent and irrational” (Katz, 1986, p. ix). As the ‘contract for services’ mechanism of public-private partnerships in the delivery and provision of social services becomes ever more prominent, the nature of the social welfare safety net is fundamentally changed. The safety net that, for a majority of the 20th century, was dominated by the government's central involvement is now even more so a reflection of what Katz describes in the earlier quote: a mixed, multi-level system that may not be much of a system at all. Instead of viewing the social welfare system as a safety net, it is more helpful given current conditions to look at the social welfare system as a network, or perhaps a patchwork quilt. A network is made up of interconnected relationships, where

power and resources are distributed and shared among multiple actors (Ansell, 2006). Milward and Provan (2000) refer to the government, as characterized by contract-for-services relationships as a hollow state. They pose a practical and important question: “Is the hollow state better or worse than the bureaucratic state? The blending of funding and responsibility in networks of public, private, and nonprofit organizations makes these issues very hard to evaluate” (p. 364). A brief outline of key historical developments will be given. In the twentieth century, the answer varied from the federal government in the 1930s to the community during the 1960s, the state governments in the 1980s, the individual, church and community in the 1990s. The development of New Public Management movement in the 1990s within the government will be highlighted as a key development in public-private partnerships in social services. Implications for management and policy will also be discussed. Under all of these changes the debate will undoubtedly continue as it has for all of time, who is responsible for the poor and vulnerable? As Christians, it is important to also explore our beliefs about the role of government in providing social services. Varied Christian thought on this issue will be presented. What challenges and opportunities do we see from the contract-for-services development? What is the right mix of state, church, local and individual involvement?

References: Ansell, C. (2006). Network institutionalism. In R. Rhodes, S. Binder, & B. Rockman (Eds.), *The Oxford handbook of political institutions* (pp. 75-89). New York: Oxford University Press. Katz, M. (1986). *In the shadow of the poorhouse: a social history of welfare in America*. US: Basic Books. Milward, H. B., & Provan, K. G. (2000). Governing the hollow state. *Journal of Public Administration Research and Theory*, 10, 359-379.

Presenter Bio (s): Abby teaches social work courses at Dordt College in Sioux Center, IA. Abby holds an MSW from the University of Michigan and is a doctoral candidate in Political Science: Public Administration from the University of South Dakota. She formerly worked as a faith outreach organizer for Bread for the World. Her research and practice interests include hunger, social justice, nonprofit organizations and social welfare policy.

Workshop Title: Symbols and Rituals: An Interpretive Approach to Faith-Based Behavior

Workshop Presenters: James Forte, Ph.D, MSW

Workshop Abstract: Symbolic Anthropologists offer a useful theoretical approach to understanding diverse faith-based behaviors. I will demonstrate how practitioners can use four theory mastery tools to learn this theory: profiling exemplary models (Douglas and Geertz), identifying root metaphors (seeker, web of sacred significance, illumination, ethnographer), deconstructing theory elements, and constructing faith-based eco-maps.

Workshop Number: 20120530 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Learn from the exemplary models that have contributed to the development of the symbolic anthropological approach to religion.
- Identify and use the root metaphors in this interpretive approach to characterize the person, the environment, the change process, and the helper.
- Deconstruct the elements of the Geertz theory of religion and construct a symbolic anthropological eco-map characterizing a client and his faith connections.

Level of Presentation: Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: I will begin with an overview of symbolic anthropology, an approach that emphasizes the interpretation of the system of meanings embodied in symbols and expressed in rituals that make up the religious culture of a focal community. Second, I will profile the exemplary models of this theoretical tradition with special attention to Clifford Geertz. Geertz (1973a) was an influential anthropologist who pioneered the interpretation of a society's religious symbols and their relation to psychosocial processes. He also conceived of anthropologists as "intercultural translators" adept at determining patterns of sacred meanings and conveying these "thick descriptions" (1973b) to outsiders. Third, I will elaborate on the root metaphors used in this tradition. The person with faith concerns is compared to a seeker on a quest: a quest to find the meaning of mysteries related to death, suffering, evil, and the good life. Sacred meanings are sought in the religious rituals, sacred songs, and texts available in the culture and in the signatures of God in the world. The environment is a "web of significance" spun by the cultural members to sustain social life. To understand the person, the social worker must disentangle each symbol pointing to transcendent meanings about God, salvation, etc. and interpret it as part of the web. Change is compared to illumination, an insight into the interpretation of a sacred symbol that solves a problem of meaning. The social worker can be compared to an anthropologist who immerses herself in the religious group, explores the social and historical sources of central meanings, identifies the psychosocial consequences of the meanings for members, and provides ethnographies (translations) to non-members. Fourth, I will deconstruct this theory of religion and examine the key elements. These include assumptions about transcendent meanings, religious symbols, the diversity of faith traditions, and the influence of religious culture; key concepts including culture, dispositions, the problem of meaning, ritual, sacred symbols, and sacred order; and theoretical propositions about problems of meaning and the affirmative nature of religious symbols. The Catholic funeral mass and the Native American sweat lodge ceremony will be interpreted using this "Symbols and Rituals" theoretical language. Fifth, I will provide an eco-map incorporating the themes of SA for use in understanding a client affiliated with a theistic tradition. The environment includes the

supernatural/transcendent realm. The central circle represents the person with a soul or spirit. Relevant systems include the Supreme Being, divine personages, heaven, agents of evil, the congregation of the faithful, and agents of the sacred. Connections may be characterized in terms of moods, motivations and morals summarized briefly as positive (communion), stressful (estrangement), or tenuous (doubts). The map helps with understanding the client's individualization of his culture.

Presenter Bio (s): Forte is professor at Salisbury University, author of 4 books and 35 articles, and a presenter at international, national, regional, and local conferences. Forte has been teaching human behavior classes for 16 years, and recently completed 2 books: *An Introduction to Using Theory and Skills for Using Theory*. His teaching awards include Outstanding Virginia SW Educator, Outstanding Teaching Christopher Newport University, & NASW-MD SW Educator.

Workshop Title: Gatekeeping: A Social Work Educators Calling and Responsibility

Workshop Presenters: Dexter Freeman, DSW

Workshop Abstract: This presentation will describe the professional and spiritual responsibility that social work educators have for serving as watchmen and gatekeepers. The presenter will describe the qualitative and quantitative instruments used to evaluate, develop, and ensure that social work graduates of the Army MSW program are suitable to serve upon graduation. Participants will gain insight to improve the quality of gatekeeping they provide.

Workshop Number: 20120473 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the importance of gatekeeping within the context of the mission and purpose of the social work program.
- Identify quantitative and qualitative measures that can be used to promote and evaluate the effectiveness of gatekeeping.
- Allow participants to describe various methods they may use to monitor, evaluate, and develop social work students in their educational programs.

Level of Presentation: Intermediate

Target Audience: Educators

Workshop Description and References: This presentation will discuss the importance of gatekeeping in social work education programs. Since 1957, in the case of *Sweezy versus New Hampshire*, the U.S. Supreme Court has upheld the legal right and

responsibility of universities to provide an atmosphere that is conducive for speculation, experiment and creation. Justice Frankfurter went on to state that universities should have the freedom and responsibility to determine for itself on academic grounds who may teach, what may be taught, how it shall be taught, and who may be admitted to study. In essence, the Supreme Court was affirming that universities have the right and responsibility to serve as gatekeepers for the professions they equipping members of society to join. This presentation will define gatekeeping and discuss various mechanisms that may be used social work educators to keep watch over the profession. The presenter will discuss gatekeeping within the context of the mission and establishment of the Army-Fayetteville State University Master of Social Work Program. Brear, Dorraian & Luscri (2008) defined gatekeeping as a procedure that ensures the health of society and human service professions by controlling access through evaluating students' suitability for professional practice. This definition reflects four functional areas of responsibility that gatekeepers have: (1) To equip and develop suitable students for human service professions; (2) Remediate and terminate, if necessary, unsuitable candidates for entry into human service professions; (3) Protect and promote the health and well-being of the profession; (4) Protect current and future clients who might seek the support and service from a human service professional (Brear et al., 2008). The presenter will describe quantitative and qualitative instruments that are used to evaluate the appropriateness of candidates requesting entrance into the Army social work program. In addition, the presenter will discuss instruments and measures that are used to assess and further develop social work competencies among social work students. Finally, the presenter will discuss a four-level process of responding to challenging and/or ostensibly unsuitable students to ensure that cultural issues are considered in the process of gatekeeping.

Presenter Bio (s): Dexter Freeman is the assistant director of the Army-Fayetteville State University Master of Social Work Program at the Army Medical Department Center and School. Prior to Dr. Freeman taking this position he spent four years as an assistant professor at the Texas State University School of Social Work in San Marcos, Texas and 20 years as a social work officer in the United States Army.

Workshop Title: Modeling Cultural Competence through Collaborative Teaching

Workshop Presenters: Christine Fulmer, MSW, LISW-S Gregory Meriwether MSW
Julie Kuhn, MSW

Workshop Abstract: This presentation describes a technique for modeling multicultural competence in the classroom. The presenters will share their experiences of collaboratively teaching multicultural competence to a mostly mono-cultural student body. The second half of the session is experiential as the presenters invite the participants to engage in a practical exercise, which can be used in the classroom with students.

Workshop Number: 20120453 -

Learning Objectives: As a result of this workshop, participants will be able to:

- The participants will gain an understanding of the biblical concepts undergirding open honest communication
- The participants will learn key aspects of multicultural collaboration
- The participants will engage in an experiential exercise, which gives insight into the life of someone marginalized by society.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: Modeling Cultural Competence in Social Work Education through Collaborative Teaching. The Council on Social Work Education's Educational Policy and Accreditation Standards (2008) demonstrate the importance of students graduating from accredited programs to be competent in a number of practice behaviors. The focus of Educational Policy 2.1.3 is on the engagement of diversity and difference in social work practice. Various dimensions of this policy are further developed noting the importance of self-awareness and receptiveness as well as being willing to learn from our clients. The presenters posit that in order to teach true engagement of diversity and difference in social work practice, social work educators need to model this behavior with colleagues and students. In the presenters' experiences social workers and other helping professionals report feeling very comfortable working with one who is different when the individual is a client. However, there seems to be a missing element of comfort when it comes to working with a colleague or superior. At times, educators from minority backgrounds report feeling marginalized or isolated within academia. As social work educators, it is important to model healthy respectful relationships. The presenters acknowledge this can be challenging at times, but believe it is not only necessary to fulfill a CSWE expectation, but it is also a biblical mandate. Therefore, it is essential to be willing to address the difficult issues and work through them. The presenters represent two different ethnicities and backgrounds and are both social work educators. The session will offer a practical example to help students experience life in the shoes of someone marginalized by society. It will also demonstrate how collaborative teaching can aid in this realization. Participants are invited to participate in an experiential exercise for the second half of the session.

Presenter Bio (s): Christine Fulmer is a Licensed Independent Social Worker with a supervisory designation and an Associate Professor of Social Work at Cedarville University. She received her undergraduate degree at Baptist Bible College in Pennsylvania and her Master's in Social Work at Marywood University. Christine is a PhD student at the University of Kentucky pursuing her degree in Social Work. Christine is committed to racial reconciliation.

Greg Meriwether retired from the Department of Veteran Affairs Readjustment Counseling Program in Dayton, Ohio where he supervised a team of counselors and

managed his own case load for over 30 years. He has taught for more than 19 years at various colleges and is currently an Instructor of Social Work at Wright State University. Greg is passionate about racial reconciliation and has dedicated much of his professional and personal life to this.

Julie Kuhn is an Assistant Professor of Social Work at Cedarville University. She received her undergraduate degree at Philadelphia Biblical University and her Master's in Social Work at University of Pennsylvania. Julie is a PhD candidate at Memorial University in Newfoundland, Canada pursuing her degree in Social Work. Julie has a passion for diversity and cultural competence.

Workshop Title: Emotional Cycle of Deployment: Insight into the Lives of Military Children

Workshop Presenters: Angela Gaddis, PhD, LCSW

Workshop Abstract: Our nation has more children whose parent(s) has been or is currently deployed for military service than ever before. Social workers interface with these children in a variety of systems; schools, hospitals, and churches. This workshop will discuss some of the impacts, both positive and negative, of deployment as well as common behavioral responses. Implications for social work practice will be discussed.

Workshop Number: 20120462 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn to identify possible behaviors associated with a parents' deployment.
- Participants will learn and value the emotional stages associated with deployment.
- Participants will articulate interventions to increase positive coping related to deployment.

Level of Presentation: Intermediate

Target Audience: Social Workers, General Audience

Workshop Description and References: Social workers do not have to serve in the military to encounter children of deployed parents. We may serve them in schools, mental health settings, churches, etc. It is important for us to have an understanding of emotions and behaviors associated with their experience. Deployment impacts all members of the family, not just the service member. How a child responds is dependent upon a number of factors; age and developmental level of the child, number of deployments experienced, coping skills and support systems of the stateside parent. A

power point presentation will be utilized to present these dynamics. Time will be spent discussing the stages of deployment. Common emotions and behaviors as they relate to the varying stages of deployment will also be presented. If time permits, a video of teenagers talking about their experience will also be presented.

Presenter Bio (s): Angela Gaddis has a PhD from University of Alabama, School of Social Work. She has been teaching social work for over 15 years as well as maintaining practice with individuals, families, and children. Practice includes work with military and military families pre- and post-deployment.

Workshop Title: Ethical Questions and Surprising Answers for Congregational Social Workers

Workshop Presenters: Diana Garland, MSSW, PHD Gaynor Yancey DSW

Workshop Abstract: We will present research exploring how congregational social workers address ethical questions. In particular, we will explore the following issues: the role and identity of the social worker who is a religious leader; dual and multiple relationships in congregational social work; and evangelism as a congregation's mission.

Workshop Number: 20120439 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Understand the complexities of role and identity for social workers in congregational leadership.
- 2. Assess the dual and multiple relationships that characterize congregational social work, and the effective use of boundaries that promote wellbeing.
- 3. Consider evangelism as an appropriate mission for congregations, as well as the opportunities and challenges of this mission for social work.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: This workshop is based on a qualitative research project with 51 congregational social workers; all of them had professional social work degrees and were either working with a single congregation or were employed by an agency that was working with one or more congregations. The interviewees were located in 25 states and represent 16 religious groups. This workshop will present the research findings from the project that relate to ethical issues and

challenges that seem unique to this setting for social work practice. Most of those we interviewed have a professional identity that integrates the professions of social work and religious leadership as two facets of one whole, seeing them as complementary rather than in tension. A few of these social workers identify themselves both as “minister” and “social worker,” yet see them as two distinct identities, intertwined, perhaps, but still a duo. The history of separation of social work education from a religious identity during the century that social work education was developing has perhaps contributed to a sense of duality more so than in other professions where it is common to combine degree programs to prepare for particular professional settings. Social work in a congregation involves becoming part of a community that primarily gathers during after-work hours and on weekends. The social worker becomes a part of that community, known to others as a community member and leader, not just a weaver of community for others. Participation as a community member is an important asset the social workers can use in their work. Dual, and multiple, relationships cannot be avoided; they are expected and so these social workers have sought ways to manage relationships that protect community members/clients and themselves from exploitation. The social work Code of Ethics primarily deals with the most blatant of boundary violations; it does not provide such explicit prescriptions and proscriptions for the daily challenges that may arise in congregational social work. In a critique of the NASW Code of Ethics, Freud and Krug suggest that there is inevitable blurring of professional, social, and business distinctions, and engaging in a "social work relationship" are necessary in communities like congregations (Freud & Krug, 2002). Christians and Christian leaders believe that they have truth that others can benefit from knowing and a lifestyle that others can benefit from living. Therefore, their mission includes teaching others their faith and attempting to attract them to become Christians and/or members of a congregation, evangelism. The evangelism goal is akin to any organization's attempt to grow its members/followers. The question becomes what the role of the social worker is in leading that work, and how to ensure the self-determination of those served, as dictated not only by social work but also by Christian ethics. Freud, Sophie, & Krug, Stefan. (2002). Beyond the Code of Ethics, Part II.

Presenter Bio (s): Dr. Garland has her PhD and MSSW from University of Louisville. She is the inaugural dean of the Baylor University School of Social Work. She has authored or edited 20 books and has spent her 40 year social work career working and conducting research with congregations and religiously-affiliated organizations. Her most recent book, with co-author Gaynor Yancey, is CONGREGATIONAL SOCIAL WORK.

Gaynor I. Yancey, DSW, Professor of Social Work at Baylor University, graduated from East Texas Baptist University, Southwestern Baptist Theological Seminary, Temple University, and the University of Pennsylvania. She served as a Congregational Community Ministries Director for 25 years and has authored numerous professional articles and book chapters on community development and organizing.

Workshop Title: Faith Perspectives on Building Strong Volunteer Programs

Workshop Presenters: John Gavin, MSW

Workshop Abstract: How does our faith impact our interest in volunteering in support of community programs? Do religious practices make us more inclined to get involved? What are the faith perspectives that drive and shape volunteerism? Drawing on a recent study and 30 years of experience in volunteerism; this workshop explores these questions and provides a practical framework for building strong volunteer programs in organizations and churches.

Workshop Number: 20120471 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand how faith and religious practice impacts our volunteer engagement in our churches and community programs.
- Understand the broader faith perspectives that can inform our efforts to build strong volunteer programs.
- Consider a practical framework for building new volunteer programs or strengthening existing programs.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Faith Perspectives on Building Strong Volunteer Programs How does our faith impact our interest in volunteering in support of community programs? Do religious practices make us more inclined or less inclined to get involved? More broadly what are the faith perspectives that drive and shape volunteerism? What do these perspectives mean in terms of building strong volunteer programs in organizations and churches? This workshop explores these questions. During the summer of 2012 a study was conducted among Seventh-day Adventist collegiate exploring their faith practices and involvement in the community. An exploration of the broader faith perspective on the nature of humankind, social justice, service and the role Christians assume with regard to the needs of people also informs our efforts to build strong volunteer programs. Finally, a practical framework will be provided for building new volunteer programs or strengthening existing programs. Elements for this framework include: organizational readiness, recruiting, screening and matching, evaluation of volunteers, and making use of unaffiliated and untrained volunteers who respond spontaneously to community events such as a disaster. This framework draws on 30 years of practical experience with local faith-based organizations, community crisis centers, victim advocacy, community organizing, national and international disaster response programs, 9/11, university service programs and collaborative work with Americorps, FEMA, the Points of Light Foundation, National Voluntary Agencies Active in Disaster, and the Maryland Governor's Office.

Presenter Bio (s): John Gavin is the Director of the Undergraduate Social Work Program at Washington Adventist University and Director of the Center for Metropolitan Ministry - A research Center for churches and organizations working in urban areas of the world. He has a BSW from Walla Walla University and an MSW from Catholic University of America, National Catholic School of Social Services with concentration in Policy Planning and Administration.

Workshop Title: I Did Not Ask for This:A Candid Discussion on Sexual Assault

Workshop Presenters: Dr. Catherine R. Gayle, PH.D, LCSW, MSW,BSW,MFLC,MIN

Workshop Abstract: Through discussion, participants will gain a greater understanding of sexual assault and how this societal ill continues to negatively impact the lives of its victims. We will address best practices in dealing with victims of sexual assault and how professionals in the social services arena may best serve military personnel and their families who are victims of sexual assault.

Workshop Number: 20120499 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1.Obtain an understanding of the concept of “Sexual Assault” and its various properties.
- 2.Understand the historical origin of sexual assault and why it is accepted as a natural part of society.
- 3. Assess Sexual Assault from a spiritual perspective and view possible thoughts that God may have concerning this evil occurrence in our society

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Sexual Assault is the act of forcing an individual to participate in various sexual activities without their consent. It is a physical act, which is often used interchangeably as rape. However there is some variation in its process and will be thoroughly discussed in the preceding chapters. The act of sexual assault occurs when a man forces a woman into sexual intercourse. Sodomy is another form of sexual deviance, whereby a man forces another man into anal copulation. Sexual assault can also be classified through the act of sexual molestation where a perpetrator fondles the sexual organs usually of a child; including their breast, vagina, and anus. Sexual assault is a cruel act that devastates the lives of its victims and can have physical as well as psychological effects on their total being. The numbers of reported cases of

sexual assault cases in the military have increased by fifty percent. Through discussion, participants will gain a greater understanding of sexual assault and how this societal ill continues to negatively impact the lives of military personnel as well as their families. We will assess how sexual assault affects women and children as well as the alarming rate of sexual assault being levied against men. Best practices will be shared in providing services for victims of sexual assault such as self-esteem building , debunking feelings of guilt and shame along with providing a safety plan for victims who must remain in an arena where they have been violated. Data will be shared that instruct social service professionals who work in military installations how to provide assistance in the social services arena for victims of sexual assault; including addressing issues of permanency and how to use the strengths perspective for the reunification of the victims with their social networks. We will also discuss ways of interfacing with the perpetrator and helping them work with their issues that lead to the sexual assault

Presenter Bio (s): Dr. Catherine R. Gayle obtained a Bachelors of Science Degree in Social Work from Tuskegee University. Accepted into the Advanced Standing Masters Program at Florida State University, she obtained her Masters of Arts Degree in Clinical Social Work . She also obtained a PhD from Clark Atlanta University in Social Work Administration with a Cognate in Education. Presently she is the Chair of the Department of Social Work at Tuskegee University.

Workshop Title: Dealing with Burnout on a Micro and Macro Level

Workshop Presenters: Jerry Jo Gilham, PhD, LISW-S

Workshop Abstract: Causes of stress will be identified. Definitions for burnout, compassion satisfaction and compassion fatigue will be provided. Personal, client and organizational factors that contribute to professional burnout will be outlined. Various techniques for individuals and organizations to prevent and effectively deal with burnout, including spiritual strategies, will be outlined

Workshop Number: 20120461 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify sources of stress in social service organizations
- Be able to define burnout and become aware of the indicators and causes of professional burnout
- Identify various ways to effectively prevent and deal with burnout including spiritual strategies

Level of Presentation: Basic

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: This presentation will discuss the causes of stress in professional social work practice. It will define burnout and discuss the individual, client and organizational factors that contribute to burnout. It will outline what social workers can do as individuals, including using spiritual strategies, for preventing and dealing with burnout. Numerous suggestions for supervisors and organizations will be provided. This presentation will be interactive so that participants can offer their ideas, particularly related to suggestions regarding spiritual strategies for preventing and dealing with burnout.

Presenter Bio (s): I have been a full time undergraduate social work educator for 14 years, but have also taught for two MSW programs. I have over 35 years of professional social work practice in health, mental health, and child welfare settings as well as many years of experience as a consultant in corrections and early child development. I am a certified adoption assessor.

Workshop Title: Joy of the Gospel: An Exemplar of Integral Ethics

Workshop Presenters: Mari Ann Graham, Ph.D., LISW, MSW

Workshop Abstract: Using Pope Francis' recent publication, Joy of the Gospel, this workshop will demonstrate how the Pope's positions on abortion, poverty and other issues of interest to Christian social workers demonstrate a complex, nuanced, and "integral" approach to ethical reasoning. This approach offers an intelligible, visual and conceptual way for people of faith to engage difficult topics and evoke less judgment and emotionally-charged responses.

Workshop Number: 20120581 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand key portions of Pope Francis' apostolic exhortation, The Joy of the Gospel.
- Understand what is meant by an "integral ethics" framework and use it to identify various aspects of ethical dilemmas.
- Understand how the Pope's teaching represents an "integral" perspective on ethics and can be a useful model for having difficult conversations.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Pope Francis' "rock star appeal" □ has captured the imaginations of the popular press as well as religious journals around the world (AllAfrica.com, 2013; Allen, 2013; Booth, 2013; Jackson, 2013; Reese, 2013; Rusthoven, 2013; Weigel, 2013; Murphy-Gill, 2014; Willian, 2014). His appeal is attributable to his no nonsense, down-to-earth religious sensibility, which is clearly evident in *The Joy of the Gospel*, released late last year and available free of charge on line (www.vatican). Hailed as a visionary (Jackson, 2013), and as revolutionary who is also an efficient manager (Weigel, 2013), this Pontiff has also been called Marxist by those concerned about his scathing critique of unfettered capitalism (Francis, 2013, paragraphs 52-60). But conservatives also find much to embrace in the Pope's teachings. Fea (2013), for example, provides 10 good reasons why evangelicals should read this document. This wide appeal is not surprising if one considers this document from an integral ethical orientation. It may prove to be one of the most timely, influential and accessible exemplars of integral ethics. The Pope's position on abortion, for example, is unwaveringly pro-life based on the conviction that "a human being is always sacred and inviolable, in any situation and at every stage of development" □ (Francis, 2013, paragraph 213). He goes on to make clear that the Church will not change its position on this issue in an attempt to be "progressive," □ while simultaneously acknowledging that the Church has not done enough to support women in difficult situations, especially when pregnancies are the result of rape or occur in the context of extreme poverty. He ends with the compelling question, "Who can remain unmoved before such painful situations?" □ The Pope demonstrates a more complex system of ethical reasoning that shows the inseparable nature of deontological and consequentialist schools of ethics as well as the concurrent realities of individual and collective experiences. While Christian social work educators and practitioners have been navigating this complexity, we still struggle to articulate our views in ways that can be intelligibly received by those from differing faith traditions or those without a faith tradition. The integral ethics frame offers us a visual as well as conceptual way of making these difficult conversations possible, not to mention less judgmental and emotionally- charged. For social work educators who remain concerned that behaviorally-focused, competency-based education without the concurrent development of moral character and virtues leaves social workers ill-prepared for the complexities inherent in the modern world (Chamiec-Case, 2013; Costello, 2013), the integral ethics lens is a valuable tool. Participants will not only become more familiar with why the current Pope is commanding so much attention, they will also gain a more nuanced understanding of ethics.

Presenter Bio (s): Mari Ann Graham, Ph.D., is Associate Professor, School of Social Work, St. Catherine University/University of St. Thomas where she teaches policy and practice courses including an elective she developed, *The Spiritual Dimension of Social Work Practice*. She is also currently the Chief Diversity Officer for the University of St. Thomas and is known for her engaging style as well as for using music and other art forms in her presentations.

Workshop Title: "May the Mind of Christ" : Help for Marital Brokenness

Workshop Presenters: Leslie Gregory, MSW, LSW

Workshop Abstract: Our fallen nature and resulting brokenness have invaded Christian marriage today leading to marital disharmony and dissolution at a rate that makes one question what difference faith makes. This workshop will be focused on helping married Christians have the mind of Christ by drawing from a series of questions that couples can ask themselves. These questions are to help modify how they relate to one another to build marital harmony and oneness.

Workshop Number: 20120547 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Explore marital brokenness among Christian couples and recognize this brokenness as being rooted in our fallen nature.
- Consider how mindfulness can be applied to work with Christian couples by helping them learn how to have the same mind as that of Christ.
- Describe a series of questions that can be explored with couples to help them grow in oneness and harmony as they seek to glorify God.

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: "May the mind of Christ, my Savior, Live in me from day to day, By His love and power controlling All I do and say" (Wilkinson, 1913). Divorce statistics today are unsettling, revealing that divorce rates among Christians are comparable to those of non-Christians (Barna, 2009). Our fallen nature and resulting brokenness have invaded marriage leading to marital disharmony and dissolution at a rate that makes one question what difference faith makes in our marriages. Christian couples may have lost sight of a key resource for living, which is Christ's example. Throughout scripture there are examples of how Christ lived his life and these examples can be applied to Christian marriages today. Christ longed to bring Glory to the Father in and through His life (John 8:29, 54) and we are called to do the same. Ehman (2012) describes what it means, according to Old Testament Hebrew, to glorify; "when we say our actions should glorify God [what we are saying is] they should point to him and make him famous" (p. 37). What could happen if individuals were to ask themselves whether they have the same mind as Christ (to bring glory to God) as they are relating to their spouse? Allmond (2009) developed questions Christians can ask themselves to help overcome temptations of daily living. With slight modification, these questions can be used with couples to help them be mindful of how their words and actions could impact their loved one. Questions couples can ask themselves include:

1. Does what I am doing or saying to my spouse bring glory to God?

2. Can I do or say this to my spouse in the name of Christ?
3. Can I offer a prayer of thanksgiving over it?
4. Does it build my spouse up or tear them down?
5. Will this help my spouse or will it cause them to stumble?

Christ's power for living is available to us if we are willing to be present and in the moment (mindful) so we can think before we act and consider how we can bring God glory through our marital relationships. This workshop will be focused on helping married Christians gain mindfulness (Bell, 2009) about how they are relating to their spouse and use the "measuring stick of Christ" (Ehman, 2012) to modify how they are relating to one another using a series of questions. Case examples of marital brokenness will be considered with emphasis on how having the mind of Christ can help couples build marital oneness and harmony.

Presenter Bio (s): Leslie S. Gregory, MSW, LSW, is a Senior Lecturer and the Field Education Director in the Social Work Department at Eastern University. She primarily teaches in the practice and policy sequences of the social work curriculum. She is also a clinical social worker in a group practice serving individuals, couples, and families.

Workshop Title: How Fathers Teach What God is Like: A Cautionary Psychological Tale

Workshop Presenters: Claudette Grinnell-Davis, MTS, MSW, MS, PhD candidate

Workshop Abstract: This session will define religious maltreatment and summarize the ways it may exist in religious communities. In addition, this session will consider how natural cognitive child development influences how children believe in God and how religious maltreatment affects both development and resultant belief.

Workshop Number: 20120540 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Attenders will learn how child development predisposes them to belief in God, how they ascribe meaning to concepts, and how they apply them to broader settings.
- Attenders will learn new definitions of religious maltreatment and how broader society understands the concept in varying ways.
- Attenders will learn how fathers teach children who God is, and how churches may support religious maltreatment in their midst through shared fathering practices.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders

Workshop Description and References: Child maltreatment by religious figures has received considerable media attention, mostly concentrating on the use of power by priests or pastors to engage in sexual abuse of various times. However, with the rise of the neo-Atheist movement sparked by writers such as Richard Dawkins, Daniel Dennett, and the blogger Hemant Mehta, some now consider religious training itself " as well as practices like circumcision " a form of child abuse. They argue that children are born tabula rasa as far as religion is concerned and that religious teaching is a form of coercion that violates children's rights. In addition, a new movement, marked by organizations such as the Committee for Responsible Homeschooling and Homeschoolers Anonymous, alleges that the isolation that comes from being homeschooled hides considerable abuse and neglect, particularly down gender lines. Many of the people in these movements are females who descended from parents involved in either conservative patriarchy movements within Christianity or, more specifically, the Quiverfull movement. Rather than revisit the notion of religious maltreatment from a journalistic perspective (as done by Janet Heimlich in *Breaking Their Will: Shedding Light on Religious Maltreatment*), this presentation begins with the premise that children may be "born believers." Justin Barrett, professor of cognitive psychology and development, argues that children are born with two cognitions that make them prone to "god-concepts": "hyperactive agency detection devices (HADDs)" that readily attribute agency for actions to objects and other people; and the notion of template and expectations (i.e. children know how to recognize when things act in ways they shouldn't). Pascal Boyer takes this concept further and argues that even if people are left to their own devices, they naturally develop god-concepts. In turn, the actions and symbols that these cognitions spark result in a transmission of attributions of power, agency, and meaning to them. This has implications for church communities and how child maltreatment may flourish in them. One of the arguments used to defend the ordination of women has been that abused women find the concept of God as "Father" hard to take because of their own experience of fathers. This is particularly important because God has identified himself as Father and as an image-bearer of God, how one fathers children is significant to how children learn what God is like. This presentation ends with how churches can both encourage fathers as image-bearers of God to do so in a way healthy to their children and humble to God, and to promote child well-being withing the community of faith.

Presenter Bio (s): Claudette Grinnell-Davis is completing her PhD in social work and psychology at the University of Michigan. Her research interests include parental contexts for child maltreatment, parenting intervention, the experience of Muslims in the child welfare system, and the role of religion and spirituality as both a risk and a protective factor.

Workshop Title: Making a "Good Egg" Better: Healing from PTSD

Workshop Presenters: David Hale, MSBA

Workshop Abstract: The presenter knows firsthand about PTSD and will discuss medical and mental health issues involved. He will describe how a client-centered team approach has been architected to facilitate and strengthen healing and discuss the importance of recognizing spiritual values in treatment. Time for questions will be included.

Workshop Number: 20120572 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Be able to explain why it is important to understand and work with the spiritual issues in working with people with PTSD
- Be able to describe three advantages and disadvantages of using a team approach in treatment
- Be able to explain briefly the major difference in a normal brain and the brain of a person with PTSD

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: The presenter offers a viewpoint to clinicians and others working with veterans and their families as one who knows firsthand what it means to be diagnosed as having post traumatic stress disorder (PTSD). Having served thirty years in the Army, he retired with a 100% Veterans disability. He's also known others with PTSD, both treated and untreated, and has worked with a variety of treatment personnel that includes physicians, psychotherapists, and chaplains. He will show how PTSD is a medical as well as a mental health issue. He will also show how a client-centered team approach facilitates and strengthens the healing process and discuss the importance recognizing and including spiritual values in treatment. Pictures of normal brain scans and people affected by PTSD show the areas of the brain that are affected. Pictures detail how that affects thinking and behavior and trace its effect on the individual. Brain scans allow us to see how the neurological issues are translated into behaviors, sometimes disruptive to others, but just as painfully present in a consistent manner to the one diagnosed with PTSD. This means that PTSD is not only a mental health problem, but also a medical problem. As it is both a medical and a mental health problem, PTSD is best treated by a combination of methods which includes both drugs and psychotherapy. We'll look at the major classifications of drugs used to treat PTSD. There are also multiple alternative resources such as the alpha stim, biofeedback, and diving, among others which we will discuss. One of the aspects of

care which we'll focus on is the way in which a team approach to management of (my) care has been built in. One major advantage of the team approach is that I manage my own health in much the same way that other people manage their own finances or their careers but I do that through the aid of the team. We'll talk about the composition of the team, how it works, the use of technology, advantages and disadvantages of the team approach, and the characteristics of a good therapist in working with PTSD. There are some common issues which come up for people who have been trained to fight and come through the battle. We'll talk about those issues and the very real importance of addressing spiritual issues in a non-threatening manner and the difference between medical and moral wounds. There are a lot of veterans and returning soldiers who need help; sometimes they are really reluctant to get it. Using PowerPoint and my own experience, I hope that I can perhaps offer a helpful perspective to folks like you who work with PTSD clients regularly. Aside from the PowerPoint and my comments and perspective, I plan to leave time for questions before wrapping up. One of my goals in presenting is to share a message of hope because, while I have PTSD, I still am able to work, enjoy my family, laugh and enjoy friends, and appreciate God's abundance in my life.

Presenter Bio (s): Dave Hale retired from the Army, serving thirty years in assignments including Haiti, Bosnia, Afghanistan, Kosovo, Kuwait, Honduras, Sinai, and Iraq. Since 2009 Mr.Hale has worked in private industry: provided planning support at the corporate level, improved IT architecture, coordinated large scale projects, and synthesized complex systems into a coherent whole. He and his wife are active in their local church and other Christian charities.

Workshop Title: Ethical Social Work Practice with LGBT Clients

Workshop Presenters: Helen Harris, Ed.D. Jon Singletary Ph.D.

Workshop Abstract: This interactive presentation will address the opportunity and challenge for social work practice with the population of lesbian, gay, bisexual and transgendered (LBGT) clients. Scripture and evidence-based/informed interventions will be considered in the ethical integration of Christian faith and social work practice.

Workshop Number: 20129999 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Describe the conflict and complementarity of social work values and Christian values
- Apply social work values to work/intervention with the LBGT population

- Articulate the opportunities and challenges in being dual citizens in the world

Level of Presentation: Intermediate (MSW level)

Target Audience: Convention workshop

Workshop Description and References: There may be no more divisive issue in the Christian church than the issue of homosexuality. The church struggles with questions of homosexuality as choice or orientation, same sex marriage, and acceptance of lesbian, gay, bisexual and transgendered (LGBT) persons in the church (Zahniser & Cagle). LGBT persons who identify as Christians struggle with self- acceptance, marginalization by family and friends and with finding a community of faith (Tan, 2012). In a religion where all believers are both sinner and saint, some churches identify gay and lesbian persons as sinners worthy of “damnation in the eyes of God” (Wilson, p. 165). Many social workers who identify as Christians struggle with their competing personal and professional values. The conflict of professional ethics and religious politics is a continuing challenge (Garland, 1999). The NASW Code of Ethics is unambiguous about the values of dignity and worth of each person, social justice, and competence. It does not tell us how to resolve the dilemma of valuing persons when we find their values or experience a challenge to our own beliefs or experience.

This workshop examines social work responses to work with the LGBT population, the juxtaposition of Christian values and social work values including practice application. Tan (2012) found that some social workers refer rather than work with LGBT persons. The author also examined best practices including evidenced based/informed practice. This presentation will explore that continuum to help practitioners provide excellent practice, honor their clients’ values and their own values, and respect their contexts of practice.

Presenter Bio (s): Helen Harris, EdD, LCSW is an Assistant Professor at the Baylor School of Social Work. Her practice experience includes more than 13 years hospice work. She was a founding member of the McLennan County AIDS Resources and Services (McCares) organization. Dr. Harris’ research is focused on loss and grief, particularly the cognitive impact of loss. She also writes in the areas of social work ethics, social work pedagogy, and faith and practice.

Jon Singletary, PhD, MSW, MDiv serves as the Diana R. Garland Endowed Chair for Child and Family Studies and as Associate Dean for Graduate Studies in the Baylor School of Social Work. His research focuses on a variety of social issues as they intersect with faith. He served as pastor and in a variety of congregational ministry settings before joining the Baylor faculty 12 years ago. At Baylor he has directed the Center for Family and Community Ministries.

Workshop Title: Teaching Interpersonal Skills: Role-Play, Competition and Community Support

Workshop Presenters: Jennifer Hedges, MSW

Workshop Abstract: Pedagogical creativity facilitates the shift for students from thinking of clinical skills as naturally occurring to competencies that require extensive study, thought and practice. Experiential learning through a role-play competition involving professional, faculty and peer evaluation motivates students to learn and practice clinical skills by participating and using reflective practice

Workshop Number: 20120513 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Teach through experiential learning, using creativity and competition as motivation for students to learn and practice skills
- Discuss pedagogical strategies and tools for evaluating and assessing clinical interactions in the classroom
- Recognize the empirical evidence in using role play activities to facilitate student learning and appreciation of communication skills and the helping relationship

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: In my experience as an educator of a helping profession (social work), I have observed that most students at the introductory level see communication skills as a natural ability. Using a backward design, my role is to introduce them to the concept of listening as an active process, requiring ongoing reflection, practice and skill development. In my session I will describe a clinical skills competition, a unique opportunity for students to practice their clinical communication skills and to receive feedback from peers, social work faculty and professionals from the community in the social work field. These experiences connect students' knowledge base with practice skills and maximise student "learning for transfer", capacity for critical thinking and problem solving skills (Grose, 2013). Reflecting on their roles as helper, client and observer builds self-efficacy. A standard rubric to evaluate demonstrated clinical skills is used to provide written and verbal feedback and to score performances. This is a fun opportunity for students to challenge each other. Students are enthusiastic about the competitive nature of the event and the opportunity to receive constructive feedback from peers and guest observers that will help advance their skills. Role-plays are commonly used in the classroom to practice communication skills and receive feedback from peers and instructors. By taking the role-play experience, making it a mandatory and graded class assignment and adding the element of competition, individual learning is enhanced through extensive preparation. These experiences help

"produce critical reflective thinkers who can translate complex theory into meaningful practice" (Kinney & Aspinwall-Roberts, 2010, p. 27). Hargreaves and Hadlow (1997) describe a "framework for a constructive learning experience and the importance of focus in underpinning a competency based approach" that uses role-play design, observation and feedback to help students integrate knowledge, values and skills of social work practice (p.61). Healthcare, Law and Social Work programs in particular use role play exercises to practice, demonstrate and evaluate communication skills (Berkhof et al., 2013; Petracchi & Collins, 2006; Kang, 2012). These simulated scenarios offer experiential learning that is interactive and also practice for students. Research has recognised the validity in using simulated role-plays as an evaluation tool to assess interactional skills (Lu et al., 2011). To illustrate how role plays can be used in the classroom, conference participants will be asked to engage in a brief role-play. Participants will either take on the role of helper, client or observer. The observer will use a feedback evaluation form to help identify specific skills, strengths and areas for improvement. Afterward the participants can share their experiences and will have the opportunity to provide feedback to the group.

Presenter Bio (s): Jennifer Hedges is an assistant professor of social work at Booth University College in Winnipeg, Manitoba, Canada. She completed her MSW at the University at Buffalo. Jennifer currently teaches Introduction to Clinical Skills, Practice with Individuals, Introduction to Social Welfare and Introduction to Social Work. Research interests: clinical skill development for professional practice with an emphasis on demonstrating empathy and child welfare.

Workshop Title: Using Popular Media to Make Policy Courses Come Alive

Workshop Presenters: Anthony Hill, MSW, Ed.D

Workshop Abstract: This workshop is designed to enhance teaching skills in using popular media such as DVDs, YouTube clips, and songs as an educational tool in teaching policy courses. The presenter will share examples and ways to utilize popular media while teaching policy courses to social work students.

Workshop Number: 20120459 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Learn creative ways to utilize popular media in order to enhance student's knowledge about the benefits of social action and social policy
- Become knowledgeable about accessing specific multimedia materials that will help students relate social policy to contemporary issues today
- Learn and share ideas about popular media clips and curriculum strategies as a way to keep students engaged in exploring social policy

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: How do you get your social work students to key in on the importance of policy and social advocacy? Many students immediately think of engaging solely in direct practice as they begin their social work education. There is a need to prepare students to gain the knowledge and skills required to be advocates for their clients and to also engage in social action. How do you get your students to pay attention in class? Today's social work students are very familiar with technology and popular media for entertainment, information, and social connections. This workshop is an interesting approach to utilize popular media such as DVDs and YouTube clips in order to make connections to curriculum content and to help students explore the key attributes of social advocacy and learn about social policy. The presenter will share examples and ways to utilize popular media as a way of educating and inspiring students to get involved in social action. Some of the clips include learning about historical figures such as Mother Teresa, Rev. Dr. Martin Luther King, Eleanor Roosevelt and other prominent social advocates such as Marian Wright Edelman and Geoffrey Canada. We will also examine video clips addressing issues such as mass incarceration, working in schools, and video clips discussing the political process featuring President Obama, Mayor Cory Booker and clips from the HBO series The News Room examining the greatness and social challenges facing American society. This workshop will also highlight the importance of integrating music, poetry, and spoken word artists. This workshop will equip educators to connect with students in a medium that will deepen students' awareness and knowledge about the benefits of social action.

Presenter Bio (s): Dr. Anthony C. Hill, MSW, Ed.D is an assistant professor at Springfield College School of Social Work at Springfield College. He has extensive experience in both the fields of social work and education. He teaches in the policy, practice and HBSE sequences. Dr. Hill is very active in his church where he serves in several leadership positions and is involved with several community organizations.

Workshop Title: Developing Spiritual Competence and Values in Practice with Clients

Workshop Presenters: Maureen V Himchak, Ph.D., LCSW Nancy Neverka-Barker, Ph.D., LCSW

Workshop Abstract: Social workers are responsible to become spiritually competent in their practice with clients who express spirituality and religion as being essential in their life situation. This presentation integrates spiritual competence, the core values of social

work with the four dimensions of spirituality: immanence, transcendence, universality and transformation.

Workshop Number: 20120445 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To present cultural competence standards with the four dimensions of spirituality: immanence, transcendence, universality and transformation
- To integrate the core values of social work through the four dimensions of spirituality: immanence, transcendence, universality and transformation.
- To present a reflective process, mindfulness, holistic perspective and value clarification with the four dimensions of spirituality

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Through a reflective process, mindfulness, holistic perspective and value clarification, the spiritually competent social worker addresses the four dimensions of spirituality: immanence, transcendence, universality and transformation in relation to the core values in their practice with the client. Respecting the inherent dignity and worth of all individuals requires that the social workers treat each person in a respectful manner, mindful of individual differences and cultural diversity. (NASW, 2000). Asking clients to define themselves in the context of their spirituality allows them to develop self-awareness from an individualistic point of reference: their personal advancements, inner-directed motivation, mind-fullness, autonomy, and their own independence and self-reliance. (Tropman,1995). From this sense of self, the clients draw upon their immanent spiritual strength that empowers them toward self-determination. As the clients define themselves in terms of relationships with family and community, they draw upon their immanent strength found in the meaning and orientation from their interdependence in these relationships. Human relationships is a vehicle of change for transforming individuals, families, and communities in promoting the general welfare of community. (Congress,1999). Developing and strengthening relationships on individuals, family, and communities are essential among people at all levels. The clients draw upon a transcendent strength that comes from their connectedness and interpersonal effectiveness to others as being beyond themselves. Through dialogue and collaboration with others, the clients perceive themselves as being interdependent with family and working together as a community for the general welfare of everyone in relation to them. (Fry, 2003) Integrity challenges social workers to behave with authenticity. Authenticity requires that social workers reflectively assess their own personal spiritual values and integrate these values with those of the profession. Establishing trustworthy relationships with clients, the spiritually competent social worker engages in positive unconditional regard and suspended beliefs concerning the spiritual beliefs and values of the clients. Social workers are attuned to the rules of the agency and the manner in which the rules are applied to meeting the client's needs. Social

workers who engage with their clients about spiritual beliefs will adhere to the rules of fair play and fair share as the basic orientation of agency policies in adjusting to meet the basic needs of the clients. Integrity requires that the clients and social worker engage in a collaborative process with setting goals that are authentic to the spiritual values of the clients and that will empower them towards self-determination in personal growth and spiritual transformation.(Reave,2003) Service helps clients in addressing and resolving challenges. Service is interconnected with the value of competence

Presenter Bio (s): Maureen V. Himchak, MPF, Ph.D, LCSW is an Assistant Professor of Social Work at Kean University, NJ. She teaches Graduate Research and Social Work Practice. She received degree from Fordham University, Ph.D SW, MSW Individual and Family, MS Religious Studies. She is Licensed Clinical Social Worker. She published the articles: Social Justice and Catholic Church, Social Justice Value Approach towards Physician Assisted Suicide among the elderly
Nancy Barker attended Adelphi University's School of Social Work where she majored in clinical social work and graduated with a Masters in Social Work. She started a private practice, had a specialty in treating phobias and secured her LCSW (Licensed Clinical Social Worker from the State of New York). Life's winds took her to a nursing home where she became the Director of Social Services and fell in love with the elderly population.

Workshop Title: Discovering Spirituality in a Faith-Based Post-Incarceration Program

Workshop Presenters: Linda Hood, ABD Anita Lightburn PhD Dawn Ravella

Workshop Abstract: This presentation examines the phenomenological emergence of spirituality and community in an intense faith-based life skills empowerment program for post-incarcerated individuals. Participant cognitive and affective experiences of spirituality defined as love, faith, hope, joy, forgiveness, compassion, and awe will be explored as beneficial supports to community transition and resilience.

Workshop Number: 20120523 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Use of traditional and non-traditional phenomenological methods to define and identify spirituality and community in faith-based programs.
- Practice describing "lived experience" using program film clips as a method of communicating evidence of relational spiritual capital contributing to outcomes.
- Use evidence of spirituality and community to describe and explain outcomes in faith-based programs, and avenues for an effective restorative justice practice.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: Two large, influential congregations located in New York successfully run an intense community-based life skills empowerment program for post-incarcerated individuals. The Coming Home program meets twice a week for three months, and employ specific model mechanisms such as sharing a meal, case management, mentors, psycho-education, and life story sharing (Mahoney, & Daniel, 2006; Jacinto, Turnage & Cook, 2010). Qualitative data was collected and examined to identify and locate program spiritual components and participant spiritual development that allow for the increase in well-being and resilience, as well as use of effective trauma coping mechanisms. Qualitative data examined include analysis of filmed program events, participant descriptions and experiences of community and spirituality in relation to healing from individual interviews and focus groups, and personal interviews with program managers and group facilitators to understand these components in relation to program outcomes (Patton, 2002). Cognitive and affective spiritual components that include love, faith, hope, joy, forgiveness, compassion, and awe (Vaillant, 2008) were evident in individual and group interactions, as well as witnessed and experienced by group facilitators and program managers. Participant understanding and experiences of community and spirituality were also analyzed in conjunction with quantitative program outcomes. Outcome data collected at program start, finish, and six month follow-up consisted of a participant questionnaire documenting personal and demographic data, questions on community and spirituality, the Sense of Coherence scale (SOC) measuring well-being, and the PTSD Checklist Civilian Version (PCL) measuring trauma symptoms. The Sense of Coherence scale is strongly correlated to spirituality in that it cognitively and affectively measures participant meaning making, coping, and personal understanding (Antonovsky, 1993, 1996; Almedon, 2005). Analyzing qualitative data in light of the outcome data indicated the presence of spirituality and community that may support a reduction in trauma symptomology as well as increased resilience and effective participant coping. Although the Coming Home program is faith-based, components of spirituality and community are not explicit in the program model. Despite this latent model feature, evidence of spiritual development and community relationship organically emerged by program completion and continued six months after program completion. Discussion of the role of community and spirituality in a racially and ethnically diverse group will be examined as promoted for congregations by Trulear (2011) and Mills (2008). Implications for restorative justice practices as an added aspect of spirituality will be considered.

Presenter Bio (s): Linda Hood has been a member of the Beck Institute on Religion and Poverty research team at Fordham University for several years, focusing on program model components and outcomes for faith-based life skills empowerment programs for post-incarcerated individuals. Recent research resulting her dissertation has focused on

phenomenological exploration of the emergence of spirituality and community evident in these programs.

Dr. Anita Lightburn is the Director of the Beck Institute on Religion and Poverty and a professor at Fordham University Graduate School of Social Service. Dr. Lightburn's professional expertise are in community-based clinical practice, capacity building, evaluation research, leadership development, and faith communities.

Dr. Dawn Ravella is the Director of Mission at the Reformed Church of Bronxville. Since 2009 under Dawn's initiative and direction, Bronxville Reformed Church has hosted the "Coming Home" program - an intense community life skills program for post-incarcerated individuals.

Workshop Title: Mindfully Christian: Examining Mindfulness from a Christian Worldview

Workshop Presenters: Lisa Hosack, PhD, LMSW

Workshop Abstract: Mindfulness theory and practice has experienced exponential growth among social work practitioners. However, practitioners, in a well-meaning attempt to locate ever-more-meaningful interventions for their clients, sometimes adopt practices without carefully considering the underlying philosophical assumptions. Mindfulness theory and practice will be carefully examined in light of its utility and cautions specifically for Christian social workers.

Workshop Number: 20120464 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Identify the primary philosophical tenets of mindfulness theory and have a basic knowledge of mindfulness practices.
- 2. Be more informed in considering mindfulness through a Christian worldview, identifying places of congruence and incongruence with Christian theology and principle.
- 3. Gain understanding of centering prayer as a potential companion or alternative to mindfulness practices.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Mindfulness theory and practice has experienced exponential growth in the last decade among social work practitioners, both secular and Christian. However, practitioners, in a well-meaning attempt to locate ever-more-meaningful interventions for their clients, sometimes adopt practices without

carefully considering the underlying philosophical or theological assumptions. Christian social workers are understandably attracted to many aspects of mindfulness practice including its ability, with repetition and over time, to decrease emotional reactivity by effectively activating "deeper" areas of the brain where executive functioning (i.e., the ability to more effectively problem-solve) is accessible to the client. A small, but growing body of empirical knowledge suggests that mindfulness underscores the long-held concept of brain plasticity and an individual's ability to "change their brain" by essentially training it in the direction of more reasoned and logical responses. Mindfulness theory has significant implication for clients of social work who, for a myriad of developmental and environmental reasons, are frequently controlled by highly emotive responses. This is particularly true for some of the most vulnerable clients who experience emotions in such an exaggerated nature that it is often only a small jump to engaging destructive behavior. This presentation takes a nuanced perspective, acknowledging the creative and life-enhancing aspects of mindfulness theory and practice, while also suggesting that such an intentional focus on the self may be problematic for the Christian social worker. How, for example, does a Christian social worker reconcile the spirit of the Gospel to be "other-focused" with such a self-focused orientation? One has to question if the intentional focus on self typically enables the individual to more fully enter a Christian community or if it does precisely the opposite, fostering and further structuring values of individualism and self-sufficiency. The indwelling work of the Holy Spirit as companion, guide, and director offers another important consideration as one considers the primary emphasis of mindfulness upon "listening to" one's self. Perhaps missing for the Christian is the critical linkage between mindfully listening to the self and the Holy Spirit for the purpose of connecting with God and others, far broader (and far grander) purposes than self-actualization or emotional regulation. Related to that, many hold that the Holy Spirit communicates directly through human emotions, arguably calling into the question the mindfulness emphasis on emotional regulation at all costs. Participants will be encouraged to thoughtfully consider these principles as they consider ways to utilize, or some would say, "redeem," mindfulness for the kingdom purposes.

Presenter Bio (s): Lisa Hosack holds a PhD in Social Work from Michigan State University and a MSW from University of Illinois-Chicago. After twenty years in clinical social work practice in Chicago and Michigan, she returned to school to prepare for a career in social work education. She has a new position as Assistant Professor of Social Work at Grove City College in PA where she is busy teaching and working toward an accredited BSW program.

Workshop Title: Critical Illness and Spirituality in Older Adults -- Survival Factors

Workshop Presenters: Liz Johnston, PhD, LCSW

Workshop Abstract: Research study of 32 critically ill, ICU survivors over 65. Previous research has ignored older adults. It is important to learn from and honor our elders. The study participants who coped well with illness all had a spiritual faith. Many participants had near death or spiritual experiences. The workshop will explore how faith promotes survival. Practical suggestions for working with critically ill clients and loved ones will be provided.

Workshop Number: 20120465 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Course participants will be able to identify the 4 coping patterns found among the older adult survivors of critical illness.
- Course participants will be able to define hypnagogic hallucinations and learn how to help older adults process and understand these events as spiritual experiences.
- Course participants will learn practical clinical approaches to work with older adult survivors of critical illness, both in the hospital and after returning home.

Level of Presentation: Intermediate

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: Older adults can now survive previously fatal illnesses. The modern hospital technology that helps patients survive may also cause PTSD due to invasive machines and procedures. Previous research has found that ICU survivors often have a difficult psychological recovery. Many patients who spend time in the ICU have profound spiritual visions or near death experiences. The medical profession often dismisses these experiences as hypnagogic hallucinations. Patients may be reluctant to talk to social workers about their experiences due to fears of being labeled "crazy". In general the psychology of older adults has been ignored. Spirituality is also neglected in mainstream psychology. Social justice demands that we respect the wisdom of our elders and allow their voices to be heard, especially about spiritual experiences. This presentation describes a study of 32 older adults, who were asked to describe their recovery from critical illness in their own words. Unique research results were obtained by using both quantitative and qualitative approaches, informed by social work clinical wisdom. The research found four different participant coping patterns: Avoidance, Depression, Denial and Positive Coping. The participants in the Positive Coping group all had a spiritual faith, with the majority of the participants being Christian. This presentation will elaborate the connections that were found between the participants' spiritual experiences and recovery from critical illness. Previous research has found that religion and spirituality are factors which promote recovery and healing from serious illness. Future research is needed using evidence based practices to demonstrate the precise manner in which a religious faith is helpful. This study represents an initial exploration of the dynamic ways in which faith helped the Positive Coping group to both

survive their illness and to begin a process of post-traumatic growth. The workshop will conclude with practical hands on techniques and suggestions which social workers and laypeople can use to help both ICU patients and critically ill elders.

Presenter Bio (s): Dr. Liz Johnston, PhD, LCSW is a social worker in private practice in San Luis Obispo, CA. She also teaches in the sociology department at Cal Poly University. She recently completed her PhD at Smith College, School for Social Work. Dr. Johnston has 15 years experience as a medical social worker in hospital Rehab and ICU units.

Workshop Title: 2014 Social Worker: Christian, Divorced & 50

Workshop Presenters: Ann-Marie Jones, MSW, Ph.D., LMSW

Workshop Abstract: How do social workers cope with personal life-altering challenges while still providing quality services to their clients? Counselors who choose not to obtain counseling for personal losses, can actually cause mental anguish to their clients because of their lack of focus on the clients.

Workshop Number: 20120472 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn about options that social workers' have while dealing with life's challenges
- Participants will learn how to help our clients while coping with our own life-changing issues
- Participants will learn how faith helps the social worker and the client to meet their individual needs

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: We must go on. No matter what we, as the "beacons of hope", are going through in our lives, we must go on because we have people to help, families to care for, bills to pay, homes to maintain and more. Why should we go on? How do we go on? If we, the "so-called educated and articulate" are asking these questions, how many more questions are our clients asking? Are we able to help them if we can't or won't help ourselves? "The social work profession is diverse in educational preparation, age, gender, socioeconomic status, sexual orientation, race, culture and spiritual traditions" (Strom-Gottfried & Mowbray, 2006, pg. 9). In the world of social work, we tell people daily, in a nutshell, "everything is going to be alright", but do we

still believe our own "rhetoric" when our own lives are in disarray? Faith in practice can be difficult at times, but when we apply faith to human development and behavior across the lifespan, it becomes more challenging. This occurs because we are growing and aging daily, but that doesn't mean that life is going as planned. Let's take Carolyn for example, married 12 1/2 years, then her husband, whom she loves tells her "I am not in love with you anymore and I'm just hanging around to not hurt your feelings". What is Carolyn supposed to do with that information since she just turned 49 and was looking forward to celebrating her 13th wedding anniversary in two (2) months. Now whether she saw the warning signs or not, she never expected this drastic change at her age. Be aware that Carolyn is the social worker, not the client. What type of behavior do you think her husband is going through? Let's call it a mid-life crisis, very cliché. But it makes sense; there is a new vehicle, ditch the wife, it's only missing the 22 year old. Now let's forget about Carolyn. Let's talk about your client, Susie, who comes to you with the same issues, what do you, as the worker, tell her? Are you going to give her answers from Erickson & Freud and tell her that this is where her husband is in his developmental stage? The ethical responsibility would be to refer Susie to another counselor. But what if you practice in a small rural area and that is not an option? Also, if you refer every client just because there may be transference or counter-transference issues, you might put yourself out of business. How do you help Susie to reconcile the fact that her husband, the pastor of the church, has left her? How do you tell her to keep her faith in tact when the person she trusted, whom she thought trusted in God, has just betrayed her? This is working with faith in practice across the lifespan and dealing with the behavior of flawed human beings; this is being a beacon of hope during challenging times.

Presenter Bio (s): Ann-Marie Jones, MSW, Ph.D., LMSW, is an Assistant Professor of Social Work at Lincoln Memorial University in Harrogate, TN. She enjoys teaching both undergraduate and graduate students. Human Behavior in the Social Environment, Social Welfare History and Policy, and Practice are favorite classes. Dr. Jones enjoys learning from her students.

Workshop Title: Bringing Hope to Clients in Conflict: Fostering Personal Transformation

Workshop Presenters: Kay Julien, M.Ed., Ph.D.

Workshop Abstract: This workshop offers conflict transformation coaching skills for supporting positive change in clients struggling amidst the storms of interpersonal conflict. The model presented will link theory to practice, integrate the Christian faith, and assist participants in developing practical strategies for increasing effectiveness in this arena immediately applicable to their work.

Workshop Number: 20120528 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Describe the theory and phases of a conflict transformation coaching model for direct application to a one-on-one conflict intervention situation.
- Assess autonomy and connection needs of clients in conflict and employ strategies that support increased strength in these two areas.
- Identify transformative skills for relational conflict intervention that facilitate their clients' increased abilities to self-manage in conflict.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: The storms of interpersonal conflict can quickly bring a sense of hopelessness to the individuals involved, particularly if they feel ill-equipped to move through the conflict capably. The challenges conflicts present, such as, confusion, self-absorption, and loss of personal power, often leave clients despondent and discouraged. Through the principles of conflict transformation coaching, practitioners can play a pivotal role in bringing hope to these situations. By helping clients see conflict as an agent for constructive change, and supporting practical learning that facilitates increased ability to self-manage in conflict, professionals can assist clients in building the personal resources needed to deal effectively with the difficulties. Additionally, through fostering growth in the dimensions of strength of self and compassion for others, this coaching context upholds Christian values and supports biblical intentions for peaceful relationships. The purpose of this workshop is to enhance professional development by introducing participants to a conflict transformation coaching framework, and highlight strategic skills for immediate application to their practice or ministry. A specific coaching model will be utilized to illustrate practical strategies for helping clients change their conflict behaviors, and to show how participants can actively engage in supporting this personal transformation. The content of this session is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), and is also informed by psychosocial research in differentiation of self, and interpersonal conflict in secular and Christian contexts (e.g., , Bowen, 1978; Skrowan, 2000; Avnir & Shor, 1998; Griffin & Apostol, 1993; Regina, 2000; Lederach, 3003, Freidman 1985, Leibert, 2000; Boers, 1999, Holeman, et al, 2011, Sandage, et al 2008). In addition to a brief discussion of transformative theory, there will also be a short presentation of cross-disciplinary connections to this intervention, as well as how the principles integrate with the Christian faith. However, the workshop's focus will be on the steps and specific practical skills that are contained within the phases of the coaching model and the one-on-one conversational pursuits that help clients recognize their own capacities to positively influence their conflict scenarios. The material will be presented with a combination of didactic portions and a/v support, and interactive skill- building exercises. Examples from practice stories will also be referenced throughout the presentation, and the handout will include a reading list.

Presenter Bio (s): Dr. Kay Julien is a conflict transformation coach in private practice at Orlando, FL. She earned her M.Ed. at the University of GA, and completed her doctoral work in conflict management at Trinity Theological Seminary. Kay is a member of the Assn. for Conflict Resolution, the American Assn. of Christian Counselors, & the Int'l Christian Coaching Assn. She is an experienced speaker on the transformative approach to conflict and its applications.

Workshop Title: The "Evidence of Things Not Seen" and EBP: Tensions and Opportunities

Workshop Presenters: Michael Kelly, PhD, LCSW

Workshop Abstract: Evidence-based Practice (EBP) is now entering its third decade in social work scholarship and practice, but little is known about how Christian social workers are "doing" EBP. Using experiential exercises, lecture, and discussion, workshop participants will be challenged to think about how they view the process of integrating social work evidence into their own Christian journey and the faith experiences of their clients.

Workshop Number: 20120507 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify the key components of EBP, both in the social work literature and in real-life practice settings.
- Identify at least 3 congruencies between EBP and faith-based SW practice and 3 tensions between same.
- Identify and practice 2 EBP strategies to help make their practice more evidence-informed.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: Evidence-based Practice (EBP) is now entering its second decade in social work scholarship and practice. This approach has made considerable progress in advancing the social work profession toward better research and the use of empirical evidence and research based interventions when helping clients (Mullen & Shuluk, 2011). This interactive workshop seeks to add a Christian perspective to the implementation of EBP in social work practice, policy, and education. Many scholars and practitioners hail EBP's impact on client outcomes and argue that it represents a deepening of our ethical commitment to empowering practitioners with a process and tools that lead to the best possible client care (e.g. Rubin, 2011, Gambrill,

2011), while other scholars point out the limitations of the EBP approach. Critics of EBP say it limits both knowledge construction and clinical decision-making, and further cite its incompatibility with social work practices (e.g. Adams, Matto & LeCroy, 2009; Gray, Plath, & Webb, 2009; Trevitchick, 2008,). Naysayers also suggest that EBP may give too much weight to scientific evidence over other ways of knowing, such as client values and the clinical experiences and judgments of the social worker (Magill, 2006; Trevithick, 2008;). EBP, for example, may privilege experimental methods as producing the highest form of evidence and this potentially may create another version of "authority-based practice" where empirical evidence trumps client self-determination and the practice wisdom of the social work practitioner. On the other hand, advocates for EBP strongly disagree with these conclusions stating that EBP uses different types of evidence and makes room for both the science and the art of social work practice (Rubin, 2011; Thyer & Myers, 2011). To date, debates about EBP have largely involved epistemological battles pitting post-modern theorists criticizing the positivism of EBP against EBP advocates complaining that social work has for too long ignored the need to use empirical evidence to improve client outcomes (e.g. Sheldon, 2001; Webb, 2001). This workshop seeks to expand the epistemological and practical discussions about EBP to add a further (and we believe, necessary) complication to the debate over EBP in social work: namely, how can EBP be practiced in the multitude of Christian social work contexts we see around the world? Whether it is related to the faith of the client, the social work practitioner, the organization they work in, or some combination of all three, EBP offers both possibilities and challenges to Christians seeking to access services or deliver services effectively. This workshop will use lecture and experiential exercises to further debate the pros and cons of using EBP in social work by asking simply, "Can Christian social workers incorporate EBP into their work?"

Presenter Bio (s): Michael S. Kelly PhD, LCSW is Associate Professor at Loyola Chicago and is the co-editor of the 4th Edition of NACSW's Christianity & Social Work.

Workshop Title: A History of Social Welfare at Doshisha University: A Case Study

Workshop Presenters: Katsunobu Kihara, Ph.D.

Workshop Abstract: In order to understand Japanese social work and Christianity , I will focus on one university (Doshisha University)as a case study. It is the second oldest university in Japan, and it has had a social work course since the 1930s, the oldest social work school. The founder is Joe Neeshima, the first Japanese Christian. Its history reflects the typical pattern of Japanese social work education.

Workshop Number: 20120503 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To trace the developmental process of university's education as a typical pattern from charity to social work in Japan.
- To introduce and show relationship between Japanese Christianity and social work.
- To introduce Joe Neeshima's life and Doshisha University to members of the NACSW.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: A young samurai man broke new ground in Japanese education and sowed the seeds of liberal learning in Japan, seeds which have been passed down through the generations for 138 years. His name was Jo Nijima, known in English as Joseph Hardy Neesima, and he formed the basis for Doshisha University. He was born the son of a samurai in 1843 in Gunma, and he studied hard to become both a good samurai and a good scholar, as most samurai young men hoped to be in those days. Yet, gradually, doubt of Japanese society and a growing awareness of Western culture and Christianity, caused him serious concerns about the future of Japan and he realized the importance of studying in the U.S. Nijima took the risk of leaving Japan for the United States in 1864, defying a strict overseas travel ban put in place in the days of the Edo period. Filled with much anxiety but a faint light of hope, he began his real adventure. In Shanghai, he boarded a ship, the Wild Rover, bound for Boston. He sold his sword (a symbol of the samurai and of his identity) to buy a Bible. This was a symbol of his transition from samurai to Christian; he was baptized in 1866.(Doshisha Archives) With the support of American Congregational church and A. Hardy, the owner of the Wild Rover, Nijima attended high school at Phillips Academy and went on to study at Amherst College. As he learned about advanced Western science and technology, he came to realize that there was a deep-rooted spiritual background of Christianity in the U.S. He decided to become a minister and entered Andover Theological School, after graduating from Amherst College. He understood the importance of conscience and liberty according to Protestant values, which emphasize living according to the will of God. He returned to Japan after a ten year stay in the U.S., with a strong ambition to establish a Christian university and to preach the gospel in Japan through a ministry. Upon returning to Japan, Nijima established Doshisha Eigakko, a Precursor of Doshisha, in 1875. He wanted not only to teach students scientific skills and abilities, but also to nurture those who wanted put their spiritual conscience into such practice by cultivating a decent character with a strong mentality. He strongly believed that a real democratic society could be established only by respecting each person's individuality. In 1890, at the end of his life, he left this message to teachers, "Those who teach students must treat them respectfully.". This clearly demonstrates his philosophy of education. Unfortunately, Nijima passed away in 1890, at the age of 46, without fulfilling his final dream of establishing a university. Nevertheless, those who shared his ambition passed on his legacy and established Doshisha University in 1912. Doshisha University's

social work education program was begun in the context of theology, established as one of the courses at the Divinity School.

Presenter Bio (s): Katsunobu Kihara has a Ph. D. in social welfare and is a Professor at Doshisha University, Kyoto, Japan. He is Vice president of Japanese Social Work Association.

Workshop Title: Death, Bereavement and Funeral: The Akan (Ghanaian) Cultural Perspective

Workshop Presenters: Rose Korang-Okrah, Ph.D., MSW

Workshop Abstract: Death as a universal phenomenon has a huge diversity in how different cultures perceive and respond to it. Members of the Ghanaian (Akan) lineage perceive death as a physical departure to the spiritual world of ancestors. Bio-psycho-social, spiritual, and other frameworks are applied for understanding the impact of these rituals associated with death in Akan culture.

Workshop Number: 20120573 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Know, understand and learn about the Akan's socio-cultural and spiritual perspectives of dying, death and bereavement as well as the rites and rituals associated with it.
- Reflect on their own attitudes and experiences with dying, death and bereavement as well as the cultural variations.
- Have a better understanding of the impact of traditional values, beliefs and practices on the bereaved.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: This paper examines the Ghanaian (Akan) cultural perception of dying, death and bereavement, the socio-spiritual values, beliefs and practices and provides a deeper understanding of the processes attached to these phenomena. Whether we admit it or not, death is certain and will come when it wills. Death remains a great mystery, an undisputable fact in every culture and at every age in human existence. This uncertainty about death evokes in humanity a certain frustration and fear of the unknown as human beings helplessly watch people die, and can neither intervene nor interfere. From the moment of birth (coming from the ancestors) through naming the child, puberty, marriage, maturity, old age and death (departure, a journey

back to the ancestors), members of the Akan lineage of Ghana pass through different rites and rituals which bind them culturally and spiritually to other members in the lineage (Aborampah, 1999). This paper also focuses on the impact of some of these traditional values, beliefs and practices through the frameworks of bio-psycho-social, spiritual, cultural and economic, for deeper understanding of the impact of these cultural observances on the bereaved family and the Akan lineage group. Concepts of death, including the cultural construction of "Good versus Bad Death," funerals as life celebration, belief in ancestorship, a social event and a sense of tradition will be examined. Additionally, the dynamic nature of Akan funeral celebrations, beginning from the moment of death, through wake-keeping, burial, funeral ceremony, the rituals and cultural significance of all these aspects will be discussed. However, over time there has been a gradual change in some of these rites and rituals, as well as the process and perception of the funeral celebrations. Knowledge from this presentation about the Akans in Ghana, will help social work practitioners and researchers to understand and appreciate diverse cultures' perception of this universal phenomenon, death. Gaining added insight into the Akan spiritual values, ideologies and cultural practices helps practitioners and researchers to prepare culturally-competent practice and research approaches with bereaved Akan clients.

Presenter Bio (s): Dr. Rose Korang-Okrah, an Assistant Professor in Social Work, has a BA in Social Work with Psychology from the University of Ghana, MSW from Washington University in St. Louis and Ph.D. from the University of Illinois, Urbana-Champaign. Courses taught include HBSE (I & II); International SW; Cultural & Diversity Competency; Community Org & Devt; and Rural Social Welfare Policy. Research interests focus on gender and devt. and Christianity & SW.

Workshop Title: Historical Overview of HIV/AIDS and Christianity: Then and Now

Workshop Presenters: Kenneth Larimore, Ph.D., LISW-S

Workshop Abstract: Many religions contain anti-homosexual teachings, & have varying degrees of ambivalence, neutrality, or incorporate teachings regarding homosexuals. The extreme homophobia that many African American Christians express & practice, create a conundrum for gay African American men, so they repress & deny who they are, avoid being seen places that are associated with HIV & WAIT until symptoms are so extreme & persistent over time to get tested for HIV.

Workshop Number: 20120416 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand barriers to the prevention of infection in African Americans

- Understand reasons why African Americans might not enroll in a clinical trial
- List recommendations for prevention for this population

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: African Americans are the racial/ethnic group most affected by HIV. Because there are a greater number of people living with HIV in African American communities and the fact that African Americans tend to have sex with partners of the same race/ethnicity means that they face a greater risk of HIV infection with each sexual encounter. The CDC further notes that African Americans face a number of challenges that contribute to higher rates of HIV infection. African American communities continue to experience higher rates of other sexually transmitted infections compared with other racial/ethnic communities in the United States. Having an STI can significantly increase the chance of getting or transmitting HIV. The poverty rate among African Americans is higher than for any other race. The socioeconomic issues associated with poverty including limited access to high quality health care, housing, and HIV prevention and education directly and indirectly increase the risk for HIV infection, and affect the health of people living with and at risk for HIV infection. Lack of awareness of HIV status can affect HIV rates in communities. What might BE THE REASONS for LATE DIAGNOSIS? Could it be the extreme homophobia that many African American Christians express and practice, creating a conundrum for gay or Bi-sexual African American men, so they repress and deny who they are, avoid being seen places that are associated with HIV and WAIT until their symptoms are so extreme and persistent over time to get tested for HIV? Late diagnosis of HIV infection is common, which results in missed opportunities to get early medical care and prevent transmission to others. Stigma, fear, discrimination, homophobia, and negative perceptions about HIV testing can also place too many African Americans at higher risk. Many are at risk for infection and fear stigma more than infection and may choose instead to hide high risk behavior rather than seek counseling and testing. Also, ask anyone in public health, black males are far in denial and repression related to self- honesty. By the time they come to get tested, they have AIDS and are far along. Even with mass doses of medications, they cannot be saved. How can Christian Social Workers change this mindset so that the stigma of having HIV/AIDS will not cause members of the African-American community to resist seeking help until it is too late?

Presenter Bio (s): Kenneth Larimore has a D. Min in Marriage and Family and a Ph.D. in Social Work and Community Services. He is also a LISW-S. He has taught at Ohio University for 4 years and is currently the Program Coordinator of the Social Work program at Ohio University's regional campus in Chillicothe. He also teaches online at Liberty University in the Master of Counseling program.

Workshop Title: Visioning Global Federation of Christians in Social Work

Workshop Presenters: Boo Lee, MSW, DSW, LMFT

Workshop Abstract: Violent forces and human indignification characterize the post 9-11 crisis, and thereby, Christians in social work are globally faced with both challenges and opportunities for more effective interventions to develop. This workshop will address on social network strategies from visioning of a united goal in setting up global agenda and from awakening of Christian commitments to mediation and reconciliation for sustainable peace and justice.

Workshop Number: 20120569 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Visioning a global mission of Christians in Social Work will be an awakening experience for the participants to cristalize their sense of purpose in time and place.
- Examining the global issues of peace and justice in the light of violence and dehumanization will guide the participants to formulate a global agenda for social work.
- Developing the Social Network for planned action strategies and organizational foundation will motivate the participants to engage in the work of peace and justice.

Level of Presentation: Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: **ISSUE:** While security issue shakes the foundation of human dignity, violent incidents demoralize human communities. These are no longer containable to certain localities of state or people and properties as their consequences are massive and davastating. Social Work and Christianity have sought for mediatory and reconciliatory processes by which prevention, intervention and rehabilitation could be brought to ameriorate the plight of the victims by limiting the vicious and causative nature of dysfunction or sinfulness. **FOCI:** The central question here is to maximize healing energy sources to redress the toxicity of vilans, the evil forces. This workshop aims at deliberation of the following three foci:
1) Visioning of Relations. Justice. Christian commitment to Includivity of All People is the very foundation of Gospel, God's grace for humankind in salvation narratives revealed in the Biblical text. The very essence of Christ's ministry was examplified in connecting people to God through mediatory and reconciliatory processes of forgiving and renewing. Violation of human rights and relational justice is at heart of conflicts, violence, war, oppression, and other ailments of society across all cultures and civilizations. Social work highly values relational works in families, groups and

communities for growth and fulfillment. From this vision, the paradigm for building global social network among Christians in social work must be based on the Biblical mandate for the disciples of Christ to actualize loving, caring and serving others in needs and distress. Social work is built upon this mandate by Christian disciples who are awakened from spiritual and prophetic empowerment.

2) Building Global Agenda. Globalization of Gospel and Social Work challenges locally-based professional groupings and denominationally-based faith organizations for their limited and exclusive scope of practices as the people on the globe are capable of sharing innovative ideas and transcendent perspectives beyond their normative and conventional ranges of communication and interactions. NACSW has contributed to building of ethical, philosophical and evangelical foundations for Social Work over more than six decades, followed by Japanese Academy of Christian Social Welfare over five decades, and Korea Academy on Christian Social Welfare over three decades. However, the scope of their activities are still limited to the national or bi-national boundaries in contrast to other international social work organizations including INGOs that have globalized their activities in responding to the demands of social care, development and advocacy. Both regional and global agenda building on peace and justice will be discussed.

3) Organizing Social Network for Global Federation of Christians in Social Work.

Finally, a working proposal will be formulated from the integration of paradigm, global agenda, planned action strategies & recommendations towards a joint symposium.

Presenter Bio (s): Dr. Lee is a newly elected 6th President of Korea Academy of Christian Social Welfare and currently teaches at Graduate School of Social Welfare, Soongsil University. He is one of the key founding members of Global Awareness Society International, an interdisciplinary organization of global scholars. He serves on the editorial board of NACSW and has initiated several meetings toward globalizing Christians in Social Work. He is an ordained deacon.

Workshop Title: Relational Wisdom: A Christian Model of Emotional Intelligence

Workshop Presenters: Twyla Lee, LCSW, ACSW Steve Lee EdD

Workshop Abstract: The Relational Wisdom (RW) Model builds on theory & research regarding Emotional Intelligence (EI) by adding the dimensions of God-awareness and God-engagement. While self & other awareness & management (EI) are important for effective relationships & leadership, as Christians, relationship with God is the foundation upon which the others rest. RW components are presented and applications to personal relationships development are offered.

Workshop Number: 20120444 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Acquire a working knowledge of the Relational Wisdom model for use in personal growth and professional development
- Opportunity to analyze relationship dimensions in gaining deeper understanding and tools for application
- Identify personal applications to use RW Model for more effective relationship development

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: This presentation explores the Relational Wisdom (RW) model and its implications for ourselves, our clients, and how to work with others. Based in Biblical principles and research findings related to Emotional Intelligence (EI), RW is designed to help individuals and organizations become more effective and efficient in relating to others with intention and integrity. Research has supported the idea that emotional intelligence-- the ability to identify and manage the emotions of self and others-- is a better predictor of success than traditional 'smarts' or professional expertise. In spite of its contributions, however, traditional EI makes no acknowledgement of the role that God can and should make in those dynamics. Adding an entry point of God-awareness and God-engagement to the Emotional Intelligence Model creates a model for being relationally wise. Dynamics related to the dimensions of God, Self, and Others are identified. Applications span the entire continuum of micro to macro relationships. For instance, should faith-based organizations look different from corporate America in how administration and leadership functions? RW would submit the answer is 'yes'. Leadership based in relationally wise principles diminishes unnecessary hierarchy and empowers others, thereby bringing out the best in staff as individuals and in work groups. The RW Model was birthed out of the Peacemakers Conflict Resolution Model, with the purpose of preventing or mitigating conflicts before they start. Many of the difficult conflictual situations in which families, churches, and other organizations find themselves could have been prevented if the principles that comprise the RW Model would be implemented. A foundational principle of RW is that people can grow and improve in relational wisdom. Unlike traditional intelligence, there are skills that can be developed which lead to increased effectiveness. Introduction to this model is facilitated by the use of film clips which illustrate the dimensions of Relational Wisdom and challenge participants to see how these can enhance their personal and professional relationships. Using the RW Model to set goals and incorporate accountability toward growth, either personally or as an organization, are presented.

Presenter Bio (s): Twyla Lee (LCSW) is a consultant/teacher/trainer in areas related to social work, counseling, leadership development, and marriage & family. From 2010-2013 she was team-teacher in Marriage and Family Studies, Focus Leadership Institute (CO). Prior jobs included: Director of Social Work Ed, Huntington Univ. (IN); Director of Social Work Ed, Taylor Univ. (IN); & Assoc. Prof of Social Work, U of St. Francis (IN). MSW-Washington U (MO), BA in psychology Bethel U (MN).

Steve Lee (EdD) is a consultant/teacher/trainer in areas of counseling, leadership development, and marriage & family. Previously team-teacher & director at FLI (CO) and Professor & Chair of Psychology at Huntington Univ. (IN) 24 years. Earned Doctorate in Counseling Psychology, U of South Dakota & BA in Psychology, Bethel U (MN). Adjunct Prof. in Marriage & Family Therapy doctoral program, Denver Seminary. Co-author of the book Boys to Men.

Workshop Title: Teaching the Logic, Process, and Skills of Evidence-Based-Practice

Workshop Presenters: Alan Lipps, Ph.D. Stephanie Hamm, Ph.D.

Workshop Abstract: An advanced standing seminar for students entering a Master of Science in Social Work program is described and results from a study of the effectiveness of the course are presented. Using the steps of evidence-based-practice as a series of assignments, students acquire the logic, process, and skills of evidence-based practice as if working with a live client. Characters from a full-feature film are used to provide case material for students.

Workshop Number: 20120441 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will listen to a description of and discuss the stages, logic, and process of the social work evidence-based-practice model developed by Gibbs (2003).
- Participants will listen to a description of, and will participate in a discussion about, the professional skills required for evidence-based-practice.
- Participants will participate in a discussion regarding the effectiveness of using EBP steps, in combination with a movie, to create a series of course assignments.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: Shlonsky and Stern (2007) recommended a set of assignments whereby students progress through each of the steps in the evidence-based-practice (EBP) process. This set of assignments culminates in a final paper that demonstrates competency in each of the EBP steps (i.e., formulating a search question, searching for literature, critically appraising the literature, choosing an intervention, evaluating the intervention). This presentation describes a modified version of that series of assignments currently used in a Master of Science in Social Work (MSSW) program to

introduce advanced standing MSSW students to the logic and skills associated with the EBP process model. In addition, results from a study of this social work course are presented. The Evidence-Based Practice Process Model. The EBP process model proposes that evidence-based practice is a dynamic process consisting of several steps (Gambrill, 1999, 2006; Regehr, Stern, & Shlonsky, 2007; Sackett, Richardson, Rosenberg, & Haynes, 1997; Sackett, Straus, Richardson, Rosenberg, & Haynes, 2001; Shlonsky & Gibbs, 2004; Straus, Richardson, Glasziou, & Haynes, 2005). The names and descriptions of steps may vary slightly across authors but typically include: posing an answerable question; searching for evidence; critically appraising that evidence; integrating the critical appraisal into a client-friendly treatment plan; and evaluating the effectiveness with which the previous steps were carried out (Straus et al., 2005). The steps, as taught in the course, are as follows:

1. Defining the client type and presenting problem (issue, concern)
2. Assessment
3. Writing a COPES/EBP search question
4. Conducting an evidence search
5. Appraisal of literature
6. Intervention/treatment planning
7. Evaluation of intervention

To give faculty and students a common ground for discussing application of the EBP model to a social work practice situation, a movie is used. For the past five years, the movies *Crash* and *Rachel Getting Married* were used although there are likely numerous movies that will suffice. Both *Crash* and *Rachel Getting Married* were selected because both present a variety of case-scenarios with corresponding interpersonal dynamics resembling those social workers might encounter in practice. In *Crash*, for example, numerous interpersonal conflicts emerge when the lives of persons from varying racial groups and socioeconomic statuses collide. The film provides fertile case material students can draw from to address macro-level and micro-level social issues (e.g., discrimination in police forces, racially motivated violence in individuals, etc.). Pre and post assessments, measuring perceived EBP knowledge and skill level, were utilized to measure effectiveness of the teaching method. Results indicated that, after completing the course, students scored significantly higher on a measure of EBP knowledge and skills than they did before taking the course.

Presenter Bio (s): Alan Lipps is from Brownsville Texas and has MSSW and Ph.D. degrees from UT-Arlington. He is committed to evidence-based practice and currently serves on the faculty at Abilene Christian University. Currently, he teaches advanced practice methods, psychopathology, globalization, and advanced standing seminar. His research interests include addictions, intimate partner violence, the impact of psychosocial trauma on behavior, and mental health.

Stephanie Hamm has a PhD in social work and is professor and chair of the School of Social Work at Abilene Christian University.

Workshop Title: The Relationship between Dispositional Forgiveness and Marital Satisfaction

Workshop Presenters: James Long, ThD, PhD, LCSW

Workshop Abstract: This workshop reveals current research done with Christian married couples regarding the nature of the relationship between the disposition to forgive and relational satisfaction. It reveals that a desire to forgive and not simply the act of forgiving, helped couples work towards healing, better conflict resolution and, reconciliation after interpersonal transgressions.

Workshop Number: 20120571 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Gain an appreciation of the progression of interpersonal transgressions and the application of forgiveness to relationships
- Discuss dynamic approaches to teaching compassion, mercy, and gratitude which provides the foundation for the intrapersonal change needed in applying forgiveness
- Review a range of methods to apply forgiveness to troubled marriages

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Forgiveness is vital in avoiding the build-up of complications that can lead to marital dissatisfaction and dissolution as well as family relational dissatisfaction. Forgiveness can help clients overcome unresolved anger, depression, anxiety, and interpersonal conflicts. Current forgiveness research focuses on the act of forgiveness rather than a willingness or disposition to forgive. This workshop reveals research done among Christian, married, heterosexual couples. The research sought to overcome some of the significant limitations of the previous forgiveness research relative to the population of Christian married couples. Current forgiveness research focuses on the act of forgiveness and not the willingness or desire to forgive. Therefore, it does not reveal the disposition of the forgiver but simply the practical application of forgiveness by the forgiver. In the Christian community, the expectation for forgiveness often puts undue pressure on the victim to forgive the one who has committed interpersonal transgressions. Therefore, the prior research on the act of forgiveness would not clarify whether the person desires to forgive or not. The current research, revealed in this workshop, unveils the nature of the relationship between the disposition to forgive and relational satisfaction among married Christians. The research revealed that a desire to forgive helped couples work towards healing, better conflict resolution and, reconciliation after interpersonal transgressions.

Presenter Bio (s): James Long is a LCSW. He has a ThD and is currently a PhD candidate in Human Services. He holds a MSW degree from NYU. James is a co-founder of Cornerstone Counseling Center a private Christian marriage and family counseling center in New Jersey. He is a full-time faculty member in the department of social work at Nyack College of New York, NY. James conducts seminars and workshops on various topics. He is married with two daughters and a son.

Workshop Title: Faith-based Support for African American Grandmothers Raising Grandchildren

Workshop Presenters: Wanda Lott Collins, Ph.D., ACSW

Workshop Abstract: This workshop will discuss issues confronting African American custodial grandmothers raising grandchildren and highlights the emotional pendulum, added responsibilities, and satisfaction that they experience in providing care to their grandchildren. It will discuss a faith-based support group that provided the grandparents with a supportive environment to discuss their day-to-day concerns.

Workshop Number: 20120422 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Explain the day-to-day concerns related to the strain of parenting grandchildren.
- Improve understanding of the value of faith-based support groups for grandparents raising grandchildren.
- Identify action steps that may minimize the daily strain of grandparents parenting grandchildren.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: The strain of parenting grandchildren can be overwhelming. Grandparents can be thrust back into the parenting role just as they thought that they were done with parenting and ready to enjoy a life of fun and leisure. In these circumstances, the grandparents expect that the crisis will be resolved in a short period of time, but situations initially believed to be temporary, become permanent. Whether they are working or retired, they are often saddled with physical, emotional, and financial concerns related to the stress of parenting. Grandparents who provide parental care may also face legal challenges since they may or may not have legal guardianship, custody, or adoptive rights to their grandchildren. This presentation will discuss issues confronting African American custodial grandmothers raising their grandchildren who

were members of a rural congregation. It will highlight the emotional pendulum, added responsibilities, and satisfaction that they experience in providing care to their grandchildren. It also discusses how the faith-based support group provided the grandparents with a supportive environment to discuss their day-to-day concerns. The presentation will encourage church leaders and social workers to examine five stress reduction strategies that were utilized in the faith based support group that provided emotional support for African American grandmothers caring for their grandchildren to help them to balance their stress.

Presenter Bio (s): The Reverend Dr. Wanda Lott Collins is a distinguished teaching scholar and professor at the Raymond A. Kent School of Social Work, University of Louisville. She is also Director of the Bachelor of Social Work Program. Her research interests include social work practice issues related to strengths of the African American church, aging among minority elders, and coping and caregiving strategies related to Alzheimer's, cancer, and diabetes.

Workshop Title: Intercultural Competence for Faculty Leading Study Abroad Experiences.

Workshop Presenters: Carla MacDonald, Ed.D.

Workshop Abstract: In baccalaureate programs, it is important for students to acquire cultural diversity. For this reason, institutions of higher learning are committed to expanding their study abroad programs. While doing so, it is imperative to select faculty leaders for these trips who have a solid level of intercultural competence.

Workshop Number: 20120434 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants in this workshop will learn a variety of definitions associated with intercultural competence.
- Participants will gain an understanding of why it is important for faculty in baccalaureate education to possess a high level of intercultural competence.
- Participants in this workshop will acquire a knowledge base of factors that contribute to faculty competence levels.

Level of Presentation: Basic

Target Audience: Educators

Workshop Description and References: This workshop will present the finding of a dissertation which researched the relationship between faculty in baccalaureate education who lead short term study abroad programs (SAPS) and their levels of intercultural competency. Specifically, the research collected considered whether a connection exists between those faculty who received preparation and training prior to the trip compared to their level of intercultural competency after a trip along with their leadership style. The literature review, which will be shared, examined the impact made by faculty in leadership positions upon their students, the followers. SAPS have been found to enhance students' worldview, leading to the characteristics needed for global leadership (Kitsantas, 2004). Studies have found that intercultural competence can be measured via a multiplicity of validated instruments commonly used in the global contexts of vocational and educational environments. Using the Intercultural Effectiveness Scale (IES), this study investigated the leadership of faculty who lead short term SAPS and their association with intercultural competence. The levels of intercultural competence and expertise found in faculty who lead short term SAPS revealed in this study, associated with the level of preparation and determination of the leadership style, can serve as a foundation for recommendations to college administrators.

Presenter Bio (s): Dr. Carla J. MacDonald is the director of social work program and field education at Huntington University, where she began in higher education in 2005. Dr. MacDonald left the field of social work practice after 26 years in the area of developmental disabilities, program expansion and evaluation, community development and social work administration. Her dissertation research was in the area of intercultural competence in higher education.

Workshop Title: All Alone to Safely Home: Unaccompanied Children Welcomed Through Faith

Workshop Presenters: Kerri Socha, MSW Tawnya Brown LCSW-C

Workshop Abstract: This workshop will examine and reveal the global, national and faith perspective of unaccompanied children migrating from Latin America to the United States. We will focus on trends and challenges as it relates to the successful ways faith focused social workers with churches can help integrate migrant children and support the acculturation process for these children and families.

Workshop Number: 20120574 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the international migration trends of unaccompanied children.
- Identify key challenges unaccompanied children face when integrating into the United States

- Apply their reflections on faith and spirituality to the framework of local and national immigration issues

Level of Presentation: Intermediate (MSW level)

Target Audience:

Workshop Description and References:

Presenter Bio (s): Kerri Socha, LGSW has worked in macro social work for over five years and currently works with the Unaccompanied Refugee Minor program at LIRS. Her role includes child placement, network collaboration of 11 foster care programs across the country, reviewing suitability assessments, providing technical assistance, liaising with government and international partners, training, and research. Prior to joining LIRS, Kerri worked as an Intercountry Case Manager for International Social Service-USA Branch and she has worked at the University of Maryland as a Project Coordinator for a program evaluation on Family Team Decision Meetings and children aging out of foster care domestically. She has also done research on coping mechanisms for children dealing with trauma in Palestine. Kerri is an adjunct professor at the University of Maryland School of Social Work and volunteers with the local Habitat for Humanity chapter to run a committee and supervise financial literacy coaches. Kerri is a licensed Social Worker in the state of Maryland and earned her Master's Degree in Social Work from the University of Maryland in 2009.

Mrs. Brown has dedicated her career working to provide children with a safe place to call home. As Executive Director of Bethany Maryland, Mrs. Brown has grown the Maryland branch to include two new service locations; Cambridge and Hagerstown. Mrs. Brown has worked for DJS, Core Service Agency, DSS, and with all local agencies. She is trained to work within a wraparound modality, SAFE, GAL, CASA, and CPS trained.

Workshop Title: Defining Moments in Social Work: Learning in the Midst of the Storm

Workshop Presenters: Karin McCadam, LMSW ACSW Debra Brown MSW, D.Min

Workshop Abstract: Crises are inevitable. Social workers, prepared to help others address life challenges, also experience their own. How does this relate to NASW Codes 4.03 and 4.05? How do Christian social workers cope? Can we learn from colleagues? How do we receive support or support colleagues? Specific strategies and tools provided.

Workshop Number: 20120498 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify and develop skills/strengths to use in balancing personal and professional life. Discover the personal point at which you must seek professional help for crisis
- Identify steps to seek help and proactively adhere to healthy boundaries when in crisis and also identify healthy ways to confront those who try to blur boundaries.
- Identify how personal faith and faith communities can take steps to develop authentic non-judgmental attitudes and expectations about professional helpers in crisis.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: "Resolving a crisis takes courage, confrontation, cooperation and community." Some say that "people enter the helping professions as a direct need to take care of their own issues." Unfortunately this bias discounts the gifting in the lives of professional social workers who enter the field in response to the call and the equipping of the Lord. Furthermore, this bias reinforces the reluctance on the part of Christians in the social work field to disclose personal crises in healthy ways. Instead some may take longer to seek support and may go to non-Christian helpers to sort things out. Unfortunately, there is a fear that disclosure to the wrong individuals may result in judgment or even negative consequences such as job loss or perception of decreased ability and insight. Such times social workers need to be careful to reflect on the NASW Code of Ethics. Regardless, professional social workers face times of crisis. Some challenges are more acceptable and people facing these challenges find understanding and support more quickly than persons facing other challenges that are less palatable. When facing personal or family crises (health, relationship issues, economic or other) what impact does it have upon you, your faith, and family? We will examine the expectations about seeking and receiving help, as professionals in the helping fields. Not seeking help brings another layer of challenges! We will examine the barriers to making that decision, including those almost imperceptible messages that we are given about weakness amidst professionalism. Discussion will also be encouraged to examine boundary issues and also how to know when to interrupt work to take care of self or loved ones. We will examine at what juncture compartmentalization of personal life from professional life complicates crisis. As Christians we rely on the Lord as we go through trials, yet it is not an easy task. We still need each other, as we know from "Carry each other's burdens, and in this way you will fulfill the law of Christ." Galatians 6:2. What can we learn from those times in our journey? After the crisis ends, what will we learn that will change how we face a new or similar crisis? Finally, there will be opportunities to discuss how we, as change agents, can help to create healthier attitudes and expectations especially for those in the helping fields who seek support during times of crisis.

Presenter Bio (s): For 21 years Karin McCadam LMSW ACSW has practiced social work with individuals and families in agency, academic and private practice settings. She

has met many Christians who sought help reluctantly, as they feared judgment if others learned of their crises. Moreover, Karin has overcome crises in caring for aging parents, in personal and family life-threatening health issues and raising children with special needs. She is a member of NACSW and NASW.

Debra Brown earned her BSW and MSW from St. Louis University and her Doctor of Ministry from Assemblies of God Theological Seminary. She has over 20 years in social work practice. Currently she is the Director of the Social Work Program at Valley Forge Christian College in Pennsylvania.

Workshop Title: Learning to Dance in the Rain: Women Veterans in Community

Workshop Presenters: Katie McCorkle, Ph.D.

Workshop Abstract: Using an assets-based community development framework, this workshop considers the needs of military women and how they are different from and similar to male veterans or civilian women. We discuss military culture's impact upon women veterans, share experiences and strategies for strengthening the community, and envision bridges between military and civilian communities.

Workshop Number: 20120469 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the concepts of asset-based community development and sustainability in the context of women veterans
- Increase awareness of how military culture shapes the way women veterans present differently for social services than their male peers or civilian women
- Consider ways to develop a thriving and connected community of women veterans, and identify ways to build bridges between military and civilian communities

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: This presentation is both practical and informed by experience. It will begin by sharing one program's experience in developing a multi-faceted, community-based program working with women veterans to leverage their assets in order to strengthen the safety net around their community from within their own ranks. The presenter will explicate how the impact of women's training in the military culture affects their sense of self and how they present (and don't present) themselves for community services, including mental health treatment, after military

service. The program will identify common needs of women veterans, and ways to meet them without threatening their sense of competence and who they are. Advocacy for women veterans and innovating ways to meet their needs is an essential aspect of the program, and growing women veterans' capacity to advocate for themselves is an aspect of healing offered through the program. The presenter will offer participants a list of national resources, outreach strategies, and suggestions for overcoming common barriers to program development, which may be expanded by participant ideas during discussion. The remainder of the workshop will focus upon sharing experiences of participants who are already working with women veterans, addressing questions of participants who want to work with women veterans, and/or challenges experienced by those wanting to develop programs in their own communities.

Presenter Bio (s): An innovator educated at Stanford University, University of Pittsburgh, and Harvard Medical School, Dr. Katie is a psychologist, teacher, author and social entrepreneur with passions for transforming health care, and supporting people to manifest dreams. Her career has spanned diverse client groups in university, hospital and community settings. Dr. Katie is author of the self-coaching journal "A Balanced Heart: 10 Weeks to Breakthrough".

Workshop Title: Call and Response: Black Women's Leadership in HIV/AIDS Community Work

Workshop Presenters: Denise McLane-Davison, Ph.D., MSW

Workshop Abstract: This phenomenological research describes the spiritual experiences of Black women in HIV/AIDS leadership, who despite the limited resources and setbacks through a flailing economy continue to be committed to working on behalf of their communities. Their spirituality is what sustained them internally and externally in the fight against HIV/AIDS.

Workshop Number: 20120567 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Explore spirituality as a key component in black women's HIV/AIDS leadership .
- Understand how spirituality transcends their role as leaders and their work in the community.
- Explore Womanist Theology as a theoretical framework for shaping an appropriate response to HIV/AIDS in the black community.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: Black women in HIV/AIDS leadership while aware of the ongoing fight against HIV/AIDS described a sense of resilience that was embedded in a powerful sense of their life purpose, grounded by their spirituality. Spirituality was part of the call and response of their experience. Their Creator called them to do something. Their response was to unquestionably stay committed to the fight until the end. At times their answer to the why they mobilized seemed almost rhetorical, "I'm suppose to". Their work was tied to a higher calling that meant there was no other option. Many of these women entered into the HIV/AIDS fight in the early to mid 1980's and spoke of the level of self-sacrifice, yet remained committed to serving their communities. They expressed a sense of vulnerability at knowing that they might not be alive when the end of the disease comes, but that they could dream and hope for a day when it would come. The women expressed how their work allowed them to express love and be a part of something that was larger than them. Their commitment to their purpose and their spirituality is what sustained them in internally and externally in the fight against HIV/AIDS. Womanist theology is introduced as the theoretical framework for reconstructing the programs and perceptions relating to Black women's struggles with the AIDS pandemic. Womanist epistemology frees traditionalist from the pathology reflected in current prevention, intervention, educational, and social policy regarding HIV/AIDS in the Black community. This paradigm unmistakably speaks to the historical and contemporary strengths of the entire Black community, with particular emphasis on women. Furthermore, Womanist theology provides a strong foundation for assessing and developing alternative tools for service delivery in other chronic health issues. The spiritual journey of these Black women's leadership in HIV/AIDS along with several examples of programs, including faith-based social services, are examined as ways to more effectively engage with the Black community.

Presenter Bio (s): Dr. Davison is an Assistant Professor of Social Work at Morgan State University . She is a published researcher focusing on strategies to prevent the spread of HIV/AIDS in the African American community, particularly women. For the past two years, her activist research has included working in Accra, Ghana.

Workshop Title: Learning Gratitude in Communities of Practice

Workshop Presenters: Marleen Milner, Ph.D., MSSW

Workshop Abstract: A number of publications have emerged which empirically support the notion that engaging in the practice of gratitude increases life satisfaction and positive affect, and decreases depression and emotional exhaustion. This presentation will discuss the results of an experiment in practicing gratitude in the context of a Faith Integration Class.

Workshop Number: 20120539 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Explore current literature which explores the importance and impact of gratitude on life satisfaction, positive affect, happiness, and altruism.
- Discuss literature that supports the fostering of communities of practice to encourage transformative learning.
- Explore various strategies for practicing gratitude in community and discuss the outcomes of encouraging gratitude in the context of a Social Work Practice course.

Level of Presentation: Basic, Intermediate

Target Audience: Educators, Students

Workshop Description and References: Recent literature that explores the formative nature of social practices suggests that educational programs can become powerful shapers of desirable habits and dispositions. According to Wenger, McDermott, and Snyder (2002) the key to transformative learning is cultivating "communities of practice" which are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on a regular basis" (p. 4). Rather than simply sharing information, these communities of practice powerfully shape behavior through informal learning that takes place as people tell stories, coach, model, and provide opportunities for apprenticeship. Smith (2009) presents a compelling argument for moving away from the Christian university's focus primarily on what we think towards a more "contextual and embodied understanding of how what we do with and among others shapes who we become" (p. 7). Based on this perspective, teaching is aimed at a particular telos or conception of that which constitutes human well-being. Incorporating Christian practices into the way we teach has emerged as a strategy for integrating faith in learning in a way that addresses learners holistically and has promise for inculcating the virtues and dispositions necessary for effective practice. This presentation will discuss the results of an experiment in practicing gratitude in the context of a Faith Integration Class. A number of publications have emerged which empirically support the notion that engaging in the practice of gratitude changes the perspective of participants, increasing life satisfaction and positive affect, and decreasing depression and emotional exhaustion. Consequently, fostering the practice and virtue of gratitude may serve as an important antidote to the burn-out and compassion fatigue commonly experienced among those in the helping professions. The presenter will discuss the strategies used and outcomes of a semester long experiment in practicing gratitude as a spiritual discipline in the context of the classroom.

Presenter Bio (s): Dr. Marleen Milner is the Director of the Social Work Program at Southeastern University in Lakeland, Florida. Her passion is to prepare students to "be salt" as they carry God's love to a hurting world in their role as professional social

workers. She received her MSW from the University of Texas at Arlington and her PhD in Social Work from the University of South Florida. She has been an active member of NACSW since 2001.

Workshop Title: Compassion Satisfaction: “Self-Preservation for Me”

Workshop Presenters: Sally Moore, MSW, LCSW

Workshop Abstract: Are you running on empty? Does your day's work spill over into your personal time? Social workers are good at taking care of their clients; now, it's time to take care of you. Come, reap the benefits and begin your healing journey. Learn simple, practical methods to restore balance and rejuvenate your life; recapture peace and joy.

Workshop Number: 20120415 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify the positive and negative effects of compassion and stress
- Recognize the physical, emotional, mental and spiritual effects of compassion fatigue
- Develop a daily self-care program

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Compassion Fatigue has been traced back to the Civil War and it has been known by many names. In 1981, nurses were worn down from daily hospital emergencies. Many began to notice that somewhere along the way they had lost their sense of self. This loss occurred from the indirect experiences through helping others. For many, it became a role that only they could fulfill. Burnout among Social Workers is a reality. It slips in quietly; its roots strangle your personality. Social Workers recognize the signs and symptoms of stress, compassion fatigue and burnout in their clients. Unfortunately, they don't always transfer those triggers to themselves. The positive spin on compassion fatigue gives social workers an opportunity for self-reflection and offers ways to begin the healing process. The accompanying music allows the audience to relax and reflect. This approach also strengthens their resiliency to meet their daily challenges.

Presenter Bio (s): Sally Moore is the President/Executive Director and founder of Perks n Moore, Inc, a non-profit agency that caters to all caregivers and their immediate and

long-term needs. She is the author of two books: "One Word" and "Two Tears" which chronicle her Alzheimer's caregiving journey.

Workshop Title: Spirituality as Source of Strength in South African Communities of Colour

Workshop Presenters: Isabel Murray, MS(Soc); Ph.D (Practical Theology);

Workshop Abstract: In an exploration of spirituality as a life-giving dimension of development, action research was employed to establish a dialogue between members of selected communities of colour and the discipline of social work, community development and practical theology. The resultant multi-dimensional praxis framework reflects the centrality of relationship and interconnectedness of God, people and creation.

Workshop Number: 20120538 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Have a better understanding of an action research process integrating the disciplines of social work and theology.
- Be acquainted with and have experienced the praxis of integrating spirituality as dimension in community development.
- Have been exposed to a praxis framework for people and community transformation which they could utilise in their own practices.

Level of Presentation: Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: "We are the hidden people - we are hidden behind the other people - we are not known, not seen ... Hidden in the hokke (structures made of cardboard and planks)". This lament of their invisibility and desolation raised by the participants to a retreat offered as part of a study into the spiritual dimension of community development, in a sense also reflects a condemnation of many contemporary development practices. Motivated by the lack of research findings on specifically the area of community development and spirituality (cf. Ver Beek, 2003:31) the researcher conducted an action research study focusing on people's spirituality and the role it could play in community development. The researcher argued for a convergence of the three disciplines of social work, practical theology and spirituality to theorise the inter-relationship between spirituality, theology and development. The goal of the study was threefold: to build a triangular theoretical construct for the exploration of the incorporation of a spiritual dimension into integrated community development approach; to explore the practice of transforming people and communities through the incorporation

of a spiritual dimension into an integrated community development approach; and to propose a multi-dimensional praxis framework for people and community transformation. In this workshop the delegates will be exposed to the inter-disciplinary action research design which was utilised; the main stages followed and methodology utilised, e.g. Practical exercises such as spiritual maps, nature walks and “final letters”, utilised during the retreats. The main findings will be discussed and linked to the proposed praxis framework - indicating the centrality of relationships and transformation. A brief discussion of how the praxis model is founded in a 'Spirituality of Embrace', based on the work of Miroslav Volf and Henry Nouwen amongst others will conclude the workshop.

Presenter Bio (s): Isabel Murray obtained a Ph.D in Practical Theology from the University of Stellenbosch (South Africa) on the completion of her inter-disciplinary study on the spiritual dimension of community development involving a prolonged action research process focused on people of colour in the South African communities. She previously worked with people with disabilities and has been involved with student training at various institutions in South Africa.

Workshop Title: DIRE REST in Marriage and Couple Relationships

Workshop Presenters: Quenton L. Nichols, PhD, MSW, BC-HSP Gelonia Dent PhD

Workshop Abstract: Healthy relationships, healthy marriages, and resulting family stability, benefit the physical, social, emotional and spiritual well-being of adults and children and the community. The workshop will focus on two main outcomes; (1) Identifiable changes in couple typology after adherence to the DIRE Relationship model and measurable shifts in core values, and (2) Couple participants' level of satisfaction after the implementation of the DIRE model.

Workshop Number: 20120525 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Overview of past couple relationship research, and articulate frequently-occurring variables in successful couple/marital Christian base interventions.
- Gain a foundational understanding of couple typology and their application and relationship to DIRE REST.
- Increase knowledge and skills in working with engaged, married and cohabitating couples in a Christian practice setting or non Christian setting.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: Healthy relationships, healthy marriages, and resulting family stability, benefit the physical, social, emotional and spiritual well-being of adults and children as well as the community. In an effort to support healthy and stable relationships this workshop will discuss pilot study outcomes regarding the effectiveness of the innovative Christian centered model of practice, identified as Determined Intentional Relational Efforts (DIRE) and Relational, Emotional and Spiritual Togetherness (REST). Participants will learn about the model utilized with forty couples enrolled in faith based community oriented couple preparedness and marriage enrichment education classes for a seven-week period beginning January 2013 thru October December 2013. The PREPARE/ENRICH Couples Assessment was customized to fit each couple and for convenience and ease, was completed online by each study participant before the first group session or no later than the second session of the class. The PCA identified a couple's strength and growth areas out of ten core value categories, and the DIRE REST model provided tools by which to accentuate the strengths and build upon these growth area. The PECA, one of the most widely used programs for marital counseling, premarital education and couple enrichment, provided a foundation from which to build the DIRE REST model and PRAYER interventions. Based on a couple's assessment results and their individual concerns, trained Christian facilitators in the fields of Social Work, Counseling, Family and Marriage Therapy and Life Coaching provided session feedback for a period up to seven weeks. The Facilitators worked one on one with couples and assisted them in communicating their concerns and increasing their understanding regarding the results of their assessment and the challenges within their couple relationships. They were also taught evidenced based recognized relationship techniques and skills identified through PRAYER. Presentations regarding the challenges and wins will be discussed during the workshop. Key topics covered within the workshop will be outlined and will include observed outcomes of the pilot study's effectiveness; service utilization and service deliver barriers and practical steps regarding the effectiveness of their concentrated attention to their marital and/or couple relationship concerns.

Presenter Bio (s): Dr. Quenton L. Nichols is Assistant Professor in the Department of Social Work at Fayetteville State University. He has 22 years of post-master's social work practice & 10 years of collegiate experience in Administration and Teaching. He has authored & co-authored over 15 publications including two books that teach the infusion of social work education & policy into practice. Dr. Nichols has been married for 18 years & has two children.

Gelonia Dent earned her PhD. in the Division of Applied Mathematics at Brown University in May 1999 and a M.S from Clark Atlanta University in mathematics and a B.S from the University of Georgia also in mathematics. Her research area includes fluid dynamics and focuses on investigating fluid-particle flow systems at finite Reynolds numbers using a psuedo-spectral multiple expansion method; and interdisciplinary collaboration in social science.

Workshop Title: Faith in the Classroom: Teaching Adolescent Faith Development in HBSE

Workshop Presenters: Erin Olson, MSW, LISW

Workshop Abstract: Social work educators and practitioners now recognize the important role of faith, spirituality, and religion in work with both students and clients. A course in Human Behavior and the Social Environment provide an appropriate venue for teaching students how to ethically assess for spiritual and religious beliefs while also assessing how that development occurred.

Workshop Number: 20120455 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate the major theories around faith and moral development and identify how those theories can be used in their classroom.
- Identify specific ethical concerns educators should be aware of when discussing faith and moral development with their students.
- Discuss creative and ethical ways educators can infuse concepts or religious and spirituality in the unit of HBSE on faith and moral development.

Level of Presentation: Intermediate, Advanced

Target Audience: Educators, Students

Workshop Description and References: Social work educators and practitioners now recognize the important role of spirituality and religion in work with both students and clients. Educators teach students how to assess for clients' development and needs over the life-span, and faith development is an important part of this assessment process. Courses in Human Behavior and the Social Environment provide an appropriate venue for providing such education on client spirituality and faith development. Social work educators have a responsibility to teach students how to assess for spiritual and religious beliefs as well as look specifically at the individual's faith and moral development. There are many theories and frameworks about how faith and moral development occurs during adolescence; these will be identified and discussed. This presentation will address four major themes:

- 1) What is a HBSE course and what role does it play in the social work curricula of many programs?
- 2) What is happening during adolescent development?
- 3) What should students learn about the specifics of adolescent biological, psychological, and sociological development?

- 4) What are some predominant and popular theories on faith and moral development?
- 5) How can an educator ethically and creatively integrate discussions on spirituality and religion into a study on adolescent development?

Presenter Bio (s): Erin Olson has been teaching at Dordt College since 2007 where she teaches Introduction to Social Work, HBSE, Families, and also serves as the Field Director. Before teaching, Erin worked as a social worker in community mental health and health care. Erin is also currently a PhD student at Baylor University in their inaugural cohort.

Workshop Title: Social Work Practice and the Narrative of Poverty

Workshop Presenters: Linda Openshaw, DSW, LCSW Andrew McLane, BS
Chase Court, BS

Workshop Abstract: Poverty creates a pervasive internal narrative that can destroy a client's well-being, initiative and self-respect. Poverty should be viewed from a holistic perspective in social work education in order to understand its influence on each individual's life and to provide effective empowerment methods that can overcome the negative effects.

Workshop Number: 20120466 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Participants will understand how poverty affects an individual's self-respect
- 2. Participants will learn how to utilize client strengths and cognitive therapy in clinical practice to undermine the effects of poverty
- 3. Participants will receive information on how to utilize the narrative of poverty in social work education

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Poverty affects 15 % of adults and 20% of children in the United States according to the 2012 U.S. Census Bureau. Poverty afflicts all cultures, ages, races, and genders and occurs in every city across to globe. However, in the United States, a person or family is considered living in poverty if their aggregate income is less than their earned threshold (United States Census Bureau, n.d.). This threshold is not based geographically but does match current inflation rates (United States Census Bureau, n.d.). Poverty may be attributed to three theoretical classifications

(Davids, & Gouws, 2013). The first of these is called Structural explanations and attributes impoverishment to outside forces such as economic fluctuations or social factors (Davids, & Gouws, 2013). The second is called individualistic explanations. Justification of poverty in this explanation puts the blame directly on the poor (Davids, & Gouws, 2013). In this way the impoverished are the ones who "chose" the situation that they are in. Finally, there are explanations that are fatalistic. This classifies the poor as to being victims of circumstance (illness) or to having simple bad luck (Davids, & Gouws, 2013). In order to provide effective diagnosis and treatment, clinicians should adhere to DSM-5 criteria as it relates to their clientele and become familiar with conditions that can influence a client's functioning. These conditions may be listed in order to explain why the client is seeking services or to be used to clarify a need for treatments, tests, or procedures (American Psychiatric Association, 2013). In the DSM-5 this is referred to in a section titled Economic Problems. Under this heading a clinician may choose one of the following to describe a client in such a manner: "V60.2 (Z59.4) Lack of Adequate Food or Safe Drinking Water, V60.2 (Z59.5) Extreme Poverty, V60.2 (Z59.6) Low Income, V60.2 (Z59.7) Insufficient Social Insurance or Welfare Support, and V60.9 (Z59.9) Unspecified Housing or Economic Problem (American Psychiatric Association, 2013). Clinicians must also have an understanding of how a client's well-being is affected by the learned helplessness that often accompanies poverty. The strengths perspective that has become so vital to social practice must be incorporated with clients living in poverty in order to provide hope.

Presenter Bio (s): Linda Openshaw, DSW, LCSW is Professor & MSW Program Director at Texas A&M University-Commerce. Her primary research interests include school social work, children and adolescents, and spirituality in practice.
Andrew McLane, BS
Chase Court, BS

Workshop Title: Catholic Social Teachings and Social Work Values

Workshop Presenters: Ruth Osuch, Ph.D., LCSW

Workshop Abstract: In 1891, Pope Leo XIII attacked structural economic injustice. Catholic Social Teachings stresses life and dignity of the person, family, community, and participation, rights and responsibilities, options for the poor and vulnerable, dignity and rights of workers, solidarity, and care for God's creation. The core values of social work are: service, social justice, dignity of the person, importance of relationships, integrity and competence.

Workshop Number: 20120437 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Gain an understanding of the origins of these values and their importance in the 21st century.
- Develop a better sense of professionals values in the context of religious beliefs and the intervention options given to clients.
- Apply this knowledge to the mission and policies of faith-based organizations.

Level of Presentation: Basic

Target Audience: Social Workers, Educators, Students

Workshop Description and References: In 1891, Pope Leo XIII launched a frontal attack on structural economic injustice with his encyclical titled "Rerum Novarum". It's themes mandated the just wage, the distribution of land, and worker associations. The seven key themes are: life and dignity of the person, family, community, and participation, rights and responsibilities, options for the poor and vulnerable, the dignity of work and the rights of workers, solidarity, care for God's creation. In comparison the six core values of social work are: service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. This presentation will compare and contrast the two sets of values given their context and history. Christian social workers in general and Catholic social workers specifically will develop a better sense of their professionals values in the context of their religious beliefs and the intervention options given to clients. Key themes will be defined and examples will be given to help the audience understand application, dilemmas, and collaborations with other professionals. The presentation will also address when there are conflicts between the two values and how they may or may not be resolved.

Presenter Bio (s): Dr. Ruth Osuch teaches at Lewis University's BA social work program. For the past four years, she led the program through CSWE accreditation ending in June 2014 and continues to coordinate the assessment activities. Lewis is a Catholic University sponsored by the Christian Brothers of St. John Baptist De LaSalle. She received her Ph.D. from Brandeis University in 1994 and was awarded a mental retardation training grant. She taught for 18 years.

Workshop Title: Integration of Clients' Spirituality among Christians in Social Work

Workshop Presenters: Holly Oxhandler, Ph.D.

Workshop Abstract: This workshop will introduce the Religious/Spiritually Integrated Practice Assessment Scale and describe the views and integration of clients' religion/spirituality into practice among a national sample of social workers who self-identified as Christian. Based on these findings, implications and suggestions for social work practice will be discussed.

Workshop Number: 20120456 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify a new instrument to measure social work practitioners' integration of clients' religion and spirituality in practice.
- Describe the attitudes, behaviors, perceived feasibility, and self-efficacy of self-identified Christians in social work.
- Further understand a variety of methods for integrating clients' religion and spirituality into practice.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Over the past couple of decades, the body of research on the relationship between religion, spirituality, health, and mental health (Koenig, King, & Carson, 2012; Koenig, McCullough, & Larson, 2001) has grown tremendously. Additionally, clients have begun to express their desire that this topic be integrated into practice and initiated by the practitioner (Koenig, 2005; Stanley, Bush, Camp, Jameson, Philips, Barber, Zeno, Lomax, & Cully, 2011; Tepper, Rogers, Coleman, & Maloney, 2001). Considering that 65% of a sample of members with the National Association of Social Workers (NASW) reported not having received education on integrating clients' religion and spirituality into practice (Canda & Furman, 2010), a question arises around what practitioners are doing to bridge the gap of not learning about this topic in their graduate education. While prior studies have examined practitioners' attitudes and use of specific religious/spiritual behaviors in practice, practitioners' perceived feasibility and self-efficacy around assessing and discussing this area of clients' lives has not been examined. As educational efforts increase to address this need in social work education, current trends regarding the adoption and implementation of clients' R/S in practice among current practitioners can provide useful information to inform and evaluate these efforts in both classroom and continuing education settings. In 2013, the Religious/Spiritually Integrated Practice Assessment Scale (RSIPAS) was developed to measure a national sample of licensed clinical social workers' (LCSW) attitudes, behaviors, perceived feasibility, and self-efficacy around integrating clients' religion and spirituality in practice. The RSIPAS has established face and content validity and has a strong overall internal consistency.

Presenter Bio (s): Holly K. Oxhandler is an Assistant Professor at Baylor University's School of Social Work. Her research interests include the evidence-based practice process and integrating clients' religion and spirituality into practice.

Workshop Title: The Case for the Conservative Christian Social Worker

Workshop Presenters: Kim Parker, LCSW

Workshop Abstract: Oftentimes, it is presumed by the popular social work and academia culture that the only way to uphold social work values is by adopting liberal ideas of how to help others. Through a case study of this social worker, beginning with her life history, followed by her character formation and life journey, it is found that conservative values fit in line with both Christian faith, social worker ideals and ethical practice.

Workshop Number: 20120524 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1) explain the difference between a Christian viewpoint of the concept of sin and suffering versus a nonreligious viewpoint
- 2) identify 3 ways in which it is ethical to practice with Conservative Christian values
- 3) identify four boundary issues to be aware of and how to maintain good boundaries in practice

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Ethical practice, boundary issues, nurturing social worker faith and character formation, dual relationships and social worker supervision

- 1) Case Study of the presenter: Child of war, relocation and refugee status to immigrant status to citizenship status
- 2) Issues of acculturation, adaptation, assimilation
- 3) Spiritual journey of finding Jesus, strengthening identity and stress coping skills, and growing as a Christian
- 4) The roots of social work influence and the draw of social work profession
- 5) Developing deeper understanding of Christian values as it intersects with social work values: helping others, connecting with the oppressed and marginalized, providing spiritual food in terms of God's truth and Christ's teachings on sins, making sense of sin, suffering, grief, conflicts, and issues of racism and "social justice" and finding comfort/resolution in Christian faith. Clinical case studies will be reviewed.
- 6) Identifying and advocating for small government, non-macro level (AKA Conservative) solutions to combating poverty, social injustice, racism, sexism, oppression, etc. Research studies and policies will be reviewed.
- 7) Ongoing spiritual growth and professional growth, how each intersects the other--the importance of good boundaries, ethical practice, and social worker supervision. Clinical case studies will be reviewed.

Presenter Bio (s): Kim Parker is a wife, a mother of three, and a licensed clinical social worker in the state of Texas since 2003. She obtained her M.S.W. from San Jose State University in 1998. She worked in the field of mental health, community social work, and child welfare foster care and adoption for ten years. She has been in private practice as a therapist the last five years, serving clients of diverse socio-economic and religious backgrounds.

Workshop Title: International Practicums:Maximizing the Benefits, Minimizing the Challenges

Workshop Presenters: Elizabeth Patterson, MSW, LISW-S, ABD

Workshop Abstract: International Practicums are a tremendous opportunity to promote student learning, university partnerships and faith-based social justice globally. Based on qualitative research, this workshop will discuss how international practicums can be developed to maximize the positive outcomes and minimize challenges while supporting the trifecta of stakeholders: the student, university, and community served.

Workshop Number: 20120505 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Based on literature and the presenter's research, learn the key issues of importance in developing international practicums.
- Value the equal importance of the trifecta of stakeholders of international practicums: the sending university, the participating student, and the host community.
- Develop faith-based and socially just plans to support international practicums that benefit all stakeholders.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Educators, Students

Workshop Description and References: International Practicums have gained interest and popularity over the past several years and are a tremendous opportunity for students, universities and communities abroad; however it is important to thoughtfully develop effective programs that will serve all stakeholders well in order to practice ethical socially just practices, based on Christian faith principles. Based on qualitative research, this workshop will discuss how international practicums can be developed to help maximize the benefits and minimize challenges for the trifecta of stakeholders: the student, university, and community served. As an introduction, a brief review of the

literature exploring the benefits and challenges of international practicums will be presented followed by a short review of presenter's qualitative study looking at the common benefits and challenges to international practicums. A Venn diagram will be presented to visualize and validate the importance of recognizing each key stakeholder's needs and goals in order to provide meaningful international practicums. As a part of the overlapping needs and goals, the importance of anti-oppressive and ethical practice as a part of faith-based service will be explored to emphasize the importance of the impact on the community, while also serving university and student goals. Next, strategies will be explored to support the trifecta of stakeholders in order to develop programs that will maximize the positive outcomes of international study abroad and minimize the challenges and potential negative outcomes. Although overlapping in nature, the main body of the presentation will focus on the three areas of the trifecta separately: the sending university, the participating students and the community served. To support the university's goals, the presenter will discuss how to organize quality placements that will support the university learning outcomes and CSWE accreditation standards in order to prepare competent social work practitioners. To support the student in their learning, discussion will include the value of orientation and debriefing, the importance of the immersion experience, and the provision of quality supervision to support the student in their learning and preparation for ethical and competent professional practice. To help support the host organization, the presenter will discuss ways to remain focused on the mission and goals of the organization and the community served, while providing meaningful anti-oppressive experiences for students based on Christian faith and socially just values. Finally, the presentation will conclude by re-combining this trifecta and summarizing how to support overall goals, while supporting the individual goals and issues of each stakeholder.

Presenter Bio (s): Elizabeth Patterson Roe teaches at Malone University in Canton, OH. She has nearly completed her doctoral work with her dissertation focusing on how international practicums benefit social workers. Previous to teaching full time, Elizabeth served in Romania, coordinating social services for Veritas, a faith-based NGO, and supervising student internships.

Workshop Title: Lifting a Community Out of Poverty Through Higher Education in Their Own Backyard

Workshop Presenters: Stephanie Perez, MSW

Workshop Abstract: Participants will learn what Eastern University has done to create a full time BSW program that meets the needs of working adults, honors their Latino values, supports their growth in the English language and links them to field placement and employment all within their own community.

Workshop Number: 20120490 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Enhance culturally sensitive approaches to educating nontraditional students from Latino communities.
- 2. Identify and explore a community focus in expanding a social work program and developing field placements.

Level of Presentation: Intermediate

Target Audience: Educators

Workshop Description and References: While more Americans hold Bachelor's degrees now more than ever the Latino population with 4 year college degrees remains low. In 2012 56 percent of Latino college students were enrolled in a four-year institutions, compared to 72 percent of White college enrollees. (Roach, 2013) Latinos are less likely to attend a selective college, be enrolled full time and/or complete a bachelor degree. Many Latinos in this country find providing immediate income to their families both here and abroad to be their top priority thus they put off their education to do so. Pair full time work along with caring for aging parents, parenting, and countless other family needs and one can easily see the immense barriers this community faces towards successfully completing a degree. Eastern University acknowledges the justice issues that surround higher education and this community. We have seen the vast potential and passion to serve within so many of the students enrolled in the Associates Program at the University's satellite campus in Eastern North Philadelphia, Esperanza College. After completing an associate's degree in Community and Human Services many students wanted to go on and obtain a BSW but found commuting to the main campus outside of the city to be difficult. They wanted to remain at a Christian University and were looking for opportunities to work within their own communities. Eastern has created a full time BSW program that meets the needs of working adults, honors their Latino values, supports their growth in the English language and links them to field placement and employment all within their own community. This presentation will provide participants with an opportunity to learn about the program's design.

Presenter Bio (s): Ms. Pérez is a full-time Lecturer of Social Work for Eastern University. She obtained her MSW from Temple University in 2007 focusing on Social Work in the community and policy arenas. Ms. Pérez has spent her career working with Latino communities in Philadelphia primarily in the field of Maternal and Child Health. She is currently piloting a full-time BSW program at Esperanza College (a satellite campus) targeting nontraditional Latino students.

Workshop Title: Sexual Orientation Change Efforts (SOCE): Faith-based Challenges

Workshop Presenters: James Phelan, LCSW, Psy.D Christopher Doyle MA, LCPC

Workshop Abstract: Sexual orientation change efforts (SOCE) are controversial and affect faith-based social workers, related professionals, clients, and potential clients as new laws arise, and climate changes, limiting practice, faith convictions, autonomy and self-determination. This workshop will examine the controversies and clinical issues that surround SOCE and the ethical aspects of integrating spirituality, faith, and practice.

Workshop Number: 20120442 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate the history and current practices of SOCE from faith-based and secular perspectives.
- Describe what self-determination means to faith-based practice and how the issues of secular impeding factors affect practice, faith convictions, and human rights.
- Process how to deal with incongruences (harboring the storm) between a Christian professional's civic allegiance to local laws and his or her spiritual allegiance.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students, General Audience

Workshop Description and References: Undoubtedly, there has been a gradual shift towards acceptance of homosexuality in many circles. Decades after homosexuality was no longer viewed as a mental disorder, per se many clinicians halted the practice of SOCE, others diverted to the practice of gay affirmative models, several states adopted same-sex marriage, the Defense of Marriage Act has been lifted, and gays now serve openly in the military. However, professionals need to be aware that the history and current practice of SOCE from faith-based and secular perspectives exist and how this affects practice and ethical considerations. In addition, it is important to understand the legal and cultural context involved. Currently, two states have banned the practice of SOCE for clients under 18, and legislation continues to advance in many states, despite client, or parent autonomy and self-determination to seek treatment to overcome or express their same-sex attractions in ways that do not violate their Christian faith. This workshop will help attendees learn about the ethical and spiritual implications around laws surrounding SOCE and how these may impact Christian social workers and related professionals. At times, there is incongruence between a Christian professional's civic allegiance to local laws and his or her spiritual allegiance to following biblical teachings and faith-based convictions. How these are untangled is a challenge and will be discussed. Discussions about what self-determination means to faith-based practice and how the issues of secular impeding factors affect practice, faith convictions, and human rights are imbedded in the workshop. Finally, the presentation will encourage social workers to examine their own faith stance and practice implications. The personal

challenges, including practical examples and legal examples of integrating faith and practice will be discussed. Case examples of practices that have been affected by a clash of faith convictions and legal recourse will be presented. Attendees will have opportunities to discuss scenarios such as: "how would you handle"; "how does this affect your faith"; "what are the legal and ethical issues to consider"; and "what are the client's self-determination factors identified". Resources for professional developments, as well as integrating faith and practice in parallel will also be provided.

Presenter Bio (s): James E. Phelan received his doctorate degree in Psychology from the Southern California University for Professional Studies and his master's degree from Marywood University. He is an author, practicing clinical social worker for over 20 years, consulting editor for NASW's journals "Social Work" and "Health and Social Work", and field instructor for The Ohio State University. He is currently working on an MBA at Franklin University.

Christopher Doyle is a psychotherapist in the Washington, DC area, speaker, and non-profit CEO. He is the author of "Acception: Bullying Solutions and Prevention Health Education Curriculum" (and film), Benefits of Delaying Sexual Debut (the Institute for Youth Development) and Benefits of Delaying Sexual Debut Africa (Children's AIDS Fund). He is also a former Associate Editor of the peer-reviewed journal Adolescent and Family Health.

Workshop Title: Rethinking Poverty and Justice: The Hard Work of Collaboration

Workshop Presenters: Mary Anne Poe, MSSW, MDiv Rhonda Hudson PhD, MSW
Lisa Peoples Donald Jordan, MSW

Workshop Abstract: This workshop proposes a theology of justice and collaboration, and is developed around a case study of the collaboration of a university social work program, a local faith-based agency serving low income individuals, government entities, and approximately 50 congregations that are a part of the collaborative work.

Workshop Number: 20120506 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To examine a theology of justice and collaboration that eliminates the dichotomy often imposed between the physical and spiritual world.
- To be challenged as Christians in professional social work practice to engage our communities and congregations in the work of transformational development.
- To analyze one case example of a community collaborative that is striving for transformational development and to challenge participants toward advocacy.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: The church has a complicated history in its responses to societal injustices and poverty. On one hand, church structures and leaders have often been at the forefront of social change toward justice. On the other hand, church structures and leaders have sometimes succumbed to the societal status quo and misguided theology resulting in the church fostering and perpetuating social injustice. This workshop proposes a theology of justice and collaboration, challenges people of Christian faith in social work practice to promote justice within their congregations and communities, as well as their practice setting, and offers examples of ways to engage congregations and communities in this work. The workshop will be developed around a case study of the collaborative work of a university social work program, a local faith-based agency that serves low income individuals, government entities, and approximately 50 congregations that are a part of the collaborative work. The overall aim of the workshop is to propose a path through collaboration toward what Bryant Myers (2011) calls "transformational development". The case study of the collaborative work of the university social work program, local agency, government bodies, and local congregations demonstrates the numerous challenges, threats, and joys of working together for the "beloved community" that Dr. Martin Luther King, Jr. described. Christian theology in the western hemisphere has often separated the spiritual realm from the physical. Western political thought as expressed in modern democracies has shared this dichotomy, especially in the United States, that values the constitutional separation of church and state. Whether theology influenced democratic practice or vice versa is debated. Globalization, though, has given rise to increased consideration of how theology is shaped by political, social, economic, and cultural context and begs the questions: 1) how should we think about human relationships of inequality, oppression and conflict? and 2) what should we do about it? Christians who are also professional social workers come to the conversation about justice dually informed with the values of their faith, as well as the NASW Code of Ethics. The six core principles of the NASW Code of Ethics are coherent with and arguable rooted fundamentally in a Judeo-Christian tradition that values life, personhood, service, and justice. This workshop will challenge social workers to increase their advocacy for these values in their congregations and communities. Reference: Myers, B. (2008). *Walking with the Poor: Principles and Practices of Transformational Development*. New York: Maryknoll Press.

Presenter Bio (s): Mary Anne Poe is currently Acting Associate Dean, Professor of Social Work and Director of the Center for Just and Caring Communities at Union University in Jackson, TN. Prior to teaching at Union, she served as a social worker in congregational settings.

Rhonda Hudson is BSW Director and Professor of Social Work at Union University. Prior to her work at Union, Rhonda did clinical research with the Women's Mental Health

Research Group at the University of Miami Department of Psychiatry. The focus of her work was women impacted by HIV/AIDS.

Lisa Peoples has been the Executive Director for Area Relief Ministries in Jackson, TN. Since 2006, when she became director, Area Relief Ministries has developed a full range of services in the community to those who are financially insecure. The agency does its work in collaboration with about 50 local congregations, as well as other agencies and government services.

Donald Jordan, is Director of Education and Community Outreach with Area Relief Ministries, a therapist with Pathways Behavioral health Services, and an adjunct faculty member at Union University in Jackson, TN

Workshop Title: My Career in Social Work: Joy, Identity and Organizational Life

Workshop Presenters: David Pooler, PhD, LCSW

Workshop Abstract: Social work has the potential to be highly rewarding and at the same there are obvious hazards and occupational risks. This presentation will triangulate insights from research on professional identity, joy in social work, and appreciative inquiry to help participants make choices that can enhance their well-being and increase positive experiences in their lives. Or said differently, develop a sustainable long term career in social work.

Workshop Number: 20120508 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify salient factors of identity, joy finding, and appreciative inquiry that are related to social worker functioning.
- Assess one's own personal and professional functioning and develop at least 3 strategies for enhancing well-being.
- Identify at least one strategy for creating a positive spiral in one's workplace.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Because of the many occupational hazards in social work practice researchers attempt to understand the nature of the hazards and identify what factors promote employee health and well-being. Research on secondary traumatic stress, vicarious trauma, compassion fatigue, burnout, and distress is commonly found in the literature. Less commonly found are positive perspectives that find and nurture what is adaptive, creative, and fulfilling. In this presentation participants will be

exposed to current research in identity development which will explore how identity shapes and informs the relationship we have with work and life outside of work. Insights about how identity can be formed and shaped to promote balance in life will be examined. Building on this, participants will also be exposed to research on how social workers find great joy in their work. Social workers find joy as they are able to make connections, make meaning, make a difference and make a life. The findings from the research on joy will form the backdrop or environment in which identity can be enhanced. Finally, this presentation will explore the organizational practice of appreciative inquiry in which members of an organization create positive spirals by identifying the processes and outcomes of organizational life when things are at their best or at their peak. The presentation will distill the salient aspects of all three of these ways of promoting social worker functioning and flourishing. Toward the end of the presentation there will be time to work in smaller groups to try on and apply positive approaches and perspectives. This presentation is ideal for social work students who are making decisions about their next steps as well as for seasoned practitioners who have much wisdom to share about how they have flourished through the years, and for educators who want to identify ways to train students about how to get the most from their work.

Presenter Bio (s): Dr. Pooler is Assistant Professor of Social Work at Baylor University. He has more than 15 years of social work practice experience working with trauma survivors, and people with addictions and mental health problems. A primary focus of his research is studying how social workers flourish and enjoy their work.

Workshop Title: Couples in Conflict: A Biblically-based Approach to Problem Resolution

Workshop Presenters: Janice Rasheed, Ph.D., LCSW Mikal Rasheed Ph.D., LCSW

Workshop Abstract: This workshop presents a Biblically-based counseling approach with couples who are in conflict. These problems have, thus far, resisted resolution. The authors have developed an approach in which both Christian faith principles and secular couples' counseling methods are used for insight and direction in helping couples resolve problems.

Workshop Number: 20120448 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the clinical issues involved in each of the 8 stages of this approach.

- Understand how biblically-based/Christian faith principles can provide insight and direction to helping couples resolve problems within each of the clinical stages.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: As couples attempt to resolve their differences, they may find themselves drawing away from the "will of God" and placing more credence in their own (conflictual) perspectives. The objective of this counseling approach is to assist the counselor in integrating Christ into a therapeutic (healing) process, so that the counseling is not done independently from Him. This workshop is meant to empower the counselor and help the couple resist the temptation to act independently of God's support, guidance and wisdom-in their attempt towards problem resolution. The goal of this presentation is to provide counselors a biblically-based approach to problem resolution using secular couples counseling methods. The authors have developed an approach which uses both Christian faith principles and secular couples' counseling methods for insight and direction in helping couples resolve problems. The stages of this approach are:

1. Defining the Conflict and (proposed) Resolution(s)
Biblically-based principles (i.e., asking for spiritual help and helping each other on their spiritual journey; learning from your growth in your relationship with Christ and applying it to your relationship)
2. Identifying Responses to Conflict
Biblically-based principles (i.e., getting past the hurt (with God's help); receiving grace from God for forgiving each other)
3. Examining Reciprocal Interactional Patterns of Conflict
Biblically-based principles (i.e., the spirit with which we approach conflict makes all the difference in the world
Christians are to approach conflict with a spirit of humility, gentleness and patience (Ephesians 4: 1-3); neither "fight or flight or aggression or avoidance" provides a solution to conflict [2 Samuel 14])
4. Assessing the Content of Conflicts "
Biblically-based principles (i.e., praying to God for wisdom and relying on his perfect understanding and knowledge, using this knowledge to communicate with each other)
5. Assessing the Process of Handling Conflicts
Biblically-based principles (i.e., learning from Christ-as a model communicator and problem solver (WWJD); Often Jesus taught followers not to be judgmental (Matthew 7: 1, Luke 6:37, John 12:47); Communicate our feeling in a way that it does not criticize or cause alienation from one another (Phillipians 2:3)
6. Designing Solutions
Biblically-based principles (i.e., compromise as a sign of love and humbleness; giving away power is not a sign of weakness, but an act of love; when we care about

someone, we will care enough to move beyond attitudes and behaviors which enable unhealthiness)

7. Implementation of Problem Resolution

Biblically-based principles (i.e., Diffuse escalating violence; forgive those who do not understand or make mistakes; embracing patience as a virtue)

8. Closure, Termination and Handling Future Conflicts

Biblically-based principles (i.e., encouraging the couple to pray together and engage in activities that facilitate their spiritual growth)

Presenter Bio (s): Dr Janice. Rasheed is a Professor at Loyola University Chicago in the School of Social Work, where she is the Director of the Institute for Innovative Practice, Research and Training. She also has a private practice in Oak Park, Illinois (where she resides) and specializes in couples and family therapy. She has co-authored books on family therapy and family therapy with Ethnic Minorities with her husband, Dr. Mikal Rasheed, co-presenter of this workshop.

Dr. Mikal Rasheed is Professor and Director of the MSW Program at Chicago State University. He also has a private practice in Oak Park (where he lives.) He has published books on Social Work Practice with Black Men, Family Therapy and Family Therapy with Ethnic Minorities.

Workshop Title: A Congregation Based Response to Incarceration

Workshop Presenters: Dawn Ravella, D.Min., LMSW Anita Lightburn Mss, Ed.D.
Linda Hood

Workshop Abstract: The practice of restorative justice through a Coming Home Prison Ministry in a suburban congregation is reviewed. A process and outcome-based program evaluation describes the interactive service experience in groups and community that resulted in a transformative learning journey for congregants, the post incarcerated and broader community.

Workshop Number: 20120544 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will explore the meaning of restorative justice work in congregations to meet the needs of the post incarcerated.
- Participants will gain knowledge about the dynamic group and community program design that supports restorative justice.
- Participants will gain knowledge about the transformative learning process in congregational work that advances restorative justice.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: This workshop will involve participants in a transformative learning journey based on the experience of social work leadership as the mission director in a suburban church that provided a healing community for the post incarcerated. The Coming Home program provided by the congregation for the past four years is part of an ongoing process to educate the whole community to engage in the work of restorative justice through an interactive service and learning journey involving congregants, the post incarcerated and the broader community. As Cnaan(2002) has emphasized, American congregations have had a significant role as the "invisible caring hand in responding to the needs of the marginalized and poor". Furthermore Cnaan (2003) and colleagues (Cnaan, Draine, Frazier & Sinha, 2008) have underscored the significant challenge and opportunity for congregations in collaboration with social work to respond to the needs of the post incarcerated and those still in prison. As Mills (2008) and Trulear (2011) have shown, multi-faceted congregation based programs have a role in reducing the extremely high rate of recidivism where approximately two thirds of the 600,000 individuals released from prisons nationally each year return (Arditti & Parkman, 2011; Bureau of Justice, 2005). The Coming Home program model has been adapted over the past four years, based on an intensive community-based life skills empowerment program provided over twenty five years for the homeless (Lightburn and Sisselman, 2013). Providing support for men and women as they transition back to community, this program implemented and measured a practice of restorative justice with special emphasis on mentoring, fellowship, life skills classes, public policy discussions and advocacy that included a critical role for sharing the post incarcerated life narratives. A description of key activities will be supported by a report of mixed-method program evaluation data, including showing video-taped interviews. The results from focus groups, interviews, validated questionnaires and surveys quantify and evaluate learning which has taken place and the shifts in perception of the post incarcerated and restorative justice since the ministry began. Data shows that congregants are more understanding of systemic issues and are better prepared to identify and address the root causes of problems. The process of transformation was evident as people "lived their faith". Living your faith is a generative power, and Coming Home provided an opportunity for congregants to do this, using their gifts to meet the needs of participants while growing in understanding, compassion and awareness. Reflection on the transformative process integral to how churches can be meaningfully involved in restorative justice is considered to support engagement in mission work moving beyond charity and working for systemic change.

Presenter Bio (s): Dawn Ravella, Dmin, LMSW Director of Mission and Outreach, The Reformed Church of Bronxville, is a social worker dedicated for more than 25 years, organizing faith communities on issues of poverty and injustice. Her Doctoral work at New York Theological Seminary focused on engaging communities in restorative justice and prison re-entry.

Anita Lightburn is a Professor at Fordham University Graduate School of Social Service and Director of Beck Institute for Religion and Poverty.

Linda Hood is a doctoral Candidate at Fordham University.

Workshop Title: Case Studies in Organizational Behavior - How Not to Inspire Staff!

Workshop Presenters: William Raymond, LMSW

Workshop Abstract: Most of us work in organizations of some sort that can be good or bad. This workshop will focus on what it takes to have a strong, healthy organization and participants will engage with and discuss some real case studies in "how not to inspire staff".

Workshop Number: 20120545 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will be able to articulate what they value in a "good" organization and identify signs of a dysfunctional organization.
- Participants will be able to develop a preliminary plan to address issues that they identify in their own or other work environment.
- Participants will be able to apply a biblical perspective to organizational settings in order to discern how to begin to build a strong, healthy organization.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, General Audience

Workshop Description and References: Most people in the social work profession work in a variety of organizational settings, both public and private and many spend their entire careers in some type of "human service" organization. They may be in faith and community based organizations or in some type of private practice of varying sizes. In addition, many social workers who either aspire to move into or who find themselves suddenly in an organizational leadership and supervision position may not have focused on the organizational and supervision aspects of work during their college or graduate studies. Regardless of the type of organization we are in, we must interact, work with, lead, follow and deal with a variety of people. Dealing with the people gets messy. The culture, style and approach of an organization and its leaders can make a tremendous difference in the level of engagement, satisfaction and productivity of the people working there. Assumptions about human behavior, ego and control issues, limited emotional intelligence, negative work experiences, lack of training, poor role models and a host of other factors can influence how an organization "behaves" and treats its employees. Even though all organizations are messy there are ways to mitigate the messiness. The introductory part of the workshop will focus on a brief overview of concepts such as

qualities of good organizations, what are adaptive and learning organizations, principles of good leadership and supervision, emotional intelligence as a foundational platform for strong organizations, the role of delegation in building strong teams, what it takes to have "engaged" employees, the role of communication in strong organizations, the role of creative conflict in strong organizations (it's not all positive all of the time) and a biblical perspective on good organizations and work. The second part of the workshop will focus on providing attendees an opportunity to interact with three case studies in organizational behavior that demonstrate "how not to do it". Attendees will work on the case studies in small groups to identify critical issues and then work on a plan to begin to address the issues identified and make changes. For the third part of the workshop, attendees will be asked to submit their own examples of dysfunctional organizational behavior and culture and share with the group. A few of these examples will be selected to be used for group discussion and problem solving. The conclusion of the workshop will focus on a large group discussion of the Biblical and ethical considerations that the attendees discerned from the case studies and small group discussions and allow participants to begin to think about their own roles in building and maintaining strong, ethical organizations from a biblical perspective.

Presenter Bio (s): Mr. Raymond is currently the Executive Director of the Ottawa County Michigan Works!/Community Action Agency. He has been actively providing leadership in public and private agencies for over 35 years and has a strong interest in asset based approaches. He is a strong believer in working together to provide solutions to community issues and that strong organizations and strong relationships can help lead to meaningful change.

Workshop Title: Resiliency of Social Workers: The Factors to Doing Quality Work

Workshop Presenters: Andy Reynolds, MSW Tim Olson, MSW Grant Victor, MSW

Workshop Abstract: An encouraging organizational culture can create an environment for social workers to do quality work. But with growing financial concerns, many organizations are more preoccupied with staying in business than changing their culture. This workshop will explore factors that contribute to social workers providing quality work regardless of organizational culture.

Workshop Number: 20120502 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To learn of existing research on resiliency
- To identify factors that contribute to social work resiliency
- To explore practical means to fostering resiliency in social workers

Level of Presentation: Advanced

Target Audience: Social Workers, Educators, Students, General Audience

Workshop Description and References: Organizational culture change is a hot topic in social work research. There are many reasons why a more encouraging and empathetic organizational culture can create an environment for a social worker to do good quality work. Work that the social worker is proud of. But with growing financial concerns surrounding organizations that employ social workers, many organizations are more preoccupied with staying in business than changing their organizational culture. Resiliency is another hot topic in social work research. Scores of research studies have been geared toward finding the factors that make a client resilient, but is there hope for the social worker that works with a difficult population, in an unhealthy organizational culture, with little administrative support? While the potential for the organization to change its culture seems bleak, maybe there are other factors to providing good quality service to our clients? Maybe these factors are inherent within the social worker. Maybe it's time to focus on the resiliency of our social workers. This workshop will explore potential factors that contribute to social workers finding their motivation to provide good quality work within their organization. Are there factors that social workers bring into their employment that can be easier to identify and foster than attempting to bring about organizational culture change? If so, what do social workers perceive these factors to be, and can their organization help them cultivate these factors?

Presenter Bio (s): Andy Reynolds received his Master in Social Work and BA in Christian Ministries from Asbury University. His work as the BSW Field Practicum Director has led him to conducting trainings for agency supervisors as well as implementing Council on Social Work Education (CSWE) Educational Policies and Accreditation Standards (EPAS). His direct practice experience includes community mental health work with children, adolescents, and families.

Tim Olsen is a Behavioral Health Officer in the Kentucky Army National Guard and works in the Posttraumatic Stress Disorder Clinical Team (PCT) at the Lexington, Kentucky VA Medical Center. His interests include treating combat and military sexual trauma, suicide prevention, and supporting student-veterans. He is currently a doctoral student at the University of Kentucky College of Social Work.

Workshop Title: Social Work Marrying Pastoral Care for Transformative Holistic Care

Workshop Presenters: Edith Robinson-Davis, M.Div., M.Ed., BA

Workshop Abstract: This workshop gives social workers a better self-awareness and understanding of individuals and their cultural/ethnic environments. It concentrates on the emotional/spiritual dynamics of others during negative and positive events. It brings

a better awareness of the untapped clinical emotional/spiritual resources available to them when working with their clientele.

Workshop Number: 20120533 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will gain a better self-awareness and their own holistic needs
- Participants will become more sensitive to the emotional and spiritual need of others.
- Participants will gain knowledge of the resources of clinical pastoral care in facilitating holistic growth as well as transformational change for their clients.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Psalms 11:3 "If the foundations are destroyed, what can the righteous do?" Someone once wrote "Life happens on the way to one's destiny." This workshop looks at life and the events of life that cause people to act and respond in relationships. It will help clinical social workers gain a greater sensitivity to engage self, others and social relationships. It will enable individuals to gain knowledge to understand the complexity of humans. Thus, with this understanding, enabling us to facilitate self and others to experience healing and inner growth in all dimensions of self and stages of life. Participants will engage in ways of developing their (and others) undiscovered strengths and inner emotional and spiritual assets that can promote their relational lives for the good of self and prevent harm for and to others. Through the marriage of clinical pastoral care and clinical social work we can enable individuals to grow in their own wholeness as well as become facilitators of wholeness to family and others in society. This workshop looks at how we, as clinical caregivers, facilitate and aid the growth of individuals against the forces that societal structures and relationships which foster brokenness and diminishes wholeness and well-being. We will look at physical, emotional, spiritual and relational resources available that work within the ethical, moral and spiritual dimensions of respectful and loving caregiving.

I. Introduction

II. Pastoral Care and Social Work Difference

III. Dimensions of Human Life - Life Stages/Societal Structures

IV. Crisis/Events and the Emotional/Spiritual Self - The Impact In Relationship with Others

V. Social Workers/Pastoral Care Resources impacting each other for others and societal well- being

VI. Case Studies in Groups

VII. Empowering Self and Others

Presenter Bio (s): Edith Robinson-Davis has an M.Div. from Duke University, M.Ed. from Michigan State University, BA. Spring Arbor University, Clergy. She is Licensed clinical Christian counselor of The National Christian Counselors Association, affiliated with The Urban Ministry Institute -World Impact. Currently, she serves a chaplain residency at New Hanover Medical Regional Center, Wilmington, NC.

Workshop Title: No More Lecturing! A Flipped Classroom Using Team-Based Learning (TBL)

Workshop Presenters: Brian Roland, Ph.D.

Workshop Abstract: Team-Based Learning (TBL) emphasizes collaborative learning using individual work, group (team) work and immediate feedback in sequence to motivate students to learn and to hold each other accountable for attending class, coming prepared, and fully contributing.

Workshop Number: 20120460 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the difference between TBL and lecture-based classrooms
- Format their classrooms to make it conducive to TBL
- Understand how TBL is structured for a typical semester

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: This will be an interactive presentation where all participants will be "actively" involved with all steps of the TBL process. TBL allows instructors to target student critical thinking while fostering greater student independence and accountability. The overall goal of the instructor is to create effective application exercises and then "get out of students way" while students critically think about how to answer the exercises with their classmates! TBL is currently being used successfully in many colleges and universities in the country at both the undergraduate and graduate-levels. TBL is also used in small classes, large classes, for online classes, and can be successfully implemented for any area of study, including, Computer Science, Public Health, Criminal Justice, Political Science, Public Administration, Social Welfare, Information Literacy, History, Art, Physics, and Philosophy, and more! Team-based learning (TBL) utilizes small diverse groups of 5-7 students and emphasizes student preparation outside of class and the application of course concepts in class. Students work in the same team throughout the semester. Before each module (or unit) of the course, students prepare by reading the textbook chapters, assigned articles, and watching

videos. In the first class of the module (or unit), students take a graded and "timed" Individual Readiness Assurance Test (iRAT) that is usually 10 multiple choice questions. After students complete the iRAT, they take it again, but this time they are graded as a team (this is called the Team Readiness Assurance Test or tRAT). While taking the tRAT, students use a "scratch-off" card and score themselves. The tRAT usually elicits student critical thinking and discussion of the correct answers. After the completion of the tRAT, students have the option to appeal questions that they got incorrect. The appeals process encourages students to critically think about their responses by reviewing the material, evaluating their responses, and defending the response they made. After the iRAT, tRAT, and appeals process, the instructor gives a brief lecture to cover concepts and material that students struggled with the most.

Presenter Bio (s): I completed my Ph.D. in Social Work in 2010, after completing my Master's degree in Social Work and Bachelors in Psychology. I am currently an Assistant Professor at Nyack College. I am also an Adjunct Professor at University at Albany and Cazenovia College. I have more than 12 years of clinical experience helping populations that struggle with mental illness and addictions.

Workshop Title: Preparing Your Community for Immigration Reform

Workshop Presenters: Michelle Sardone, M.A. Allison Posner J.D.

Workshop Abstract: A change of immigration status can mean change in every part of an immigrant's life. Now is the time to begin preparing our faith communities for legal reform. We will equip attendees with tools to identify quality service providers, identify ways to help, and share best practices in community collaboration.

Workshop Number: 20120447 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate the importance of faith-based communities in preparing for immigration reform
- Identify ways to help individuals to prepare and find quality assistance
- Understand the limitations of non-legal staff in the process

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Students, General Audience

Workshop Description and References: The uncertainty of one's immigration status, or that of a spouse or child, impacts every part of life. As Christian social service providers

and trusted leaders, it is important to be involved in preparing our communities for impending changes to immigration law. In order to do that, it is necessary to understand the impact these changes will bring and their impact on the everyday lives of immigrants. As many as 11 million people may soon be eligible to obtain lawful immigration status and stop looking over their shoulders. The impact will be felt not only by those directly affected, but also by their families and communities. These significant reforms will not take place overnight. We must take this opportunity before legislation is made final to educate our communities, develop mechanisms for collaboration, and prepare local infrastructure to meet the needs of these large numbers. Individuals eligible to benefit from the coming changes in immigration laws are often vulnerable, and may turn for help wherever it is offered. We must all help to make sure that they are able to locate and identify quality service providers. Before applying for legal benefits under a new law, potential applicants may be required to improve their English skills, correct their tax filings, and document their time in this country. These are all areas in which unscrupulous individuals may prey on them. Faith communities play an important role in helping their neighbors understand how to find quality legal and other services, and where to refer clients and their families. We must also know our limitations in providing assistance to immigrants. Offering to provide advice or fill out legal forms can be dangerous without the proper training. The wrong help can hurt. In this workshop, we will discuss the limits, as well as the opportunities, of helping individuals to regularize their status. We will share specific examples of how faith communities can successfully collaborate and brainstorm ways that social workers, in particular, can be part of the process.

Presenter Bio (s): Ms. Sardone is responsible for CLINIC's efforts in preparation for comprehensive immigration reform and assisting CLINIC's network of over 250 charitable immigration legal services programs in planning for legalization. Previously, she was the Legal Services Group Manager at Hogar Immigrant Services of Catholic Charities in the Diocese of Arlington, VA.

Ms Posner is the Director of CLINIC's advocacy section. In that position, she acts as a liaison between CLINIC's members and various federal agencies that touch on immigration issues. She also represents CLINIC in issue-based coalitions and working groups and provides legal expertise and the view from the field to the U.S. Conference of Catholic Bishops. Prior to joining CLINIC in 2004, Ms. Posner worked in private practice.

Workshop Title: A Radical Approach to Volunteering in Social Service and Social Ministry

Workshop Presenters: Eric Saunders, MSW, LCSW

Workshop Abstract: Could an appropriately skilled, trained, and supervised volunteer replace a paid staff position in a human service agency? Does everyone have something

to give? Could a recipient of service play a part in providing services to other clients in agency? A radical rethinking of the role of the volunteer can expand services, improve outcomes, and impact a community.

Workshop Number: 20120431 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants increase appreciation and new ideas about the role of volunteers in human service delivery in a context of personal ministry and spiritual development.
- Participants will gain appreciation for the difficulty of accomplishing change in a volunteer and take away lessons learned.
- Participants will gain appreciation for the value and challenges of involving client population in the helping process.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: In the middle of the first great recession of the 21st Century, a faith based food pantry and social service agency was challenged with stagnant resources and an explosive demand for basic needs assistance. The challenge faced was, "How do we substantially increase available assistance and services without increasing expenses?" In desperation, this agency eliminated staff positions by attrition and turned to its volunteer force, asking them to take on duties previously performed by paid staff. Gone were administrative positions (they became program managers) and volunteers suddenly began performing intake and screening services. There was inevitable cultural backlash both from staff and volunteers as the roles of both groups began to evolve. Staff had to give up the idea that all client contact was the responsibility of trained professional social service workers and that their new role involved recruiting, training, and overseeing qualified volunteers. Volunteers had to adapt to change, be willing to go through screening and sort themselves in to new positions that were a fit. In 2008, the presenter's agency served just over 5000 people. By 2013, that number had grown to over 12,000, and in the process added a wide range of self sufficiency programs including financial literacy classes, employment assistance, and GED classes, all facilitated by volunteers. All of this was accomplished without an increase in paid staff positions. In human services and among volunteers, there can be an attitude of paternalism. These people are the people who give help; these people need help. When the presenter first began working at his agency as director, he observed a volunteer bringing donated bread into the center, when a client offered to help and was told, "Clients aren't allowed to help." When asked, why, the volunteer had no idea. That's just what they had been taught. When veteran staff were asked, answers like these were given: "It has something to do with liability," or, "They would expect special treatment." One of the biggest challenges in social services is getting at the issue of motivation to change. Giving people resources has the potential to lower initiative, create entitlement,

and foster dependency. The next barrier the presenter is tackling is asking the questions:

- 1) What do people in poverty have to offer others?
- 2) How could an agency's culture be changed to allow lower income people to serve alongside middle and upper middle class volunteers?
- 3) How do you include people receiving help in the helping process while maintaining appropriate confidentiality, boundaries, and safety?

Early indications are that people who depend on social services gain dignity and have better outcomes when they are allowed to give back. Staff and volunteers gain greater appreciation for the value of those they serve and gain valuable insight into how to improve the helping process.

Presenter Bio (s): Eric Saunders is the executive director of New Hope Ministries, a faith based social service agency that provides basic needs in south central Pennsylvania. He is also an adjunct instructor of social work and Field Liaison for Messiah College. He holds a bachelors in communication from the Master's College and a Master of Social Work from Indiana University. Eric is also a licensed clinical social worker and serves on a number boards.

Workshop Title: The Art of Healing: A Collaborative Research Model

Workshop Presenters: Lissa Schwander, PhD, MSW Anna Greidanus MFA

Workshop Abstract: This presentation examines a collaboration between social work and art for intervention and evaluation in cancer treatment and presents the results of a content analysis of "The Survivor's Project" conducted in the social research methods course. The use of art in healing as well as the value of cross-disciplinary collaboration in intervention and evaluation processes are explored.

Workshop Number: 20120576 -

Learning Objectives: As a result of this workshop, participants will be able to:

Level of Presentation: Intermediate (MSW level)

Target Audience: Convention workshop

Workshop Description and References:

Presenter Bio (s): Lissa Schwander received her MSW from the Rutgers University. She earned a PhD. in Sociology from Michigan State University in 2013. Her research interests include: international migration particularly in the Caribbean, social work education, particularly cross-disciplinary collaboration, and the intersections of race,

class and gender. Dr. Schwander is on the faculty at Calvin College in Grand Rapids, MI.

Anna Greidanus earned an MFA degree in Studio Art with Honors from Michigan State University in 1988. She is a Professor of Studio Art at Calvin College and exhibits work regionally, nationally, and internationally.

Workshop Title: Paperwork or Social Work: Using Information Technology in Social Work

Workshop Presenters: Cassandra Scott, MSW

Workshop Abstract: This workshop will include a discussion of current debates surrounding information technology in social work practice and education and explain how and why technology is critical to social work practice. It will also include a list of free software downloads for social workers and will demonstrate information technology strategies to reduce paperwork to increase quality time for face-to-face client intervention.

Workshop Number: 20120412 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn where they can download free, popular Open Source software. Nearly 100 web addresses will be provided.
- Participants will be able to identify two digital strategies they can use to automate major time wasters.
- Participants will be able to identify at least one technological technique they might use to reduce paperwork.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References:

I. What is Information Technology, Why is it Important, and Why Isn't Social Work Using it More? (10 minutes)

A. Definition of IT:

B. Why SW needs IT (Kreuger & Stretch, 2000; Zhang & Gutierrez, 2007)

1. Human services must be information-driven (<http://ifp.nyu.edu>)

a) Managers must develop an information environment (ex: "Meeting Works" (Resnick & Anderson, 2008)

b) Create a digital team

2. Clients must be information-driven (Zhang & Gutierrez, 2007)

- a) Eliminate Repetition of Routine, Regular, or Periodic Responses
- b) Save Time / Money (Kreuger & Stretch, 2000)
- c) Increase client's access to information (<http://ifp.nyu.edu>)
- d) Building community among clients (Zhang & Gutierrez, 2007)
- e) Empowerment through building social capacities (Zhang & Gutierrez, 2007)
- f) Faster service

II. Current IT in social work debates (10 minutes) (McCarty & Clancy, 2002; Adams, Dominelli, and Payne, eds., 2009)

A. IT is Impersonal- reduces clients to a number / leaves out emotion and body language / no opportunity for empathy or human interaction

- 1. IT is incredibly individualized (i.e. FB marketing is tailored to user)
- 2. Using IT wisely can reduce paperwork, increasing time for establishing rapport, trust building, and treatment
- 3. Do the impersonal things using IT; save the personal things for practice

B. Security Risks as the world goes paperless / wireless

(<http://www.accenture.com>)

- 1. Cloud storage was insecure as it moved from silos to aggregate data storage
- 2. Major advancements in cloud security technology every day
- 3. MTD (Moving Target Defense) software makes hacking nearly impossible by having internal passwords and codes that constantly change
- 4. I&AM (Identity and Access Management) software will soon replace passwords (eye, face, voice, and fingerprint recognition)
- 5. ACA implementation includes development of ultra-secure, regulated, and expanded data management and conversion sites
- 6. New HIPAA electronic / technology guidelines for securing and managing confidential on-line data

C. Response to Security Breaches (<http://www.accenture.com>)

D. Data loss / corruption (<http://www.accenture.com>)

III. Current Information Technology: Who is Using it and in What Ways? Three examples.(10 minutes) (<http://www.accenture.com>)

- A. For-Profit Businesses
- B. Marketers (<http://www.accenture.com>)
- C. Social workers

IV. Using Technology to Improve Clinical Practice. (30 minutes) (Zhang & Gutierrez, 2007; <http://ifp.nyu.edu>)

- A. Social workers must be information-driven (<http://ifp.nyu.edu>)
- B. Get training (cite) Take a class if you can
- C. Practice
- D. Increase personal and professional presence and utilization (LaMendola, 2010)

- E. Create and use Macros; Auto Correct; Preferences; Options; (demonstrate in MS Word)
 - F. Make sure you filing system is usable, consistent, and simple
 - G. Use existing formatting tools-not space bars and numbers and so forth
 - H. Determine what is important to clients (Zhang & Gutierrez, 2007)
- V. Q & A (10 Minutes)

Presenter Bio (s): Cassandra L. Scott, MSW, adjunct professor at Barry University, teaches social welfare policy, community and agency change, and social work skills. Ms. Scott is a Field Advisor, former Field Educator, and director of homeless, DV, legal aid, and anti-hunger programs, a member of state and nonprofit boards, consultant, and a grant writer in Michigan, Tennessee, and Florida. She is a member of NASW, NACSW, and NABSW and a PhD student at Barry.

Workshop Title: The Therapeutic Use of Sin Examined Through the Lens of Chronic Grief Work

Workshop Presenters: David Sedlacek, Ph.D., LMSW

Workshop Abstract: Social work education does not generally address the topic of sin and its therapeutic value. Likewise, many social workers including those who identify themselves as Christian, avoid addressing sin with clients. This presentation will discuss the therapeutic value of addressing sin using a case study of a client with chronic unresolved grief. Several areas of potential value in using "sin therapy" will be presented.

Workshop Number: 20120470 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will be able to articulate why it is important to address sin in a therapeutic context.
- Participants will be able to describe at least three areas of life where sin therapy could be effective.
- Participants will be able to use therapeutic interventions for sin that will be guilt reducing and insightful for clients.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Karl Menninger (1973) wrote several decades ago, "The very word 'sin,' which seems to have disappeared, was a proud word. It was once a strong word, an ominous and serious word. It described a central point in every

civilized human being's life plan and lifestyle. But the word went away. It has almost disappeared-the word, along with the notion. Why? Doesn't anyone sin anymore? Doesn't anyone believe in sin?" As Christian Social Workers, the use of sin is often avoided or seen as inappropriate for use as a therapeutic intervention with clients. Because of the excessive guilt and shame that many clients carry, we rightly do not want to add to their burden. However, the appropriate use of sin in a therapeutic context can result in tremendous new freedom for a client. In a Christian counseling context, dealing therapeutically with sin can be one of a series of uniquely Christian interventions available to the Christian social worker. This paper will discuss the therapeutic use of sin in clinical social work practice. The presenter will use a case study with a client experiencing chronic grief of twenty years duration as a framework in which to explore the application of "sin therapy." Therapeutic principles will be examined such as those found in Romans 8:1 "There is therefore now no condemnation to those who are in Christ Jesus," blessings and curses from the book of Deuteronomy chapter 28, and forgiveness and cleansing from 1 John 1:9. Application of these principles will be made to social work practice via this case study. Menninger, Karl (1973) Whatever Became of Sin?, New York, Hawthorne Books p. 14.

Presenter Bio (s): David Sedlacek is Professor of Family Ministry and Discipleship in the Department of Discipleship and Religious Education at the Seventh-day Adventist Theological Seminary at Andrews University. He has worked as a social worker for over 40 years and is passionate about integrating faith and practice.

Workshop Title: Navigating Differing Viewpoints on Controversial Issues within NACSW

Workshop Presenters: Charles Seitz, Ph.D., M.S.W., LCSW Michelle George M.S.W., LCSW

Workshop Abstract: This discussion based workshop provides a framework for engaging in civil dialogue regarding controversial topics within the Christian community. Research related to the plurality of views on specific topics will provide a foundation both for identifying common ground within differing viewpoints and for working through the challenges.

Workshop Number: 20120480 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify research related to areas of tension within the Christian Social Work community related to controversial issues such as abortion, divorce and LGBTQ issues

- Utilize a framework for articulating commonalities and challenges in working with others presenting differing views on controversial issues
- Explore ways to provide a more cohesive Christian social work voice within the larger social work community regardless of differences

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Research indicates changing positions in the U.S. on public support for historically controversial issues including abortion, LGBTQ rights, definition of marriage and divorce (Pew Research Center, 2013). A 2013 poll indicated Americans are far more accepting of marriage between same sex couples and supportive of LGBTQ rights compared to similar research conducted in 2003 (Barna, 2013). Viewpoints are also changing within the Christian Community regarding what is acceptable. Research indicates that Catholics are more accepting of advocating for LGBTQ issues than Protestants, although Protestant views are shifting towards more supportive positions (Barna, 2013). Professional literature recognizes inherent difficulties social workers face when working with diverse client populations (Spano and Klenig, 2007). The issue becomes even more complex for the Christian social worker when some positions within the profession are considered more acceptable than others. For example, the official policy statement by the National Association of Social Workers, (1996) asserts that the association "should work towards full social and legal acceptance of lesbian and gay people." While the position of the NASW is congruent with the views of some Christians in social work, it creates an ethical dilemma for others who believe that certain behaviors are harmful or even sinful. It is increasingly more difficult for Christian social workers to find a cohesive Christian social work voice within the larger social work community. Hodge (2011) addresses the need to foster frameworks which respect differing viewpoints, including more conservative faith perspectives. Dessel, Bolen, and Shepardson (2011) assert certain evangelical Christian beliefs are oppressive and potentially violate ethical codes. How can Christians in social work who hold divergent views on controversial issues create points of commonality while balancing the real tensions created by positional differences? Emerging trends complicate the Christian social worker's response to client issues when personal convictions conflict with client behaviors. Uncertainty exists regarding how legalization of gay marriage, health care legislation requiring coverage of birth control and abortive services and the military's position on homosexuality will impact a Christian social worker's options for responding to ethical dilemmas and faith conflicts. This workshop will frame the issue through presenting research reflecting differing views within Christianity on controversial issues. The NACSW membership will be surveyed to provide insight on the extent of divergent views and to provide a framework for negotiating these challenges. Workshop goals include identifying areas of commonality from within diverse viewpoints and developing a framework to navigate the tensions. Facing these challenges can lead to a more proactive and cohesive Christian social work voice within the larger social work community.

Presenter Bio (s): Dr. Charles Seitz is an associate professor of social work at Messiah College. He also serves as the Chair for the Social Work Department, and is a certified site visitor for the 2008 EPAS through the CSWE Office of Social Work Accreditation. Michelle Dixon George is an associate professor of social work at Messiah College. She serves as the Field Coordinator for the Social Work Department. As the social work field coordinator she develops and facilitates social work field placements as well as teaches and advises social work students throughout all four years of their education.

Workshop Title: The Little Country that Could: Examples of Social Change from Estonia

Workshop Presenters: Hiie Silmere, Ph.D., MSW

Workshop Abstract: This presentation shares examples of positive social change that have occurred within the past 25 years in the small country of Estonia. Come and learn about the Singing Revolution, how a country built up its civil society and social services from the ashes, and a number of other inspiring examples.

Workshop Number: 20120542 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Recognize that social change can take time. Patience and perseverance pays off.
- Recognize the importance of working collaboratively with individuals from various backgrounds, disciplines, and sectors.
- Have a better understanding of social services offered in Estonia.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: Estonia is a small country located in the north-eastern corner of Europe. The country has a complicated and tragic past having being occupied by multiple countries, most recently the Soviet Union. After the collapse of the Soviet Union in 1991, Estonia faced a major task of rebuilding the country, including its political and social systems. In this presentation, the author will share inspiring examples of social change in Estonia within the past 25 years in order to motivate and encourage social workers in the United States. The first part of the presentation will give a brief overview of the Singing Revolution (www.singingrevolution.com) -a non-violent unique social movement that united the people in the midst of danger and adversity, and ultimately resulted in Estonia regaining its independence without a drop of blood. This inspiring story has been compared to David defeating Goliath without the slingshot. Next,

the author will talk about the development of the civil society in Estonia that involves the collaboration between the public, private, faith-based, and non-governmental sectors. Examples of policies and initiatives at multiple levels will be shared, including various grass-roots movements and the government initiative to give out 500 electric cars to social workers in 2011. Finally, a brief overview will be given on how Estonia launched a comprehensive range of e-services that enables its citizens to access, apply, and sign various forms, including forms for social services online, without a need to commute and wait in lines in government agencies. A brief overview of the major social services and benefits offered in Estonia will be integrated into this discussion. A common thread through these examples of positive social change involves the collaboration and mutual trust between citizens and various stakeholders. Social workers, churches, and other stakeholders have needed to work together to build up the country from the ashes in order to achieve shared goals. It is hoped that the examples shared during this presentation will inspire Christians in the social work field in the United States to press forward despite the obstacles that we may encounter along the way.

Presenter Bio (s): Hiie Silmere works at the Department of Social Work at Roberts Wesleyan College. She earned her BSW from Spring Arbor University, and MSW and Ph.D. from Washington University in St. Louis. She was born and raised in Estonia and moved to the United States in 1995.

Workshop Title: Learning by Doing: Student Cyberbullying Research

Workshop Presenters: Karen Slovak, Ph.D., MSSA

Workshop Abstract: This presentation will provide an overview of cyberbullying research conducted by students in a social work research course at a faith based university. Students surveyed and collected 282 responses of students' attitudes, perceptions, and behaviors of cyberbullying on the campus. Results and implications of the project will be discussed.

Workshop Number: 20120418 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn the steps to carrying out a research project with students.
- Participants will learn about the basic characteristics of cyberbullying.
- Participants will learn the issues of cyberbullying on a college campus.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This presentation will provide an overview of the process of guiding students in an applied research project from start to completion in a semester. Social work research is often a feared topic by social work students. The topic and process of research can be complex, challenging, and unexciting. Drawing students into the subject matter can be difficult as the topics can be hard for them to apply in real life applications. One means to have research come to life for students is to guide them in an applied research project as a class. First, students were guided on choosing a topic for research that was of interest to them. An incident of cyberbullying on campus was the impetus for students choosing the topic of cyberbullying as an exploratory research project. There have only been a few studies of college level cyberbullying and all reports have indicated college students do experience cyberbullying with negative psychological impact. Students were provided lecture and reading on the topic of cyberbullying. Students were also responsible for gathering literature on the topic and sharing it through the online course companion. As lectures approached different aspects of the research process, the class worked together to apply the contents of the chapter to their actual project. For example, on the chapter covering survey development, students worked together to gather ideas for survey questions and then worked as a group to develop and refine the survey. The survey included a question on students perceived level of personal faith. In addition, discussion about the Institutional Review Board in the research process allowed them to learn first-hand how to submit a proposal to the IRB. Students learned SPSS and input all data in addition to learning about analyses. The end project resulted in a symposium for the campus and community. Results of the study indicated that out of 282 students (14 separate classes surveyed), that 85% of students thought cyberbullying happened on campus to some degree at the university. In addition, 22% reported being targets of cyberbullying and 20% said they have posted something hurtful online at some point. Most students reported having "Some" faith (27%) or "A Lot" of faith (56%) and this correlated with cyberbullying questions to demonstrate that faith may be a buffer against cyberbullying. In addition, a simple ANOVA demonstrated difference in gender across multiple questions. This presentation will cover other results of the project and also discuss implications such as: 1) the need for cyberbullying policies at the college level, 2) who the students believe should be responsible for these policies and 3) implementing live research projects in class.

Presenter Bio (s): Karen Slovak is an Associate Professor in Social Work at Malone University. She received her Ph.D. in 1997 and her MSSA in 1996 from at Case Western Reserve University. Dr. Slovak's research has focused on cyberbullying, rural youth, school social workers, and suicide, and firearms. She also serves a reviewer for the Journal of Poverty

Workshop Title: Sabbath as Self Care: Permission to Rest!

Workshop Presenters: Rebecca Smith, MSW/MDiv Candidate

Workshop Abstract: The need for developing self-care practices creates a unique opportunity for Christian social workers to deepen an understanding of Sabbath. This workshop seeks to address the barriers to rest and how to enrich self-care through Sabbath practices. Participants will engage in participatory learning to integrate spirituality into practice.

Workshop Number: 20120520 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify the barriers to rest in social work practice and reconstruct "rest" as a primary objective of healthy and ethical practice.
- Gain deeper understanding and appreciation for Sabbath Rest in a modern context as it relates to social work and self-care practices.
- Apply tangible Sabbath practices and tools in personal and professional atmospheres.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: Finding a healthy balance between work and life outside of work is difficult in any field. For social workers and other related professionals, striking this balance is unique in its difficulty. The passion that often drives individuals into the field sometimes blurs the boundaries between self-care and care-of-other. For Christians in the social work profession, there is an innate spiritual tool that is often forgotten amidst the flurry of helping professions: Sabbath Rest. Scholars agree that for Christian social workers, there is a unique opportunity to integrate spirituality into self-care social work practices (Pooler, 2011; Collins 2005). Unfortunately many working professionals succumb to the myth that resting and taking time for one's self will somehow "let people down." This is particularly true for those who work in protective social work roles (Robb, 2004). This workshop will provide a brief deconstruction of this myth evaluating the emotional, psychological and social factors that convince helpers that 'busyness' and 'helping' are universally synonymous. The importance of integrating Sabbath rest into social work self-care practices is imperative as burnout among workers is common (Gray-Stanley & Muramatsu, 2011). A brief religio-historical survey will be presented, as a foundation for discussing practical ways the Sabbath rest is a timely discussion for the ever-increasing busy lives of social workers. A conceptualization of Sabbath will be presented that incorporates historical practices with application to modern times. To aid social workers in finding practical ways to enrich spiritual self-care practices, the presenter will provide insight gleaned from a "Summer Sabbath Study" led at a local Boston-area church. The group studied the book Sabbath: Finding Rest, Renewal and Delight in our Busy Lives (Muller, 1999). Input from parishioners will be presented as this group explored the barriers and benefits of practicing Sabbath. In addition, the presenter will share an auto-ethnographical journal reporting the strengths,

weakness and overall experience of practicing Sabbath over the course of several months. Lastly, a list of simple Sabbath tools will be distributed to participants. Of this list, one will be chosen for a 3-5 minute participatory learning experience. Christians in the social work profession are not bound to the Western, individualistic understandings of perpetual productivity to the point of exhaustion. Through this workshop, Christian social workers will learn that rest is not a sign of weakness but a requirement to ensure a social worker's physical and mental health. When this is accomplished social workers are best able to provide direct ethical care to others.

Presenter Bio (s): Rebecca Smith is a third year graduate student at Boston University School of Social Work and Boston University School of Theology. She is obtaining an MSW in Clinical Social Work and an MDiv with an emphasis on Pastoral Ministry. Rebecca is a locally licensed minister in the Church of the Nazarene and a current social work intern at Massachusetts General Hospital. She is passionate about combining spirituality and social work!

Workshop Title: Strength Based Practice: A New Way to Think About Addiction Counseling

Workshop Presenters: Katti Sneed, PhD

Workshop Abstract: The strengths based perspective has been widely recognized and utilized with many different client populations. However, within the chemical dependency arena traditional forms of treatment still dominate. The focus of this presentation will include a global examination of strengths perspective. Social Work application of strengths based treatment will focus on micro, mezzo, and macro practice with those experiencing substance abuse issues.

Workshop Number: 20120492 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Gain a practical understanding of the dynamics of Strengths Based Perspective
- Compare and contrast Strengths based with traditional chemical dependency practices
- Address hands on methods for incorporating strengths based into assessments, intervention, and evaluation

Level of Presentation: Advanced

Target Audience: Social Workers

Workshop Description and References: The strengths based perspective has been widely recognized and utilized with many different client populations. However, within the chemical dependency arena traditional forms of treatment still dominate. Strengths based is a far departure from traditional substance abuse counseling. Yet research supports its benefits and a merger between traditional and strengths based treatment is possible. Attendees will leave this session with practical applications in integrating strengths based perspective into their current practice with addicted individuals. The focus of this presentation will include a global examination of strengths perspective. Social Work application of strengths based treatment will focus on micro, mezzo, and macro practice with those experiencing substance abuse issues. Special consideration of socio-cultural factors will also be address. Strengths practice with African Americans, Mexican Americans, Native Americans and Asian Americans possessing chemical addiction will be examined. Furthermore, while not an ethnic culture, but a culture none the same, practice with individuals identifying as homosexual will be applied to the strengths based approach. Finally, a brief case study is presented to assist participants in conceptualizing strengths practice within chemical dependency.

Presenter Bio (s): Dr. Katti Sneed is currently the program director of the Social Work Program at Indiana Wesleyan University. In addition, she teaches advanced research to doctoral students at Capella University and chairs or serves on multiple dissertation committees. Her recent research interests have surrounded Spirituality and Chemical Dependency.

Workshop Title: Macro Social Work Practice in Israel: Fulfilling Both Vision and Mission

Workshop Presenters: Lori Sousa, LCSW David Skiff, PhD

Workshop Abstract: The presentation traces the development, implementation and evaluation of a cross cultural macro social work practice course in Israel. The course is comprised of three components including a series of preparatory cultural seminars, the trip to Israel and an oral report of their experience at the departments International Colloquium.

Workshop Number: 20120474 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Engage in practices that advance social and economic justice

Level of Presentation: Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This presentation will trace the macro issues related to cross cultural course development and implementation as part of the fulfillment of a social work departments vision and mission to prepare students to practice social work locally, nationally and internationally. Three components of the course development will be described in detail. The first component are the preparatory cultural seminars designed to prepare students for their time in Israel. The seminar will give students a basis for understanding current issues in the Middle East prior to traveling to Israel. The seminar will emphasize critical thinking, understanding and appreciating cultural and religious diversity and engage students in dialogue about important issues in this part of the world. The second component is the onlocation course. During this trip students will meet with government, organizational, and religious leaders. The trip is designed to give students a holistic picture of the various macro systems that affect daily life for the diverse populations living in Israel. Students will gain a greater understanding of diverse cultures using the Ecological perspective to understand the dynamics of Middle Eastern culture. This perspective seeks to examine the reciprocal relationship between people and their environments. Upon completing the trip, students will give an oral report of their internship experience at the annual International Social Work Colloquium. The oral presentation will specify focus on the impact of macro systems on human behavior.

Presenter Bio (s): Professor Sousa is in her fourth year of teaching in the undergraduate social work program at Roberts Wesleyan College. She specializes in Macro Social Work Practice and is currently in the Social Work PhD program at Baylor University. Dr. Skiff is in his fifth year as chair of the department of social work at Roberts Wesleyan College. He continues to empower a dynamic faculty to fulfill its vision and mission, to integrate christian faith and social work practice, and to equip students to become hilariously free to use their social work skills locally, nationally and internationally.

Workshop Title: Keeping On Track and On Time: Strategies for Success for Students with ADHD

Workshop Presenters: Todd Stanfield, Ph.D., MSW

Workshop Abstract: The challenges of being an undergraduate or graduate college student can be exponentially magnified if you are living with ADHD. The presenter, who has ADHD himself, offers concrete tips, techniques, and tools for success in attending class, completing projects, working in the field, and keeping your whole life in balance.

Workshop Number: 20120568 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Summarize the current state of knowledge on the nature of brain functioning in individuals living with ADHD.
- 2. Explore the spiritual, physical, emotional, and cognitive challenges of living with ADHD.
- 3. Build a repertoire of treatments, strategies, and tools that maximize your unique strengths and minimize the negative effects on you and those around you.

Level of Presentation: Basic

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: Being a social work student, at either the undergraduate or graduate level, is certainly challenging, but some of those challenges can be exceedingly difficult for students with Attention Deficit Hyperactivity Disorder (ADHD). Decades of research have demonstrated the far-reaching effects of ADHD into the areas of sleep, mood, physical health, relationships, finances, career, and spiritual well-being. Fortunately, research has offered us more focused approaches to treating and managing the brain functioning of the individual with ADHD. While this workshop is targeted towards students with ADHD, any student that struggles with issues related to procrastination, time management, organization, and memory would benefit from this workshop. These are all problems related to executive functioning, a term used in the research to describe an individual's ability to complete tasks that are truly important to them. This has become the hallmark of ADHD, particularly in adults. The workshop will explore the different types of ADHD, the latest research findings on how the ADHD brain functions, and proven methods of maximizing the potential of those living with ADHD. The presenter will tell his own story of successes and failures in living with ADHD as a student, a social worker, and a professor. Specific techniques and tools, including smartphone apps, will be presented that you can immediately utilize in managing your ADHD and achieving your goals. The dangers of technology to the student with ADHD will also be explored, along with strategies on how to avoid the technology traps while utilizing helpful technologies. An overview will be given of the best books, workbooks, podcasts, and websites on living with ADHD. Myths and misunderstandings about ADHD often lead to a great deal of shame and stigma for the student. A particular emphasis will be placed on communicating with those around you how ADHD affects your daily interactions with others. The importance of knowing how to talk to yourself about your ADHD will also be stressed. One of the complicated aspects of ADHD is being able to honestly answer the question, "Is it me or the ADHD?", when examining behaviors that have negative implications for you and those around you. The workshop will explore guidelines for answering that question and related courses of correction based on the answer. The spiritual and religious aspects of

ADHD will also be explored, including how some Christian's world views can bring more shame and subsequently more adverse outcomes. A biblical framework for examining ADHD will be discussed along with strategies for addressing ADHD-related challenges in discipleship. Ample time will be reserved for questions, comments, and discussion.

Presenter Bio (s): Dr. Stanfield is a Professor in the School of Social Work at Union University, where he has served since 2007. He has worked as a public child welfare worker, a children's psychotherapist, a grant writer, a program evaluator, and was the director of a community mental health center in rural Alabama. Prior to coming to Union, he taught for 7 years at the University of North Alabama.

Workshop Title: Teaching Abroad as an Opportunity for Spiritual and Professional Growth

Workshop Presenters: Kenneth Stoltzfus, MSW, PhD

Workshop Abstract: This workshop, led by a presenter who recently spent two years teaching in the former Soviet Union, will review the opportunities for professional and spiritual growth that often accompany international teaching experiences. The presentation will also include practical tips for teaching abroad, including identification of host institutions and funding sources.

Workshop Number: 20120570 -

Learning Objectives: As a result of this workshop, participants will be able to:

- list opportunities for spiritual growth that develop from international teaching and discuss linkages between such opportunities and Biblical/theological themes.
- list opportunities for professional growth that may be associated with an international teaching experience.
- list practical steps one can take in order to arrange to teach abroad.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Led by a presenter who recently spent two years teaching in the Former Soviet Union, this presentation will identify some of the unique opportunities for professional and spiritual growth that accompany international teaching experiences. The presentation will examine international teaching experiences as an opportunity for spiritual formation in the following areas:

1. Learning to live as "strangers and aliens." I Peter 2:11 urges Christians to live as strangers and aliens in the current world. Christians are called to wrestle with the tension of loving the world while simultaneously recognizing that they are different from the world and will never quite "belong" in the world as it is currently configured. The experience of living and teaching abroad allows educators to wrestle with a similar tension, as they work to connect while simultaneously learn to cope with the fact that they will never quite "fit in."
2. Learning about the spiritual discipline of hospitality. Living and teaching in a foreign country requires educators to rely on the hospitality of others. It is usually necessary to rely on others in order to meet basic daily needs such as shopping for food and navigating public transportation. Learning to accept hospitality is also imperative in order for educators to be able to learn about their host culture and to connect cross-culturally. For academics who are often used to having a great deal of autonomy and control due to the nature of their work, learning to accept hospitality from strangers can be a disconcerting experience. However, this experience also offers rich opportunities for spiritual growth.
3. Learning to live simply. Many international teaching experiences occur in a context in which the standard of living is lower than that in North America. In addition, these experiences are usually short enough that educators will only take absolute necessities with them, but long enough for them to come to miss some of the possessions they no longer have access to. Living and teaching abroad offers educators an opportunity to learn to live happily with less. This, in turn, leads to more time to connect with others and new opportunities to rely on God to meet one's needs.
4. Learning to understand Christian faith through new cultural lenses and perspectives. Living and teaching abroad offers educators the opportunity to think critically about the ways in which their Christian faith may be intertwined with the perspectives and assumptions of North American culture. Examining one's faith through the lens of another culture offers rich opportunities for spiritual growth. Although this presentation will focus primarily on opportunities for spiritual formation, the presenter will also briefly discuss some of the opportunities for professional growth that accompany an international teaching experience. The presenter will also review some practical tips for arranging and preparing for an international teaching experience.

Presenter Bio (s): Ken Stoltzfus is an Associate Professor and Chair of the Department of Social Work at Samford University in Birmingham, AL. Ken holds an MSW from Temple University, and a PhD in Social Welfare from the Mandel School of Applied Social Sciences at Case Western Reserve University. He recently spent two years living and teaching in the former Soviet Union, including a 5 month stint in Russia as a Fulbright Scholar and 1.5 years in Lithuania.

Workshop Title: Beauty & the Beast: A Visual Metaphor for Eating Disorders

Workshop Presenters: Peter Szto, MA, MAR, MSW, PhD Kaylin Ohler BSW

Workshop Abstract: This workshop draws attention to how distorted visual perception shapes eating disorders, yet also how the Christian concepts imago deo, noetic effects of sin and regeneration can inform holistic healing. A case study from the University of Nebraska at Omaha is used to illustrate the importance of visualization in spirituality and social work.

Workshop Number: 20120560 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participant can explain at least three reasons how perception is deceived into believing one is fat/ugly/worthless, when in reality one is not.
- Participant can explain how food is distorted into a means of destruction rather than source of nutrition.
- Participant can explain how Christ is redeemer of both mind and body in relation to eating disorders.

Level of Presentation: Intermediate

Target Audience: Church Leaders

Workshop Description and References: This presentation draws attention to how distorted visual perception affects self-image resulting in eating disorders; yet also how a Christian understanding of imago deo, the noetic effects of sin and regeneration can instill hope and change for persons struggling with an eating disorder through holistic healing. A key tenet of social work research is "to see" social problems in order to solve them. When social workers see reliable and valid evidence they act accordingly to advance social wellbeing. Historically, motives for social intervention were based in religious conviction. One acted on faith informed by religious teachings on helping the poor and benevolence. Social problems were understood in terms of moral shortcomings or individual failings, until Enlightenment thinking devalued religion while elevating science as an alternative norm. As a result, epistemological tension exists between religion and science shading a clear understanding of social problems. How can Christians in social work today re-claim the legitimacy of a religious world-and-life view while also upholding scientific methods to see social problems? Why is seeing social problems and visual perception so muddled? It is reasoned here that seeing social problems is influenced by cultural and cognitive presuppositions that hinder understanding and healing. This presentation offers a visual metaphor to re-frame how we "see" persons with an eating disorder using a case study based on students at the University of Nebraska at Omaha. Eating disorders is unfortunately a growing area of concern today. Approximately ten million women and one million men are caught in the suffocating prison walls of an eating disorder. Eating disorders pose grave mental and physical health problems with serious medical and psychological consequences (Academy for Eating Disorders, 2011). Anorexia nervosa, bulimia nervosa, binge-eating disorder, and eating disorder not-otherwise specified, are the more notable types of eating

disorders according to the Diagnostic and Statistical Manual V of the American Psychiatric Association. The statistics are telling. For example, the fatality rate correlated with anorexia nervosa is twelve times higher than the fatality rate of all other causes of death for females between the ages of 15 to 25 years (National Eating Disorders Association, 2012). Throughout the world, eating disorders for many has become, sadly, a way of life for too many. Many crave to bear the "will-power" to restrict and purge so that they can attain their desired image of beauty. At least twenty-four million people of all ages, gender, and ethnicities, struggle with an eating disorder. It is no wonder that college campuses have become breeding grounds for eating disorders among both men and women (National Eating Disorder Association, 2012).

Presenter Bio (s): Dr. Szto was born and raised in New York City. His parents emigrated from south China and instilled in him a passion for things Chinese. He earned degrees from Calvin College, Michigan State University, Westminster Theological Seminary, and the University of Pennsylvania. His research involves photography as a tool of social research. Dr. Szto is an Associate Professor at the Grace Abbott School of Social Work, University of Nebraska at Omaha.

Kaylin Ohler is from Norfolk, Nebraska. She is studying social work at the University of Nebraska at Omaha with a concentration in clinical practice. Her future plans are to specialize in the research and treatment of eating disorders.

Workshop Title: Human Trafficking in Small Urban and Rural Communities

Workshop Presenters: Elizabeth Talbot, Ph.D. Yumi Suzuki Ph.D.

Workshop Abstract: The presenters will discuss human trafficking in small urban and rural communities and the impact on the Christian nature of the community. Discussion covers the collaborative use of resources by social workers, local police and local agencies. Discussion covers techniques used by traffickers, victim vulnerabilities, and community action. A 22 minute DVD on the vulnerabilities of adolescents will be presented and discussed.

Workshop Number: 20120476 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify techniques used by traffickers to spot, lure and recruit victims.
- Identify ways to maximize limited community resources to address trafficking in local communities.
- Understand difficulties conducting research and limited funding for this purpose.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: Presenters discuss the culture of human trafficking and its impact on the Christian community. The discussion includes gaps in services and professional collaboration to maximize the use of limited resources. Discussion includes techniques used by traffickers to spot, lure, and entrap victims, and vulnerabilities of victims. Discussion includes the limited research and the difficulties encountered when attempting to conduct research and obtain grants to support training and other programs. Discussion includes the need to train police and medical personnel who may be the only contact with victims while in captivity, and the need to educate our children to keep them safe. A 22 minute DVD, "Chosen" will be presented and discussed.

Presenter Bio (s): Dr. Talbot is an Associate Professor of Social Work at the University of South Dakota. She has been involved in the human trafficking movement for over 10 years. Dr. Talbot has been studying human trafficking in small urban and rural communities for 5 years and is currently involved in several research projects including research with survivors.

Dr. Suzuki is an Assistant Professor of Criminal Justice at the University of South Dakota. She researches and has published on rape and rape on college campuses. She is currently involved in the study and research of human trafficking.

Workshop Title: A Wrinkle in the Fold: Inclusion for Children with ASD in Church

Workshop Presenters: Kathleen Terry, LISW-S

Workshop Abstract: Participation in worship and faith communities has long been empirically shown to benefit church members and lead to a higher quality of life. However, many families of children with autism spectrum disorder (ASD) do not feel supported by their local faith communities, and the nature of ASD contributes substantially to the lack of support. However, solutions to a more inclusive church and congregation for those with ASD are simple and attainable.

Workshop Number: 20120485 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will be able to value the benefits of inclusion for people with ASD for the individual, family, and congregation as a whole.
- Participants will learn the most common barriers to inclusion in worship services and other church activities for those with ASD.
- Participants will be able to implement some inclusion strategies in their church communities, and be given resources to help with those tasks.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders

Workshop Description and References: Autism Spectrum Disorder is a developmental disability whose prevalence is increasing, but is currently 1 in every 66 live births (Center for Disease Control and Prevention, 2009). With the dramatic increase in prevalence of ASD in the past 20 years, churches are sometimes ill equipped to include individuals in their programs and worship services. In addition to being a fundamental human right, participation in church provides positive religious coping strategies for the individual with ASD,(Shogren and Rye, 2005), and provides a place to be welcomed, recognized, and socialized (Minton and Dodder, 2003). For families, reported benefits included receiving support (Fox et al., 2002) gaining new social and learning experiences for their children (Bailey et al., 2006), and renewing or beginning their own spirituality (Artson, 2007, Auluck, 2007, Barua, 2007). Research in this area is sparse, but has found that people with disabilities may participate in religious activities substantially less often than those without (Kessler Foundation/NOD, 2010) and the gap widened with more severe disabilities. In fact, one study indicated more than one fifth of children with disabilities were not participating in any church activities & more than one third of parents had changed churches because their place of worship had not included or welcomed their child (Ault, Collins & Carter, 2013). Given that families of children with autism report a greater number of stressors than those with children with other disabilities (DeMyer and Goldberg, 1983, Rodrique et al., 1990) it becomes not only prudent but necessary to adopt inclusion strategies. Barriers to full participation are explored (Tarakeshwar & Pargament, 2001) as well as avenues to overcome those barriers. In addition to equipping ministry leaders and providing awareness and training, parent support, congregational support and provision of a welcoming atmosphere are salient features of an inclusive church. Invitations to participate in church ministries, serve on committees, and allowing those with ASD to contribute to ministries provide further growth for the individual with ASD. Most of the ideas are easy to implement, and can be done with little expense.

Presenter Bio (s): Katie Terry, LISW-S is a clinical counselor, trainer, and adjunct professor with over twenty years of experience in child welfare, crisis intervention, early intervention, disability issues, and advocacy. Katie has studied autism spectrum disorders for the past four years.

Workshop Title: A Wolf in Sheep's Clothing: When an Abuser has a Bible

Workshop Presenters: Laura Thien, LMSW

Workshop Abstract: One of the challenges facing the faith-based community today is the distortion of faith and spirituality used by sexual predators and pedophiles to deceive

their victims, particularly in the church environment. This workshop will highlight the effects of this deception on its victims and specific ways clinicians/child protection community can intersect with the faith-based community to provide more holistic treatment and support for survivors.

Workshop Number: 20120559 -

Learning Objectives: As a result of this workshop, participants will be able to:

- To articulate the ways sexual predators exploit religious environments and manipulate their victims through distortion of their victim's faith and spirituality.
- To describe the impact and potential long-term effects of the distortion on the victim's ability to heal.
- To describe mutual benefits of collaboration between the faith-based community and child protection community.

Level of Presentation: Advanced

Target Audience: Social Workers, Church Leaders

Workshop Description and References: A study conducted by Abel and Harlow (2001) concluded that sex offenders are often religious and many of them attend church. More studies have found that sex offenders who are most active in their congregations tend to have the most victims, the youngest victims, and get away with abuse for a longer period of time before being caught (Eschuys & Smallbone, 2006, & Firestone and Moulden, 2009). Dr. Anna Salter notes in her work a quote from one of the sex offenders she interviews for her research, "I consider church people easy to fool" they tend to have a trust that comes with being religious. They tend to be better folks all around and seem to want to believe in the good that exists in people. I think they want believe in people. And because of that, you can easily convince, with or without convincing words" (Predators, 2003). Because perpetrators in religious settings often use spiritual themes to manipulate survivors by distorting spiritual teachings, survivors coming from religious settings will likely have specific spiritual needs to be addressed in treatment and it is quintessential for clinicians and others in the child protection community to understand how to assist their clients in obtaining the spiritual guidance they request or need as part of a holistic treatment approach. The faith-based community needs to collaborate with clinicians and the child protective community in order to equip itself to protect and respond to the aftermath of child abuse and sexual assault and its damaging effects on one's faith and spirituality. First, the presentation will outline how sexual predators deceive and manipulate their victims by exploiting and distorting spiritual environments and teachings. We will examine the ways sex offenders exploit religious teachings, the effects these distortions have, and long-lasting implications for the victim's faith and healing. Second, the workshop will outline the need for collaboration between the faith-based community and the child protection community to support and address the needs of survivors. Specifically, the material will identify the importance of providing holistic

treatment for survivors, the need for building and sustaining relationships, and the need to share resources. In this portion of the presentation, practical examples of integrating faith and practice are highlighted. Finally, the workshop will highlight an example of application: Chaplains for Children, a new program being piloted in South Carolina and developed by the National Child Protection Training Center to bring together clergy and the child protection community. Speakers will discuss the features of the program, its goals, and how it addresses the need for collaboration between the faith-based community and the child protection community in order to provide a more holistic response and treatment for victims.

Presenter Bio (s): Laura is a licensed social worker in the State of South Carolina. She began her career working in private and international adoptions, which she still is involved with today. After serving six years on the board of a local child advocacy center/rape crisis center, her eyes were opened to the needs of survivors of child abuse and sexual assault. She has focused her work in recent years more specifically on survivors and the faith-based community.

Workshop Title: Connecting Social Work Education with "Real-life" Community Development

Workshop Presenters: Houston Thompson, Ed.D., M.S.W. Katie Reed B.S.W. Candidate Whitney Means, B.S.W

Workshop Abstract: Connecting social work education with "real-life" community development is really about providing beacons of hope in challenging times. Social work programs have the knowledge, skill set, and student resources to engage in community development practices. This workshop takes the theory and learning of a macro level practice course and transitions it into community development initiatives impacting a socio-economically disadvantaged community.

Workshop Number: 20120435 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants understand how social work education can be linked to "real-life" community engagement.
- Participants develop a deeper appreciation for the contribution students can make to change our world.

Level of Presentation: Basic

Target Audience: Educators, Students, General Audience

Workshop Description and References:

Presenter Bio (s): Dr. Thompson is a licensed social worker and social work educator. Prior to academia, he served as a pastor, school social worker, and agency director. During his professional career, he worked on numerous community based initiatives. He was recognized as the 2005 Southern Indiana Chamber of Commerce Professional of the Year for his service to the community.

Born to missionary parents and raised in Kenya, Africa, Katie Reed has a sincere passion for helping others in need. Her experiences in Kenya have led her to co-lead, with her sister, the community development initiative of the Compassion Ministries Club on campus. Katie is responsible for seeking grant funding and helping lead fundraising initiatives to support the community development initiatives in this socio-economically disadvantaged community.

Whitney Means grew up in central Iowa. She graduated from Olivet Nazarene University in 2013 with undergraduate degrees in Psychology and Social Work. She is currently working as a case manager/care coordinator for older adults through Catholic Charities, Diocese of Joliet in Kankakee, IL Whitney is passionate about community development.

Workshop Title: The Christian Call to Racial Reconciliation through Community Integration

Workshop Presenters: Christopher Thyberg, BSW

Workshop Abstract: Despite steps towards racial equality there is a continuing trend of neighborhood segregation in America that has resulted in the persistent disenfranchisement of the African American community. The Christian Community Development Association's model of neighborhood integration provides a realistic, personal way for Christians and social workers alike to make an investment in struggling communities.

Workshop Number: 20120522 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify ongoing racial inequalities that stem from neighborhood segregation and provide concrete solutions through the principles of neighborhood integration
- Highlight the correlation between the NASW code of ethics, NACSW mission and Christian identity, and the CCDA philosophy of neighborhood integration
- Express an imperative for Christian action to address racial inequality

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: There is a growing belief in America that we are a post-racial society that has become almost completely integrated, with diverse communities and little discrimination based on race. However, most research at this juncture suggests that most minorities, particularly African Americans, live separately from the white majority. Even within diverse neighborhoods, closer examinations show that certain sections and blocks remain predominantly one particular race. This segregation has created a system of oppression wherein the white majority has claimed the vast bulk of resources and benefits society has to offer, leaving little for the black community. The Christian Community Development Association's (CCDA) neighborhood integration model provides a framework for Christians and social workers to make real steps in investing in struggling communities. The presentation highlights opportunities to integrate social work skills and knowledge both concrete and abstract with the CCDA's philosophy to incorporate faith within a community development setting. Relocation will be discussed as the defining aspect of the neighborhood integration model presented by the CCDA. Additionally, the core principles of the CCDA will be explored to provide concrete ways to properly relocate. While this presentation recognizes that a multitude of factors will play a crucial role in ending racial inequality, this will focus on the Christian community's ability to engage in bridging the racial gap through integrating housing, education, churches, and activities through geographic relocation. Additionally, this presentation will provide evidence that within this model social workers present the ideal candidate to help facilitate this process through the mutual goals of the NACSW, NASW, and CCDA. The presentation will discuss some of the major benefits of neighborhood integration; particularly centering on the mutual gains experienced by majority and minority groups. Social capital, economic security, and interpersonal relations will be addressed however the focus of neighborhood integration benefits will be on the educational advantages for majority and minority students. Concerns and critiques of the CCDA model such as gentrification and paternalism will be addressed and acquitted. Finally, this presentation will make the argument that it is a matter of justice and a moral imperative to engage in racial reconciliation. Faith is the driving motivator for this model and it will be argued that a strong Christian conviction necessitates serious action towards meaningful desegregation and reconciliation.

Presenter Bio (s): Christopher Thyberg is a graduate from Calvin College's social work program. He grew up in the heart of Pittsburgh as part of an intentional Christian community where he became passionate about racial inequality. He used his time in undergrad to study social work, international development, and urban sociology. He will resume his studies in 2015 at the University of Pittsburgh School of Social Work.

Workshop Title: Social Workers in Parrish Settings

Workshop Presenters: Luis R. Torres, Ph.D Carolina Piedrahita Kellie O'Quinn
Esther Garza

Workshop Abstract: Delivering social work services in faith-based settings can provide opportunities to blend faith and science. The focus of this research is to demonstrate the process of integrating social work into a faith based setting. The advantages and disadvantages of blending spirituality within a social work atmosphere will be addressed.

Workshop Number: 20120541 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand evolution of social workers in faith-based settings and social workers role in faith-based settings
- Understand advantages and disadvantages of blending faith and science
- Understand perspectives of current faith-based leaders

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Faith-based social services organizations not only offer many resources to their communities, they also provide opportunities for people to grow spirituality. This presentation discusses the importance and contributions made by faith based settings to their communities, and how the agencies have aligned their work with a social science discipline such as social work. Literature covering the history of religious based agencies and their service to the community will be discussed as an overview of how faith-based social services agencies have evolved. In addition, this presentation will also report on qualitative interviews with current leaders that oversee community based agencies within a faith-based setting. The interviews will address the process of incorporating social workers into these settings. The leaders have the overall perspective of the process, the challenges, and the successes of blending faith and social science. These leaders are often times not social workers themselves, and must trust their social work colleagues in asking critical questions about how the blend is to be implemented, where the overlap is organic and fluid, and where there are potential contradictions that can lead to problems. We will discuss key points on how to begin the process of integrating social workers into faith-based settings and how to balance two different types of ethical/moral codes that sometimes overlap and sometimes contradict. It is essential to understand the commitment they both hold in helping the community as well as the collective impact achieved by both faith and science. Blending faith and science has its advantages and disadvantages and these too will be discussed.

Presenter Bio (s): Luis R. Torres, Ph.D., is an Assistant Professor in the Graduate College of Social Work at The University of Houston. His research agenda focuses on

co-occurring mental health, substance use and medical disorders in Hispanics, and on family-strengthening efforts in Hispanic communities. He has multiple grant-funded projects in both lines of research. Dr. Torres has helped start two faith-based social work field placements.

Carolina Piedrahita is a graduate student in the Graduate College of Social Work at The University of Houston. Her interest in social work emerged from working in a nonprofit agency in New York City that provided services to low income seniors. Her aim is to work with older ethnic minorities and serve as an advocate to a rapid growing population. She currently serves as an intern at a faith-based social work field placement.

Kellie O'Quinn is a graduate student in the Graduate College of Social Work at The University of Houston. Her aim is to improve education disparity. Her work has been seen throughout her assistance in the Path to College project via Houston A+. Her time is also spent in assisting children internationally via Little Changes International a Christ-centered organization. She currently interns at a faith-based social work field placement. Esther Garza is currently a graduate student studying Social Work at the University of Houston. In her social work undergraduate studies, she interned at YES Prep Public schools and became passionate about helping the youth population.

Workshop Title: Mindfulness in the Christian Tradition: Implications for Practice

Workshop Presenters: Regina Trammel, MSW, LCSW

Workshop Abstract: One of the most valuable tools in working with clients is the social worker him/herself. Often, social workers suffer from high caseloads and complex client situations, leading to increased stress and decreased decision-making skills in the social worker. Furthering coping skills and mechanisms for stress relief may help social workers. A Christian Mindfulness framework is introduced as well as results of a randomized, controlled study.

Workshop Number: 20120555 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn about Mindfulness and its utility in social work practice
- Participants will also learn about Christian contemplative traditions as being foundational to a Christian Mindfulness practice
- Participants will also learn about the results from a formalized study on Christian Mindfulness

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Social workers in social service agency, medical, clinical, and other human services settings often suffer from high caseloads, compassion fatigue, little support, limited budgets and an emphasis on documenting outcomes of their work (Adams, Boscarino, & Figley, 2006; McGarrigle, 2011). As a result, protection from burnout, stress and cynicism in social work practice as well as greater empathy and increased outcomes in overall wellbeing in the social worker has been a focus of concern in the profession that Mindfulness has been able to address (Brown, Marquis, & Guiffrida, 2013; Hoffman, 2010; Shier & Graham, 2011). Also, Mindfulness has helped produce greater critical thinking, less reactivity and greater equanimity and overall increased outcomes in overall wellbeing (A. P. Brown et al., 2013; Hoffman, 2010). Because of its utility in the field of social work and its positive outcome in relation to promoting self-care, the research on Mindfulness can be readily applied and helpful in promoting outcomes that are more positive for social workers and their practice. Should Mindfulness continue to show positive outcomes in reducing stress for social workers in the field, while increasing the capacity of social workers, the impact of Mindfulness could reverberate throughout the spheres social workers touch: their clients' lives, the agencies where they work, and in communities they influence. The integration of Christian contemplative traditions can also form a basis for expanding the definition of Mindfulness, and ultimately its practice. Christian contemplative tradition is defined to include: lectio divina, centering prayer, guided imagery with Christian content. The evolution of Mindfulness from a Buddhist framework of understanding to one that can be inclusive by those who are more familiar with Christian integration models should only expand its reach and benefit. A formalized study that includes measures of Mindfulness can validate the true nature of these Christian contemplative traditions. Does Christian-Mindfulness produce the same present-moment awareness, heightened sense of experience, and other benefits that traditional Mindfulness does? In addition, formalized study of the impact of this Christian-Mindfulness model to measures of stress may help show its utility or non-utility to social worker's wellbeing. In other words, does Christian-Mindfulness reduce stress in the social worker the way traditional Mindfulness has? Preliminary results of a controlled and randomized study of Christian University students who undergo a Christian Mindfulness training for 6 weeks will be provided and discussed. Implications of how a Christian framework for Mindfulness practice will also be discussed.

Presenter Bio (s): Regina Chow Trammel, MSW, LCSW is an Assistant Professor at Azusa Pacific University. She is also currently enrolled at Baylor University's PhD Social Work program where she is currently studying Mindfulness and its relevance in clinical social work practice. Prior to teaching, she had spent the past decade in a private practice in the Chicago area where her clinical focus was in depression, postpartum mood disorders and trauma.

Workshop Title: Spirituality and Resiliency: Assessment of Sources of Support and Burden

Workshop Presenters: Mary Van Hook, Ph.D.

Workshop Abstract: Spirituality can promote or challenge resiliency for individuals and families. This presentation draws upon research and clinical experience to identify how the multi-faceted aspects of spirituality influence the healing process. It describes the nature of the social worker's role and uses case examples to illustrate approaches.

Workshop Number: 20120475 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Identify the nature of resiliency and factors that promote and impede resiliency
- Understand how spirituality can play a role in this process.
- Assess the role of spirituality and religion in terms of promoting resiliency and ways in which this can be included in the treatment process.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Spirituality and religion can promote resiliency within individuals and families. Unfortunately, they can also represent burdens. This presentation examines the nature of resiliency, spirituality, religion, and healing and how social workers can include these aspects in the assessment and treatment process. It also discusses the nature of the appropriate social worker role. Spirituality is a multi faceted phenomena that includes beliefs, rituals and practices, individual and family history, social support, and culture. Including these as appropriate within the assessment process can help identify approaches that can support healing. The issue of forgiveness--of others and self is also an important issue. Case materials and participant discussion will help in illustrating the concepts in the presentation.

Presenter Bio (s): Mary Van Hook is a Professor Emeritus in Social Work at the University of Central Florida. She has extensive experience in direct practice, administration, and social work education. She has published widely in the areas of resiliency and spirituality.

Workshop Title: Leadership in Times of Crisis: Christ's Call to Competent Compassion

Workshop Presenters: Bob VandePol, LCSW

Workshop Abstract: There is no greater honor....and no greater responsibility than to be there for people on the worst day of their life. We must do it well. This presentation will present recently emerged evidence-informed best practices in delivery of critical incident response services to people and organizations impacted by tragedy and do so with special focus upon faith-integration during service to and through Christian organizations.

Workshop Number: 20120457 -

Learning Objectives: As a result of this workshop, participants will be able to:

- identify the individual and organizational impacts of traumatic stress in terms of return-to-function
- describe recent research findings and evidence-informed best practices in the delivery of critical incident response services
- identify strategies for effective support and consultation to equip Christian leaders to lead their organizations well in the aftermath of tragedy

Level of Presentation: Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: The Christian organization is supposed to be a safe place and to provide comfort and answers when crises happen. Whether tragedy impacts that organization, the community it serves, or both, people look to faith leaders for guidance and support. The community scrutinizes carefully to see if faith in God truly makes a difference in these "real life" situations. Whereas these events offer meaningful ministry opportunities, they also present a daunting challenge for leaders who may not be trained, experienced, or resourced for instant high-impact/high-visibility response. How they respond when every eye is upon them offers both opportunities and risks for the subsequent outcomes. Social Workers trained in critical incident response can provide training, consultation, and spiritual/psychological first aid to support those leaders and facilitate individual and organizational resilience. This presentation will utilize didactic presentation, discussion, exercises, and Q&A to: - summarize recent research that has led to significant changes in delivery models and approaches and outline evidence-informed best practices. These changes include "first do no harm" strategies, a shift in role perspective, and understanding of what interventions support resilience, and recommended crisis communication processes. - discuss research on human resilience and how the Crisis Consultant can help set in place an expectation of recovery versus an iatrogenic influence toward Victim identity. - identify the individual and systemic organizational impacts of traumatic stress. Of special emphasis will be the potential impacts upon Christian organizations such as churches, universities, schools, residential treatment programs, and disaster relief organizations. - provide consultation strategies for the Crisis Consultant to support, position, and empower the Christian leader to lead well. Identify how crisis leadership is different than leadership in other circumstances. -

discuss a faith integration in critical incident response that is sensitive, inclusive, and without apology. - discuss the role meaning attribution plays in resiliency trajectories.

Presenter Bio (s): Bob VandePol serves as president of Pax Crisis Response, specializing in crisis response training, consultation, and service for and with Christian organizations. Former president of Crisis Care Network, the world's largest provider of critical incident response services to the workplace. Frequent keynoter, author, and editorial subject matter expert. Managed CCN's NYC Command Center after 9/11 and led subsequent response campaigns following US tragedies.

Workshop Title: The Role of Religion and Spirituality in Coping with Childhood Disabilities

Workshop Presenters: Rita Walters, PhD, LMSW

Workshop Abstract: This presentation will critically examine religion and spirituality as a coping mechanism for minority parents of children with physical disabilities. Information will focus on the cultural, religious, and spiritual factors that influence how minority parents understand and give meaning to their child's disability. Presenters will also discuss the implications for social work professionals.

Workshop Number: 20120414 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Participants will learn about the religious model of disability and Biblical references as the roots of understanding physical disability.
- Participants will gain an understanding of the influence of cultural, religious and spiritual factors for minority parents caring for a child with a disability.
- Participants will learn intervention strategies that are culturally sensitive and reflective of religious values and beliefs.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders

Workshop Description and References: This workshop emphasizes the importance of building working relationships between African American parents of children with disabilities, their faith community, and social work professionals. Historically, Black churches have served as a solace for African American families. Past and current statistics show that African Americans engage in religious activities more frequently and express higher levels of religious beliefs than any other racial group in the United States.

Religious beliefs have been used to explain the cause or development of a disability, providing both practical and spiritual aids that are meaningful and comforting to the family. This presentation will critically examine the religious model of disability and Biblical references as the roots of understanding physical disability. Participants will gain an understanding of the influence of cultural, religious and spiritual factors for African American parents caring for a child with a disability. Emphasis will be placed on religion and spirituality as a coping mechanism for African American parents of children with physical disabilities. In today's current economic climate, it is even more imperative that partnerships between African American families, their faith community, and social workers are established to better address the needs of children with physical disabilities. Based on findings from a recent study with fifteen African American parents of children with a disability, the presenter will discuss the challenges faced by these parents within their faith community, as well as propose innovative and culturally sensitive approaches to meeting the needs of African American parents of children with physical disabilities.

Presenter Bio (s): Dr. Rita Walters is a licensed social worker and Visiting Professor at Ferris State University, Social Work Program. She also teaches as a clinical instructor in the Public Health program at Michigan State University. Dr. Walters currently serves on the Advisory Council for the Children Special Health Care Services, Michigan BioTrust for Health Advisory Board and Wayne State University Developmental Disabilities Institute.

Workshop Title: Making the Covert Overt in Teaching SW with Groups.

Workshop Presenters: Buetta Warkentin, MSW, RSW, MTS

Workshop Abstract: Teaching social work with groups to Bachelor level social work students is a challenging endeavor. This workshop will describe one model that seeks to develop knowledge, skills and abilities in group work through the use of multiple layers of student engagement and learning in classroom, written assignment and lab components.

Workshop Number: 20120493 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Develop knowledge and understanding of a model for teaching SW with Groups that relies on layered experiential learning and that highlights parallel processes.
- Develop skills in creating a class syllabus and interactive setting that highlights group development and skills for students
- Gain understanding of student experiences of parallel process learning in Social Work with Groups.

Level of Presentation: Basic

Target Audience: Educators

Workshop Description and References: Social work with Groups can be taught in many ways, but often runs the risk of favoring knowledge transfer over skill development. This course prioritizes not just teaching students "about" groups, but exposes them to the experience of group work through participation and leadership in a role-played treatment group, and the development of the class as a group itself. An important objective of the course is to develop and make overt the group dynamics that are naturally occurring in the classroom on a number of levels. This parallel process of experiences in treatment group, task group and classroom deepens student's learning about the function and leadership of groups. The various layers of group learning include:

1. Participation in a weekly check-in small group within the class at the beginning of each week. The purpose of this is to create the opportunity for affiliation and engagement with other classmates, building trust and support to increase the likelihood that the class as a whole can reach the working stage of group development. Students gain skills in a variety of forms of check-in, but also get to experience and analyze the role of check-in to the process of group development.
2. Participation in and leadership of an 8 - 10 person role-played treatment group. In this case, the theoretical knowledge about creation of a group, stages of group development as well as techniques for working in each stage are lived out as students role-play characters in a treatment group. Students are given the opportunity to debrief the learning from these treatment groups at the beginning of each class in the context of their check-in group.
3. Participation in a 4 person task group with the purpose of creating a proposal and curriculum for an 8 week treatment group. Students gain the opportunity to participate in a task group. They are later asked to analyze and reflect on their experiences using various observational tools, and applying concepts relating their theoretical knowledge about group development and the functioning of groups to their task group.
4. Classroom activities are used to expose students to various techniques that they could use within different group settings. The value here is not just the creation of a tool-kit with various activities, but after the activity is completed an important time of debriefing is used to help students understand how the facilitation of an activity can lead to member growth and development. This is another aspect of making the covert overt, allowing students to enter into the mind of the professor to analyze decisions about how to lead a particular activity for a particular purpose.

This workshop will provide the opportunity to discuss and explore these various aspects of learning about groups within a group environment, including structural challenges and ethical dilemmas as well as student feedback on their experience of group learning.

Presenter Bio (s): Buetta Warkentin MSW, RSW, MTS is a graduate of Wilfrid Laurier University and Waterloo Lutheran Seminary. She has been teaching at Booth University College since 2006 in areas of introduction to social work practice, social work and faith-

based organizations, social work and communities, and social work and groups. Buetta works hard at integrating active learning in the classroom.

Workshop Title: Church-based Participatory Research in African American Communities

Workshop Presenters: Julia Wesley, Ph.D

Workshop Abstract: This presentation will present key findings from a mixed-methods participatory research study that describes links between religious involvement and collective efficacy among churchgoers in urban, predominantly African American communities. Given the historical and present significance of the African American church, this study focuses on factors that facilitate collective efficacy in Black communities and re-conceptualizes perceptions of women.

Workshop Number: 20120527 -

Learning Objectives: As a result of this workshop, participants will be able to:

- More fully understand how mixed methods participatory research can facilitate a counter hegemonic challenge to historically oppressive and traumatizing ideologies.
- Appraise the unique and historic roles of the Christian church and of the women who regularly attend Christian churches in African American communities.
- Recognize the significance of the lived experiences of lay African American churchgoers to address the social justice issues affecting their communities.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: For many African Americans in low-income, racially segregated urban communities, social and economic justice seems elusive. Representing more than double the rate of non-Hispanic whites (9.9%), over 27% of African Americans live below poverty. Poverty rates are highest among African American women who are heads of households. Many of these individuals are concentrated in geographical areas that are disproportionately characterized as hot spots for crime. These communities are also characterized as having low levels of collective efficacy. Yet, very little is known about how to build collective efficacy in these communities. We know even less about the current role of Christian churches in these communities. Chicago is ideal for this examination because many of its African

American residents are disproportionately located in geographically isolated areas of concentrated poverty. In addition, churches are a unique community institution where the lay leaders are diverse in terms of their marital and socio-economic status, key components of collective efficacy. The presentation will present key findings from this descriptive exploration of the links between church participation and collective efficacy using a cross-sectional mixed method research design grounded in the attitudes and views of churchgoers. For this study, focus groups were conducted with churchgoers.

Presenter Bio (s): Julia M. Wesley earned her Ph.D. from the Jane Addams College of Social Work at the University of Illinois Chicago (UIC) in 2010. She is currently a Post Doctoral Research Associate in UIC's Interdisciplinary Center for Research on Violence. Her research interests include evaluation of family strengthening, child maltreatment and community violence intervention and prevention programs using community-based participatory research.

Workshop Title: Bringing Faith to Practice: Key Steps for Managing the "Results Trap"

Workshop Presenters: James Whitworth, Ph.D., LCSW

Workshop Abstract: This presentation addresses the trap that social workers can get pulled into when they assume too much control over clients' outcomes. Participants will explore ways to reframe perceptions about client outcomes with an emphasis on balancing the need for competent interventions, with an understanding of shared results, and surrendering consequences.

Workshop Number: 20120484 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Understand the importance of providing research-based interventions while concurrently acknowledging the limits practitioners have over client's ultimate outcomes.
- Identify cognitive, emotional, and behavioral signs indicating when a practitioner has "fallen into the results trap."
- Practice faith-based techniques for surrendering client's outcomes.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: The social work profession is making increasing progress in employing research-based interventions along with a greater understanding that interventions should be linked to client outcomes. For many faith-

based social workers, the importance of providing competent outcome-focused services to clients flows not only from our social work values, but also from a desire to serve them based on the character of Christ (Sherwood, 2012). One major trap for social workers is assuming too much responsibility for all their client's choices and outcomes. This "results trap" can occur with any client, but most particularly with resistant, suicidal clients, and those who have experienced repeated trauma or neglect (Chu, 1988). When practitioners do not specifically recognize this trap it increases the potential for provider burnout (Pross, 2006). By contrast, when social workers are actively aware of the likelihood for such a trap, they may actually improve the potential for more favorable outcomes. Signs and symptoms of such burnout include disillusionment, experiencing work as a heavy burden, tendency to blame oneself, and feelings of failure (Pross, 2006). The proposed presentation details signs indicating when a social worker may have "fallen into the results trap" along with practical ways that faith-based clinicians can understand, avoid, and recover from this trap. Participants will learn ways to reframe their perceptions about client outcomes with an emphasis on balancing the use of competent interventions, with an understanding of shared results, and surrendering their client's results to God. They will have the opportunity in the session to re-construct their own beliefs about client outcomes using scripture and insights from contemplative Christian thinkers such as Henri Nouwen, Richard Foster, and Brother Lawrence. Participants will also have a chance to be guided in an individual time of reflective prayer where they can turn over the results of their service to their faith.

Presenter Bio (s): James Whitworth is Associate Professor of Social Work at Saint Leo University. He served as a clinical social worker in the Air Force for 21 years. He is the former Chief of Air Force Family Research at the Pentagon and also worked three years as the Chief of Air Force Family Advocacy Operations and Research. He has provided extensive private practice counseling for military members, veterans, and their families with depression, anxiety, and PTSD.

Workshop Title: Publishing for the Classroom: The Art of Writing a Decision Case

Workshop Presenters: Terry Wolfer, Ph.D., MSW

Workshop Abstract: This workshop will introduce participants to the process of researching and writing decision cases for publication through experiential methods. Decision cases are an excellent method to use in teaching. Participants will walk through the steps of writing a case and supplemental teaching notes. Interested participants may be invited to write actual cases for future publication.

Workshop Number: 20120556 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Define ‘decision case’ and of the case method of teaching, and distinguish these from traditional cases and discussion methods, respectively.
- Demonstrate the steps necessary to select an appropriate case, research the case, and write-up a decision case.
- Demonstrate the steps of writing effective teaching notes to accompany decision cases.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators

Workshop Description and References: This workshop will introduce participants to the case method of teaching. Specifically focused on preparing participants for research and writing decision cases this workshop will take an experiential learning approach to this work. Attendees will engage in discussion about selection of appropriate cases and learn how to collect information for these cases. The workshop will then engage participants in the necessary steps to writing an actual decision case. Tips and suggestions will be shared throughout the process and the participants will work collaboratively to handle challenging questions and issues that might arise in the case writing process. Future opportunities for contributing to decision case publications will be shared and select participants may be invited to join in this work.

Presenter Bio (s): Dr. Terry Wolfer is Professor of Social Work at the University of South Carolina. He is a leader in the field of decision cases and has received numerous awards for this work and has published and edited numerous cases.

Workshop Title: Talking about Research

Workshop Presenters: Leslie Wuest, PhD

Workshop Abstract: This workshop offers participants an opportunity to share information about their research ideas and encourage each other to design, implement, and publish research. All those interested in research are invited, from seasoned researchers to students who would like support as they design projects.

Workshop Number: 20120534 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Articulate the role of research in contributing to the knowledge base of the social work profession.

- Identify research topics that are particularly relevant to the NACSW membership.
- Describe ways that research by Christian social workers can contribute to discussion of issues relevant to the larger social work profession.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Educators, Students

Workshop Description and References: One recurring theme at the Educator's Forum is our desire to encourage quality research by NACSW members. Thoughtful research on topics related to the intersection of Christianity and social work contributes to the general knowledge base and gives our organization new vitality in terms of evidence-based knowledge for social work practice. As Christian researchers publish well-designed studies they may also establish the credibility necessary to have a voice in discussions occurring within the larger social work profession. The purpose of this workshop is to encourage research and publication by NACSW members. It will be a highly interactive forum for discussion of member's research projects, whether in the early stages of development or ready for publication. There will be an opportunity to get feedback, share ideas, and encourage each other to design, implement, and publish research. Doctoral students are encouraged to come, whether just developing their ideas or thinking about how to publish their research. Possibilities of collaborative research can also be explored.

Presenter Bio (s): Leslie Wuest is Assistant Professor at George Fox University in Newberg Oregon, where she teaches research and statistics to BSW students. She received her doctorate from Portland State University in 2009 and is keenly aware of the value of support and feedback from respected peers when developing and completing research projects.

Workshop Title: The Integration of Faith and Practice: A Three-Legged Stool

Workshop Presenters: Gaynor Yancey, DSW Helen Harris Ed.D; LCSW

Workshop Abstract: This interactive workshop will explore the development of a program specific mission-driven competency and resulting practice behaviors that operationalize the integration of faith and practice. The metaphor of a stool with three legs is used to articulate the important tenants of the integration of faith and practice

Workshop Number: 20120546 -

Learning Objectives: As a result of this workshop, participants will be able to:

- Connect the integration of faith and practice to the 2008 EPAS, competencies and practice behaviors;
- Examine an intentional process including field education training to develop practice skills that operationalize the integration of faith and practice;
- Articulate the importance of the faith of the client, the faith of the worker and the organizational context in the integration of faith and practice.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Social work education is structured through the accreditation process by the accreditation standards of the Council on Social Work Education. The newest Educational Policy and Accreditation Standards (EPAS-2008) includes 10 competencies with practice behaviors that define the outcome requirements for social work education. The EPAS include the opportunity for programs to develop additional competencies and practice behaviors specific to the context and mission of the program. For programs in religiously affiliated universities, this provides an opportunity to operationalize the integration of faith and learning and faith and social work practice. The process of addressing the integration of faith and learning is a curricular matter that is centered in the signature pedagogy, field education. This presentation addresses one program's work in identifying an eleventh context/mission specific competency, the integration of faith and practice and three specific practice behaviors. The development of this concept and practice behaviors included faculty involvement and the involvement of field educators in orientation and training. The presentation includes the field education training and resulting three tenants of faith and practice that became the three practice behaviors operationalizing faith and practice. The ethical integration of faith and practice in social work includes the following three principles:

The faith experience of the client is important to the assessment and contract for work as faith can be both a source of strength and a source of challenge.

The faith experience of the social worker is important to motivation, self awareness, and resilience of the worker.

The organizational context is important to practice as workers in non sectarian contexts understand the separation of church and state and as workers in faith based organizations understand churches, contexts, and partners in the delivery of services. These three "legs" are the stability of the "stool" of the integration of faith and practice. Participants will explore their own competency and mastery of these practice behaviors in their own context of practice.

Presenter Bio (s): Gaynor Yancey, DSW, is Professor at Baylor's School of Social Work. With numerous professional articles and book chapters on congregational community ministries, she serves as a consultant to congregations, the Community Ministries section editor for the JFCM, and has co-authored a book, Congregational Social Work, with Diana Garland.

Helen Harris, Ed.D, LCSW, is Assistant Professor at Baylor's School of Social Work. She is a graduate of the University of Mary-Hardin Baylor. Her research interests center of grief, loss, and mourning.

Workshop Title: Spirituality: Reframing Stress for Social Work Students

Workshop Presenters: Kwiryung Yun, Ph.D., LMSW Carol R. Awasu Ph.D., LMSW

Workshop Abstract: This presentation examines the stress levels of undergraduate social work students and their coping methods. Spirituality emerges as a significant factor utilized by students to positively reframe stressors and enhance academic and personal well-being. Social work educators can help students utilize spirituality as a resource to mitigate stress.

Workshop Number: 20120518 -

Learning Objectives: As a result of this workshop, participants will be able to:

- 1. Understand the levels of stress perceived by undergraduate social work students.
- 2. Identify the coping methods utilized by undergraduate social work students to handle stressful life events.
- 3. Examine spirituality as a positive coping method to help undergraduate social work students alleviate the stress associated with college and enhance well-being.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The purpose of this study is to examine the relationship between the stress level of undergraduate social work majors and the coping methods that they utilize. Life for college students is stressful and it appears to be extensive and increasing in severity (Benton, et al, 2003). However, social work students face additional stress because they tend to enter college with idealism, but encounter constraints in their field practicum (Ngai & Cheung, 2009). As social work educators, it is important to identify the levels of stress that social work students experience and help students develop positive coping strategies before they begin work in social service agencies (Llod & King, 2004). Several researchers emphasize the importance of religion and spirituality as central to the problem-solving phases. Pargament and colleagues (1988) note that religious beliefs often promote positive appraisal of negative situations. Craig Ellison has developed a concept of spiritual well-being that has two dimensions. First, religious well-being involves a vertical relationship in connection to

God. Second, existential well-being includes a horizontal relationship to the world around us, including a sense of life purpose and satisfaction (Ellison, 1983, p.330). Some scholars (Carver et al., 1989) include religious behavior or spirituality as a part of coping methods. Others view spirituality as a mediating variable (Kneipp et al, 2009). In this study, spirituality is conceptualized as a mediating variable -- a resource for cognitive reframing of stressful life events. This presentation focuses on the results of the data collected from undergraduate social work majors and the implications for the development of positive coping strategies for students. Research findings indicate that Self-Help and Accommodations coping strategies reduce stress levels, while Self-Punishment, Approach, and Avoidance strategies increase stress levels. Spirituality was found to be a significant factor for reducing stress in undergraduate social work majors. The stress levels of the students were significantly lower when they indicated higher spiritual well-being. Results of the study undergird the need to identify the ways that students cope with stress and the importance of helping them utilize spirituality as a positive reframing of stressors to cultivate healthy coping methods and well-being.

Presenter Bio (s): Dr. Kwiryung Yun is Professor and Program Director of the Social Work Program at Nyack College. Her research interests have been stress and coping, spirituality, and service learning in an international context. She brings a global perspective to her teaching and research based on international experiences in Korea, Philippines, China, Russia, and the Middle East.

Dr. Carol R. Awasu, is Professor and Chair of Social Work at Nyack College. She has served as consultant to several international organizations, including OXFAM UK. She has served as consultant to the United Nations, regarding gender and community development in the Caribbean. Her research interests include Caribbean immigrant women and transnational families, and Caribbean and Ghanaian family mental health.
