



Workshop Session Descriptions

NACSW Convention 2017

***Charlotte, North Carolina
November 2nd – November 5th, 2017***

Convention 2017 Workshop and Roundtables Information

The following presents a preliminary listing of workshop and roundtable presentations that will be included in NACSW's Convention 2017 with abstracts, learning objectives, and presenters' bios. The workshop sessions are sorted alphabetically by presenters' last names.

<Please note that views expressed by workshop presenters are entirely their own and do not necessarily reflect those of NACSW. Being selected to present a workshop at this convention in no way implies NACSW's endorsement or certification of a presenters' qualifications, ability, or proficiency to practice social work or integrate faith and social work.

Workshops

Workshop Title: CIM Therapy Use Among Prostate Cancer Survivors in Arkansas: A Pilot Study

Workshop Presenters: Raymond Adams, MSW

Workshop Abstract: The use of complementary and integrative medicine among African American Prostate Cancer Survivors (AAPCS) is a relatively new area of inquiry within the field of social work practice. Little is known regarding the relationship between Complementary and Integrative Medicine (CIM) usage, treatment adherence, and decision making among this group.

Workshop Number: 20120996 -

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

- Overview the various complementary and integrative medicine therapies (CIM) used by cancer patients, more specifically, African American Prostate Cancer Survivors.

- Articulate several areas of an survivor's life that may be effected by their diagnosis of prostate cancer.
- Identify intervention approaches that survivors prefer when dealing with health care professionals about diagnosis and treatment.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: Despite the importance of CIM therapies among African Americans (Brown et al., 2007), there remains a paucity of evidence on the extent to which it influences older African American Prostate Cancer Survivors and their informed treatment decision making (Jones et al., 2007; Palmer et al., 2013; White et al., 2008). More importantly, as a person who ethnically identifies as a Louisiana Creole and racially as a person of African descent, it is vital scholarship is developed that culturally defines the roles of spirituality and religiosity within the lives of African American men as they engage in the informed treatment decision making process to be screened through either the prostate specific antigen testing (PSA) or the digital rectal exam (DRE) for prostate cancer (PrCA). These subtle cultural nuances regarding spirituality and religiosity are important given that the American Cancer Society (2016) predicts "An estimated 29,530 cases of prostate cancer are expected to be newly diagnosed among Black men in 2016, accounting for 31% of all cancers diagnosed in this group" (p.15). Evidence suggests that religious participation among African American men has a definitive affect on their willingness to engage in preventive measures for PrCA (Holt, Wynn, & Darrington, 2009a). Such facts have been explored within the literature of public health and medicine; however, faith based practices among African American men at risk for PrCA are understudied in social work research. Even though, African American men are diagnosed with late-stage prostate cancer more than any other male ethnic group (Holt et al., 2009b). Up to now, far too little attention has been paid to this epidemic's effect among African American men living in Arkansas; thus acknowledging their suffrage is imperative in equipping social work practitioners with knowledge of the disproportionate burden of PrCA experienced by African American men in southwest Arkansas. This investigator is currently in the process of conducting a qualitative study to explore these issues. Results, therefore, are forthcoming.

Presenter Bio (s): Raymond Adams is an Assistant Professor in the Department of Social Work at Southern Arkansas University. He earned his B.A. degree in psychology at University of Louisiana at Monroe, and M.S.W. at Baylor University. He also earned a graduate certificate in multicultural social work practice at Baylor University. Currently he is a second year Ph.D. student in the School of Social Work at Jackson State University.

Workshop Title: Compassion & Truth: A Christian Social Work Response to Transgender Issues

Workshop Presenters: Paul Adams, DSW

Workshop Abstract: How can Christians integrate faith with compassionate, competent practice with transgender youth while rejecting a gender ideology that denies the truth about the human person, sex, gender, and the nature of truth itself? Challenges are examined of helping those with gender dysphoria in settings hostile to faith, conscience, and ethical practice.

Workshop Number: 20121087 -

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

- identify key conflicts over transgenderism and gender dystrophy in policy and practice as they confront Christians in social work
- discuss the sharply opposed views of truth, the human person, conscience, and the meaning of sex underlying these conflicting views of transgenderism
- analyze challenges for Christian social workers and their consciences as they practice with compassion rooted in truth in face of distortions of gender ideology

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The purpose of this workshop is to explore how Christians in social work can integrate faith and compassionate, competent practice with transgender youth while at the same time rejecting the prevalent gender ideology that denies the truth about the human person, sex, gender, and the nature of truth itself. We will examine the particular challenges of helping those with gender dysphoria in the context of settings, ideologies, and policies (like treating gender as equivalent to sex for Title IX purposes or bathroom mandates) that many see as hostile to Christian faith, conscience, or ethical practice. We will identify recent and current conflicts over the facts and conceptualization of transgenderism and gender dystrophy. The focus will be on disputes in the fields of law, medicine, and politics as these battles frame and shape the context of social work practice. We will discuss the question raised by a social work student with anorexia, as to why her form of body dystrophy is a condition but another, transgenderism, is an identity. Does the distinction have a scientific basis or is it a matter of politics and ideology? Underlying these conflicts over transgenderism, the presentation suggests, is a deeper conflict between sharply opposed views of what it means to be human. We will discuss this conflict of visions between the two main orthodoxies in the US. One is the Judeo-Christian tradition that emphasizes the givenness of our lives as creatures made in the image of God, with meaning, direction, and limits. In this vision, as in Aristotle's, we flourish insofar as we fulfill our divinely created nature. In the secular, subjectivist alternative, truth itself is a human construct.

So marriage and the family are no longer rooted in the facts of biology, of the complementarity of man and woman, made for each other and for God. Instead marriage, a parent, a male or female are what the state says they are, matters of will and power. The purpose here is not to explore these differences in depth, but to suggest that the battles over transgenderism (and before it over marriage and sexual "orientation") have deep roots and are not readily reconcilable, certainly not through exemptions and exceptions to bad policies. With this background, the workshop will analyze in detail the new challenges for Christian social workers and their consciences as they practice with compassion rooted in truth in face of the distortions of gender ideology and the exclusion of a Christian understanding of the nature and destiny of the human person. We will discuss the experience of social workers and others in dealing with pressures from parents or orders from administrators to collude with practices, such as chemical castration and surgical amputation, they consider unconscionable.

Presenter Bio (s): Paul Adams is professor emeritus at the University of Hawaii. He was professor and academic dean at Case Western Reserve University. He has written extensively on social welfare policy and professional and virtue ethics, including issues of conscience, sex, marriage, and social justice. He is co-author with Michael Novak of *Social Justice Isn't What You Think It Is* and of a recent article in *Social Work & Christianity* on gender ideology.

Workshop Title: Meta-Synthesis of Spiritual Experiences of Black Students in White Colleges

Workshop Presenters: A Christson Adedoyin, PhD, MSW Leslie Tyree BSW, B.S., MSW Erin Carley

Workshop Abstract: This study presents the result of a qualitative interpretive meta-synthesis (QIMS) of over 20 years of study investigating the role of spirituality and religiosity in the academic experiences, success, or otherwise of black students in (faith-based) predominantly white institutions (PWIs). Implications for social work programs are presented.

Workshop Number: 20121056 -

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

- Understand the theoretical framework and thematic summary of experiences of black students in (faith-based) PWIs
- Evaluate the spiritual and religious resources that black students utilize to overcome covert and overt challenges in (faith-based) PWIs.
- Identify the most promising, tested integration, and pedagogical models that social work educators in (faith-based) PWIs can utilize to support black students

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The myriad of academic integration and retention challenges that assail Black students in predominantly secular white institutions (S-PWIs) are well documented in extant literature (Hannon, Woodside, Pollard, & Roman, 2016; Sedlacek, 1999). Multiple studies have identified some of these recurrent challenges to include: Overt, covert, and institutional racisms (Beamon, 2014), negative stereotypical perceptions, or type-casting (Robertson & Mason 2016), micro, and macro aggressions (Njororai, 2012; Solorzano, Ceja & Yosso, 2000), racial isolation (Jayakumar, 2015), belief that most minorities are less intelligent and admitted in PWIs based on affirmative action (Harper, 2015), tokenism (Graham, 2015), studentship based on athleticism rather than on academic aptitude (Beamon, 2014; Hawkins, 2013; Hodge, 2015) to mention but a few. Consequently, these negative perceptions and corresponding attitudes that Blacks students' face in S-PWIS have been reported to be responsible for low enrollment (Segovia, Parker, & Bennett, 2015), lack of integration (Grier-Reed & Wilson, 2015), high dropout (Harper, 2015), and very unfortunately, sky-high attrition rates of Black students in PWIs (Harper, 2013; Loo & Rolison, 1986; Robertson & Mason 2016). The study fills an important knowledge gap in literature and also reports on the systematic synthesis of over 20 years (1996-2017) of peer-reviewed and published studies. This QIMS presents extant evidence, best practices, and pedagogical models that hold promise in the utilization of spiritual and religious activities in primarily faith-based predominantly White institutions (FB- PWIs) for the integration and retention of Black students. In view of the aforementioned, the purpose of this is to present a systematically synthesized QIMS of qualitative studies that reports on the utility of spirituality and religiosity of black students and the challenges they face in PWI in the last 20 years. Implications will be discussed for the trio of social work education, practice, and research.

Presenter Bio (s): A. Christson Adedoyin, MSW, Ph.D., Associate Professor, Department of Social Work, at Samford University. His research interests include: Congregational/faith-based social work interventions, the integration of faith and learning, Roles of congregations and religious institutions in addressing socio-economic and health disparities, African immigrants in Diaspora, and international social work. Leslie Tyree got her MSW degree at Samford University in May 2017. She also has a BSW and BS in Human Development and Family Studies from the University of Alabama. She has over 7 years working experience at Jefferson County Department of Human Resources. Her research interests are in child welfare and community outreach. Erin Carley has the Bachelor of Arts degree in Psychology with minor in Family Studies and Human Development from Samford University. Currently she is enrolled in the MSW program at Samford University and will graduate in the Fall of 2018. Her main interests in Social work is working within at-risk youth.

Workshop Title: Leading Dispersed Teams

Workshop Presenters: Sharlene Allen, Ed.D., LCSW-C

Workshop Abstract: Human service organizations are engaging in dispersed work to stay competitive. Dispersed work, also known as tele-work has benefits and drawbacks for the human service employer and employee. This workshop will help participants understand key elements, pros and cons, of dispersed work and the best leadership style for leading dispersed teams.

Workshop Number: 20120978 -

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

- Identify at least three advantages and three drawbacks of dispersed work.
- Identify at least three essential elements of dispersed teams.
- Identify three aspects of transformational and transactional leadership in establishing cohesiveness in dispersed teams.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: As of 2008, 33.7 million Americans engaged in dispersed work. Many Human service organizations are adopting the notion of dispersed work to stay competitive. Dispersed work, also known as tele-work or remote work, has benefits and drawbacks for the human service employer and employee. Although dispersed work creates opportunities for financial benefits to the employer, decreased face to face interaction, feelings of isolation, lack of social presence, decreased feelings of attachment to the organization, lack of support, problems with coordination are just some of the challenges that are associated with a leading dispersed team. The same technologies that provide dispersed social workers with freedom and flexibility also cause them to be further removed from key aspects of the organization (socialization with co-workers and supervisors and access to key personnel). Knowledge of leading cohesive dispersed teams is a necessity due to spatial and temporal challenges, heavy reliance on new communication technology for interaction, feelings of isolation amongst team members, and the impact of isolation on the organization. This interactive workshop will focus on the role of transformational and transactional leadership in establishing cohesion amongst dispersed team members. The objectives of the workshop are as follows: 1. to understand advantages and drawbacks of dispersed work, 2. to understand the essential elements of dispersed teams, 3. to understand the role of transformational and transactional leadership in establishing cohesiveness in dispersed teams.

Presenter Bio (s): Dr. Allen is a graduate of Morgan State University (BSW), Smith College (MSW) and George Washington University (EdD). She serves as faculty at Morgan State University's School of Social work. She has been a member of the

National Association of Social Workers since 1996. Her research interests are dispersed work and work life balance for women of color. When Dr. Allen is not caring for her family she enjoys sipping tea and chatting with friends.

Workshop Title: Maintaining Your Social Work Christian Faith

Workshop Presenters: Barbara Anderson, DSW, LCSW, BCD, MAC

Workshop Abstract: Being a Christian and a social worker can often be a difficult task. This workshop will examine the opportunities and challenges with maintaining our Christian faith while being a social worker. Participants will learn about practical methods that can be beneficial with maintaining our Christian faith.

Workshop Number: 20120985 -

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

- Identify key challenges that many Christian social workers face in the workplace.
- Discuss strategies to become a better Christian social worker and empower Christian social workers to maintain their beliefs and values while helping others.
- Increase an understanding about the personal implications and dynamics of integrating personal faith with social work practice when working in various workplaces.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: This presentation will identify some of the challenges with being a Christian and a social worker. This will cover information about common challenges that can occur in the workplace and with working with clients that have different values and beliefs. Specific to this discussion will be information about practical methods that can assist social workers with maintaining the values and beliefs that are inherent as a Christian social worker. We will discuss verses from the Bible that support our role as a Christian. The National Association Code of Social Work Ethics will be integrated into this discussion as well. Finally, the presentation will encourage social workers to examine their own ways of practicing as a Christian social worker and how they can work on improving and being better, than what they already are.

Presenter Bio (s): Dr. Barbara Anderson is a licensed clinical social worker. She received her Doctoral degree in clinical social work in 2014 from the University of Tennessee. She also has a Master's and Bachelor's degree in Social Work. Dr. Anderson has over 12 years of experience doing individual, group, couple, and family

counseling. She also currently teaches online for Liberty University and Kaplan University and provides supervision to social workers.

Workshop Title: Training Social Work Students as Mentors for Advocacy with Children At Risk

Workshop Presenters: Denise Anderson, PhD, LSW Bryann Williams, Student

Workshop Abstract: The study presented explores the benefit of training for applied/community-based learning that enhances cultural competence at the start of the educational journey. Discussion includes feedback from students, teachers and administrators after mentoring at-risk 10-12 year old children in a diverse school environment.

Workshop Number: 20120997 -

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

- Understand the importance of preparation for applied/community-based learning opportunities.
- Consider ways in which cultural competence and applied/ community-based learning can be combined in the classroom structure for first year students.
- Develop partnerships with local community to enhance applied/community-based learning opportunities.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Applied or community-based learning opportunities have always been important for social work students (Lucero, 2015). However, the ways in which students are prepared for these opportunities vary from university to university and classroom to classroom (Phillips, 2011). While some classrooms provide training or incorporate knowledge from previous courses, others allow for a more organic learning environment to occur (Wrenn & Wrenn, 2009). Learning in the field can be valuable, however, some preparation is beneficial for students to gain the most out of their experience (Papouli, 2014). In addition to the importance of applied learning opportunities, Sanders, Haskins and Vasquez (2015) suggest that social work students need to be introduced to cultural competence in the beginning of their educational journey to ensure the mandate of the Counsel on Social Work Education (2008) regarding cultural competence is met. They suggest immersion, networking and mentoring relationships with people from diverse groups (Sanders, Haskins & Vasquez, 2015) as an effective model of teaching cultural competence. This project incorporates applied/community-based learning with the need

to help students increase cultural competence at the start of the educational journey. In addition, this project seeks to involve community support and resources to effectively prepare students for the applied/community-based learning. The presentation explores the integration of early cultural competence training with the importance of preparation for applied/community-based learning experiences in the BSW classroom. Specifically, the presentation shares the ways in which an Introduction to Social Work class was designed to train students as mentors to work in a culturally diverse school environment. The training provided was the same that is offered to all community mentors by the lead social worker in the school district. This partnership to prepare students for effective mentoring of at-risk youth was woven throughout the course to ensure success. Two classes (2 different semesters) are compared with regard to mentorship training and the effectiveness of their mentoring experience. The course structure is described as well as the results of the comparison groups (one with mentor training and one without prior training) in regards to their experience of completing 30 applied learning hours with at-risk 10-12 year old children in a diverse school environment.

Presenter Bio (s): Denise Anderson is a Social Work Professor at Olivet Nazarene University. Prior to beginning this new role in August 2016, she and her family served in the Dominican Republic and South Africa as missionaries for 10 years. She and her family are working on a ministry in Bourbonnais that combines their experiences and skills in multi-cultural ministry, social work and meeting the needs of the least of these. Bryann Williams is a Junior Social Work major at Olivet Nazarene University. Ever since she was a young child she had a servant's heart. She hopes to work alongside those who are alienated and broken. Her dream is to help build individuals and families back to their highest potential. She has worked in a homeless shelter and many church ministries.

Workshop Title: Religiosity and Happiness Among the Homeless Population

Workshop Presenters: Packiaraj Arumugham, PhD, MSW

Workshop Abstract: This study sought to examine religiosity and happiness among the homeless population. Religious Belief Scale, Oxford Happiness Questionnaire, and socio-demographic items were used to collect data. The preliminary analysis of the data reveals that there is no correlation between the study participants' religiosity and their happiness.

Workshop Number: 20121066 -

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

- Recognize religiosity and happiness among the homeless population (or the study participants).
- Understand the relationship between religiosity and happiness among the homeless population (or the study participants).
- Appreciate the work of the chosen faith-based organization among the homeless population (or the study participants).

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: This study sought to examine religiosity (defined as a strong religious belief) and happiness among the homeless population served by a faith-based non-profit organization. The study participants (N=50) were selected by purposive sampling procedure. Data was collected by administering a questionnaire consisting of Religious Belief Scale (Martin & Nichols, 1962), Oxford Happiness Questionnaire (Hills & Argyle, 2002), and socio-demographic items. The collected data was entered into SPSS 23.0 version. The preliminary analysis of the data reveals that there is no correlation between the study participants' religiosity and their happiness. Implications of the study and directions for future research are discussed. Key words: Homelessness, Religiosity, Happiness

Presenter Bio (s): After MSW, worked with World Vision-India for four years as a Project Manager and then joined the faculty in 1989. Social work faculty in India for 15 years and 13 years in the US. Currently, Associate Professor of Social Work at Midwestern State University, Wichita Falls, Texas.

Workshop Title: A Model of Trauma-Informed, Community Living for Homeless Services

Workshop Presenters: Stephen Baldrige, PhD, LMSW

Workshop Abstract: This presentation will detail a model of trauma-informed care in homeless services. This unique model includes intentional community-based living paired with small-scale mixed-income housing along with other housing first based methods to increase sufficiency, self-esteem, and community among individuals and families experiencing homelessness.

Workshop Number: 20120994 -

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

- List 2-3 evidence-based benefits of community based living model with those experiencing homelessness.
- Differentiate 3 distinct differences between the presented model and the older, transitional housing model of homeless services.
- Identify 1-2 ethical issues (Based on the NASW Code of Ethics) to consider when developing similar models of treatment.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: The US Department of Housing and Urban Development (HUD) has placed an emphasis on housing-first models of treatment for homeless services over the past several years. This emphasis became a reality last year as HUD defunded many older models of treatment, specifically transitional housing models. The transitional housing model traditionally included providing housing and services of the homeless contingent upon living up to strict guidelines and “rules”. Housing first models of treatment, on the other hand, provide housing services without any requirements or barriers, giving priority to more vulnerable individuals. With a growing number of people experiencing homelessness, there is a need to increase service options and providers to address this issue. The shift toward housing-first has brought to light the importance and effectiveness of lessening the barriers associated with working with this population. Additionally, recent research has found that many older forms of services for the homeless (specifically those that are punitive and restrictive in nature) actually have the potential to retraumatize this population, lessening the likelihood of success (Hopper, Bassuk, & Olivet, 2010). It is essential that service providers understand best-practices when providing services for this vulnerable population. This presentation will detail one specific model that utilizes key aspects of housing first while still utilizing trauma-informed care and the benefits of community-based living, specifically the sanctuary model (Bloom, 1997). The sanctuary model is a specific model of TIC that provides a living situation which emphasizes independence, community-building activities, and policies that ensure safety, choice, and self-care for the residents. While literature supports that this model is effective in certain service situations (i.e. recovery and addiction), there has been little research outside of theoretical that has detailed it's effectiveness in homeless services. This presentation will present the history behind implementation of this program, including policy and funding, as well as logistics, staffing, and ethical considerations. In addition, this presentation will detail the initial outcome results from one study on this model, including: "Specific indicators/factors associated with homelessness (length of time homeless, number of times experiencing homelessness). "Feelings of hope (as measured by the HOPE Index) "Levels of vulnerability (as measured by the VI-SPDAT) "Satisfaction with Life (as measured by the SWLS) "Qualitative/anecdotal information pertaining to this community model The presentation will be given by a social worker currently living in this model, and will include ethical considerations, implications for faith and practice, and study limitations specific to this model of service.

Presenter Bio (s): Stephen Baldrige serves as Associate Professor and serves as the Undergraduate Program Director for the School of Social Work at Abilene Christian University. His research interests include homelessness, nutrition/food justice, and adult education. Since November 2016, Stephen and his family of 6 have lived in a homeless housing facility to begin building a new program meant to provide an innovative model for those experiencing homelessness.

Workshop Title: Qualitative Study of MSW Student Scripture Reflections/Ethics Integration

Workshop Presenters: Randy J. Baxter, Ph.D, MSW, LMSW Dorothea Epple PhD, LMSW

Workshop Abstract: The purpose of this qualitative research study is to examine MSW student's perceptions of the integration of the values in the social work code of ethics with reflections on Matthew 25, Biblical Parables, Beatitudes and the Twenty Third Psalm. An MSW cohort class process is the foundation for the research to be conducted using content analysis.

Workshop Number: 20121007 -

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

- Describe one teaching method of integration of Christian values into the MSW classroom using Matthew 25, Biblical parables, Beatitudes and the Twenty Third Psalm.
- Describe the qualitative research components of MSW student's perceptions of the integration of social work code of ethics values with Scripture reflections.
- Apply critical thinking to analyze this qualitative research and use research evidence to inform/improve clinical practice effectiveness and graduate teaching.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The purpose of this qualitative research study is to examine MSW student's perceptions and experiences of the integration of the values in the social work code of ethics with reflections on Matthew 25, Biblical parables, the Beatitudes and the Twenty Third Psalm. An MSW cohort class process using scripture reflection, in four consecutive courses will be described. The students reflections on the meaning of the scripture, how the scripture applies to social work, and the values of the code of ethics reflected in living the scripture were the requirements of the assignment. The overall narrative of the student's narrative stories will be analyzed. The potential of integrating scripture reflections in a faith based MSW program with the social work professions code of ethics will be studied in a manner to gain lived social work practice. These results can be used as foundation data for further study of the impact of the level of integration on graduate education and the students academically and professionally. The Content (Document) analysis methodology will be used to conduct the review of the narratives of the student stories/reflections across the four MSW courses. The Sampling/Data Collection for this study will use Purposive Sampling, the sample size based on number of students who were in the specific classes included in the study. Data

collected will be from the student reflections narratives described above. The Measurement/Instrument: Compilations of results of each class via the data collection process above. The Content (Document) Analysis technique allows for coding of themes/perspectives identified in the student reflections. A coding software process may be utilized to enhance the quality of the final analysis and reporting of the research results.

Presenter Bio (s): Randy J. Baxter, PhD. MSW, LMSW, is an Associate Professor of Social Work at Spring Arbor University, teaching in both the MSW and BSW programs. Dorothea Epple PhD. LMSW is a graduate of Loyola University and ICSW in Chicago. She has 20 years of clinical social work practice and 15 years in academia. She is an Associate Professor with SAU.

Workshop Title: Transformative Narratives: Using the Expressive Arts

Workshop Presenters: Joyous Bethel, PhD Leonora Foels PhD, LICSW, LCSW

Workshop Abstract: This experiential presentation will engage participants in educational and interactive conversations to foster peace, justice, and social change. Participants are afforded opportunities to engage in dialogue, self-reflection, and creative expression, all focused on advancing social justice, transformation, and reconciliation.

Workshop Number: 20121014 -

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

- Identify and describe intrapersonal, interpersonal, and systemic attitudes, values and behaviors .
- Create and interpret a tangible project of self-expression representing personal journeys of transformation.
- Describe plans for transferring gained knowledge into their daily lives and communities towards peace and reconciliation.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This workshop opens with the question "Who are you?" This icebreaker introduces the different manifestations of oppression through participants' comments. This discourse about the many identities that we share will help us better understand how we see ourselves, how others experience us, and our roles as Christians and global citizens. These perspectives have developed indeed been transformed in the course of our lives. In terms of seeing ourselves (self awareness), participants will identify the intrapersonal core changes that have occurred. In other words, participants will elaborate about how their beliefs about self have changed and

evolved over time. As far as the interpersonal sphere, participants identify how the value of others has been informed by their life's journey. Exploring how their own paths have moved them towards reconciliation prompts the next segment, which explores who we are systemically; how our assumptions, roles, rules, and structure with which we are comfortable readies us (or not) as Christians to be global citizens. According to Cranton and Taylor (2012), "When we are able to recognize that these [our] beliefs are oppressive and not in our best interests, we can enter into a transformative learning process" (p. 7). Foels and Bethel (2016) reminds us "The moments during which we make connections, realizing that our worldviews have shifted, recognizing that what we now know cannot be "unknown," are "aha" moments. Transformation may not have matured, but it has begun" (p. 2). After attempting to answer the questions Who Am I and how I have changed, presenters will facilitate a creative project with participants. This self expressive, creative project is intended to empower participants to construct a symbol of their identities using their "voices" that reflects their definitions of self and journeys towards global citizenship. Bethel, Foels, Frank, Walsh, and Rice (2016) offer, "Creativity, in the form of the arts, offers a way to find meaning, a way to " mark" a change or a transformation". In a real way, the now-existent entity [the drawing, the sculpture, the poem] can be experienced as a representation of the change that has occurred in the mind's eye of the creator" (p 12). Participants will have an opportunity to share their created symbols and personal narratives. After these oral histories, presenters will remind participants of the necessity for social change, social justice, and social action.

Presenter Bio (s): Dr. Bethel earned her BA and MSW from The University of Oklahoma and her PhD, in Social Work, from Barry University. She has experience in hospice care. She teaches social work at the undergraduate and graduate levels at Millersville University and also taught social work for 13 years at the University of Southern Mississippi. Her interests are complicated mourning, trauma, spirituality, creativity, wellness, and diversity.

Dr. Leonora Foels is an Associate Professor at Millersville University in the school of social work. Dr. Foels teaches a variety of courses at BSW, MSW, and DSW levels. Dr. Foels earned her PhD from Barry University and MSW from Simmons College. The focal point of Dr. Foels research agenda revolves around social work practice, diversity, social justice and change, social work education issues, and using technology in education.

Workshop Title: Songs as Social Commentary

Workshop Presenters: Cini Bretzlaff-Holstein, DSW, LSW Karlyn Boens BSW Student Allison Gartman

Workshop Abstract: Presented by students and faculty, this workshop will present a course assignment from a BSW social welfare course in which students engaged with the power of music as a form of commentary on social issues, and its direct or indirect relationship to social work and/or social welfare policy.

Workshop Number: 20121060 -

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

- Learn about the Songs as Social Commentary course assignment.
- Experience the student presenters' Songs as Social Commentary presentation as given in the social welfare course.
- Engage in dialogue on utilization of music for awareness raising and activism for social change.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References: According to competency three of the Council on Social Work Education's (CSWE) 2015 Education Policy and Accreditation Standards (EPAS), "Social workers will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels" (Council on Social Work Education, 2015, p. 7-8). At the BSW level, social work students have various opportunities to develop this understanding and apply it across both the explicit and implicit curriculum. For some BSW students, social welfare, social policy, and advocacy are very new content and experiential learning areas. Providing students opportunities to creatively engage in dialogue about broad social issues, the role of social workers in addressing these issues, and developing a professional lens and identity in which policy impacts practice and practice impacts policy is vital. This professional lens and identity developed throughout a student's educational journey is rooted in the NASW Code of Ethics regarding "Social Workers' Ethical Responsibilities to the Broader Society" (NASW, 2008, p. 23). Community organizer, Si Kahn (2010), wrote "The power of culture can also be an antidote to people's prejudices, their inability to see beyond their own eyes. If creative community organizing can transform power, culture can transform consciousness, can perform the acts of political education that when combined with action make social change transformative rather than merely instrumental" (p. 86). Music both reflects and influences a society's values and serves as a commentary on current events. There is a long history and tradition of songs addressing issues relevant to social justice and social policy. Within this workshop, the professor of a social welfare course will present the overall purpose and structure of the Songs as Social Commentary assignment. In partnership with their professor, students will then conduct their song as social commentary presentations to demonstrate the power of music to engage in dialogue around social justice issues and the role of social work to seek solutions.

Presenter Bio (s): Cini Bretzlaff-Holstein, MSW, LSW, Department Chair, BSW Program Director, and Assistant Professor of Social Work has worked at Trinity Christian College since 2008. She serves as the BSW Program Director and Department Chair. Cini will complete her Doctorate in Social Work (DSW) through the St.

Catherine University-University of St. Thomas School of Social Work in St. Paul, MN in May 2017.

Karlyn Boens is a sophomore BSW and Criminal Justice student at Trinity Christian College in Palos Heights, IL. She works alongside faculty as a student worker in the Department of Social Work, and helps to coordinate peace circles and service outreach opportunities at Trinity. Karlyn writes poetry and blogs as a Civil Scholar for the Aspen Institute, and also serves as a poetry teaching artist throughout Chicago, IL.

Allison Gartman is a sophomore BSW student at Trinity Christian College in Palos Heights, IL. She currently is a 2017 Social Work Student Organization (SWSO) Officer. Allison is a leader for Trollnation (organization of events related to the sports on campus), transfer student mentor, and keyboardist for Outcry.

Workshop Title: Reparations as a Key to Reconciliation with Communities of Slavery Descent

Workshop Presenters: Pamela Bridgeman, LCSW, MAC, MA Debbie Kemp MA, MPA, PhD

Workshop Abstract: This seminar will address reconciling reparations using four suggested cornerstones: restore, repair, reclaim and revive the communities of slavery descent. Our intent is to focus on current research trends and open honest dialogue about how individuals in the social work field can adequately address and promote social justice.

Workshop Number: 20120955 -

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

- Define reparations in the context of social justice
- Understand the current trends in reparations research
- Discuss the applicability of the learned material to our work in social reform, social justice and in advocacy for reconciling reparations expectations.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: The actual and perceived social injustices against black bodies starting with the death of Trayvon Martin in 2012 have catapulted the issue of race, reconciliation and reparations into the national consciousness. Movements and counter movements question whether or not the outcomes of the Civil Rights era remain. Black lives matter. All lives matter. What does it matter? If there is to be a unified United States, that question must be addressed. This paper proposes to do just that. While there are myriad ethnicities in the nation, for the purposes of this

examination, the topic is a matter of black and white. Arguably, one of the most egregious injustices committed by the government and peoples of this nation resulted from the institution of chattel slavery. The bodies ferried through the middle passage were black. Those who enslaved them were white. While other peoples like Native Americans and Japanese have also experienced injustices by this nation, they have received some form of reparations. The descendants of chattel slavery have not. Thus, the current focus of the exploration of reparations is to facilitate reconciliation with the intent to diminish the resurgence of contemporary racial tensions in the US.

Presenter Bio (s): Pamela Bridgeman is a Licensed Clinical Social Worker and CEO of A Healing Journey Counseling and Consultation. She is an ordained Christian minister whose experience in professional mental healthcare began in 1976. She has lay ministry experience in teaching, mentoring and compassionate care since 1974. Pamela is a full-time instructor in the School of Social Worker and Human Services at Kennesaw State University in Georgia.

Debbie Kemp has Masters degree in Clinical Psychology from Fielding Graduate University and is currently a PhD (Candidate) with Fielding Graduate University. She is COO of A Healing Journey Counseling & Consultation. Debbie Kemp has 10 years of therapeutic experience working with adults managing severe mental illness and borderline personality disorder and children and adolescents who are experiencing behavior problems, substance use and ADHD.

Workshop Title: Assessment of Inherent Motivation: A Layman's Tool for Effective Intervention

Workshop Presenters: Ronald Brown, MA, LCCA, LCPAA

Workshop Abstract: Attributed to the trauma of abuse and neglect, children's developmental delays are calculated on vectors of loci of information/control: "Closed", "Inward", "Outward", and "Open" styles: a simple, practical tool that describes, assesses, and recommends interventions for children, depending upon their relative positions on these vectors.

Workshop Number: 20120967 -

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

- Understand the impact of trauma on child development
- Learn how to use a tool to assess inherent motivation
- Learn how to use the results of the assessment for intervention

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: One of the most important concepts in behavior management and self-regulation is Locus of Information, the degree to which an individual is open to receiving information from two sources: from within self and from outside self. In a sense, we all live in two different worlds. The first is the very personal, intimate, inner world of our thoughts, feelings, emotions, and beliefs. The second is the outside world of people, objects, events, and places. A healthy, mature individual must be open to receiving information equally from both the inner world and the outside world. Within the inner world, an individual must be aware of and be able to use his/her own feelings, thoughts, and beliefs in order to relate to others effectively. At the same time, an individual must be able to integrate accurate information from the outside world with his/her inner perspective. Not all individuals are equally open to both inner and outside sources of information. Some are open to one source more than the other. Others have difficulty using information from either source. Failure to achieve a balance from both sources will significantly impair a person's relational skills. Probably the most salient factor responsible for determining an individual's sensitivity to both information sources is the person's experiences. Very young children, who have experienced chronic trauma of neglect, abuse, and chaos, are likely to shut out the outside sources of information and remain self-centered, closing themselves off from any perspective outside their own, or closing themselves off from both internal cues and external cues. Others may have developed unhealthy attachments with abusive caretakers to the extent that they are mostly dependent upon external cues for navigating their world. Knowing a client's Locus of Information provides the caretaker or helper with a valuable tool, which can be used effectively in designing a behavior management program and help a child feel sufficiently safe to heal and grow.

Presenter Bio (s): Ron Brown, MA, LPCAA, LCCA is the founder of several child-placing agencies (CPA's), providing foster care, adoption, and a number of ancillary services in a number of states. He is also the founder and CEO of an administrative services organization, providing: start-up, turn around, licensing and contracting P&P, CQI, finances, marketing, IT/software, and special projects consultation.

Workshop Title: Who Is My Neighbor? Teaching Refugee Care from a Social Justice Perspective

Workshop Presenters: Ann-Marie Buchanan, PhD, MSW, LMSW Mioara Diaconu PhD, MSA, MSW Laura Racovita-Szilagy

Workshop Abstract: Using the lens of social work ethics, as well as Christian and non-Judeo-Christian cultural values, this presentation will outline the foundation for refugee care from a social justice perspective. In addition, the presentation will address ways in which this can be implemented in practice and in social work education.

Workshop Number: 20121045 -

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

- Understand the faith and ethical foundation of using a social justice perspective in refugee work.
- Describe ways in which faith and ethical principles can be implemented in practice/field experience with refugees.
- Articulate ways in which social work educators can teach approaches to refugee care from a social justice perspective through different curricula.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Current events have brought the issues of refugee needs and care to the forefront of the public's attention across the world. Social work education plays a key role in educating future professionals in providing holistic refugee care from a social justice perspective. The concept of social justice has long been part of the professional social work value base and is an integral part of social work education (Malany Sayre & Sar, 2015, Racovita-Szilagyi, 2015). Within the context of a human rights framework and the Rawlsian theory of justice, moral individuals freely and selflessly uphold, protect, and work towards the good of the greater society by upholding individual and collective rights (Nelson, Price & Zubrzycki, 2014; Racovita-Szilagyi, 2015). This idea of social justice in the context of human rights is based on the shared sense of humanity and the dignity and worth of all people as an ethical foundation, and is not exclusively a Judeo-Christian concept (Nelson, Price & Zubrzycki, 2014). Research shows that collective, traditionally patriarchal cultures, strongly value among others the idea of social justice and the morality of working towards the greater good of individuals and society (Aoun, 2000; Routamaa & Hautala, 2008). In the educational context in the United States, students wrestle with understanding the meaning of social justice as a product of oppression, privilege, and the human experience (Ibrahim, 2010). The dynamics between these issues become even more critical when student interns are working with refugees and their families. Therefore, the final goal of social work intervention with refugees must include discovering creative ways to make community connections, expand personal and professional networks that will empower clients to thrive in their new home communities (Bogo & Wayne, 2013; Nelson, Price & Zubrzycki, 2014; Sunderland, Graham, Lenette, 2016). One significant way to implement refugee care from a social justice perspective is to work with community agencies and address some of the challenges they encounter such as lack of translators, lack of forms available in different languages, or lack of knowledge on how to reach out to diverse groups struggling to adjust to their new communities. With recognizing service as another foundational social work value in working with refugees, social work interns may sometimes accompany clients to appointments, or help them connect with the right resources. Social work educators must prepare future professionals to keep at the forefront of their practice the value of social justice and service as well as cultural competence in addressing the needs of refugees, which may include emotional, spiritual, social, or legal aspects. The presentation will address the ways in which social work programs, especially those with

an advanced generalist concentration, can be in unique positions to address these aspects through the explicit and implicit curricula (Miley, O'Melia & DuBois, 2013)

Presenter Bio (s): Dr. Buchanan's practice areas of expertise include domestic violence and end of life issues. Dr. Buchanan enjoys teaching at undergraduate and graduate levels in the areas of Human Behavior and the Social Environment, Social Welfare History, Human Diversity and Social Justice. Her most recent professional interest is in cultural competency and social work in the Appalachian Mountains.

Dr. Diaconu is a researcher, community and international development practitioner, and global social work educator. Some of her research and teaching areas of expertise are: health (HIV/AIDS), forced and volunteer migration, emergency management (preparedness, response, rebuilding, mitigation, crisis response), needs assessment, program development, evaluation, sustainable community development, and intimate partner violence, among others.

Dr. Racovita-Szilagy is passionate about social work education and connecting with students for optimal learning. Some of her teaching and research areas of interest include: non-profit management, program development, social work ethics, trauma and crisis intervention, emergency response, online learning, and cultural competency.

Workshop Title: Mothering, Mentoring, and Sex Trafficking: Where Does Christianity Fit?

Workshop Presenters: Llena Chavis, PhD., LCSW.

Workshop Abstract: Dr. Llena Chavis will explain the connections between three seemingly unrelated topics of her research interests: mentoring, mothering and human trafficking intervention. Dr. Chavis will explain how the assumed border between integrating social work and faith is, in reality, seamless and will present a coined concept of "Christian synergy".

Workshop Number: 20120980 -

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

- Discuss their own potential integration of work, practice and faith.
- Develop basic knowledge around these three issues as they relate to faith, scholarship, teaching and clinical practice.
- Be exposed to two intervention modules resulting from the mentioned research.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The results of three of Chavis's studies will be discussed in relationship to Christianity, teaching, scholarship and practice. One study on mothering investigated anxiety as a phenomenon distinct from depression and evaluated several variables that influence anxiety in first-time mothers. The question, how are maternal sense of competence and perceived social support related to first-time mothers' anxiety, when depression, socioeconomic status (SES), and marital status are controlled for was explored. The constructs of maternal sense of competence and perceived social support were both found to be significant in explaining first-time mothers' anxiety. A second study on mentoring challenged that much past research on mentoring programs focuses heavily on the benefits afforded to those being mentored, the "mentees". The purpose of this research tested whether a mentoring program would have an impact on the mentors as well. Chavis used a pre, mid, and post-test data collection design to measure self-efficacy throughout the eight-week group-mentoring program and also collected qualitative data, allowing participants to self-articulate their own perceptions of self-efficacy. Topics covered during the program included, but are not limited to: body image, self-esteem, boundaries, healthy relationships, and communication skills. Results show that both mentees and mentors' self-efficacy significantly increased, however the increase for the mentees was greater. Lastly, Chavis studied the competence of medical personnel around sex trafficking intervention and found that, although sex trafficking is not a new problem in our society, it often goes unidentified as a result of lack of education and awareness of the topic. Chavis performed a qualitative needs assessment of area medical personnel to assess what those needs (and barriers) actually are. When asked what pieces of information would be most helpful to learn about the intervention process, the three most common responses were (in order): what resources to connect a victim to, how to identify a victim by knowing what signs to look for, and the demographic of the victims of trafficking in Michigan. The number one barrier in assessment and intervention that was reported was the victim's access to resources. Many said getting the victim through the door would be the hardest problem. Chavis will link these three topics discussing issues of self-esteem, competence, social support, theories of social work practice and the Bible. Participants will be invited to discuss these issues and to consider their own potential integration of work, practice and faith.

Presenter Bio (s): Dr. Chavis is a professor of social work at Hope College teaching bachelors level practice courses. Chavis specializes in mental health and wellness and studies mentoring, resiliency, mothering and sex-trafficking. Chavis is a 17 year-long member of NASW. Dr. Chavis is trained in EMDR and mindfulness and has recently become interested in vocation and calling and the intertwining of faith, practice and teaching.

Workshop Title: Moral Entanglements for Christian Students Entering Field Education

Workshop Presenters: Alex Colvin, PhD; LMSW Angela Bullock PhD; LMSW

Workshop Abstract: For Christian students field practicum environments may impact their morals, values, and beliefs. Consequently, the student may struggle with balancing their faith with their profession obligations of service to client populations. This workshop will offer a dialogue on the role of Christianity in the social work field education.

Workshop Number: 20121001 -

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

- Understand the current stance regarding the integration of religion and Christianity in social work practice.
- Examine the moral and value dilemmas faced by Christian students entering field education.
- Discuss strategies to assist the Christian social work student facing moral dilemmas as they enter field education.

Level of Presentation: Basic

Target Audience: Educators, Students

Workshop Description and References: Within the study of social work, field education is arguably the most significant component of the social work curriculum in preparing competent, effective, and ethical social workers (Bogo, 2015). This is evidenced by the CSWE in 2008 designating field education "signature pedagogy," affirming its importance and pivotal role in preparing the next generation of social workers (Bogo, 2015; Council on Social Work Education, 2008). As the signature pedagogy, field education is the component of social work education where students are able to practice social work skills through educationally focused service experiences in agency and community settings (Council on Social Work Education, 2008). Field education allows students to become socialized to think and act like social workers (Bogo, 2015). However, during the field experience, challenges may arise when the student's strongly held principles of faith collide with social work values (Wilkinson, 2012). For many students, there may be issues with placing their own religious beliefs over their professional obligations to clients. The National Association of Social Work (NASW) recognizes religion and spirituality as components of cultural diversity (NASW, 2007, p.4). Yet, the integration of religious and spiritual interventions in social work is heavily debated. To impose religious beliefs on clients, however well intended, violates a client's rights to self-determination (Reamer, 2013, NASW, 2008, Standard 1.02). Many scholars have noted that the field of social work is unfriendly if not outright hostile toward religion, especially toward people who are overtly proud of their religiosity (Hodge, 2002, 2003). Social work is rooted in personal values and beliefs which usually result in being on the side of the marginalized population. Matthew 20:26-28 is a key passage supporting Christian service. In this passage Jesus Christ states that even He came to serve and not to be served. Many students decided on a social profession because they feel a responsibility to help others and improve the world they live in. Although, the

social work educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients (Council on Social Work Education, 2001, p. 10), when entering field education, students begin to understand that they may be required to set aside their personal values for professional values. Therefore, the purpose of this presentation is to address the conflicts students may face with Christian morals, values, and beliefs when entering field education settings and discuss strategies to help students who are grappling with such dilemmas.

Presenter Bio (s): Dr. Alex D. Colvin is an Assistant Professor of Social Work at Prairie View A&M University. Along with his duties as a professor, Dr. Colvin also serves as the Coordinator of Field Education for the Social Work Education Program. Dr. Angela N. Bullock is an Assistant Professor of Social Work at the University of the District of Columbia. She has a Ph.D. in Social Work from Clark Atlanta University. Additionally, she has a Master of Social Work degree from Georgia State University and a Bachelor of Arts degree in Social Work from Grambling State University.

Workshop Title: Meaning Making of Spirituality Among African American Youth: A Gender Focus

Workshop Presenters: Dennis Corbin, MSW,Ph.D. Dexter Voisin MSW, Ph.D.

Workshop Abstract: Spirituality is an important concept for many African Americans. Several studies have explored the significance of spirituality in the lives of African American adults, few have examined African American young adults' conceptualizations of spirituality. Qualitative interviews were conducted (N=40).

Workshop Number: 20121040 -

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

- Discuss findings about the conceptualization of spirituality for African American Young Adults.
- Identify gender differences of African Americans young adults perspectives of spirituality.
- Discuss the implications of gender difference and spiritual conceptualization among African Americans and their impact on Social work practice.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The role of spirituality in the lives of many African Americans has been well documented (Bowen-Reid & Smalls, 2004; Mattis & Jager, 2001). Spirituality has helped African Americans endure adversities such as chattel slavery in the era extending from the early seventeenth century through the American Civil War, in which Blacks were classified as private property, denied rights of citizenship, forced to endure hard labor with no pay, provided minimum food and shelter, and subjected to torture and forced migration (Dash, Jackson, & Rasor, 1997; Mattis J, 2000; Newlin, Knafl, & Melkus, 2002). Informed by the theory of emerging adulthood (Shuster & Mongetta, 2009), this study addresses an important gap in the extant literature by exploring the concept of spirituality among African American young adults. One of the primary goals of this study was to address the gap in rich, qualitative data on spirituality among African American emerging adults. Whereas most prior studies on spirituality among African Americans have been quantitative (for reviews see Cotton, Zebracki, Rosenthal, Tsevat, & Drotar, 2006), this study utilizes in-depth interviews. Findings from this study may enable, practitioners and researchers " quantitative and qualitative alike " to generate new themes or concepts related to spirituality that can then be tested, incorporated into survey designs, validated, and analyzed in comparison with more diverse samples of young adults. In addition, several of the above referenced studies on conceptualizations of spirituality center on the experiences of adults, and were conducted more than a decade ago (Banks-Wallace and Parks, 2004; Mattis, 2000; Nelson-Becker, 2002). Therefore, there is a need to update and expand this sparse literature on the meanings of spirituality for African American young adults, as well as explore ways its meaning may have evolved during the last decade. As earlier indicated, African American young adults, relative to their older counterparts, are navigating distinct developmental and social challenges, such as transitioning to college or the workforce, individuating from parents, forming romantic partnerships or starting families (Estrada-MartÃ-nez, Caldwell, Bauermeister & Zimmerman, 2012). In addition, these young people are approaching adulthood during a distinct historical period, marked by socioeconomic developments and challenges particular to their time. Therefore, a fuller, more textured understanding of what spirituality means for young African American adults in this day and age may assist helping professionals to better understand ways of incorporating varieties of moral theory and spiritual praxis held by African Americans into culturally-informed practice. Finally, practitioners are highly encouraged to integrate psychological and spiritual aspects of client care. Notably, such integration has been found to enhance the client-practitioner relationship and client experience and improve treatment outcomes.

Presenter Bio (s): Dennis E. Corbin is a Assistant Professor in the Department of Social Work at Fayetteville State University. His research interest and scholarship include but not limited to mental health of African Americans, HIV/AIDS prevention, spirituality, adolescent health risk behaviors and topics that pertain to rural communities.

Dexter Voisin is a Professor at the University of Chicago, School of Social Service Administration. A major focus of his scholarship is on risk and resilience factors among African American youth with a particular emphasis on how violence exposures influences mental health, educational, peer networks and sexual behaviors among youth.

Workshop Title: Integrating Faith into Practice: A Professor and Student View

Workshop Presenters: Elke Cox, MSW, LCSW Michaela Frantz Student

Workshop Abstract: This workshop provides social work practitioners, educators, and students with a spiritual perspective into self-care, spiritual assessment, and spiritual integration into interviewing skills from the view of a professor and student. The professor will share practical exercises. The student will give the perspective from the classroom experience.

Workshop Number: 20121057 -

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

- Gain practical tools to enhance spiritual self-care.
- Utilize self-assessment tools such as a spiritual life map, and other components that integrate faith.
- Be equipped with spiritual resources for both assessment and intervention in practice work.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Faith, as portrayed as one's spiritual journey, is important for both the social worker and the client. In order to help clients, social workers must also understand the role of the spiritual realm in one's own life before they can serve their clients. Terms like "secondary trauma," burnout, and "compassion fatigue," are the result of social workers' lack of proper self-care (Shulman, 2016; Babbel, 2012). Whether a student or a practitioner, learning to how to nurture one's soul is an imperative part of social work practice. At the same time, more and more agencies and service providers are utilizing spiritual assessments as part of a more holistic approach in helping their clients (Hodge, 2005). Understanding a client's spiritual culture and identity is also a part of strengths-based practice (Hodge, 2005). Therefore, it is also necessary to educate social workers and social work students and educators on how to implement spiritual assessment and intervention in their practice. This workshop is designed to equip practitioners, educators, and students in integrating a spiritual perspective into a practice, particularly emphasizing social worker and student self-care, spiritual assessment, and spiritual integration into interviewing skills. Hodge (2015) has done much research on the importance of including spiritual elements into assessment and intervention. Self-care for the social worker is also important; therefore, tools for implementing spirituality are beneficial. Furthermore, in this session, the social worker will experience the use of practical skills for spiritual integration of self-care as well as utilize a self-assessment tool with a spiritual life map and other components that integrate faith. In addition, there will be a demonstration on assimilating spiritual resources into

assessment and intervention in practice work. A final element of the session includes the viewpoint of both professor and student in an open discussion of the integration of faith into practice. (References below)

Presenter Bio (s): Elke Cox, Licensed Clinical Social Worker, is a full-time Professor at Liberty University. She received her MSW from UNC-Chapel Hill. Since then, she has been practicing for 20 years in variety of settings and roles, including university education, private practice, school social work, and both residential and foster care. Her specialties are children, adolescents, and families.

Michaela is a senior BSW student at Liberty University. She completed research on the importance and impact of various interviewing skills as part of her honors work and she also helped with the creation of example videos for online students to be able to see the interviewing skills in action. She is also currently developing her Honors thesis in the area of attachment in adoptive children.

Workshop Title: Immigration & The Travel Ban: The Mistreatment of Immigrants

Workshop Presenters: Nicole Darden, BSW Student V. LeAna Brown-Scott BSW Student

Workshop Abstract: There are significant changes within the United States that greatly affect immigrants that have relocated to seek a better life. With the rise of immigration there is also the rise of different religions in the country. This proposal will look at recent policy changes, how immigrants have been affected, and how immigration helped build this country.

Workshop Number: 20121089 -

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

- Provide information regarding the negative impact the travel ban has created for immigrants and society.
- Identify how faith should be considered to guide immigration policies.
- Provide solutions on how social workers can advocate for immigrant families.

Level of Presentation: Basic

Target Audience: Social Workers, Educators, Students

Workshop Description and References: There are significant changes within the United States that greatly affect immigrants that have relocated to seek a better life. The Migration Policy Institute states that there are 81 million immigrants in the United States, which is proof that the U.S. is a melting pot. The United States granted 617,752 visas to immigrants in the 2016 fiscal year. With the recent policies, such as the travel ban and

threats to build a Mexican wall, many immigrants all over the country are being threatened with deportation. The United States has always been called the Land of the Free, but is this really the case? Many immigrants who have children that were born in the United States are now in danger of being separated from their family members. We have recently learned of a mother who lived in Arizona that was deported because she was not a U.S. citizen although she has lived here since the age of 14. She now has two children that are American citizens that are without a mother. She is one of many immigrants that have been deported and separated from her family. Social workers strive to keep families together, and with the changes in the immigration laws, many children and families are going to be affected if primary providers, and loved ones are forced to leave the country. This country is successful at the hands of the immigrants who have helped to build this land. Without the work of immigrants, our agriculture would not be as it is today. In this country, we see immigrants from various regions who are employed in corporate America that are being affected by the recent changes in the immigration law. Without the support and work of immigrants, this country will be negatively impacted in a prodigious way. With a newly elected president in the United States, there have been many restrictions and bans put on immigrants such as the travel ban. We can see how policies that are now in place are affecting families, communities, and the economy. These bans and restrictions have been adversely affecting the emotional and mental well-being of those that have been separated from their family and friends, as well as those that are in danger of potentially being separated. With the recent travel ban that has been put into place, we can see companies that are in support of the ban lose valued customers and lose revenue. As social workers, it is our duty to advocate on behalf of these individuals, their community and their well-being. This country is diverse not just because of the many different people and culture, this country is also diverse because of the different religions that people are able to practice. In the United States there are 70.6% of people who claim Christianity as their religion of choice. There are 3.3 million Muslims which is just about 1% of the population in America and rising. There are people who practice Hinduism, Buddhists, and even people who are Jewish.

Presenter Bio (s): Nicole is a current graduating senior at Coppin State University. She is a part of the Dorothy I. Height Center for the Advancement of Social Justice. She is a member of NACSW, NASW, and NABSW. She will be pursuing a dual degree in the fall.

LeAna is a current graduating senior at Coppin State University. She is a part of the Dorothy I. Height Center for the Advancement of Social Justice. She is a member of NACSW, NASW, and NABSW. She will be pursuing her Master's in social work in the fall in an advanced standing program.

Workshop Title: Faith and Field

Workshop Presenters: Linda Darrell, LCSW-C, PhD Thelma Rich MSW, LCSW

Workshop Abstract: This workshop addresses the ethical inclusion of spirituality within the pedagogy of social work education. Field internships become the opportunity for

social work students to put into practice the theories and knowledge they have obtained within the classroom. Spirituality as part of the field practicum is the vehicle to achieve this.

Workshop Number: 20121026 -

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

- Have participants reflect on how their perception of spirituality as a way to view their own practice.
- Expose participants to several spiritual assessment tools
- Facilitate the interest of participants in the incorporation of spirituality within the field practicum.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References:

Presenter Bio (s): Dr. Linda Darrell is an Assistant Professor in the School of Social Work at Morgan State University. Her interests are mental health, health disparities and grief and loss. Dr. Darrell is committed to the inclusion of spirituality within the pedagogy of the profession as a way of meeting the needs of the clients and the community we are charged to serve.

Mrs. Thelma Rich is a seasoned social work professional, dedicated to serving all students in the school of social work at MSU. Mrs. Rich has worked arduously to grow the field education department to include placements across Baltimore City, Baltimore County, Prince Georges County and Washington, D.C. Professor Rich is committed to the inclusion of spirituality within the pedagogy of the profession through field practicums classes and practice.

Workshop Title: When Refuge is Refused: Loving the Sojourner in the Midst of Strife

Workshop Presenters: Alexandra Davie, BS

Workshop Abstract: No one chooses persecution, war, or to abandon all they have known. Refugees are fleeing from the problem, yet are being treated as the problem. Refugee status, relevant laws, and how Christian social workers are responding to the largest humanitarian catastrophe of this century will be examined using a Biblical framework.

Workshop Number: 20121046 -

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

- Articulate what constitutes a refugee and be able to describe what brought about the current refugee crisis.
- More fully understand the refugee laws in our country and the human rights treaties that regulate refugees.
- Increase Biblical knowledge on refugees; better understand how Christian social workers are responding to the crisis; discuss opportunities for personal response.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: A refugee is someone who has been forced out of his or her home and country due to persecution, war, or violence. According to UNHCR (2016), "a refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group". Refugees seek asylum and resettlement all over the world. The US Department of State (2015) states that the US has a history of providing refuge for the most vulnerable and for those fleeing the worst of situations. In the past couple of years, the United States has resettled around 70,000 refugees fleeing from countries such as the Democratic Republic of the Congo, Somalia, Burma, and Iraq (US Department of State, 2016). Because of the large amount of refugee resettlement in the past few years, it is expected that social workers will encounter refugees at some point during their careers (Chang-Muy & Congress, 2016). Refugees need the assistance that social workers can offer. But unfortunately, many refugees are not given the opportunity to enter into a country like the United States and meet a social worker. Recently the United States has not been providing refuge for the most vulnerable and for those fleeing the worst of situations. How should Christians respond to refugees, whether they are from the Democratic Republic of the Congo, Burma, or Syria, whether they are of Christian, Buddhist, or Muslim faith? How would Jesus treat the 11 million Syrians who have fled their home since the start of the Syrian war? How does Jesus want his followers to treat those who have experienced trauma, embarked on dangerous journeys, and have experienced exploitation and discrimination? Fortunately, the Bible is very clear on how Christians are to treat refugees. In this presentation I will provide up to date information about the current status of refugees around the world, with a focus on Syrian refugees. I will review the refugee laws that the United States operates under, including a discussion on President Trump's executive order on January 27th, 2017 regarding refugees and its effects. I will also compare the various ways different countries are responding to the refugee crisis. In addition, I will talk specifically about how Christian social workers are responding as a result of their faith.

Presenter Bio (s): Alexandra is a MSW student at Samford University studying to work with refugees. Her undergraduate degree is from Belmont University where she studied Social Entrepreneurship.

Workshop Title: Thinking Outside the Box Reaching Inner City Children.

Workshop Presenters: Desiree Davis, Ph.D Candidate

Workshop Abstract: This is the story of how one church is working with the children in their inner city community. The outreach program started with the church providing transportation to the children for Vacation Bible School and now extends to the church members bringing the children to church each week.

Workshop Number: 20121076 -

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

- Learn unique approaches to establishing a genuine rapport with inner city students which may differ from the way church leaders have been taught.
- Learn strategies of how to involve other church leaders to promote programs for this population.
- Learn specific strategies on how to establish their own outreach ministry in their church.

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: The black church has often been the focal point of the black community. It has been the training center for members who have later gone on to be community leaders as well a catalyst for social change. Black children in the inner city may not have the connection to a religious community if someone in the household does not make it a priority. It is important for this connection to be made early in a child's development in order for them to establish connections with the faith community. Greener (2016) supports this premise that early involvement and long lasting involvement lead to the best results in a child's development. The church can assist in this process by creating programs that are specifically geared to introduce and connect younger members to Jesus. Churches' often use Vacation Bible School programs as an outreach program in their community. The question is does the outreach end with the completion of the Vacation Bible School Program? It does not have to end but can serve as a means to build rapport in order to continue the nurturing, equipping, and training process of these children. Church leaders can use community programs to reach out and get to know those who are living right in their neighborhood while fostering an opportunity to extend the gospel to all the world but most importantly to the community outside its door. Crosby, Smith, and Frederick (2015) indicated the importance of children ministry workers' actively listening to the children they are working with in the Sunday school as well learning how to validate their students in unusual ways while providing a secure environment for them to build relationships with other students.

Furthermore, as students become more comfortable in the church setting they can be given tasks to do that will increase their self-esteem and resourcefulness (Shaw, 2016). One church used Vacation Bible School as an outreach to minority children where most of them come from single parent homes in low income neighborhoods. The results have broadened the church leaders perception and response as they started a breakfast program and enhanced their programs for the children who were coming to the church. It allowed the leaders to become acquainted with the needs of the children and their families and served as a means to build rapport and connection to other adults outside of their family circle. The church needs to be willing to walk the talk and practice what they preach while instructing their own children in the practice of social justice (Csinos, Jennings, McLaren, & Yust, 2010). The process of creating an outreach ministry that is ongoing is not only rewarding for the church but a learning experience as well. Ingersoll (2014) stated that focusing on the spiritual growth of its younger members is a reward for all the members.

Presenter Bio (s): Desiree Davis is the BSW Program Director at Andrews University. She is currently completing her Ph.D. in Educational Psychology and her area of interests are domestic violence, women's issues, and coping.

Workshop Title: Finding Strengths in the Midst of Human Devastation: A Study of Strengths in New Refugees in Greece

Workshop Presenters: Katherine Diehl, MSW Gaynor Yancey, DSW

Workshop Abstract: This session will focus on utilizing asset mapping skills to assess the strengths of refugees in a resettlement camp. Utilization of this assessment was used in the refugee camp in Oraiokastro, Greece in the summer of 2016.

Workshop Number: 20121101 -

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

- Define asset mapping as an assessment tool
- Examine how a basic assessment model was created to identify strengths in refugees
- Explore ways this tool and model can be used in resettlement work in the US and in other countries

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References:

Presenter Bio (s): Katherine is the Northern Greece Project Coordinator for Acts of Mercy in Northern Greece

Gaynor I. Yancey is Professor of Social Work in the Diana R. Garland School of Social Work, Baylor University, Waco, TX, the Director of the Center for Family and Community Ministries, and titled Master Teacher by Baylor University. She received her BA from East Texas Baptist University, the M.R.E. degree from Southwestern Baptist Theological Seminary, the M.S.W. degree from Temple University in Philadelphia, and the D.S.W. degree from the University of Pennsylvania. She previously served as Assistant Professor at Eastern University in St. Davids, PA. She worked for over 25 years as a Congregational Community Ministries Director, working with congregations in Philadelphia, PA. Additionally, she served as the Executive-Director of the Greater Philadelphia Food Bank for 4 years. She has authored and co-authored numerous professional articles and book chapters, predominantly focused on congregational community ministry and community based practice towards social justice, including a co-authored book with Dr. Diana R. Garland, *Congregational Social Work*. Since coming to Baylor in 1999, she has received more than \$3.5 million in research and program grants with a focus on church and community collaboration on issues of social justice. She was selected as Outstanding Teacher by the student body at Eastern University for two consecutive years in 1997 and 1998 and as Outstanding Teacher at Baylor University in 2006. Dr. Yancey was the first recipient of the Clovis A. Brantley Award for Outstanding Service in Christian Social Ministries in the United States. Additionally, she received the Marie Mathis Award for Outstanding Life Achievement in Lay Ministry by the Baptist General Convention of Texas and Baylor University, the Life-time Achievement award by the Texas National Association of Social Workers—Central Texas Chapter, and a Life-time Achievement award by East Texas Baptist University. Besides teaching and her community service, she currently serves as the Baylor University Faculty Ombudsperson.

Workshop Title: Reflections of Christian Social Workers on LGBT Advocacy Work

Workshop Presenters: Rene Drumm, PhD

Workshop Abstract: This presentation highlights findings from a qualitative study of 20 Christian professional social workers who self- identify as LGBT advocates. The results show that these social workers hold a broad range of religious beliefs about sexual orientation and engage in advocacy actions in accordance with their beliefs and social work values.

Workshop Number: 20121027 -

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

- Recognize the broad range of religious beliefs from which Christian LGBT social work advocates operate.

- Understand the types of LGBT advocacy in which Christian social workers engage.
- Be enabled to make decisions about their own religious beliefs that intersect with sexual orientation and how those could impact advocacy actions.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders

Workshop Description and References: Background: The social work profession demonstrates a long history of advocacy for disenfranchised people (Krumer-Nevo, Monnickendam, & Weiss-Gal, 2009; Bowland, Foster, & Vosler, 2013). From its earliest roots, the social work profession has partnered with religious organizations to promote social justice and to protect the vulnerable (Graham & Shier, 2009; VanderWaal, 2015). Yet, research on Christians' attitudes toward LGBT people indicates that there is an association between fundamental Christian views and an increased negative perception of LGBT individuals (Malcomson, Christopher, Franzen, & Keyes, 2006; Kwok, Wu, & Shardlow, 2013). These findings leave Christian social workers open to the criticism of lacking in LGBT advocacy work. While some work has been done to investigate the tensions between LGBT issues and Christian social workers' attitudes (Tan, 2015), little has been documented about Christian social worker's religious beliefs and their potential influence on advocacy on behalf of LGBT individuals. Methods: The study design used a qualitative in-depth interview approach. The participants consisted of 20 individuals recruited through purposive and snowball sampling. Each participant identified as (1) an LGBT advocate, (2) a Christian, and (3) a social worker. Data were collected utilizing an open-ended interview guide, conducting digitally recorded interviews either face-to-face or over the phone. The interviews ranged from 20 to 90 minutes and were subsequently transcribed for data analysis. Researchers analyzed the data by coding participant themes using the constant-comparative method. Following individual coding, researchers examined specific instances of the codes as a team to clarify similarities and differences between researchers' use of these codes. Findings The results show that these social workers hold a broad range of religious beliefs about sexual orientation and engage in advocacy actions in accordance with their beliefs and social work values. Conclusions: The integration of faith and practice remains an important goal for Christian social workers. To practice authentically, Christian social workers must grapple with difficult and sometimes uncomfortable, competing value systems such as religious beliefs and social work values. Understanding how Christian social workers have integrated their faith and social work values may open new possibilities for broadening advocacy work.

Presenter Bio (s): Rene Drumm is a Professor of Social Work and serves as the Associate Dean for the College of Health at the University of Southern Mississippi. 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 the intersection of faith and social issues.

Workshop Title: Developing Spiritually Sensitive Human Service Organizations

Workshop Presenters: Jim Dudley, PhD, LCSW

Workshop Abstract: Every human service agency has the capacity to become a "spiritually sensitive organization." This workshop will describe several organizational issues that need to be addressed for this to happen. Social workers are encouraged to seek an active role in helping their agencies become more spiritually sensitive. Helpful exercises will be included.

Workshop Number: 20121070 -

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

- Define and illustrate spiritually sensitive practice in their agencies.
- Describe the spiritual and religious issues of one of their clients.
- Craft three spiritual or religious assessment questions relevant to their agency.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References: Human service agencies need to be encouraged to prepare their organization and staff members to become knowledgeable about the spiritual and religious issues of their clients and to be able to help clients with these concerns. To do this, agencies will need to address several organizational issues. These organizational issues are keenly important to consider if agencies want to be spiritually sensitive human service organizations. Being "spiritually sensitive" means being prepared to effectively engage spiritual and religious issues in the helping process whenever they are important to helping clients. Social worker should seek a role in addressing these organizational issues in their agencies. For example, they can bring attention to these issues and encourage their agencies to address them. The focus of this workshop is to discuss some of these spiritually sensitive organizational issues and to suggest some of the ways that a social worker can help their agency promote these issues. One important organizational issues is to help agencies conceptualize what spirituality and religion actually mean in terms of helping their clients. Agencies can begin by defining spirituality and religion and how they are different from each other. A related task would be to describe important spiritual and religious issues that some of their clients may have. Perhaps these tasks can be explored by examining a few specific client cases involving spiritual and religious issues. Another agency organizational responsibility would be to identify what spiritual and religious information would be important to explore with clients during an assessment. This task will likely include crafting assessment questions that clients can be asked within the overall assessment process. Specific spiritual

questions pertinent to the agency's client group should be asked along with one or two general introductory questions like "Do you have any spiritual or religious concerns or supports?" Another area of organizational concern involves identifying and implementing spiritual interventions that may be helpful to clients. These interventions can be considered for all or some clients depending on their relevance to the clients' needs. For example, some agencies use mindfulness principles and exercises to help clients cope with anxiety and depression. Meditation techniques are another example of an intervention that has been effective in helping clients with anxiety and addictions. A plan for evaluating spiritual interventions that are implemented would be another organizational issue. Finally, agencies would need to ensure that their staff members are competent in helping clients with spiritual and religious problems. A set of knowledge, skills, and ethical areas will be shared as an illustration of how staff members could become prepared to practice in a spiritually-sensitive way.

Presenter Bio (s): Dr. Jim Dudley has been involved in spiritually-related practice and its role in social work education for several years. Besides teaching numerous Spirituality and Social Work courses at UNC Charlotte, he has conducted research and published on the topic, including a recent book titled "Spirituality Matters in Social Work." He has a M. A. in Spiritual Studies and is a trained spiritual director. He also has an MSW degree, and PhD in social work

Workshop Title: How in the World Do We Integrate Faith & Social Work Education?!

Workshop Presenters: Sheri Duffy, MSW, LCSW Nicole Johnson, BSW Student

Workshop Abstract: Social work is a profession that is difficult to explain and often misunderstood. Many question how in the world Christ and faith can be part of such a liberal discipline. That's simple - God is in everything! This workshop will present participants with a better understanding and practical ways of integrating faith and social work.

Workshop Number: 20121082 -

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

- Better understand integrating faith into social work education/profession
- Understand social work values in the context of Christian principles
- Employ new approaches in presenting and integrating faith into the classroom or job setting

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Since social work is often seen as a liberal profession that can be difficult to explain and carries many misrepresentations, I see my role as a social work educator is to train future workers to see social work as a ministry as well as an occupation. This occurs by helping students understand that God is in everything. He is the Creator of all and He is in the BIG issues and He is in the small, everyday matters. Since we live in a fallen world, there will always be people in need or hurting who need to be pointed toward the Hope. To train students to carry out such a calling, we cannot skirt issues such as abortion, marriage, alternative lifestyles, sexual orientation, homelessness and different religions. This presentation will identify ways to encourage students to look at these issues from a Christian/Biblical perspective and critically think through the many diverse perspectives floating around in society today. One key way is to examine the history of social work and social welfare. Another important method is to examine in-depth the person-in-environment (PIE) perspective. This perspective is concerned with working with the whole person (physical, mental, social, emotional and spiritual components of an individual) in the context of the environment they live and interact. Through this presentation, not only will the history of the profession be examined, but also the core values of social work will be explored by comparing and contrasting them with Christian values and worldview. When the social work values are examined closely, one finds there is not a conflict between these values and Christian values which allows social workers to more easily integrate faith in this vocation. Finally, this presentation will discuss different approaches in presenting and integrating faith into the classroom and field. Practical approaches using both verbal and nonverbal communication will be discussed.

Presenter Bio (s): Sheri Duffy, MSW, LCSW serves as Chair of the Human Behavior Division, Holder of Erroll Dawson Jr. Professorship in Social Work, Associate Professor of Social Work, and SW Program Director. She received a BA in Psychology from Louisiana College, 1990 and her MSW from LSU, 1992. She has 14+ years of practice and administrative experience in private and public agencies in areas related to elderly, mental health, adoptions, children and families.

Nicole Johnson, a senior BSW student at Louisiana College who will graduate in May 2018. Upon graduation, she will pursue a Master of Social Work degree. Her goal is to eventually work with couples and families in a counseling setting.

Workshop Title: Project: Human - Creating Dialogue, Embracing Change

Workshop Presenters: David Edwards, PhD, LBSW Tristi Ogden

Workshop Abstract: Based in research and informed by experience, this presentation highlights the work of Project: Human, and demonstrates that community members and police departments can work together to implement meaningful changes in attitudes and actions that show respect for the fact that we are all . . . human.

Workshop Number: 20121009 -

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

- Understand the phenomena associated with police-community relations from the perspective of community leaders.
- Understand the phenomena associated with police-community relations from the perspective of law enforcement.
- Describe and act upon the steps necessary to facilitate a dialogue between community leaders and police to build a sense of community and bridge the existing gap.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: To say that police-community relations in our communities are strained would be a tremendous understatement. Because everyone has a cell phone, a single encounter between a police officer and another person or group of people caught on video can not only cover the local community, but can spread throughout the country in a matter of hours, or even minutes. Members of the community believe they have the right to protect themselves against the possibility of “police misconduct” and they do. Police officers and departments believe they have the right to be judged according to all the relevant facts of any encounter, not just the “brief time captured on a cell phone video” and they do. How can both sides have their voice heard? More importantly, how can both sides learn to communicate with one another instead of shouting at and over one another? Among the things that community leaders expect and community members deserve is transparency from their local police department. Trust cannot be built and maintained on any other foundation. As police go about their routine activities in a community, or especially whenever an incident occurs in which an officer is accused of misconduct, the people of that community should know the answers to these three important questions: 1) What is the police department doing, and why? 2) What are the results of the department's activities? 3) What mechanisms are in place to discover and respond to problems from the officer to the department level? As much as many communities feel as though they cannot trust their police department, most police officers and departments feel as though the public does not fully understand and appreciate the risk of being a police officer in this present culture. Officers worry about their safety, and rightly so. In 2016, 142 police officers were killed in the line of duty, nearly half of them by gunfire, and many of those were "ambush" attacks in which the officers were targeted specifically because of the uniform they wore. With the attention given by the media on the seemingly unbridgeable gap between communities and law enforcement, it is refreshing to know that police officers and the people in the communities they serve have much more in common than meets the proverbial (and literal) eye. Based in research and informed by experience, Project: Human is an effort by one organization to take a message of healing and hope to divided communities by meeting with community activists, community leaders, and police departments to encourage cooperation and dialogue, to build understanding, and to motivate community

members to work together to implement meaningful changes in attitudes and actions that show respect for the fact that we are all . . . human.

Presenter Bio (s): David R. Edwards has been with Humanizing the Badge, Inc. since February 2016. With over 40 years of experience in public speaking and education. David is also a licensed social worker, certified police chaplain, and approved instructor with the International Critical Incident Stress Foundation. David oversees his organization's mental health and peer support program, and provides training for first responders and mental health professionals.

In 2014 Tristi Ogden, under the pen name Elizabeth Shiftwell Ogden, wrote a social media post entitled "Dear Officer, I See You." When she woke up the next morning, the post had been shared thousands of times and seen by 600,000 people. Now as Chairperson of Humanizing the Badge, Tristi leads the work of bridging the gap between law enforcement officers and the communities they serve through an endeavor known as Project: Human.

Workshop Title: Social Workers Can Suffer from Moral Injury Too

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

Workshop Abstract: Moral injury, a term recently used in working with military veterans experiencing values conflicts for something done, failed to do, or witness to acts that violate deeply held values, can be applied to professional social workers as well. Discussion examines moral injury: what it is, its symptoms, and some options for addressing.

Workshop Number: 20120998 -

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

- Define the terms moral injury (moral distress) and post traumatic stress along with their consequences on the professional social worker.
- Discuss options, including spiritual resources, for addressing moral injury.
- Address systems issues important for social workers and their administrations that contribute to staff experiencing moral injury and compassion fatigue.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: Moral injury (some professions, such as nursing, use the term moral distress) has to do with resultant feelings related to perpetrating, failing to prevent, or witnessing actions that transgress deeply held moral beliefs. Some examples include: being involved in the removal of children from their

homes, termination or scaling back of services to vulnerable clientele, lies told clients by the worker's colleagues, fraud, unethical agency practices, experiencing the agency's transition to maximizing profits while seeing reduced quality of services from agency professionals, to name a few. Given the nature of social work with vulnerable populations, forcing workers to follow questionable policies can contribute to moral injury: the pain of believing that one's actions, or inactions, has caused harm in another. Left unaddressed, moral injury can contribute to compassion fatigue, anxiety, demoralization, workplace alienation, isolation, guilt, shame, depression, anger, sense of powerlessness, somatic complaints, increased use of chemicals, health issues, and eventual burnout. Moral injury has more recently been recognized or discovered in war veterans seeking help from emotional and values conflicts from war. Whereas post traumatic stress (PTSD) comes from experiencing trauma, moral injury has its roots in the conflict of one's values: inner conflicts related to something done, something that should have been done, or sense of betrayal or witness to acts that transgress deeply held moral beliefs. Sometimes PTSD and moral injury are intertwined with each other contributing to one's experiencing both simultaneously. This presentation will explain moral injury with the professional social worker, differentiate it from PTSD, and discuss its connection to worker compassion fatigue and burnout. Ways to address social workers with moral injury, PTSD, and compassion fatigue will be an important focus as well.

Presenter Bio (s): Lanny Endicott has been in social work education for 44 years. He directs the social work program at Oral Roberts University. He has considerable experience presenting at workshops and conferences on compassion fatigue, burnout, and moral injury facing professionals and various organizations like the Veterans Administration. He currently co-chairs the Eastern Oklahoma Warrior Partnerships, working to make Tulsa a key city in service to veterans.

Workshop Title: Unity in Diversity? Christian Nonprofit Organizations in Civil Society

Workshop Presenters: Abby Foreman, MSW

Workshop Abstract: Nonprofit organizations are increasingly connected to the government through funding or regulations regarding employment and healthcare policy. In a time of increasing tension around both religious freedom and concerns regarding discrimination, how might we understand the role of religious nonprofits in social services?

Workshop Number: 20121071 -

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

- Understanding the principled pluralist framework view of diversity.
- Have opportunity to share perspectives and experiences as faith-based individuals and organizations.
- Connect to further resources on religious freedom and pluralism.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: This workshop will provide information on the history of faith-based organizations and interaction with government especially through contracts-for-services and the development of Charitable Choice legislation and the White House Office of Faith-based Initiatives and Neighborhood Partnerships. In addition, time will be spent examining how Christian organizations and individuals may be viewed by others and how we may view ourselves as either dominant oppressors, a persecuted minority or something in between. These differing views impact our support or opposition to religious freedom protections for nonprofit organizations. A theoretical framework based on principled pluralism will be presented as a possible way forward in which diverse organizations could not only be tolerated but celebrated. Principled pluralism is a perspective that is based on religious freedom, pluralism and tolerance. From this framework, the vision is a society in which "we seek common ground where the beliefs, practices and organizations of those of all faiths and of none are respected and their freedoms protected" (Monsma and Carlson-Thies, 2015, p. 4). An introduction into the theological and biblical principles supporting a principled pluralist perspective will be provided. In addition, a review of recent books, articles and online resources on pluralism in the public square will provide understanding and also point participants to further resources to access (Center for Public Justice, Shared Justice, writings by Carlson-Thies, Mouw, Skillen, etc). This workshop will also provide opportunities for participants to consider case studies and also to offer their perspectives and experience as faith-based individuals or as part of faith-based organizations. The purpose of this workshop is not to arrive at a neat conclusion but to allow us to consider together the principled pluralist framework and to reflect on the role and place of faith-based organizations in civil society.

Presenter Bio (s): Abby Foreman is an Associate Professor of Social Work at Dordt College in Sioux Center, IA. She holds a masters degree in social work from the University of Michigan and is completing a PhD in Political Science and Public Administration from the University of South Dakota.

Workshop Title: Bridging the Gap Together: Decreasing the Social Distance Between Groups

Workshop Presenters: Jennifer Frank, LSW Heather Girvin PhD Laura Granruth

Workshop Abstract: Changes in community influence the degree to which diverse economic groups interact. Our study uses a structured experiential learning event where freshman social work majors connect with individuals in rural poverty to explore the effects of minimizing this social distance. Implications for policy, programs, and pedagogy will be disseminated.

Workshop Number: 20120958 -

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

- Learn about the changes in community over the past 50 years, with an emphasis on current residential segregation patterns along class lines.
- Consider the ways in which patterns of social distance may affect social empathy, especially as related to students aspiring to social work.
- Apply the results of our study to program development, pedagogy, and policy.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Changes in the features of American community over the past 50 years have shifted the character of community life (Putnam, 2000). More specifically, taken-for-granted residential patterns are starkly segregated along class lines. To what extent do these residential patterns affect social exchanges between these groups? How can these gaps be bridged? While efforts have been made to disperse concentrated poverty and its effects through mixed-use communities and portable Section 8, there is much work left undone (Anderson, St. Charles, Fullilove, Scrimshaw, Fielding, & Normand, 2003). One consideration of these effects of residential class segregation may be that incoming freshman Social Work majors have had scant daily experience in relating to individuals from disparate socioeconomic statuses. This causes reason for concern regarding students' ability to make therapeutic connections across class lines (Segal, 2007). This seminar will first discuss the realities and effects of current residential segregation patterns along class lines as a feature of modern American community. Next, we will share information about a recent study conducted with freshman Social Work majors and participants in a program that serves individuals in rural poverty, called the Factory Ministries. The Factory Ministries is a faith-based social services facility that provides people in the rural community with resources to overcome poverty-related issues. Services include: a food and furniture bank and various empowerment-based workshops. The purpose of this exploratory study was to examine the effects of decreasing social distance between college freshman and the clients of a local social service agency through a structured event called Bridging the Gap Together. Social Work students and agency participants, who chose to participate, engaged in an innovative pedagogical tool to enhance the development of these skills through a face-to-face encounter across economic differences. During this event, a meal was shared followed by a formalized question/answer session regarding pertinent life experiences. Results of this study will be disseminated and discussed. These results will include an analysis of the preconceptions of both groups, the nature of the questions posed and answers given, and theoretical conceptualizations of issues that arose. Finally, we will discuss our suggestions for next steps regarding program development, future pedagogical innovation

(including partnerships with social work education and faith-based community programs), and pertinent considerations for American community.

Presenter Bio (s): Jennifer M. Frank is an instructor at the Millersville University School of Social Work. As a licensed social worker in the Commonwealth of Pennsylvania, her research and practice interests are in poverty and homelessness. She is currently a PhD student at the Bryn Mawr College Graduate School of Social Work and Social Research and she looks forward to graduating in May 2017.

Dr. Heather Girvin is the MSW Program Co-Coordinator and teaches in the BSW, MSW, and DSW programs. Early on, Dr. Girvin practiced primarily with children and families, intervening to prevent child maltreatment in the context of urban poverty. She remains interested in child maltreatment but has broadened her work to include macro-level practice that addresses trauma.

Dr. Laura Granruth, MSW, joined Millersville University in 2013. She teaches policy, social work and healthcare, and information literacy and writing skills. With the Lancaster County District Attorney's office, she is working on a research project on the financial exploration of elders. She also is involved in a research consortium with social work policy instructors to evaluate and better understand best practices in teaching social policy.

Workshop Title: Nuts and Bolts of Fundraising From a Faith-Based Perspective

Workshop Presenters: John Gavin, MSW

Workshop Abstract: Many worthy causes and programs lack the financial support needed to fulfill their missions because their leaders lack fundraising knowledge and experience. This presentation provides an overview of fundraising concepts and methods from a faith perspective. Participants will share and develop their plans for enhancing their fundraising program.

Workshop Number: 20121051 -

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

- Understand a Faith-based Fundraising Perspective
- Apply essential concepts for building a strong fundraising program
- Develop and share their plans for engaging their faith-based organization in values development and fundraising planning.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Many worthy causes, projects, ministries, and organizations lack the financial support needed to fulfill their missions. Often those most passionate about a cause or service are in leadership positions with responsibility for fundraising. They are aware of their responsibility but have little or no fundraising training or experience. They are frustrated fundraisers who need to improve their fundraising skills in order to advance their cause. There are many who don't particularly like fundraising or believe fundraising has no place in faith-based organizations. They often follow a self-support model whereby they provide their own funds to support their ministry following the Apostle Paul's example or look to God alone for support. These kinds of approaches are ineffective in developing adequate funding to support their mission because they limit the involvement to just a few, while denying many others the privilege and blessing of helping. Effective fundraising is a system built on faith principles and some basic fundraising concepts. A broader faith-based perspective on fundraising begins with the individual who accepts his or her calling, is committed to personal stewardship, makes needs known, prays and waits. Henry A. Rosso, in the classic book *Achieving Excellence in Fundraising* (1991), says this: "Fundraising is never an end in itself; it is purposive. It draws both its meaning and essences from the ends that are served: caring, helping, healing, nurturing, guiding, uplifting, teaching, creating, preventing, advancing a cause, preserving values, and so forth." As such it must respond to the basic organizational question "Who are you and why do you exist? The response is more than reciting the mission statement, goals, objectives, and action plans. It is a values statement that guides program strategies. It also addresses other questions such as "what is distinct about us?" The response to these kinds of questions is the organization's "case." This "case" is central to the voluntary exchange made by individuals who become inspired to donate to the organization. (Rosso, 1991) The challenge in fundraising is to multiply those exchanges so that more and more individuals are giving more and more funds. Fundraising is both science and art. It is science because it requires a system and a cycle and art because it uses creativity in words and images to persuade individuals to begin or deepen their involvement. With a little creativity, a simple system and a simple cycle can be developed to generate significant resources over time. Thriving organizations use a variety of methods to generate a mix of funding to support their program initiatives. These methods include direct appeals by mail and phone, fundraising events, grantsmanship, and earned income. An understanding of basic fundraising concepts and methods from a faith perspective provides leaders with the tools they need to enhance their fundraising program.

Presenter Bio (s): John Gavin is a social work professor at Washington Adventist University. He has served as an agency director at the local, national, and international levels with Adventist Community Services, the National Voluntary Agencies Active in Disaster and the Adventist Development and Relief Agency (ADRA) with responsibilities for organizational development, program development, and fundraising. His experience in fundraising spans more than 20 years.

Workshop Title: Combatting Human Trafficking in Gateway and Destination Cities

Workshop Presenters: Elizabeth Goatley, PhD, MSSW

Workshop Abstract: This presentation seeks to address the emergent community process of addressing human trafficking in both gateway and destination cities. Additionally, this presentation analyzes the role of faith communities and congregations in providing for the needs of human trafficking victims and the differing perspectives of its prevalence.

Workshop Number: 20121000 -

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

- Learn to engage faith communities/ organizations in addressing human trafficking
- Identify differences in perceptions of human trafficking in gateway and destination cities
- Identify the strengths, benefits and hindrance in emergent community engagements connected with addressing social problems.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: This qualitative research project sought to assist a newly formed human trafficking coalition consisting of mostly faith organizations, congregations and lay persons in addressing human trafficking in both gateway and destination cities. Gateway cities are identified as cities in which victims of trafficking enter the United States, while destination cities are identified as those cities in which trafficking victims are groomed to work. This macro research project assessed the role of the faith communities from the cities of Laredo, Brownsville, and Eagle Pass on the United States-Mexico border and Houston, Texas. This presentation will walk attendees through the community asset mapping, focus groups and in-depth interviewing and the creation of a strategic response protocol and ministerial toolkit. As researchers we often negate the contextual importance of a communities lived experience, but as social workers we understand the role of culture, spirituality and human behavior as integral components to address any social problem. This presentation will address the role of social work researchers and students as they engaged with vulnerable populations, infused intersectionality as a working paradigm for inquiry and empowering communities to combat an emerging social problem. This presentation will address the following topics: 1) Engaging faith communities in understanding definitions of human trafficking; 2) Differentiating between human trafficking and human smuggling; 3) Analyzing the different experiences engaging with victims of trafficking in border cities versus destination cities; 4) Creating a strategic plan and response protocol for congregation and faith affiliated organizations. It is my hope that through this presentation social workers, faith leaders and community members will begin conversations about addressing human trafficking and leave with tools that may assist in

combatting the issue in their home communities, institutions of higher learning and faith organizations.

Presenter Bio (s): Dr. Elizabeth Goatley is an Assistant Professor at the Diana R. Garland School of Social Work at Baylor University. Her research focuses on emerging community responses to human trafficking. She earned her Ph.D. in social policy and administration in social work from Clark Atlanta University in 2012; an M.S.S.W from University of Louisville in 2006; and a B.A. in Psychology from Spelman College in 2004.

Workshop Title: Veterans Care Ministry: Ministry Practices Focused on Moral Injuries of War

Workshop Presenters: Tommy Goode, DMin

Workshop Abstract: The role of the church is crucial to the support available to veterans; those who have returned from war, those mobilized to hostile assignments, those now aging with declining health and wellness, and the families of those who served. Moral injuries require remedies that result in soul repair through a collaborative model of ministry.

Workshop Number: 20120956 -

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

- Discover how Veterans Care Ministry seeks to equip and mobilize churches to provide a reliable and sustainable matrix of holistic care for veterans and families.
- Understand and respond to "moral injury" from a faith-based model of care.
- Discover how Veterans Care Ministry works through awareness-building events, ministry training and education, and community action networks to mobilize and empower churches.

Level of Presentation: Basic, Intermediate

Target Audience: Church Leaders, Students, General Audience

Workshop Description and References: The Baptist Home (TBH) has implemented Veterans Care Ministry (VCM) focusing on those residents who have served in the military. VCM will include orientation for TBH administrators and campus caregivers to enhance their understanding of a model of care specific to aging veterans and their families. VCM will include heightened awareness of the struggle for end-of-life reconciliation that may be present for veterans who were in combat. VCM will further demonstrate an integrated model of care between Validation Therapy and moral injury. The role of the church is crucial to the community of support available to veterans; those

who have returned from war, those who were mobilized to hostile assignments, those who are now aging with declining health and wellness, and the families of those who have served. It is now understood that moral injuries require remedies that result in soul repair. For example, church ordinances of baptism and communion, liturgies, lectionaries, special seasons like Advent and Lent, times for prayer and meditation, opportunities for serving those in need, altar calls and confessionals, etc., provide persons seeking spiritual wellbeing categories of guilt, grief, shame, remorse, anger, despair, mistrust, and betrayal by authorities validating opportunities for healing, forgiveness, and restoration. This will require that VCM develop a collaborative and sustainable model of care which advocates and networks with churches, community service organizations, and health providers for maximizing effectiveness and offering veterans and their families a reliable matrix of support. Veterans Care Ministry offers to help churches and ministry organizations develop ways to connect and to build healing relationships with veterans and their families through awareness-building events, ministry training and education, and community action networks. We believe that in order to help our combat veterans cope with the stresses of combat and heal the wounds of moral injury.

Presenter Bio (s): Tommy Goode, DMin served as pastor of churches in Mississippi, Tennessee and Missouri. He served as missionary doing training, organizing, consulting, and administrative leadership in Christian Social Ministries. He organized and coordinated two multi-state responses to US poverty in the MS River delta and Appalachia. He holds a Doctor of Ministry degree and is an ordained minister. He organized and lead Veterans Care Ministry for The Baptist Home, Inc.

Workshop Title: Binding Up Our Nation's Wounds: An Ethic of Inclusion

Workshop Presenters: Mari Ann Graham, PhD, LISW

Workshop Abstract: An integral ethics framework will assist participants in exploring the subtle ways they get trapped in boxes of their own making that undermine their intentions to actually be inclusive. They will reflect on how they get stuck, and on how they can get "un-stuck," so that they can engage in more genuinely compassionate dialogue with less fear.

Workshop Number: 20120966 -

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

- Gain a basic understanding of Wilber's integral paradigm as applied to four schools of ethical reasoning, understanding the inseparability of each dimension.
- Understand how awareness of the integral ethics framework can help us "filter out" less, be less defensive, and more confident navigating difficult conversations.

- Understand the critical importance of authenticity and inclusivity in our relationships with clients, students and/or other persons with whom we disagree.

Level of Presentation: Intermediate, Advanced

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

Workshop Description and References: As we continue to work through the new reality following one of this country's most vitriolic presidential campaigns and surprising political outcomes, social workers and educators have an opportunity to facilitate healing in organizations as well as within families that have become fractured as a result of deeply polarizing and unsettling rhetoric. Christian social workers, educators and students continue to feel "shut down" if their views diverge from their peers and/or family members, while also struggling with remaining true to their beliefs, dealing with their own reactivity, and not becoming cynical toward others who hold differing points of view. These struggles suggest a number of important questions: "What if we could see the people hurting in our own families, workplaces and places of worship more accurately?" How might each of us begin to live into the post-election realities touching us now? "If we truly believe that the "whole" of our country is "greater than its parts," would we begin to appeal to a broader base of Americans as Americans in order to "speak to the nation as a nation of citizens who are in this together?" (Lilla, 2016). This kind of reconciliation, however, requires that we deal with our own personal wounds and the animosity that can be easily triggered by others. Resentments tend to linger long after we've regrouped and seemingly moved on, so attention will be given to how contempt for others is debilitating to us (Arbinger Institute, 2006, p. 96). An integral ethics framework allows social workers to "hold" these tensions, access more of what is happening and "filter out" less. Based on Wilber's integral paradigm (Wilber, 2006, 2001, 2000, 1997), it builds on principle-based and consequentialist schools of ethical reasoning (Strom-Gottfried, 2008; Reamer, 2006; Robison & Reeser, 1999; Mattison, 2000), and adds two additional schools of ethical reasoning: virtue ethics and care ethics, especially relevant to Christian social workers and educators (Chamiec-Case, 2013; Costello, 2013; McBeath & Webb, 2002). This "view" of ethics is complicated, yet rewarding and humbling. Because all four ways of ethical reasoning are inseparable, irreducible and interconnected, we always have our individual principles, emotions and interior lives, and we are also aware of consequences to ourselves and others. We have enduring qualities (virtues) that we want to cultivate, we also and strive to abide by certain external standards of care. But the good news is that once social workers begin to see how we all "move from quadrant to quadrant" based on our age, where we are in our development, how we change as we are influenced by various groups " we are free to be less defensive and have more genuinely inclusive, less judgmental responses to ethical dilemmas without compromising our beliefs (author, in press). In short, we are able to be more responsive, have less fear and more confidence navigating difficult conversations.

Presenter Bio (s): Mari Ann Graham, professor at St. Catherine University/University of St. Thomas School of Social Work, teaches graduate and doctoral level social work

courses including two courses she developed, the Spiritual Dimension of Social Work Practice, and Pedagogies in Social Work Education. Known for her use of music (and other art forms) and her engaging style as a presenter, this series is designed to be transformative as well as stimulating.

Workshop Title: Standing in the Nexus: Social Work, the Church, and Social Justice

Workshop Presenters: Isaac Gusukuma, PhD, LMSW-IPR, ACSW

Workshop Abstract: Social workers address issues at many levels. While a person cannot address all issues, discernment with passion, energy, and recognition of personal and professional responsibility are required of social workers who stand within a church. This presentation encourages participants to discuss issues of social justice and church participation.

Workshop Number: 20121086 -

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

- Grasp the basic theological tenets of the Church of England and their views and programs of social responsibility.
- Examine the presenter's and their own position as social workers in a church and related to social justice issues.
- Consider if one of the three action options apply to them and if a change may be warranted.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: As a social worker who is active in a church, recognized tension exists between programming for spiritual needs and a feeling the church should do more to address social needs, e.g., poverty, mental health care, drug abuse, domestic violence, education, homelessness, and the environment. Recently, time spent in London allowed a review of how involved and what I was involved with as a social worker in church. This proposal moves toward a vision of what I could do, given who I am, and what my church could do to meet the physical, social and emotional needs of the community. This workshop proposal is the result of a term in London and the opportunity it presented to examine programs of the Church of England and the Diocese of London that address physical, social, emotional, and spiritual needs and reflect on my responsibility. The Church of England is described as "catholic and reformed" (Church of England, 2017). Theologically, social justice is at the root of the church, as Archbishop William Temple stated, the church "exists primarily for the benefit of those who are not its members" (Lewis, 2001, p. 19). The Church of England is involved in any number of social issues, including fracking (Grundy, 2013), racism (Hopkins, 2008), the economy

(Ntshoturi, 2010), immigration (Danner, 2013), and the environment (Copeland, 2016). Concerns about oppression and justice is a pillar of Anglican theology, extending from the very nature of God (Lewis, 2001). In 2013 the Diocese of London launched a strategic plan, Capital Vision 2020, that is "Christ-centered and outward looking" (Diocese of London, 2013). Consisting of three main themes and ten specific areas, this plan energized and encouraged local churches to initiate practical and relevant programs to meet the needs of communities through Confidence, Compassion, and being Creative in reaching new people (Diocese of London, 2013). The opportunity to examine the Church of England and the Diocese of London and their positions and programs of social responsibility highlight three options for social workers standing in the midst of their church. 1) Maintain separation between professional and personal, between professional and spiritual. This option may be held by those who desire to keep separate their professional and personal lives. This position may be held by a person experiencing professional burnout or compassion fatigue. 2) Involve oneself in the current social programs of the church but not initiate a call for action to meet other needs. This may be the position taken by a person who already has a "full plate" and is hesitant to initiate a new program. This person may feel that taking a leadership role is not a personal strength. 3) Initiate a call for justice and highlight the unmet needs of others that the church could meet. This involves energy, organization, and developing a shared vision for the church to meet new, identified needs and places the social worker in the nexus of the church.

Presenter Bio (s): Dr. Gusukuma, LMSW-IPR and ACSW is the Director of the Social Work Program at the University of Mary Hardin-Baylor in Belton, Texas. Teaching across the social work curriculum, he most recently spent a semester in London, UK with UMHB's London Studies Program. He is a member of NASW and NACSW.

Workshop Title: Evidence of Faith in the German Social Work Approach to Refugees

Workshop Presenters: Rachel Hagues, PhD, MSW David Cecil PhD, LICSW

Workshop Abstract: This study examines the practice approaches of German social work related to refugee resettlement between 2014 and 2016 and the evidence of faith integration. Data collection occurred in two regions of Germany and focused on Preparation and Training, Refugees' Greatest Needs, Coping and Faith, and Recommendations for Universities and Churches.

Workshop Number: 20121003 -

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

- Learn about the current status of refugee resettlement in Germany and other parts of Europe.
- Explore the emerging model of refugee-oriented social work practice.

- Be challenged to deepen empathy and think more strategically about how the most effective approaches to refugee resettlement.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References: This mixed methods study examines the practice approaches of German social work related to refugee resettlement between 2014 and 2016. The study includes analysis of 33 interviews (N=33) using a structured interview guide along with five Likert-type quantitative questions. Data collection occurred at two intervals in different regions of Germany. The first (n=17) took place in Berlin in spring 2016; the second (n=16) occurred in Wurzburg in fall 2016. We asked German social workers about Background, Preparation and Training, Refugees' Greatest Needs, Coping and Faith, and Advice for Universities and Churches. Likert-type items measure Perceived Effectiveness, Needed Resources, Benefits to Clients, Trauma Coping, and Faith Integration. We transcribed recorded interviews and analyzed data using a thematic approach with ATLAS.ti8. We analyzed quantitative data using descriptive statistics along with several t-tests and Pearson's r correlation statistics. Many of the participants work in German church-based social services (i.e., Deutscher Caritasverband [Catholic Church] and Diakonisches Werk der Evangelischen Kirche in Deutschland [Protestant Church]). Faith integration is presented both in terms of the role of faith based institutions and personal reliance on faith as a means of motivation and support. Additionally, we present themes related to an emerging model of refugee-oriented social work practice. These include shifting political support, deteriorating social support (volunteerism), building cultural understanding, knowing international law, teamwork, continuing education, effects of trauma, emotional coping, and community supports. Social work practitioners and educators can learn from the German social work response. For example the importance of making a clear connection between theory and practice are emphasized and social work institutions can build this into their curriculum. International social workers can benefit from cultural immersion experiences as well as time to self-reflect and explore their own biases.

Presenter Bio (s): Rachel Hagues is an Assistant Professor in Social Work at Samford University. She received her Ph.D. at the University of Georgia in 2013 and her MSW from the University of Georgia in 2007. Her research goals center around providing voice to vulnerable populations and confronting oppression. She teaches courses on Human Rights, Social Justice, Community and Global Development.

Dr. David Cecil is an associate professor in Samford University's Master of Social Work program and his private practice, Optimize Counseling and Therapy, is located in Mountain Brook, AL. He was an associate professor at Asbury University from 2009-2016 where he taught in the master of social work (MSW) program and chaired the Behavioral Sciences Department (2013-2016).

Workshop Title: Teaching Mindfulness to Social Work Students

Workshop Presenters: Stephanie Hamm, MSW, PhD

Workshop Abstract: As mindfulness in social work practice becomes more salient, students must grow in mindfulness that will increase their own spirituality, as well as enhance treatment for clients. The efficacy of teaching mindfulness was tested using the MMFQ in two graduate Social Work and Spirituality courses.

Workshop Number: 20121052 -

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

- Integrate mindfulness practices into social work courses.
- Teach students tools for ethical social work practice integrating spirituality
- Teach students self-care through mindfulness and meditative practices.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: In recent years, more studies and writings have been published on the use of mindfulness in the classroom and in professional practice with clients (Banks, Burch, & Woodside, 2016; Lynn & Mensinga, 2015). Mindfulness is defined as experiencing a focused attention on the present (Baer, Smith, Hopkins, Krietemeyer, & Toney, L., 2006), and is practiced through meditative activities. Practitioners of mindfulness claim lower rates of compassion fatigue (Decker, Constantine Brown, Ong, & Stiney-Ziskind, 2015), and higher rates of joy and peace. This can be useful in practice with clients as well as for social workers engaging self-care. This researcher became interested in mindfulness as a means of self-care and growing spirituality. In a Social Work and Spirituality course at a faith-based university school of social work, mindfulness was discussed and marginally practiced. The course is an graduate course exploring spirituality from several different faith traditions, as well as ways social workers can ethically incorporate spirituality of the client and the worker into practice. The course consists of a text by Canda and Furman, discussion, invited guests from various faith backgrounds, and spiritual activities such as prayer and meditation. Students were given the opportunity to participate in a pre and post test measure of mindfulness utilizing the FFMQ (The Five Facets of Mindfulness Questionnaire) created by Baer, Smith, Hopkins, Krietemeyer, & Toney, L. (2006). The six subscale scores of the FFMQ and a final MMFQ score were calculated for comparison. Higher scores indicated higher levels of mindfulness, with a range of 39-195. Students generally scored higher in final FFMQ, as well as subscales Observing and Non-Judging of Inner Experience, with however no statistical significance. Reliability testing revealed 79% internal consistency for the pretest and 82% internal consistency for the posttest, indicating adequate reliability. These scores were consistent with that of the FFMQ's creators. This course has again been offered in Spring 2017. The researcher has adopted a new text and added intentionality to knowledge of

mindfulness and mindfulness practices. According to pretest findings, students scored consistently with students in the prior year. A post test will indicate any differences in mindfulness might be due to changes in the course. Comparisons will include pre and post results for each year as well as that of posttests between the two years. Any change will be regarded as due to the intentional change in teaching and course content from one year to the next. Those changes include more regular solitude/mindfulness practices in class, intentional discussion on the efficacy of mindfulness, and the adoption of an additional textbook. This session will discuss the course and its changes, findings, and continued ways of teaching mindfulness in social work students.

Presenter Bio (s): Stephanie Hamm's practice experience has included services to women, couples, and children in mental health settings. Currently an assistant professor at Abilene Christian University, research interests and teaching include diversity, spirituality, and evidence-based social work practice and education.

Workshop Title: Staying at a Pet-Friendly Shelter for Homeless Adults, With Their Pet

Workshop Presenters: Sandra Harp, MSW

Workshop Abstract: Pet-friendly shelters are relatively new phenomena. Fear of separation from a pet often times prevents individuals' connections to shelter and services. Far too many risk basic needs as a result. My research draws on the voices of the homeless with pets staying at a pet-friendly shelter, in order to better understand their perspectives.

Workshop Number: 20120962 -

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

- Understand the state of homelessness in America, and how the issue affects individuals, families, communities, and the nation.
- Gain insight into why many of the homeless keep a pet, but also why many forego their own needs to care for their animal.
- Better understand how churches and communities are engaged with homeless service providers to increase individuals' self-sufficiency and hope for change.

Level of Presentation: Basic, Intermediate

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

Workshop Description and References: I plan to provide an overview of the current homeless situation in America, and the large numbers who do not have permanent housing. Many of the homeless own a companion animal. Research is replete with benefits of companion animals such as lowered stress levels, increased physical health,

less depression and anxiety, less loneliness, decreased isolation, security, and protection (Kidd, & Kidd, 1994; McConnell, et al., 2011; Petrovich, & Cronley, 2015; Rhoades, Winetrobe, & Rice, 2014; Risley-Curtiss, Rogge, & Kawam, 2013; Younggren, Boisvert, & Boness, 2016). Research funded by the U.S. government has focused primarily homeless individuals' pathology including substance abuse and mental illness (Jones, 2015) rather than environmental- provision issues such as pet-friendly shelters. A great deal of research exists regarding human- animal bonds and the systemic benefits of having a companion animal (Hanrahan, 2011; Irvine, 2013; Irvine, Kahl, & Smith, 2012; Kidd, & Kidd, 1994; Rhoades, & Winetrobe, 2015). Hanrahan (2011) posited that humans and companion animals share a "spiritual kinship," and suggested future studies regarding a holistic approach to homelessness that deems their companion animal as essential for positive and social change. Chances are that if shelters for the homeless included pet accommodations, communities, states, and federal government expenditures toward indigent healthcare would significantly decrease, and homeless persons would be off the streets and public areas. I will discuss my literature review findings, faith-based pet-friendly shelters, church involvement, community supports, my research findings, and recommendations.

Presenter Bio (s): Sandra Harp has an MSW from Florida State University and is currently in PhD program at Walden University. She teaches Social Work classes at a private Christian college. She previously worked in child welfare (Florida and Texas) for approximately 20 years in various roles.

Workshop Title: "Colorblind" Christian Social Work: Combating or Contributing to Racism

Workshop Presenters: Anthony Harris, LCSW, LADC

Workshop Abstract: The concept of being "colorblind" is an honorable social view advocated by society including Christians and social workers. However, is it possible that being "colorblind" contributes to racism? This seminar looks into the concept of being "colorblind" and how that affects the service of Christian social workers to society.

Workshop Number: 20120947 -

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

- Understand why being "colorblind" is such a problem in American society.
- Understand how "colorblindness" is formed in the individual and in society as a whole.
- Understand the importance of the Christian social worker's role in addressing the problem and solutions of racism and the concept of colorblindness.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Social workers love helping people. Many social workers help people of many backgrounds, including those of different races, and consider themselves to be "colorblind". The concept of being "colorblind" is an honorable social view advocated by many people in society, including professionals such as social workers. However, is it possible that being "colorblind", even as a social worker, actually contributes to racism rather than combats it? This seminar will look into the concept of being "colorblind" and how that affects the service of a social worker to society. Course outline: 1. What is "Colorblind"? 2. How being colorblind affects society? 3. The causes of "colorblindness" 4. Discussion of solutions of "colorblindness" within Christianity and the field of social work.

Presenter Bio (s): Anthony F. Harris is the Owner and Clinical Director of Discovery Life Management Services, a Christian counseling agency providing mental health and substance abuse therapy, life skills development, and family empowerment. He holds licensure as a Licensed Clinical Social Worker (LCSW) and Licensed Alcohol & Drug Counselor (LADC) in the State of Nevada. He is founder and Senior Pastor of The POWER Center Church in Las Vegas, Nevada.

Workshop Title: The Generational Blessing of Adoption: The Story Continues

Workshop Presenters: Helen Harris, EdD, LCSW Jennifer Hale MSN RN CHPN
Beth Oldham

Workshop Abstract: In this revisiting of a 2013 NACSW workshop, the adoption narrative is explored through interactive presentation from birth mother and the child she raised and adoptive mother and the child she raised. The narrative is enhanced with shared grand parenting with the birth of the next generation.

Workshop Number: 20120984 -

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

- Experience best practices in the story of successful adoption and reunion and new birth
- Explore both the joy and the pain of the adoption narrative with implications for practice
- Apply principles of Alan Keith-Lucas reduce stigma in the adoption experience

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: In 2013, the authors presented a workshop at NACSW annual conference communicating the narratives of an adopted child, birth mother, birth sibling, and adoptive mother. The focus included the positive opportunities in reunion and the gift of God creating more family through the reunion process. This presentation continues that narrative with a generational update as the birth and adoptive family now also share the birth of a shared grandchild/niece/great-niece. In a country struggling with unplanned pregnancy, the challenge of abortion, and the debate over family values, it is mystifying and distressing that adoption continues to be statistically rare. The stigma for making the choice to place a child for adoption seems more significant than stigma for abortion or for single parenting with few resources. We suggest in this presentation that adoption is a positive option for the birth parent, for the adoptive parent, and most importantly, for the child who is adopted. It is essential that we move beyond the model of negative views of birth parents and noble views of adoptive parents. Adoption done "right" meets the needs of and maximizes the strengths of birth families and adoptive families. Even more significant is the focus on adopted children who can benefit from the gifts and attributes of birth families and of adoptive families. It is not necessary to choose between the two. Our presentation explores and values the experiences of those involved in the adoption process: children who are adopted, birth parents and family, and adoptive parents. The narratives extend now to the third generation as the adopted child gives birth to her own child. This presentation includes the narratives of four persons in the same adoption experience. It includes the picture of two mothers of the bride seated at the wedding and recognized at the rehearsal dinner. It includes the experience of two mothers waiting together in the hospital waiting room during the labor and delivery to see God's gift of a grandchild. It includes the shared experience of co-grand parenting that increases the joy of the next generation in the story. It includes the experience of a new mother who can draw on the wisdom and experience of her birth mother during pregnancy and delivery and on the wisdom and experience of her adoptive mother and birth mother in those long nights of caring for a newborn. The presentation includes the reunion of sisters who now share child/niece in their discussions. Family, extended family, the love of family all gain new meaning in the narratives of adoption. While this presentation is largely the story of two families who are becoming family to each other with the integration of identity of the daughter they share, it is grounded in the theory and work of Alan Keith-Lucas who taught the importance of all parents and the possibilities for integration of identity with children in placement.

Presenter Bio (s): Dr. Helen Wilson Harris is an Assistant Professor in the Diana R. Garland School of Social Work at Baylor University where she has taught since 1997. Dr. Harris is a Licensed Clinical Social Worker with more than 30 years of social work practice experience in foster care and adoptions, hospice and home health, grief, and trauma. Her research includes grief and cognition and the ethical integration of faith and practice.

Jennifer Hale is a nurse with more than 15 years in hospice care. She is the clinical vice president in a national hospice organization and is the birth mother of one of the presenters. She has published with her daughters on the adoption experience. Beth Harris Oldham is a guardianship case manager with Senior Source. She is the daughter of her birth mother, Jennifer Hale and her adoptive mother, Helen Harris and is the mother of her newborn, Carrie Elisabeth Oldham. Beth has published with her mother and birthmother and sister.

Workshop Title: Christianity and Sexual Orientation in Social Work Practice: A Conversation

Workshop Presenters: Helen Harris, EdD, LCSW Adrienne Dessel PhD, LMSW
Denise Levy David Sherwood, PhD, LCSW

Workshop Abstract: This workshop builds on an NACSW 2016 intergroup dialogue workshop on Christianity and sexual orientation. Participants will engage in safe conversation on various topics, including freedom of religion; self-determination; socialization and person-in-environment impact; ethical integration of faith and practice; and evidence-based clinical practice.

Workshop Number: 20120992 -

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

- Engage in intergroup dialog exploring Christianity and sexual orientation
- Examine ethical faith and practice recommendations by a practice group in Utah
- Discuss in small group salient issues including self-determination and socialization

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This presentation proposal follows and builds on an NACSW intergroup dialogue workshop in 2016 focused on Christianity and Sexual Orientation in Social Work. The experience of value dissonance and tension in social work around sexual orientation and the integration of religious faith and social work practice is generating significant interest in discussions and publications (Dehlin, Galliher, Bradshaw, & Crowell, 2015; Dessel & Bolen, 2014, Harris & Yancey, in press). The proposed workshop is focused on continuing an important conversation that is respectful, and meaningful in promoting understanding and best practices. The facilitators include members of Christian and/or LGBT groups who have had multiple discussions on these topics since 2015. Inspired by their discourse and by previous convention workshops, they would like to offer an opportunity for the NACSW

community to continue and deepen these discussions through intergroup dialogue (Dessel, 2014; Levy, 2016). Building on the workshop last year and on the recent publication of a special issue of *Social Work and Christianity*, this workshop will include discussion of the document: "Reconciliation and Growth Project: Summary of the Best Principles and Practices for Mental Health Professionals Helping Faith-Based Individuals Respond to Same-Sex Attractions" available at ReconciliationandGrowth.com. This document, developed by a professional work group of mental health professionals in Utah, provides information about (1) therapeutic practices that support client self-determination; (2) therapeutic practices that support "do no harm" standards of clinical practice; (3) considerations for spouses/fiancées; and (4) considerations for parents and families. The workshop will begin with a brief introduction and overview including information about and guidelines for intergroup dialogue (Dessel, 2014). Each workshop participant will then participate in a small group dialogue facilitated by one of the workshop presenters. Small group discussions will be "grounded in research, best practices, cultural humility, and the NASW Code of Ethics (2008)" (Levy, 2016). Each small group will have an opportunity to discuss the same set of topics related to the Best Principles and Practices document that are closely tied together, such as: self-determination; socialization and person-in-environment impact; ethical integration of faith and practice; evidence-based clinical practice; and public and professional policy. The role of small group facilitators will include offering resources, creating sacred space that is safe and supportive, and providing small group feedback to the large group. Following 30-40 minutes of dialogue, each small group will provide a summary and then the larger group will discuss these topics and identify next steps.

Presenter Bio (s): Helen Harris, Ed.D., ACSW, LCSW is Assistant Professor in the Diana R. Garland School of Social Work at Baylor University where she teaches in the Clinical Concentration. Her research and writing include the cognitive impact of grief, the ethical integration of religion, faith and social work practice, and the lived experience of persons who identify as LGBT and as Christian.

Adrienne Dessel, PhD, LMSW, is Associate Director of the Program on Intergroup Relations, and Lecturer with the School of Social Work, University of Michigan. Her research focuses on attitudes and prejudice reduction, and intergroup relations. Her recent invited book (with Dr. Rebecca Bolen) is *Conservative Christian Beliefs and Sexual Orientation in Social Work: Privilege, Oppression, and the Pursuit of Human Rights*, CSWE Press.

Denise L. Levy, Ph.D., LCSW, REACE is an Associate Dean in the Beaver College of Health Sciences and an Associate Professor of Social Work at Appalachian State University in Boone, North Carolina. Her research is with LGBTQ individuals who grew up as Christians, and she believes in the power of bridge building and intergroup dialogue to foster understanding and acceptance.

Workshop Title: Following His Orphans Even Into Death: Dr. Janusz Korczak, Holocaust Hero

Workshop Presenters: Scott Hartblay, MSW Maureen Holland MSW

Workshop Abstract: Dr. Janusz Korcsak provides inspiration to social workers who work with oppressed children and families in dire circumstances. He was a famous pediatrician, children's author, child development theorist and orphanage director in Poland during the Holocaust. He refused to be hidden from the Nazis, and accompanied his orphans to the gas chamber.

Workshop Number: 20121077 -

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

- Articulate the heroic actions of pediatrician, child welfare worker, advocate, theorist, author and role model to social workers, Dr. Janusz Korczak.
- Identify the oppressive forces that faced young Jewish children during the Holocaust.
- Identify how the life of Janusz Korczak can inspire social workers of faith in modern times.

Level of Presentation: Intermediate

Target Audience: General Audience

Workshop Description and References: Come and learn about Dr Janusz Korcsak, the "Mr. Rogers" of pre-war Poland. He was a famous author of children's books who had a wide and faithful following by children and families. His books were treasured in many Polish homes. He had a radio show and would read his gentle stories to children as they fell asleep. He has a successful pediatric practice where he would treat children with respect and kindness. Dr. Korcsak developed a theory of child development which is now called moral education. He was committed to the residents of poor neighborhoods and juvenile delinquents. He understood the stresses of family life, and became the director of an orphanage in Warsaw. When the German Nazis invaded Poland, the successful work of the beloved "Old Doctor" was challenged by the systematic murder of the Jews. His orphans were targeted to be gassed in the Tevlinka death camp. Many of the children had lost their parents to the "Final Solution", Hitler's vision of a Europe without Jews. The orphanage was moved inside the Warsaw ghetto and Korcsak prepared himself for the day when the children would be sent to their death. Because he was famous and beloved by the people of Poland, "Old Doctor" was offered opportunities to be smuggled out of the ghetto and to be hidden. On August 6, 1942 he was commanded to get his 200 orphans up, dressed and to be resettled in the East, which meant that the children were to be exterminated. Dr. Korcsak refused to leave his beloved orphans. He tried to keep their spirits high, encouraged them to bring a doll for comfort, and joined them to their deaths in the gas chambers. Social workers can learn much from the legacy of this leader in child development theory, children's author, champion of the rights of the poor and the most oppressed people on earth.

Presenter Bio (s): Scott Hartblay has taught social work for more than 30 years to undergraduate students. He has provided leadership in teaching human oppression, American government and policy. His expertise is in the European Holocaust, the American civil rights movement, and Polish studies.

Workshop Title: Religion, Ethics, & Professional Practice: an Ethical Decision-making Model

Workshop Presenters: Margo Heydt, EdD, LISW-S Timothy Severyn MTS, MSW, LSW

Workshop Abstract: This introduces an ethical decision-making model employing diversity & spiritual self-reflection to resolve ethical dilemmas at micro & macro levels. Team-taught by social work & theology professors, this religion, ethics, & professional practice undergraduate course examines the influence of religious values on a justified reasoning process.

Workshop Number: 20121022 -

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

- Understand the importance of self-awareness assignments in uncovering conflicts between diversity, spirituality, & religious values in both micro & macro settings
- Engage with a multi-step ethical decision-making model that incorporates diversity, spirituality, and religious values into a justified reasoning process
- Explore an interdisciplinary team taught approach to teaching this ethical decision-making model through an interprofessional undergraduate course

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Increasing recognition by the social work profession of the role that spirituality and religion often play in the lives of practitioners, clients, and their settings has been well documented. Simultaneously, a growing emphasis on professional accountability has been demonstrated by such changes as strengthening codes of ethics and revising licensure laws to require CEUs about ethics. These internal professional changes are occurring within at least three broader societal contexts. First, since the 1990's conservative religious views have influenced politics and other public arenas leading to increased government funding of faith-based social service agencies and an erosion of the long-standing separation of church and state. Second, given the litigious nature of our society, those in helping professions have been increasingly called upon to defend the choices they make. Third, there has been a marked demographic shift

among millennials away from traditional religious participation towards a self-designation of "Spiritual but not religious," or "Nones," and the oftentimes unexplored, or outright rejection of a spiritual sense of self. Today's social workers, regardless of their religious affiliation, operate in settings and in a society informed by these trends, and thus need to be prepared to understand and respond to them on both the micro and macro levels. A review of the literature suggests, however, that traditional ethics courses and ethical decision-making models minimally refer to these spiritual or religious influences upon the underlying values central to the ethical decision-making process. This presentation introduces a multi-step ethical decision-making model in an interprofessional undergraduate course. Team taught by a theology professor and a social work professor, the goals of this unique course are: 1) to instill the importance of self-awareness regarding diversity and spiritual/religious influences in the shaping of basic values; 2) to explore how these values act as a potential source of strength and struggle for both professionals and clients; 3) to uncover the overlapping conflicts that may arise when clients', organizations', colleagues', and/or professional values disagree with one's own; and 4) to learn how to use an ethical decision-making model that helps resolve these conflicts and leads the user to justified action. An intersectionality approach to diversity is taken that puts traditional diversity characteristics (race, class, gender, etc.) into conversation with diverse religious/spiritual perspectives, one's own self-reflections, and the four sources of theology, allowing for a more complete examination of competing values and ethical claims. By moving spiritual and religious influences from the margins to the center of the ethical decision-making process, this helps students learn how to resolve ethical dilemmas in ways consonant with professional values while maintaining personal ones.

Presenter Bio (s): Margo J. Heydt is Chairperson and Associate Professor in the Department of Social Work of Xavier University in Cincinnati, OH. She received her MSW from West Virginia University, her Women's Studies certificate from the University of Cincinnati, and her Ed.D. in counseling from the same. She is the originator of both the described ethical decision making model and the course in which it is taught.

Mr. Timothy Severyn earned his MSW at Washington University in St. Louis and his Masters of Theological Study from Harvard University in social-environmental ethics. As a licensed social worker and Director of Social Mission for Bellarmine Chapel, the Catholic parish on the campus of Xavier University in Cincinnati, he organizes their outreach and justice initiatives as well as serving as adjunct faculty for Xavier's Social Work Department.

Workshop Title: Faith, Finances, Future: Social Work and Financial Capability

Workshop Presenters: Anthony Hill, PhD, LICSW, CFSW, ACSW Kesslyn Stennis PhD, MSW, MDiv

Workshop Abstract: Money has a fundamental impact on one's aspirations and quality of life. Financial social work, an emerging field of practice, empowers individuals to

increase their financial capability and holistic well-being. Approaching financial social work practice from a spiritual perspective can provide the foundation for sound, long-term financial decisions.

Workshop Number: 20121074 -

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

- Increase understanding of financial social work and its role in helping individuals and families increase their financial capability.
- Identify scripture that addresses money and finance.
- Understand the importance of incorporating scripture into financial social work practice methods, especially with those of identity with African-American culture.

Level of Presentation: Intermediate

Target Audience: Social Workers

Workshop Description and References: Build Financial Capability for all is a Grand Challenge. Financial capability is concerned with motivating and supporting individuals, families, and communities to make sound financial decisions. Led by the American Academy of Social Work and Social Welfare, the Grand Challenges for Social Work initiative aims to address America's most serious social problems. Building Financial Capability Grand Challenge addresses directly staggering consumer debt and financial insecurity faced by many Americans. Money permeates all aspects of life. Money problems can hinder physical and emotional well-being. In addition, money problems may prevent or interfere with clients seeking social work services. Low-income individuals and households and other vulnerable populations, including the elderly and female-headed households are significantly negatively impacted by money problems. The NASW Code of Ethics mandates, social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Financial social work is an emerging field of practice. It incorporates social work practice methods, theory, and ethics with basic financial literacy to prepare social workers to educate, empower, and encourage individuals and families to make positive long-term financial behavioral changes; thereby, increasing financial capability. The use of spiritually-derived interventions in social work practice has received considerable attention over the last several years. Spirituality has a pivotal role in the healing process for many clients. Many believe in the power of studying scripture as a source of healing and restoration of physical and emotional well-being. It is essential to recognize the role of spirituality in the lives of clients seeking financial social work services, particularly those who identify with African-American culture. This presentation explores how financial social worker empowers individuals and families to identify negative thoughts and beliefs about money and replace them with positive ones; thereby, changing their money behaviors and improving their financial capability. The presentation introduces scripture that addresses money and finances. Finally, this presentation explores the integration of scripture that

addresses money and finances with financial social work practice methods to empower individuals and families to make practical financial decisions for long-term positive financial capability.

Presenter Bio (s): Dr. Anthony J. Hill holds MSW and PhD degrees from Howard University. Dr. Hill is a licensed clinical social worker, a member of the Academy of Certified Social Workers (ACSW) and a Certified Financial Worker. Dr. Hill is a member of the National Association of Social Workers Board of Directors. Dr. Kesslyn Brade Stennis serves as the current Chair of the Social Work Department at Coppin State University and the first African American female Board President for the North American Association of Christians in Social Work. Along with holding a PhD in Social Work from Howard University and a Master of Social Work degree from The Ohio State University, she also received a M.Div. from Howard University and is an ordained Elder.

Workshop Title: The Peak Performers Program: Empowering At-Risk Youth Through Life Skills

Workshop Presenters: Joseph Holland, B.A., M.A., Cornell University; J.D., Harvard Law

Workshop Abstract: The Peak Performers Program ("PPP") is a holistic approach designed to foster better life skills and, consequently, higher academic performance in at-risk youth. The PPP workshop demonstrates how middle-schoolers and high-schoolers can be empowered by inculcating strategies like personal responsibility, time and peer management and vision-casting.

Workshop Number: 20121017 -

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

- More fully understand the barriers at-risk youth face and the risks they run of incarceration and other social ills.
- Describe the benefits of the holistic approach (inculcating soft skills as well as teaching hard skills) in addressing the challenges of at-risk youth.
- Apply the ten holistic tools of the Peak Performers Program (PPP) in their own work as well as incorporating PPP workshops in community-based initiatives.

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: The traditional focus in dealing with at-risk youth has emphasized improving the hard skills: the academic skills to make one college-

ready and/or the vocational skills to make one job-ready. Though necessary, imparting hard skills is often not sufficient. There are non-academic issues that the youthful individual must learn to deal with and overcome in order to thrive in the face of life's adversities. The Peak Performers Program ("PPP") aims to intervene early in the life of a young person in the midst of personal challenges with a dynamic balance: inculcating the soft skills (non-cognitive) which enhance retention of the hard skills (cognitive). The PPP workshop covers the inspirational life skills, which are at the core of PPP, called the Ten Touchstone Tools: Responsibility Tool (Take Ownership; Take Initiative; Take Note) - builds a 3-principle approach to respond effectively when faced with challenging situations Vision Tool (Focus Vision; Face Valley; Fuel Victory) - builds a 3-principle approach for motivation to surmount trials and pursue dreams Self-esteem Tool (Connect To A Supportive Relationship; Conceive Yourself As Important; Care For Someone Worse Off Than You; Commit To Your Passion; Carry The Scales of Self-Esteem) - builds a 5-principle approach to identify inner barriers and raise self-image Discipline Tool (Endure The Short-Term Pain; Expect The Long-Term Gain) - builds a 2-principle approach to bolster the individual through the seasons of sacrifice and self-denial that personal progress entails Association Tool (Feel The Menace; Fence The Mystery; Find The Mentor) - builds a 3-principle approach for handling relationships, either breaking off, limiting or capitalizing on them Planning Tool (Reckon With Your Ghosts; Ride On The Ground; Reach For The Glory) - builds a 3-principle approach from past, present, and future perspectives for effective time and priority management Work Tool (Foster Your Character; Forge Your Career) - builds a 2-principle approach to demonstrate the dynamic between character and skills development in getting work and succeeding at it Wealth Tool (Sow Your Talent; Seize Your Time; Source Your Team; Save Your Treasury) - builds a 4-principle approach for a new outlook on managing and maximizing money Love Tool (Love Your Body; Love Your Soul; Love Your Neighbor) - builds a 3-principle approach for balancing personal development with effective compassion Faith Tool (Endure The Winds Of Adversity; Expect The Waves Of Divinity) - builds a 2-principle approach to clarify world view and generate inner strength. Workshop participants will comprehend these tools as a method that allows anyone to build a solid spiritual and moral foundation to address personal crisis and live each day with inspiration. The holistic tools are more than moral precepts; they are structured ways to bring motivation, stability, perseverance and daily victory into a young person's life.

Presenter Bio (s): Joseph Holland is a Harlem-based Lawyer, Minister, Entrepreneur, Writer and Speaker with a 35-year track record of community-building. His inspirational brand - The Touchstone Tools - stems from his self-help book of the same name and blends personal development with compassionate service: "Build a better you " Build a better world (touchstonetools.com). His work incorporates empowerment workshops as well as leadership training for middle and high school students.

Workshop Title: Love Across Enemy Lines: Exploring Forces that Draw Us Together and Apart

Workshop Presenters: Lisa Hosack, PhD, LMSW

Workshop Abstract: We are called to reflect a God who loves all persons. But few of us interact regularly enough with different others to grow in love. This workshop explores several social psychological realities. Understanding our natural biases is critical to forming authentic relationships. Practical suggestions for loving diverse others will be emphasized.

Workshop Number: 20121025 -

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

- Articulate several social psychological principles underscoring group polarization and division
- Understand the theological significance and negative practical consequences of increasing social segregation and group polarization
- Identify practical means of intentionally moving toward different others and one's "enemies" for the purpose of authentic and loving relationships

Level of Presentation: Basic

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: We, as Christians, are called to reflect a God who is entirely loving. And Jesus' identification of the two greatest commands highlight the priority of love for God and love for one another. In other words, we reflect God in a poignant way when we love the Divine and one another without limits or exceptions. This is, perhaps, manifested most profoundly when we love our enemies, a clear directive of Jesus throughout the Gospels. This sounds intuitive, even second-nature, for Christian social workers, yet most people rarely interact in meaningful ways with those who are different than them, much those they perceive as enemies. We are more divided than ever. Sociological data identifies the growing societal tendency toward group "polarization" where individuals surround themselves with groups of people who are, in multiple ways including religion, politics, and socioeconomic status, similar to them. This has positive effects, of course, but unfortunately creates little opportunity for growth in love because loving others like us typically requires little of us. People similar to us generally agree with us, affirm us, and thereby serve to bolster our often-unsteady self-esteems. Studies have shown that Christians love those within their own circles quite well. But the point sadly does not extend to people outside their group. This workshop explores some fundamental social psychological realities, particularly social identity theory and the contact hypothesis, with direct relevance to social work practice. Understanding our natural tendencies related to in-group biases and preferences and out-group distrust and minimization is critical to authentically engaging and relating to different others. This is the groundwork for growth in love. While it is important to understand these natural tendencies, it is also important to understand the ways that persons of faith can actively work to transcend them. This has implications for both us

personally as Christian social workers and for our clients. We will discuss practical suggestions for expanding our "in-groups" and encouraging those with whom we work "many of whom are struggling with difficult relationships" to love across enemy lines.

Presenter Bio (s): Lisa Hosack is an assistant professor of social work at Grove City College where she is actively developing an accredited social work program. Prior to teaching, she was active in social work practice in several different locations including clinical social work, child welfare, and a college counseling center.

Workshop Title: Good Grief: The Power of Groups in Bereavement

Workshop Presenters: Rhonda Hudson, PhD, LCSW

Workshop Abstract: This presentation will identify, with practice examples, appropriate and inappropriate helping behaviors individuals use when experiencing grief, describe the relationship between personal attitudes and experiences and one's effectiveness in recovering from the loss of a loved one, and describe the characteristics of complicated grieving process.

Workshop Number: 20120987 -

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

- Identify appropriate and inappropriate helping behaviors individuals use when experiencing grief, including the influences of culture and society on grief.
- Describe the relationship between personal attitudes and experiences and one's effectiveness in recovering from the death, grief and loss of a loved one.
- Describe characteristics of complicated grief processes, including secondary and anticipatory grief responses of those providing end of life care, suicide/ homicide.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References: Losing a loved one can be one of the most difficult trials a person can face, and a trial no one should have to face alone. Grief is a universal occurrence; yet, everyone experiences it differently, and its course is also different for everyone (Kubler-Ross, 1997; Wilson, MacLeod and Houttekier, 2016). Also, as there is no manual for how to heal from grief, knowing appropriate and inappropriate responses are often missed, or not addressed (Altmaier, 2011). The intensity of the grief response may be related to the quality and length of the relationship, the tremendous gap felt since that loss, and the length and intensity of the grief response

(Howarth, 2011; Wilson, MacLeod and Houttekier, 2016). Using examples gained while facilitating bereaved individuals in groups, this presentation will identify, with practice examples and group work literature, appropriate and inappropriate helping behaviors individuals use when experiencing grief, describe the relationship between one's personal attitudes and experiences and one's effectiveness in recovering from the loss of a loved one, and also describe the characteristics of complicated grieving processes.

Presenter Bio (s): Dr. Hudson, a Professor at Union University, earned her BS degree from Florida A & M University, in Tallahassee, FL, and her MSW and PhD degrees from Barry University, in Miami Shores, FL. She serves as facilitator for GriefShare bereavement groups, at Northside Assembly of God, in Jackson, TN. She will be presenting on Good Grief: The Power of Groups in Bereavement," based on best practice, and her experiences in facilitating this group.

Workshop Title: Retention and Persistence in Online BSW Programs: Related or Not?

Workshop Presenters: Robert Jesiolowski, LCSW Twyla Lee LCSW Jessie Pablo

Workshop Abstract: Online social work education programs are a growing method for obtaining degrees (Kurzman, 2013). Online programs are shown to have lower completion rates by as much as 10-20%" (Russo-Gleicher, 2014). Research on the development of persistence in students in online higher education programs is identifying a key to increased retention.

Workshop Number: 20120989 -

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

- Identify research findings regarding student retention in online BSW programs
- Explore current theories regarding retention rates of online BSW students
- Apply theories and research findings to program evaluation and development

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Educators, Students, General Audience

Workshop Description and References: A full time faculty team at an online BSW program will present theories currently being tested with regard to student retention. Special focus is given to the concept of persistence. Timely scholarly research regarding student retention is reviewed particularly with regard to online social work programs. Ways to utilize research findings in program evaluation and development will be discussed. Current program examples from early outcome measures will be shared.

Presenter Bio (s): Robert Jesiolowski, LCSW, MSW, has 23 years of experience as a Christian Licensed Clinical Social Worker, working in prisons, community programs, residential settings, out-patient, and in-patient facilities in IL, IN, OH, and CA. Currently is an Assistant Professor of Social Work in an online BSW program. Robert has presented on clinical and education topics nationally and internationally.

Twyla Lee, LCSW, MSW, is lead faculty in directing the BSW Online Program at Indiana Wesleyan University. She has 30 years experience as a social work educator in faith-based universities. Direct social work practice has been in the areas of adoption, family services, group work, marriage & family, young adulthood, older adulthood, and international outreach. She serves on the Editorial Board for the Journal of Christianity & Social Work.

Jessie Pablo, LSW, MSW serves in the role of Field Director for the Bachelors of Social Work Online program at Indiana Wesleyan University. Jessie has 5 years of practice experience in child welfare, case management, and family preservation. Jessie is a member of the NACSW. Jessie is also a leader and active member in various community, family, and parenting groups. She fulfills leadership roles in her local church.

Workshop Title: Processes of Change in Homicidal Bereavement

Workshop Presenters: Shannon Johnson, PhD, MSW, MPP Brooks Zitzmann LCSW

Workshop Abstract: The homicide of a loved one is a life-altering loss that sparks a change process that is, for many, driven by spirituality. This workshop will focus on the processes that drive change among homicide survivors. It will also explore how insight into these processes can inform practice with homicide survivors.

Workshop Number: 20121059 -

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

- Learn about the specific processes of change that thread through the extended trajectory of homicidal grief.
- Explore the spiritual nature of these processes and develop an understanding of the centrality of spirituality in creating meaning after homicide.
- Explore how they might use their new understandings to inform their practice when working with survivors of homicide.

Level of Presentation: Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Homicide fragments the core beliefs and identities of surviving loved ones and forces them to reconstruct their belief systems and

to rebuild their lives within a world that no longer makes sense. The crisis of meaning at the core of homicidal bereavement is often spiritual in nature and exacerbates the trauma of violent death. Traumatic grief leaves survivors to struggle with complicated bereavement and a variety of mental health conditions. Given that homicide survivors are often overlooked in the literature base, there is a lack of insight into the individual experiences of this population. Consequently, there is a lack of appropriate treatment options. This workshop aims to provide insight into the change processes that are threaded throughout homicidal bereavement in order to inform more sensitive and effective practice with the homicide survivor population. This workshop will hone in on the core change processes that emerged in a constructivist grounded theory study of spiritual change among homicide survivors. A large sample of homicide survivors (N=112) was recruited via dissemination of a survey through victim services organizations, media recruitment, and snowball sampling. Theoretical sampling was employed to identify the most appropriate participants for the grounded theory study, based on survey responses. Per grounded theory methodology, the study was conducted in three iterations (n=11, n=8, n=11). The final sample size was 30. Semi-structured, individual interviews focused on participants' experiences of spiritual change and were transcribed and analyzed using procedures articulated by Charmaz (2006). At the core of the emerging theory was an interplay of process-oriented and outcome-oriented changing. Process-oriented changing involved intentional actions by participants to bring about changes in their lives (e.g. questioning intensely, challenging injustice, taking action to help others). Meanwhile, outcome-oriented changing represented changes that occurred within the participant (e.g. changes in state of being, spirituality, or experience of the world), either because of the murder itself or as a result of participants' actions. Process- and outcome-oriented changes occurred at different times in one's homicidal bereavement process and fed into one another. For instance, outcome-oriented changes in the early aftermath of the murder (e.g. loss of identity spurred by the murder) often created the need for the process-oriented changing later in the grief process (e.g. re-creation of self). Similarly, process-oriented changing actions (e.g. re-creating the self) often resulted in outcome-oriented changes (e.g. feeling better, experiencing a renewed sense of purpose). This workshop will convey in-depth insights into the processes that thread through change as experienced in homicidal bereavement. Discussion will focus on how an understanding of these processes can be used to enhance services for homicide survivors.

Presenter Bio (s): Shannon Johnson joined the faculty at the National Catholic School of Social Service in the fall of 2016 after completing her PhD at the University of Texas at Austin. She completed her MSW and MPP at the University of Michigan in 2008 and then worked as an addictions and mental health counselor. Shannon focuses her research on spirituality among survivors of trauma, and on spiritual change among homicide survivors specifically.

Brooks Zitzmann is currently a fourth year doctoral student at the Catholic University of America where she teaches ethics and serves as a research assistant. She earned her MSW from Tulane University in 2009 and her clinical license in Louisiana in 2013. Prior to her social work career, Brooks earned an MSt in Science and Religion from Oxford University in 2005.

Workshop Title: Creating, Optimizing, Practices for Endurance (COPE)

Workshop Presenters: Dezette Johnson, MSW, PhD Dr. LaSonya Townsend MSW, DSW Asha Sims

Workshop Abstract: People who are experiencing stress or have a history of trauma are seeking complementary alternative treatment approaches to assist with the alleviation of symptoms. The COPE Program provides alternative means of coping by using yoga, mindfulness, meditation, essential oils, Reiki, and diet. COPE promotes behavioral health.

Workshop Number: 20121061 -

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

- Discuss the scope of and need for complementary alternative treatment approaches to reduce mental health stressors.
- Introduce a trauma informed healing framework for understanding trauma and helping clients in their healing practice.
- Discuss holistic complementary interventions for working with victims of trauma.

Level of Presentation: Basic

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: It is estimated that approximately 4 to 6 percent of youth in the general population nationwide will meet the criteria for a diagnosis of PTSD following a traumatic event, including symptoms such as poor concentration and intrusive thoughts, which can also severely interfere with school functioning (Kataoka et al. 2015). The amount of students dealing with trauma has increased significantly on college campuses. The increase of sexual assault, domestic violence and date rape has led to mandatory federal programs on college campuses to assist victims of these offenses. In 2012, research found that victimized college women reported symptoms of PTSD. Students report post-traumatic symptoms after their trauma, which often have an effect on their college success such as depression, anxiety, nervousness, and irritability. Students that have been in situations of abuse and trauma are dealing with symptoms of PTSD or related disorders and need access to services to address their mental health needs. College can be a stressful time for students, which can trigger or exacerbate any presenting issues (Walsh et al, 2012). Traditional approaches to healing symptoms dealing with trauma have been psychotherapy and pharmaceutical medications. Recently, more approaches to healing have incorporated alternative complementary treatment approaches. In addition to traditional treatment to mental health, complementary evidenced based treatment such as yoga has found to be

extremely effective in reducing stress, anxiety, depression, and insomnia. Some findings have found that yoga is more effective than traditional psychotherapy approaches (Fergus et. al, 2015). Evidenced based research has indicated many treatment facilities and hospitals have begun using healing therapy to assist clients with trauma and PTSD. Reiki, a form of healing touch of ancient practices have become more widely known, Research has reported that it primarily assists in the alleviation of symptoms such as stress, anxiety, depression, and chronic pain (Psych Central, 2015). Aromatherapy has been used to ease stress, anxiety, depression, restore emotional balance, and improve overall attitude (Herz, et al., 2015). Many social workers feel disempowered within the systems in which they work. Using healing therapy guided by a trauma-informed framework can provide social workers with a blueprint for empowerment for ourselves as well as for our clients. Due to the need for behavioral health prevention, intervention, coping methods, and Biblical resources our presentation will assist social workers in developing a trauma informed practice using alternative means of overcoming trauma such as: the use of yoga, mindfulness, meditation, essential oils, Reiki, and diet.

Presenter Bio (s): Dr. Johnson is an Associate Professor and Director of Field Education in the Department of Social Work at Johnson C. Smith University. Dr. Johnson is a professional speaker, trainer, and consultant. Her professional background includes facilitating groups, counseling children, and families. Her specialty area is dating violence, specifically teen dating violence. Dr. Johnson provides training and consulting.

Dr. LaSonya Townsend is an assistant professor of Social Work for the Metropolitan College Adult Degree Program at Johnson C. Smith University. She has extensive experience in school social work, mental health, and medical social work. She is a strong advocate for equipping people with knowledge and strategies to help not only themselves, but others. Dr. Townsend believes in paying it forward and finding joy in one's journey no matter where it leads.

Workshop Title: An Intergeneration Perspective on Black Women and Police Brutality

Workshop Presenters: Sheila Joyner-Pritchard, MSW Freddie Minniefield MSW
Minna Pritchard

Workshop Abstract: Presenters uniquely reflect on racial, gender, transgender and intergenerational implications of Police Brutality as related to black women specifically and women of color generally based on the presenters own experiences. Workshop participants will gain strategic insight and skills that recognize criteria taken into consideration.

Workshop Number: 20121088 -

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

- Identify definition of police brutality and differential gender and racially sensitive interventions, approaches and strategies related to black women.
- Increase skills of social workers, congregational care ministries, and others working with women and families traumatized and impacted due to police brutality.
- Decide when and how to address police brutality with clients following the NASW and NABSW professional standards for ethical and culturally competencies.

Level of Presentation: Basic, Intermediate, Advanced

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

Workshop Description and References: The workshop will add to the body of knowledge currently available on the topic addressed, and is sensitive to the ethical integration of faith and practice. Today we seem to be at an abyss when it comes to understanding the uprising and concerns of the black community as related to what is considered the "Just Us" system in the black community. The discussion, unfortunately takes on a gender exclusive degree of concern, of reporting and of looking at practical and societal address. The "whispers" are getting louder as black women and other women of color are making it known that society, and yes, even the African American community in totality must begin to address what is really at the heart of the crisis (Such as in learning of a Utah police officer who was recently prosecuted for sexually abusing 13 women, mostly women of color, during arrests). Black women too are experiencing police brutality, are being unjustly incarcerated and even killed within policing tactics gone awry. The workshop includes a practical component which participants can readily apply in practice/ministry. Without fan fair or elaborate planning, community agencies, advocacy groups, churches and ministries all over the country are seeking understanding that they must tackle this alarming trend of exclusion of black women from dialog about police brutality. Bible studies and other literature in attached resources/bibliography all speak to policy and programs (i.e. "The New Jim Cross," "Roadmap to Reconciliation," "7 Policy Paths to Stop Police Violence Against Black Girls and Women," and "Calling the Black Church: Take a Stand Against Police Brutality"). The lead presenter herself participated in a related bible study series. The practicality of the subject matter is one applicable for a number of reasons. In the black community, everyone (and we do mean everyone) knows someone who has been impacted by police brutality, women included. Police brutality is no stranger and people are often more willing to discuss it without fear and often with relief when they feel someone other than them cares. This is also very much the case with black women, who otherwise see firsthand their exclusion unjustly. The proposal is clearly informed by the current literature and/or by practice experience of the presenter. All 3 presenters (ages 23-67 as intergenerational) are poised to personally address this topic, offering relevant solutions and strategies. Each presenter has direct personal experience and their story about police brutality. The shared literature challenges for the field (i.e. "Do Black Women's Lives Matter to Social Work?"). Each presenter has worked in the black community with practical experience in services and

ministries with women and girls. One resource, ("Post Traumatic Slave Syndrome,") addresses historical stereotypes of black women as "loose" and "angry." There will also be discussion about early policing during slavery (as slave patrols).

Presenter Bio (s): Sheila Joyner-Pritchard, MSW is Co-Founder of Village Keepers, Inc., a Family Resource Center nonprofit agency that worked in at-risk communities and communities of color for 17 years. She is a life long social worker and has been affiliated NABSW and NACSW. She has personal and professional experience in work with incarcerated persons and persons experiencing police brutality. She is also an Ordained Elder in the Presbyterian Church USA.

Minna Pritchard Recently graduated from Georgia Southern University where she was VP of her College Ministry. She has also been a employee and volunteer of Village Keepers, Inc. She is daughter of Sheila Joyner-Pritchard.

Workshop Title: Conflict Resolution & Recovering Human Trafficking Victims: A Pilot Program

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

Workshop Abstract: Conflict resolution skills help individuals increase their ability to self-manage in conflict, but what of their efficacy or relevance with those who have diminished capacities for the self awareness required? Findings and challenges of a faith-based pilot conflict coaching program for recovering female human trafficking victims will be presented.

Workshop Number: 20121054 -

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

- Describe the theory and phases of a conflict transformation coaching model.
- Identify specific obstacles in coaching at risk populations, and the interaction these may have with a relational approach to conflict.
- Delineate particular transformative skills and strategies to use in coaching an at risk population for self-management in conflict.

Level of Presentation: Intermediate

Target Audience: General Audience

Workshop Description and References: At risk populations are those groups exposed to the occurrence of a vital event that has caused diminished capacities and has left them particularly susceptible to harmful circumstances. Human trafficking victims are considered such a population. The International Justice Mission has defined four primary

restorative justice domains in working with human trafficking victims: victim relief, perpetrator accountability, survivor aftercare, and justice system transformation. As more communities are becoming involved in human trafficking justice and restoration, developing projects in these areas is increasingly relevant. Community and church programs frequently focus on survivor aftercare, which includes areas of rehabilitative recovery, securing employment, and normalization of home life. Independence and reintegration (life skills) is the desired outcome of Aftercare programs, yet this represents one of the most significant challenges for the victims. All of their previous learned behavior has been singularly focused on survival, with no thought of societal skills. Among the victim's life skills that are absent are their abilities to self manage in a conflict situation and respond effectively to interpersonal difficulties. Programs for survivors are generally residential, thus the need for addressing interpersonal skills presents itself relatively early in the aftercare process. Macy and Johns (2011) suggest an empowerment philosophy should guide aftercare services. Delivery providers should maximize choice and control, and concurrently address co-occurring problems as they work to build trust and rapport. In devising an aftercare service to facilitate interpersonal conflict skills for a faith-based community program, the relational approach of conflict transformation development (Bush & Folger, 1994) was selected. This approach emphasizes client empowerment in building personal resources for dealing effectively with conflict and improving abilities to self-manage and relate to others. This proposed conference presentation will explore a 12-week pilot faith-based conflict transformation coaching program for recovering female trafficking victims. Content will include the coaching model, course outline, and spirituality integration. Particular focus will be given to working in the aftercare context and the complicating factors which can arise there. Limitations and suggestions regarding a self-management approach will be offered, as well as conclusions and recommendations for future work in this arena. Macy, Rebecca J., Natalie Johns. (2011). Aftercare services for international sex trafficking survivors: Informing US service and program development in an emerging practice area, University of North Carolina Presentation. Bush, R. A. B., & Folger, J. P. (1994). The Promise of Mediation: Responding to conflict through empowerment and recognition. San Francisco: Jossey-Bass.

Presenter Bio (s): Kay Julien, M.Ed., Ph.D., is a psychologist from Orlando, Florida, where she practices conflict transformation coaching. A member of the Association of Conflict Resolution and American Association of Christian Counselors, she has been active in the conflict resolution field since 2004 as a researcher, practitioner, and educator. Additional contexts for Dr. Julien's interdisciplinary work include faith-based communities and at risk populations.

Workshop Title: Prayerful Wording: How "Sanctuary City" Divisiveness Can be Overcome.

Workshop Presenters: Denise Keane, LCSW

Workshop Abstract: "Sanctuary City" has become a rallying cry at one end of the political spectrum, and a symbol for lawlessness on the other. As communities are asked to choose between the false dichotomy of supporting sanctuary for undocumented persons or hating immigrants, Christian social workers can play a vital role in peaceful policy making.

Workshop Number: 20120983 -

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

- Identify the key types and components of Sanctuary City policies.
- Articulate the language necessary for effective and unifying policy drafting.
- Develop an understanding of when to use and when not to use micro level stories to enact macro level change.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: This workshop explores the ways in which Christian social workers can advocate for social justice for undocumented immigrants, while also respecting and leveraging the opinions of those who do not believe in Sanctuary Cities. Faith communities have been part of the Sanctuary movement since the 1980's. Today's Sanctuary City movement involves multiple groups of people with a common cause of social justice. However, discourse regarding sanctuary cities on the local, state and national levels has been antagonistic, divisive, and disrespectful. Christian social workers can and should use their abilities to educate, mediate, advocate and promote healing in the pursuit of unity and peace within their communities, without turning their backs on the subject of social justice for undocumented persons. Using a university town's story of successful policy making, this workshop provides support and action steps that social workers can take within their own towns and states to promote social justice for undocumented persons. Whether as members of, or volunteers in, local or state government; or as members of a faith community; prayerful action is needed. Key topics that will be discussed during this workshop include: brief history of the Sanctuary City movement, what a sanctuary city is and is not, how to unify your town/state around a policy, tangible actions that can be taken to assist undocumented immigrants, the role of the media, and the challenge of language.

Presenter Bio (s): Denise Keane, LCSW, is the Associate Director of Perception Programs, Inc., a behavioral health agency. She has clinical expertise in treating co-occurring MH/SU disorders, trauma, dissociative disorders, and offenders. She is on the Steering Committee of NE CT's Coordinated Access Network and sits on the Mansfield, CT Town Council. She is Adjunct faculty in Social Work for Eastern Connecticut State University and a social work doctoral candida

Workshop Title: Factors Impacting the Academic Retention of African American Male Students

Workshop Presenters: Dorrance Kennedy, EdD,LCSW

Workshop Abstract: The purpose of this study is to determine the factors that African American males identified as influencing their retention in higher education. The purpose is also to discover African American males' perceptions of their freshman year experiences and how the university's initiatives influenced their decision to return their sophomore year.

Workshop Number: 20121021 -

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

- Learn strategies of how to retain African American male students in higher education.
- Learn about policies and programs designed to increase the academic success of this student population.
- Become aware of the institutional factors and personal characteristics that enhance African American males' retention.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Degree completion rates for African American males appear troubling. Most African Americans are disproportionately concentrated at community colleges, online universities, less selective four-year institutions, and at Historically Black Colleges and Universities (HBCUs) (Strayhorn and Hirt, 2008). African American female college students have excelled, while African American males have faced challenges in their matriculation on college campuses (Hilton, Wood, and Lewis, 2012). Starting with their first year in college, the retention of African American male college students has become especially challenging in higher education (Cuyjet, 2006; Habley, Bloom, and Robbins, 2012; Hilton, Wood, and Lewis, 2012; Sax, 2008; Swail, Redd, & Perna, 2003). Over the last 20 years, the National Center for Educational Statistics (NCES) has reported lagging retention rates among African American male students attending U.S. colleges and universities (NCES, 2006). This trend has drawn the attention of college administrators. In fact, there are noticeable differences in degree completion between Caucasians and African Americans (Sax, 2008). African American women also outperform African American men with regard to degree completion rates; in particular, African American females earn approximately twice the number of bachelor and master's degrees than African American males (Sax, 2008). African American gender gaps in education are becoming greater each year at all levels: elementary, secondary, and postsecondary (Renn and Reason, 2012). According

to the Chronicle of Higher Education (2009) in 2007, 46,425 African American male students received their undergraduate degree compared to 90,996 African American female students. At HBCUs in particular, African American female students outperform their male counterparts. The data show that at the baccalaureate level, African American males earned 29% of degrees awarded in 2007 as compared to 57% for African American females. At the master's level, African American females earned over half of the degrees awarded at HBCUs, while their male counterparts earned merely 19% during the same time period. Finally, at the doctoral level, African American females continue to outpace African American men in terms of degrees awarded at HBCUs, with rates of over 45 percent for females (45%) and almost 25 percent for males (24%) males (U.S. Department of Education, 2009). African American male student enrollment is gradually decreasing while the percentage of African American female student enrollment is increasing. From 1997 to 2007, African American male student degree attainment decreased by six percent while increasing five percent for African American females at Historically Black Colleges and Universities (HBCUs). By 2007, African American male enrollment was 31.42% compared to 51.25% for African American females (Palmer and Wood, 2012).

Presenter Bio (s): Dorrance Kennedy is an Assistant Professor of Social Work at Fayetteville State University. He is a graduate of Hampton University. He also holds a Master of Social Work degree from Southern University, a Master of Theological Studies degree from Covenant Theological Seminary, and a Doctor of Education degree from Fayetteville State University.

Workshop Title: Cross-Cultural Experiences of Widowhood: American and Ghanaian Akan Widows

Workshop Presenters: Rose Korang-Okrah, PhD, MSW Amanda Keys PhD., LCSW
Tiffany Havlin Regina Russell, LCSW

Workshop Abstract: This workshop presents a cross-cultural study of widowhood experiences between Akan widows in Ghana and widowed women in Springfield, Missouri. Through the lens of "Universality without Uniformity," the study explores the culturally widespread and diverse experiences of widowhood on widows' responses and experiences of existential issues.

Workshop Number: 20121011 -

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

- Describe and understand how context-specific cultural & legal laws and socio-cultural expectations impact widowed women.
- Understand the similarities and differences between Ghanaian and Midwestern American women's experiences in widowhood.

- Apply their cultural sensitivity skills in working with widowed women from diverse cultures.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: Widowhood is commonly viewed as a life transition, a major change in life circumstances, the last phase and a dreaded time of life for most women. The loss of a husband may happen over a relatively short period of time, but has lasting effects on a person's life. Conjugal bereavement is one of the most emotionally, physically and mentally wrenching experiences that confront most widows (the presenter, 2015). Although the experience of losing a spouse through death is universal and typically evokes intense feelings of grief, cultural variation exists in the impact of mourning rituals (Panagiotopoulos, Walker and Luszcz, 2013) as well as how the bereaved is supported through context-specific formal laws and informal cultural practices. Hence the likelihood of the impacts of economic, social, emotional, physical, psychological and spiritual/religious challenges could be diverse as well. In some countries in Southern Asia, India and Africa, including Ghana, the challenges of widowed women are exacerbated when they lose their rights to access, use and control property (the presenter & colleague, 2015, Roy & Tisdell, 2002). This study is an extension of an ongoing, long-term program of ethnographic research about widowhood experiences of Akan widows in Ghana, to explore widowhood experiences of widowed women in Springfield, Missouri. Considering the culturally widespread and diverse experiences of widowhood, the study focused on the widows' responses to and experiences of existential issues in connection with bereavement, grieving, economic, sociocultural, emotional, physical and spiritual challenges. The research design, qualitative phenomenology, which "aims to identify and describe the subjective experiences of respondents" (Schwandt, 2001 p.192), was applied to focus on exploring the contextual descriptions of the participants' subjective, lived experiences of widowhood, the meaning they attribute to the challenges confronting them and their sources for coping and resilience. In-depth, audio-recorded interviews were conducted with nine widowed women in Springfield, MO. All of them reported being Christians, were active participants in their church programs and that their Christian faith plays a huge part in their resilience. Data was inductively transcribed and analyzed. We approached this research using concepts from developmental-cultural psychology, especially, "Universality without Uniformity." Certain experiences (such as the loss of a spouse) are common across cultural groups (universalism), but how these challenges are understood, responded to, and the impacts on well beings are likely to vary (without uniformity) (Shweder & Sullivan, 1993). This approach opened the doors for identifying some similarities such as spousal bereavement and the religious/spirituality resources they employ for resilience. In addition some differences in the widows' lived-experiences were identified in the context-specific cultural laws and expectations.

Presenter Bio (s): Dr. Rose Korang-Okrah is an Assistant Professor in the School of Social Work at the Missouri State University in Springfield, Missouri. She extended her

long-term program of ethnographic research about widowhood experiences of Akan widows in Ghana, to explore widowhood experiences of widowed women in Springfield, Missouri. This cross-cultural study on widowhood has opened new area of study on "Vital Ageing".

Workshop Title: The State of Foster Care: The Ohio Study

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

Workshop Abstract: Through work of the Ohio Association of Child Caring Agency in Ohio, they developed and implemented the OACCA Outcomes Data Project to empower member agencies in strategically evaluating the services provided to children in foster care. Is foster care working? This presentation will give an overview of the study and the results.

Workshop Number: 20120957 -

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

- Literature reviewed on the importance of foster care.
- Review of the research project: The State of Foster Care: The Ohio Study
- Look at implications and considerations for the future of foster care.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: Although complex and difficult, analysis of program effectiveness has become an essential component of any human service organization. Many children and family service agencies have some type of continuous improvement system in place, but these efforts vary greatly, which makes it difficult to quantify the overall impact of services in Ohio. Through the Ohio Association of Child Caring Agency's work with major stakeholders over the years, the need for a comprehensive statewide evaluation system became evident. As a result, OACCA developed and implemented the OACCA Outcomes Data Project to empower member agencies in strategically evaluating the services provided to children and families. OACCA began the development of the Outcomes Data Project in 2005. Since January 2007, about 20 OACCA member agencies participated in the three-year project. The goal was: To provide agencies with common outcome measurement tools at intake, through treatment, and into post-treatment; To collect data to show the relationship between the presenting problems of children and families with the programs, settings, or services that provide the most effective, long-lasting treatment approaches; To produce distinct, agency-owned data to support improvements to programs and services at the individual agency level; To produce aggregate data analysis to support our policy advocacy and to inform decision makers about needed systemic changes at the state and county levels; To

encourage participation in the ODP by all OACCA member foster care agencies throughout the state of Ohio to collect data for three years. The data was analyzed by Ohio University. This workshop will share the results of the study and then conclude by looking at some considerations and giving recommendations to improve foster care. The question that will be considered: What is the state of foster care?

Presenter Bio (s): I am Dr. Ken Larimore. I hold a Ph.D. in Social Work and Community Services, a Doctor of Ministry in Marriage and Family, and an MSW degree. I am certified as a Licensed Independent Social Worker (LISW-S). I also work full-time at Ohio University as an Assistant Professor in the Department of Social Work. I have worked in the field of treatment foster care for 25 years, and I am currently doing research in the area of foster care.

Workshop Title: Poverty: Lubbock Impact Free Clinic Reaching Toward Social Justice

Workshop Presenters: Debra Lavender-Bratcher, PhD, LCSW

Workshop Abstract: This workshop will provide discussion from a research project with social workers and medical students who work at the Lubbock Impact Free Clinic in Lubbock, Texas. The participants explore their own attitudes toward money through the use of experiential activities such as Money Habitudes and/or Cashflow

Workshop Number: 20121047 -

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

- Articulate the needs and benefits for free medical clinics to help those without insurance coverage due to unemployment or low paying jobs
- Understand personal money habits and how this knowledge can affect their working with clients who are economically deprived.
- Develop a social action plan to increase on a micro and macro level work with clients who are economically deprived.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: The use of surveys and experiential activities has helped professionals in direct services understand poverty. However, many of those experiential activities still allow for the dichotomy between us and them. The Bible does say "the poor will also be with you"; John 12:8, however paternalistic attitudes are not helpful. The presentation will explore research conducted with the Lubbock Impact Free Clinic regarding attitudes of poverty by social work students. The participants of this workshop will participate in experiential activities that will lead to a better understanding of working with those who are economically deprived and develop a social

action to help those emerge from it. The Lubbock Impact Free Clinic is a collaborative effort between the Texas Tech University Health Science Center's students and a local faith-based service organization, Lubbock Impact. Its purpose is to provide basic medical services at no cost to residents of low-income and without health insurance. The clinic operates on Wednesday evenings only. Pre-med and medical students, and undergraduate social work students participate in providing services at the clinic. People without health insurance coverage are more likely to postpone or choose to go without needed medical care because of the cost (Kaiser Foundation, 2015). Further, medical providers can choose to refuse care to uninsured people (Kaiser Foundation, 2015). This information is especially problematic considering the fact that uninsured persons are "generally not as healthy as those with private coverage" (Kaiser Foundation, 2015, p. 6) and more likely to be indebted for medical treatment (Kaiser Foundation, 2015). National Association of Social Workers (NASW) states that the "primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty" (Code of Ethics, Preamble, para. 1). Based on this value, social workers are responsible for serving the poor. Given the professions' focus on poverty, there is concern regarding attitudes of those in the helping field toward this population.

Presenter Bio (s): Debra is a clinical social worker with over 20 years of experience working with families and individuals. She is a licensed clinical social worker (LCSW) in the states of Colorado, Alaska and Texas. She earned her doctorate degree in Human Services: Community and Social Services. Her career has taken her from Denver, Colorado to Anchorage, Alaska, to Lubbock, Texas. She is currently an assistant professor at Texas Tech University MSW program.

Workshop Title: "I'm Going to Be Me": Bisexual and Pansexual Individuals with a Christian Upbringing

Workshop Presenters: Denise Levy, Ph.D., LCSW, REACE Jennifer Harr MSW

Workshop Abstract: This workshop reports on the presenters' research with bisexual and pansexual individuals with a Christian upbringing. Attendees will learn about the process by which study participants resolved conflicts between sexual identity and religious beliefs and discuss the implications for social workers and faith communities.

Workshop Number: 20120977 -

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

- Summarize the process by which bisexual and pansexual individuals with a Christian upbringing resolved conflicts between sexual identity and religious beliefs

- Identify ways in which social workers can therapeutically intervene with clients experiencing conflicts
- Identify ways in which faith communities can reach out to individuals experiencing conflicts

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: In today's society, many individuals and faith communities are struggling to understand and resolve conflicts between sexual identity and religious beliefs (Dessel & Bolen, 2014; Levy, 2011; Levy & Reeves, 2011). While much attention has been given to gay and lesbian Christians, there is less research and information on those who are bisexual and pansexual (Meezan & Martin, 2009; Toft, 2014). Research that does include bisexual individuals still concentrates primarily on gay and lesbian individuals, incorporates only a small number of bisexual participants, and overlooks the unique experiences of bisexual individuals (Brennan-Ing, Seidel, Larson, & Karpiak, 2013; Buser, Goodrich, Luke, & Buser, 2011; Gold & Stewart, 2011; Hampton, Halkitis, Perez-Figueroa, & Kupprat, 2013; Page, Lindahl, & Malik, 2013; Woodell, Kazyak, & Compton, 2015). Only a handful of studies specifically focus on the religious and spiritual beliefs of bisexual individuals (for instance, Jeffries, Dodge, & Sandfort, 2008; Rodriguez, Lytle, & Vaughan, 2013), and only two have reviewed the experiences of bisexual individuals with a Christian upbringing (Toft, 2009; 2014). None examine the experiences of pansexual individuals. More research is needed on both bisexual and pansexual individuals who grew up as Christians that includes both those who remain Christian and those who leave their faith. To address this gap in the literature, our grounded theory study explored how bisexual and pansexual individuals with a Christian upbringing resolved conflicts between their sexual identity and religious beliefs. Analysis of in-depth interviews with 17 bisexual and pansexual individuals led to a substantive theory of their process of resolving conflict between sexual identity and religious beliefs. The process was fluid and multidimensional, with some participants deepening their faith and others leaving Christianity. During this process participants: encountered dissonance between messages from others and personal experiences; harvested internal and external resources; experienced a turning point; accepted themselves and came out to others, paying particular attention to labels; and lived authentically through advocacy, combating myths, and acknowledging cultural and identity intersections. The entire process was influenced by community and relationships as well as experiences of isolation, secrecy, and shame. Based on this study, the presenters will define bisexuality and pansexuality and describe the process by which participants resolved conflict between sexual identity and religious beliefs. In particular, the workshop will highlight participants' experiences with therapists and faith communities, and how these interactions caused individuals to strengthen their faith, or, in some instances, reject Christianity altogether. Attendees will then draw conclusions about how social workers and faith communities can support these individuals in their resolution process.

Presenter Bio (s): Denise L. Levy, Ph.D., LCSW, REACE is an Associate Dean in the Beaver College of Health Sciences and Associate Professor in the Department of Social Work at Appalachian State University in Boone, North Carolina. Her research is with LGBTQ individuals who grew up as Christians, and she believes in the power of bridge building and intergroup dialogue to foster understanding and acceptance.

Jennifer (Jen) Harr, MSW, LCSWA is a graduate of Appalachian State University's Department of Social Work with a concentration in Communities and Organizations. Jen enjoys learning from and listening to the lived experiences of the Appalachian region, specifically those who identify as Autistic (with Autism), and Queer. She spends most of her time with her St Bernard, Gus, and a few close friends.

Workshop Title: The Genesis of Helping: A Biblical Integrative Perspective

Workshop Presenters: Muh Bi Lin, Ph.D. Leslie Wuest Ph.D. Yongqiang Zheng

Workshop Abstract: The workshop addresses the biblical foundation of a Rationality, Art, and Spirituality Integrated (RASI) practice perspective. Expert opinions will be obtained using Delphi methods in order to enrich and modify the initially articulated practice model. Participants will have opportunities to learn the perspective and critique the model.

Workshop Number: 20121029 -

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

- Explore and reflect on the biblical foundation of the integrative perspective on rationality, art, and spirituality.
- Identify strengths and weaknesses of the presented model.
- Enrich their own work in relation to the application of rationality, art and spirituality to aspects of practice, education or research.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Undoubtedly, God is rational, artistic and spiritual. As His image bearers, human beings are endowed with certain levels of these qualities. Human problems and suffering can be argued to be the results of under-cultivated rationality, untapped creativity, inability to appreciate the beauty in self and in others, and also the lack of or weak connection with meaning and purpose. It is argued therefore that effective social work practice should treat each individual as an integrated totality encompassing rationality, art, and spirituality. This workshop first illustrates the biblical foundation for such an integrated view interwoven with literature related to rationality, art and spirituality in social work theory and practice. An integrative perspective together with a preliminary practice model will be presented. Expert feedback

about the model obtained using the Delphi method and subsequent modifications of the model will also be presented.

Presenter Bio (s): Muh Bi Lin obtained his MSW and Ph.D. from University of Denver. Is currently an associate professor at the George Fox University. Taught at Western Kentucky University and the National Chi-Nan University in Taiwan. Served as the Chief Operating Officer for World Vision China Office for 8 1/2 years. Is passionate in the integration of rationality, art and spirituality in social work.

Leslie Wuest obtained her MSW from the University of Georgia and PhD from Portland State University in Portland Oregon. She is currently an assistant professor in the MSW program at George Fox University. She worked for 20 years as a therapist with children and their families. Her research focuses on the inclusion of spirituality in social work education and the importance of respectful inclusion of spirituality in social work practice.

Dr. Yongqiang Zheng is an assistant professor of social work at the George Fox University. He obtained his MSW and Ph.D. from the University of Louisville. Previously, he taught at the Department of Social Work at Shandong University of Finance and Economics. As a licensed worker in China, he worked with the aging population for over 7 years. His current research focuses on later life care, grief, and end-of-life issues for the seniors.

Workshop Title: Parental Alienation: Parent-Child Reconciliation & Rectification

Workshop Presenters: Monika Logan, M.A., LBSW, LPC, LSOTP

Workshop Abstract: Parental alienation is a form of emotional abuse that often goes unrecognized. It usually occurs during a separation and/or divorce and occurs when one parents denigrates the other parent to their child(ren). This form of emotional abuse implores for intervention. Without intervention, family ties can become permanently severed.

Workshop Number: 20120999 -

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

- Understand past and current literature in recognizing the various contributions one or both parents make when working with alienated children and their parents.
- Identify viable treatment options and establish the ability to compare and contrast the strengths and limitations of each of the various treatments.
- Describe possible behavioral manifestations of rejected parents, favored parents, as well as hybrid cases of parental alienation.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Parental alienation is widely known in the mental health community and is considered problematic as both a social and an emotional family obstruction. The term Parental Alienation Syndrome was coined by a psychiatrist in 1985 and over the years, not only has the terminology reformed, but the treatment foundation has also undergone numerous shifts. A formal definition of parental alienation, provided by Dr. Bernet (2010) is "when a child allies himself or herself strongly with one parent (the preferred or favored parent) and rejects a relationship with the other parent (the alienated or rejected parent)". While debates continue among helping professionals about how to treat parental alienation, it is crucial to realize that parental alienation falls along a continuum and in most cases both parents play a role. It is only in about 1% of parental alienation cases in which a child will irrationally reject a parent (Bernet, 2010). As one researcher described, "a minority of parents who suffer from personality and mental disorders may ignore the court and spend their waking hours finding ways to exhaust the other parent emotionally and financially" (Jaffee et al. 2010). Cases of parental alienation can be mild, moderate, or severe. Parents can be rejected for many viable reasons, such as abuse and/or neglect. However, in severe cases of parental alienation, the rejection is disproportionate to the child's rejection. An increased understanding of parental alienation is warranted for helping professionals because many assume that a child would not unreasonably reject a parent with whom they spend most of his/her time (Warshak, 2015). Helping professionals must not only be trained to detect parental alienation and know possible community resources, but they must also be aware of up-to-date treatment protocols. If a helping professional, when treating a rejected parent, believes that the rejected parent was a major factor in the child's alienation, therapy can proceed in an unproductive direction (Warshak, 2015). When a parent has not dealt with the emotional components of a separation and/or divorce, they may lose sight of their child's well-being. Parents who blame one another for the child's difficulties may fail to focus on assisting the child and advocating for the child's educational and mental health needs. As a consequence, the child may develop depression and/or a sense of helplessness which only exacerbates the problem. Research indicates that severely alienated children are impaired in three key domains: behavioral, emotional, and cognitive (Warshak, 2012). As mental health professionals are at the forefront of treatment for families going through divorce and/or separation, they must be cognizant of the signs of an alienated child, as well as the role of the rejected and the favored parent.

Presenter Bio (s): Monika Logan is a licensed professional counselor and social worker specializing in troubled parent-child relationships and sexual behavior problems. In addition to maintaining a private practice and doing court-connected work, she has developed and provides a program to help youth in the criminal justice system maintain boundaries and stay connected with their families. She is a member of the AFCC and the NACSW.

Workshop Title: The Parenting Spectrum: The Challenges and Gifts of Raising a Child with ASD

Workshop Presenters: Sherry Mergner, MSW, LCSW

Workshop Abstract: In this highly personal narrative, the presenter, a mother of a child with ASD and a clinical social worker, describes her own spiritual journey of adjustment to the reality of her child's autism. She highlights important developmental issues as a child with autism progresses from infancy to young adulthood.

Workshop Number: 20121008 -

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

- Demonstrate an understanding of the diagnostic criteria for ASD and discuss a variety of ASD treatment modalities.
- Explain the typical stresses which families of children with ASD experience and recognize more effective coping strategies for families who have a child with ASD.
- Outline the many gifts and joys of raising a child with ASD and discuss ASD from a "spiritual perspective" as an effort to provide meaning and hope.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: Symptoms of autism spectrum disorders (ASD); Diagnostic criteria for ASD; Variety of ASD treatment modalities; Typical stresses which families of children with ASD experience; Effective coping strategies for families who have a child with autism; Importance of identifying a child with ASD's strengths and utilizing his or her interests and talents; Gifts and joys of raising a child with ASD; Understanding of Autism from a "spiritual perspective" as an effort to provide meaning and hope to parents and caregivers; Routes to advocacy and specific resources helpful to families of children with ASD including inclusion in religious or faith-based programs.

Presenter Bio (s): Sherry Mergner, MSW, LCSW is a Clinical Assistant Professor/AHEC Liaison at UNC-CH, School of Social Work. She is also clinical social work faculty for the Leadership Education in Neurodevelopmental Disorders (LEND) Program at the Carolina Institute for Developmental Disabilities, where she recruits social workers for specialized training in Developmental Disabilities. Sherry provides clinical services to families at CIDD.

Workshop Title: Saving Pieces of Me: Compassion Satisfaction

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: 20120948 -

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

- Explore and identify the negative and positive 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, Students

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 founder and Executive Director of PERKS N MOORE, INC, a non-profit agency that is an Anchor of Hope for caregivers and assists them with their immediate and long-term needs. Sally is a retired Hospice Social Worker. Sally is the author of four books which chronicle her Alzheimer's caregiving journey: "One Word", "Two Tears", "Three Hearts", and "Four Joy". "Three Hearts" and "Four Joy" also include a 52-week Devotional.

Workshop Title: Right to Quality Education

Workshop Presenters: Ann Elizabeth Moore, Rachel Hagues PhD

Workshop Abstract: Unequal education exists in many of our nation's urban communities and represents a human rights issue. Educational opportunities for all students, no matter their socioeconomic background, should be a reality in the twenty-first century. By exploring the root of the issues, individuals and organizations can affect change for entire communities.

Workshop Number: 20121072 -

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

- Articulate reasons why unequal education continues to persist and plague many of our urban communities.
- Identify strategies for combating this human rights issue and creating a more equal playing field for all students.
- Integrate faith in social work practice as it relates to impacting the education system, empowering families, and restoring justice to communities plagued by poverty.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Presenter Bio (s): Ann Elizabeth Moore is an MSW student at Samford University in Birmingham, Alabama. Prior to pursuing her social work degree, Moore received her Bachelor's of Education from Samford and went on to teach elementary school in an inner city area of Birmingham where she says that experience was her best teacher. She is passionate about seeing individuals and communities transformed by the Gospel of Jesus Christ and the rebuilding of families through justice and restoration. Rachel Hagues is an Assistant Professor in Social Work at Samford University. She received her Ph.D. at the University of Georgia in 2013 and her MSW from the University of Georgia in 2007. Her research goals center around providing voice to vulnerable populations and confronting oppression. She teaches courses on Human Rights, Social Justice, Community and Global Development.

Workshop Title: Empowering local churches to care for families in developing nations

Workshop Presenters: Rebecca Moore, LMSW Jeffrey Moore, PhD

Workshop Abstract: International organizations and ministries can empower local congregations to meet the needs of families and strengthen their communities. By partnering with local pastors and church leaders, social workers can assist them to evaluate strengths and needs and to develop a plan to support families.

Workshop Number: 20121083 -

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

- Participants will learn the importance of local partners and how to use focus groups to engage church leaders and as a research tool.
- Participants will learn crucial points in program planning and develop and outline for their program.
- Participants will understand the importance of planning for the future of their program and the eventually hand over to local leaders.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders

Workshop Description and References: This workshop will emphasize the importance of partnering with local churches in developing international programs for families and communities. All too often American "experts" come into a community with a program already planned and begin trying to implement it without any input from local leaders. Projects often fail to be sensitive to social, political and historical contexts. Local ownership can be the key to success and long-term sustainability. Participants will learn practical steps to program development: 1. Finding local partners 2. Using focus groups to engage church leaders and as a research tool 3. Program planning 4. Developing training tools 5. Planning for the future. This workshop is useful for those working in agencies or ministries as well as individuals who work in developing countries. The presenters will use case studies from around the world as well as hands-on activities and participants will leave the workshop with tools to assist them in program research and planning.

Presenter Bio (s): Rebecca has a masters degree from the University of South Carolina. She specializes in adoption, foster care, and family development. She has over 20 years of experience in this field in the US and abroad working with private and public agencies. Rebecca is currently teaching at Southern Wesleyan University and working with Children Rescue Mission to develop a program which provides foster care and family strengthening services in Nepal.

Dr. Jeffrey Moore serves as a full time professor and associate dean at Anderson University. Dr. Moore received his PhD from the University of Nice Sophia-Antipolis. He has worked with organizations in the US, France, Romania, Albania, Bulgaria, India, Brazil, Nepal, Kenya and Cameroon on issues of servant leadership, ethical decision making, inclusion, and organizational health.

Workshop Title: Secondary Trauma of Frontline Child Welfare Work

Workshop Presenters: Kimberly Mudd-Fegett, DSW, MSSW

Workshop Abstract: The realm of social welfare is in crisis; frontline social workers are ill-prepared, poorly supported and hard-pressed to address the secondary traumas they face. Untreated exposure to secondary trauma is painful for the individual worker and can lead to conflict with the worker's inner experience.

Workshop Number: 20121020 -

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

- Workshop participants to be administered Dr. Bride's Secondary Trauma Scale to acknowledge and explore their exposure to secondary trauma.
- Awareness of secondary trauma and the importance of self-care in the long-term maintaining of emotional wellbeing.
- Development of self-care plan encompassing spirituality and healthy personal relationships with positive support systems.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Students

Workshop Description and References: Frontline child welfare workers are routinely called to assist victims of child abuse, domestic violence, and violent crimes. The images these workers face are increasingly leading to psychological effects from traumatic events that extend beyond those directly impacted. Frontline child welfare workers are at an increased risk of facing secondary trauma as they are tasked with experiencing violence vicariously on a daily basis while expected to transform to the onerous administrative requirements of their positions. In an effort to develop deeper understanding of long-term exposure to the impact of secondary trauma participants in the workshop will be administered Dr. Brian Bride's Secondary Trauma Scale to understand their exposure to secondary trauma and symptoms of post traumatic stress disorder they are currently displaying. In partnership with workshop participants, data gathered through Dr. Bride's Secondary Trauma Scale will be used to bring awareness, knowledge and focus to the imperative need to arm and safeguard child welfare workers against the devastating situations they face. This workshop is being completed in conjunction with mixed method action research that was completed with 75 frontline child welfare workers employed with the Cabinet for Health and Family Services in south-central Kentucky in Spring 2016. Preliminary research with the participants employed with the Cabinet for Health and Family Services indicated that frontline child welfare workers are often overlooked in the process of change and are left holding the negative consequences of the work they conduct with little appreciation for the sacrifices they make. It is imperative that social workers are made aware of the secondary trauma they face while working directly with their clients. Professional social workers as well as social work students should be provided with knowledge, techniques and education on how best to safeguard themselves against secondary trauma to maintain their emotional wellbeing. Positive self-care techniques will be introduced, discussed and developed to

include the importance of spirituality, healthy personal relationships and self-awareness of healthy coping skills. Workshop participants will be encouraged to develop self-care plan to safeguard their emotional well-being to protect themselves against secondary trauma and improve the services they are able to provide to the individuals and families in their field of work.

Presenter Bio (s): Dr. Mudd-Fegett is currently an Assistant Professor of Social Work with Campbellsville University. Prior to entering academia full-time in August 2016, Dr. Mudd-Fegett was employed with the Cabinet for Health & Family Services for thirteen years. Dr. Mudd-Fegett is very passionate about child welfare issues particularly in the promoting self-care and safe guarding the emotional wellbeing of frontline child welfare workers.

Workshop Title: Nursing Facility Social Work: Resident Behavioral Challenges and Responses

Workshop Presenters: Dennis Myers, Ph.D., LMSW Rob Rogers Ph.D. Harold LeCrone Hannah Seela, B.A.

Workshop Abstract: Workshop participants consider difficult resident behaviors nursing facility social workers encounter, behavioral health roles they enact, and effective practices they apply, based on quantitative/qualitative analyses of twenty in-depth interviews. Opportunities to apply research findings to challenges of the behavioral health role are offered.

Workshop Number: 20121084 -

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

- Identify the major problematic resident behaviors encountered by nursing facility administrators
- Review the behavioral health roles social workers enact and the effective practices they apply
- Increase competence in responding to problematic resident behaviors

Level of Presentation: Advanced

Target Audience: Social Workers

Workshop Description and References: Purpose: Engage participants in a conversation around the emerging behavioral health role of nursing facility social workers, based on the reports of 20 experienced practioners who deal with these behaviors on a day-to-day basis. These social workers are an untapped resource for specifying the types and prevalence of problematic behaviors and for identifying effective and ineffective responses. Rationale: Nursing home social workers are increasingly called on to fulfill

the role of in-house behavioral health managers. Most nursing facility social workers are unprepared for this emerging responsibility. Unfortunately, an overview of the types of behaviors they encounter and the effective practices they apply have received limited attention. Our report of their observations are focused on these questions: What challenging resident behaviors do nursing facility social workers encounter? When they encounter these problematic behaviors, what do they do? What is the impact of this role on their professional and personal lives? What can be done to reduce the ambiguity and challenges of this role? Evidence: Quantitative and qualitative analyses of in-depth interviews with twenty knowledgeable social workers were conducted by a five-member research team. Participants reported these frequently occurring behaviors: physically aggressive, verbally aggressive/disruptive, passively disruptive, socially inappropriate, and sexually inappropriate. Six roles promoting behavioral health were: care manager, educator (family, staff, and residents), investigator, preventer, mediator, and advocate. The skills they most frequently applied were: attention/affirmation/active listening, assessment, behavior management, building relationship, teamwork, and redirection. Their narratives also revealed knowledge deficits, organizational barriers, personal maltreatment, and frustrations of doing this kind of work. They also offered valuable perspectives and prescriptions on the values, knowledge, roles, and skills associated with competent behavioral health practice in this setting. After accounting for sample size and representativeness limitations, the findings provide previously unavailable specification on the overall behavioral health role and provide an empirical basis for more representative work in this area. Observations and recommendations, particularly in the area of educational preparation are offered. Application: Based on case vignettes that illustrate the frequently occurring behaviors identified in the study, participants will work in small groups and consider: 1) What affective, spiritual, and intellectual responses are you having to the behavior? 2) What additional information is needed to frame a response? 3) What are some potentially ineffective and effective responses? 4) What educational resources would be helpful in preparing for competent assessment and intervention with the presenting behavior?

Presenter Bio (s): Dennis R. Myers, Ph.D., L.C.S.W. holds an endowed chair in the Diana R. Garland School of Social Work at Baylor University and is principle investigator for the Prince Initiative for Quality Long-term Care with Older Adults providing research, evidence-based models, and practical resources to strengthen the residential care environment. He is co-chair of the Texas Nursing Facility Administrator's Advisory Board.

Robin K. Rogers, Ph.D., is an associate professor and co-director of the Ph.D. program in the Diana R. Garland School of Social Work at Baylor University. He teaches community practice, administration, and research. His areas of research include social work and administrative practice in residential care facilities for older adults and social service programs in congregations and religiously-affiliated organizations.

Harold H. LeCrone, Ph.D. is a licensed psychologist with a specialty in clinical geropsychology and is a Faculty Fellow in the Diana R. Garland School of Social Work at Baylor University. His clinical practice of 46 years included consultation in long term care facilities. During this time, he also served on the faculty of the Waco Family Medicine Residency Program and as an adjunct at Baylor University.

Workshop Title: Against the Idolatry of Busy-ness

Workshop Presenters: Kristen Nielsen Donnelly, MSW, M.Div, PhD

Workshop Abstract: In this interactive workshop, we'll explore the often discussed but rarely practiced "self-care". This will include a brief theology of rest, a discussion of how valuing yourself is a radical act, a quick history of "Protestant Work Ethic" and how it connects to contemporary America, and some collaborative space to commit to ideas of self-care.

Workshop Number: 20121002 -

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

- Identify cultural conditioning surrounding definitions of work and rest
- Identify small acts of boundary creation in their practice and lives
- Exposure to ideas of Sabbath which may be unknown

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: This interactive workshop contains three sections and includes times for personal and corporate reflections in each. The purpose is to give space to understand the cultural conditioning which leads to compassion fatigue and burn out and the theological imperatives toward Sabbath and rest. By incorporating theological and sociological theories, the exploration is intersectional and more applicable to the practice of participants than if only one avenue was explored. The first section of the workshop is theological. It starts with participants in small groups discussing references throughout Scripture where people either rested themselves or gave commandments for others to rest. This leads into a brief discussion of Sabbath and the practices of Sabbath in various Jewish communities. The bridge between this section and the next is some personal reflection time for the participants to examine their own work lives. They'll be asked to write down everything their job description says they are responsible for, everything they are actually responsible for, and everything they said "yes" to in the previous week that wasn't on either of those lists. They will then be briefly asked to contemplate what would happen if they said "no" to any of those things. This is not a question of judgement or condemnation, simply a reflective point as so many people in helping professions say "yes" too quickly. This leads into the second section, which explores the sociological foundations of the American concept of "work", namely Max Weber's work *The Protestant Work Ethic and the Spirit of Capitalism*. This is the most lecture oriented part of the workshop, as I will spend some time connecting the strands of Calvinism that support American capitalism, but which are theologically unbalanced if we do not also remember the commandments to rest. Note will also be

made here about the ambiguity of the science behind Weber's assertions, but the ubiquity of the concept is what will be explored here. The final section of the workshop is self-focused. Participants will be asked to consider what "being still" looks like for them in their own life and practice. Quiet music will be played while they are given space to think about several questions, including how they can embrace balance in their own lives and encourage colleagues to do the same. Participants will be provided with a hand out of the most pertinent points for further reflection, as well as a short bibliography of books which explore this topic in their own time.

Presenter Bio (s): Kristen Nielsen Donnelly (MSW, M.Div., PhD) is the Director of Personnel and Research at Abbey Group Companies, which includes serving at the Director of Abbey Research, a concierge research company for small business and nonprofits. Dr. Nielsen Donnelly has over two decades of experience in leadership development, coaching, and teaching, with a specific focus on cross-cultural communication strategies and prioritizing listening.

Workshop Title: Moral Injury and the American Veteran: Addressing the Moral Wound of War

Workshop Presenters: Timothy Olsen, MSW, LCSW

Workshop Abstract: Moral injury has been defined as: "Perpetrating, failing to prevent, bearing witness to, or learning about acts that transgress deeply held moral beliefs and expectations." This presentation will review the current research and conceptualization of moral injury in the mental health field and efforts to address moral injury in a clinical setting.

Workshop Number: 20120975 -

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

- Have an awareness of current conceptualization of moral injury in the mental health field.
- Develop an understanding of current intervention strategies being used to address moral injury.
- Possess options for participating in addressing moral injuries with veterans in their own communities.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers

Workshop Description and References: Moral injury has been defined as: "Perpetrating, failing to prevent, bearing witness to, or learning about acts that transgress deeply held moral beliefs and expectations." The effect of being exposed to or

participating in morally injurious events in combat can result in debilitating guilt, shame, and anger. Though effective clinical resources have been developed to address posttraumatic stress disorder (PTSD), less attention has been focused on understanding and addressing the potential moral and spiritual impacts of combat. This presentation will review the current research and conceptualization of moral injury in the mental health field as well as current efforts to address it in a clinical setting. Attendees will have the opportunity to discuss potential strategies to address moral injury at the micro, mezzo, and macro levels.

Presenter Bio (s): Tim Olsen is the Director of Psychological Health for the Kentucky Army National Guard. His interests include clinical work and research regarding combat trauma, moral injury, suicide prevention, resilience, and supporting student-veterans. He is currently a doctoral candidate in the University of Kentucky College of Social Work.

Workshop Title: Justice for Gerontological Populations: A Meta Analysis of Social Welfare

Workshop Presenters: Linda Openshaw, DSW, LCSW Elizabeth McLane Andrew McLane, LMSW

Workshop Abstract: Generally, when people discuss welfare programs, it conjures images of economic waste and superfluous spending. However, recent trends in the growing gerontological population call for expansions of social welfare programs rather than politically motivated budget cuts. The present meta-analysis examines the trends in social welfare spending and need.

Workshop Number: 20120986 -

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

- Inform on the current status of welfare programs for the elderly
- Explore the need for future expansion of social welfare programs
- Examine the role of the church and social workers in practice

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: The present meta-analysis explores the current social welfare programs offered to gerontological populations within the United States. According to the United States Government Accountability Office, millions of senior citizens who depend on social service funding through programs like the Older Americans Act, are not receiving adequate resources. These resources, which include access to nutrition, home health services, and transportation, are supposed to be funded by Title III grants under the Older Americans Act. However, despite the elderly,

specifically those aged 65 or older, becoming the fastest growing demographic in the United States, the Older Americans Act and other senior care entitlements, starting with the financial crisis in 2008, have been casualties of budget cuts in recent years (Levine 335; Jeszeck 1). According to Max Richtman, the chair for Leadership Council of Aging Organizations, due to a decrease in employer-sponsored retirement benefits and pensions, one in six of those aged 65 and older, are forced to cope with hunger, do not receive proper preventative medical care, and do not have access to transportation. Because of the growing number of elderly requiring services and the budget cuts to the programs that provide them, the Government Accountability Office conducted a study concluding that "more should be done in order to meet the needs" of our country's senior citizens (Jeszeck 1). The Older Americans Act established in 1965, was designed to administer services to the elders of the United States population in order to provide them with the ability to stay at home and within their respective neighborhoods. Most of the services for the Older Americans Act are provided in the Title III section which consists of at least six additional relevant subcategories outlining what older Americans are entitled to receive (Richtman). Title III section B allows grant funding to be allocated toward "supportive services and centers," such as "transportation," "in-home chore services," and "adult day care." Section C1 provides funding for meals in places such as "senior centers." Section C2 allocates grant money to programs that provide food and "nutritional services" to the elderly that are unable to leave their homes. Section D provides preventative medical care such as vaccines and general healthcare maintenance. Finally, section E allots grant funds to care-givers of those that struggle with chronic ailments or are disabled (Richtman). Further Titles under the Older Americans Act provide additional funding for elderly natives, senior abuse awareness, and technological advances and research for senior care. In addition to the Older Americans Act, the elderly rely heavily on Medicare, Medicaid, and Supplemental Nutrition Assistance Program as well as services for transportation, all of which have received budget cuts or only slight increases despite the growing demographic of elderly citizens (Older Americans Act 14).

Presenter Bio (s): Linda Openshaw, DSW, LCSW, ACSW is the MSW program director and professor at Texas A&M University Commerce.
Elizabeth McLane is a student currently perusing a BSW.
Andrew McLane, LMSW, LCDC-I is the Director of Social Services at McKinney Healthcare and Rehabilitation Center

Workshop Title: Ethical Considerations Regarding the Integration of Clients' Spirituality

Workshop Presenters: Holly Oxhandler, PhD, LMSW

Workshop Abstract: This workshop will present on emerging research that identifies the role of social workers' religion/spirituality (RS) in the processes of ethically and effectively assessing and integrating the clients' RS in mental and behavioral health treatment. Implications and suggestions for social work practice and education will be discussed.

Workshop Number: 20121095 -

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

- Describe potential predictors related to social workers' views and behaviors on integrating clients' religion/spirituality in practice
- Identify sources of support and barriers to integrating clients' RS in practice
- Describe the intersection between our Code of Ethics and social workers' RS in the process of ethically integrating clients' RS in clinical practice.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Research on religion and spirituality (RS) and mental and behavioral health indicates promise that the ethical and effective assessment and integration of clients' RS in treatment has the potential to improve a number of outcomes (Koenig, King, & Carson, 2012; Koenig, McCullough, & Larson, 2001). Further, clients are beginning to express a desire for their RS to be considered in treatment and for the practitioner to initiate the conversation (Harris, Randolph, & Gordon, 2016; Stanley et al., 2011). Though the Council on Social Work Education's (CSWE) Educational Policy Accreditation Standards (CSWE, 2015) provide some attention to RS in BSW and MSW curriculum, a paucity exists in the continuously identified lack of training in social work on the integration of clients' RS (Canda & Furman, 2010; 1999; Oxhandler, Parrish, Torres, & Achenbaum, 2015; Sheridan, Bullis, Adcock, Berlin, Miller, 1992). This is especially worth further discussion given that despite limited training, the National Association of Social Work's (NASW) Code of Ethics (2008) includes attention to religion in at least five of its codes regarding our ethical responsibility to clients (1.05 and 1.06), to colleagues (2.01), as professionals (4.02), and to the broader society (6.04). An argument can also be made for at least four others (2.05 Consultation; 2.06 Referral for Services; 4.01 Competence; 5.02 Evaluation and Research). This presentation will combine the results of three separate analyses of a national, cross-sectional survey of clinical social workers in the US to create a holistic narrative regarding the ethical integration of clients' RS in practice. First, the presenter will discuss the results of the initial study, which indicated the practitioners' intrinsic religiosity was the largest predictor of clinical social workers' attitudes, perceived feasibility, self-efficacy, and behaviors regarding the integration of clients' RS in practice (Oxhandler, 2015). Second, this sample's responses to two open-ended items designed to assess what supports or hinders the integration of clients' RS in practice will be presented (Oxhandler, in press-a). Interestingly, when asked what helps practitioners to integrate clients' RS into treatment, over 40% of the sample freely indicated some mention of their own personal RS beliefs/practices. In light of these findings, the presenter will also highlight the results of another analysis of this dataset that suggests clinical social workers hold vastly different RS beliefs and practices as compared with the general population (Oxhandler, in press-b). Finally, based on the findings from these studies, and

in context to previous studies, implications and suggestions for clinical social work practice and social work education will be presented.

Presenter Bio (s): Dr. Holly Oxhandler is an assistant professor at the Diana R. Garland School of Social Work. Her research focuses on the intersection between ethical and effective integration of clients' religion and spirituality and the evidence-based practice process in clinical practice.

Workshop Title: Unity in the Midst of Diversity Dialogue Panel on Racial Reconciliation...

Workshop Presenters: Kim Parker, LCSW Rhonda Hudson PhD Laurel Shaler, PhD

Workshop Abstract: Americans are divided over issues of race, religion, and politics. The discussion panel seeks to facilitate better understanding between two seemingly opposing sides, and to see hope that there are more common grounds between Christian left and right by conducting an open, respectful dialogue to build off our similarities and minimize differences.

Workshop Number: 20121093 -

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

- Identify the scriptures used by Christian Left and those used by Christian Right to achieve their idea of racial justice
- Identify the similarities of Christian Left and Christian Right in racial justice values
- See practical ways they can contribute toward improving race relations & racial justice as modeled or expressed by the panelist

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Sample Questions for the discussion panel:
1) What are your favorite Scriptures to guide you in your social work as it pertains to improving race relations and achieving racial justice? 2) If we are to achieve racial justice, then who do you empathize with more: law-enforcement and their families or people of color/Black Americans? Why? What would the opposite side say about this? 3) Do you believe there are any laws today that are unjust to POC? Explain in specifics. 4) Progressives often point out that mass incarceration of innocent black citizens is the modern civil rights cause. In your viewpoint, what are the societal problems that lead to a disproportionate number of black Americans being incarcerated? What would be a proposed solution to this problem? What can individuals who are busy working and raising a family do about this? 5) Conservatives often point out that the problem is in the

breakdown of the family, leading to poverty (involving a disproportionate number of Black American families). What do you believe is the cause of the breakdown of the family? And would you be in favor of family preservation services and legislation (believed to be a strong deterrent of Americans falling into poverty)? What can individuals who are busy working and raising a family do about this? 6) In your understanding, what is white privilege? What can you do about it personally? Corporately as a nation? 7) What about conservatives who are POC--do they make sense to you and your worldviews? Is there common ground? 8) Do you believe that America still fosters institutional or systemic racism? How? (Cite facts, figures, and research) If so, what can we, as individuals or as a group, do about it?

Presenter Bio (s): Kim Parker, LCSW, is a therapist in private practice in TX for the last 8 years. Kim has also worked as a clinician in foster care agency, homeless shelter, & community mental health clinics. She received her MSW in 1998, MRS in 2001, LCSW in 2003, and MOM of 3 shortly after. She's the author of a new book

#EastMeetsWestParenting

Rhonda Hudson is a Professor and BSW Director in School of Social Work at Union University. She is also the former Sr. Research Associate at University of Miami School of Medicine. She is a Board Member/Past President at Area Relief Ministries in Tennessee.

Laurel Shaler is a department chair/asst. professor at Liberty University and writes/speaks about faith, culture, and emotional wellbeing. She's writing a book for David C Cook, and has been published by Lifeway's Journey, Extraordinary Women, and Proverbs 31 Ministries along with blogs published by ERLC, Believe.Com, and AACC. Studied Ph.D. in Counselor Education and Supervision at Regent University

Workshop Title: Black Social Workers Matter. Influences of Black Pioneers on the Profession

Workshop Presenters: Amittia Parker, LMSW, PhD Student

Workshop Abstract: The roots of social work are more colorful than they appear. Early in the history of social work, Black social work pioneers contributed to the development of the profession. This presentation situates the development of social work in its full history.

Workshop Number: 20120993 -

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

- Think and speak differently about the development of social work and the pioneers attributed to the profession's inception.
- Describe specific contributions of early Black pioneers on the social work profession

- Identify ways to help move the profession toward the realization and affirmation that Black Social Workers Matter

Level of Presentation: Basic

Target Audience: Social Workers, Students

Workshop Description and References: This workshop tells a story of the development of social work that is not well reflected in nor infused into the literature. Indeed, early in the history of social work, Black social work pioneers contributed to the development of the profession. Multi-disciplinary Black social work pioneers were operating in a social service system parallel to its mainstream counterpart, yet their contributions have been largely ignored and omitted from the annals of social work history. This session highlights the Black settlement house movement that occurred alongside Jane Addams and Hull House, the work of Lugenia Burns Hope alongside Mary Richmond, and the influence of W.E.B. Du Bois on Bertha Reynolds, the godmother of the strengths perspective. The roots of social work are more colorful than they appear and this article situates the development of social work in its full history. Implications for contemporary social workers including the interwoven and inseparable influences of race, faith, and social work will also be discussed, with recommendations to move the profession toward the realization and affirmation that Black Social Workers Matter .

Presenter Bio (s): Amittia is a doctoral student at University of Kansas. She has 10 years of experience working with children and families. She is currently working as a Research Assistant and Field Liaison. Her research interests are spirituality in social work, faith-based social work, mental health access and service utilization in communities of color, health disparities, cultural diversity, leadership in social work, and early childhood mental health.

Workshop Title: Holistic Case Management for Victims of Trafficking

Workshop Presenters: Rachel Parker, MAIS

Workshop Abstract: This presentation will look at the different needs and areas of service that victims of human trafficking may need to access; identification of partners for potential collaboration to ensure holistic case management and seamless support; and address opportunities for empowerment.

Workshop Number: 20121058 -

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

- What does holistic case management look like for victims of human trafficking: A look at both individual and family impacts

- Key differences between foreign-born and domestic human trafficking victim needs.
- Examples of successes and failures in case management and self-care needs

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: Human trafficking is gaining greater awareness across the world. Differing statistics abound with multiple definitions, creating confusion and misunderstanding of what this crime is and who the victims are. The competing sensational stories break hearts that should be broken over the egregious exploitation of a person's vulnerabilities, however, the cost is not paid by the viewers but by the people caught in this crime, and victimized by it. Each victim and survivor's story is different, and needs can vary substantially depending on access to services, life skills, and support networks. Rebuilding a life can be expensive, both in resources and time. In this presentation, the focus will be on areas and services that are most needed to develop effective case management plans, identifying areas for empowerment and collaboration; and the different needs between sex and labor trafficking victims and foreign-born and US Citizens and Legal Permanent Residents. World Relief High Point/Winston-Salem has been providing case management services to foreign-born victims of trafficking since 2004, and providing technical assistance to domestics since 2009 with a recent growth in case management opportunities in 2016. Each person is a human being, with hopes, dreams, and a future; our case management services are geared towards helping survivors' next steps in life be positive ones that put them in control of their own lives. This presentation will touch briefly on the working definition of human trafficking used by World Relief and the Trafficking Victims Protection Act, and then move rapidly to case management services. Participants should have a working knowledge of human trafficking prior to the presentation.

Presenter Bio (s): Rachel Parker manages World Relief High Point's Anti-Human Trafficking Program. She supervises direct services for survivors of labor and sex trafficking, collaborative responses in Middle and Western NC, and coordinates the Triad Rapid Response Team. Rachel sits on the Direct Service Provider's Executive team within the North Carolina Coalition Against Human Trafficking for FY 16 & 17. Rachel has a Masters in International Studies from ECU.

Workshop Title: Creating Culturally Responsive Emotional Care Ministries in Black Churches

Workshop Presenters: Jennifer Payne, PhD, LCSW

Workshop Abstract: A way to facilitate healing in Black communities is to establish emotional care ministries (care ministries of concerned clergy and laity who pray together

and provide encouragement for congregants who struggle emotionally). This session describes how to establish culturally relevant emotional care ministries in churches, with real-world examples.

Workshop Number: 20121039 -

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

- Describe the elements of an active emotional care congregational ministry
- Learn how to engage in a needs assessment to discover a congregation's emotional care strengths and its needs
- Discuss ways to culturally adapt and tailor an emotional care ministry program for a specific church or religious community

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: "How equipped are we, as the church, to love, embrace, and handle members of our congregations who struggle with issues like depression, drug or alcohol addiction, children's mental health issues, or changes of life that take place as we get older? All too often we fail to respond adequately to those whose sickness is an illness of the brain, or we hesitate to take action because we do not know exactly what to do" (Craig Rennebohm). It has been well established in research that Blacks are underrepresented in mental health treatment (Kessler et al., 2005; Kessler, Olfson, & Berglund, 2003; Wang et al., 2005; Williams & Jackson, 2005). As a result, there is a population of individuals who suffer silently with mental health and emotional issues. A person's church community can be a support or a barrier to mental health healing. Thus, it is vital for churches to facilitate emotional healing and to reduce stigma. One way to do that is to establish emotional care ministries. An emotional care ministry is NOT a counseling ministry; it is NOT a 12-step group; it is NOT a therapy group; it is NOT deliverance ministry. An emotional care ministry is a care ministry of concerned clergy and laity who get together to pray and determine the best ways to encourage and care for those in their congregations who are struggling emotionally. It IS an advocacy group; they are "stigma busters" who work to decrease congregational ignorance about mental illness and emotional health. The process discussed is based on published literature by Reverend Craig Rennebohm, Pathways to Promise Senior Advisor. Three books by Craig Rennebohm were used as a starting point to begin emotional care ministry development: *Mental Health Ministry: An Introduction*, *The Way of Companionship*, and *Organizing a Congregational Mental Health Team*. However, this presentation expands the work of Reverend Rennebohm by discussing cultural adaptations necessary to reach and motivate the Black church in establishing these ministries. Thus, this workshop will enable the attendees to examine the process of establishing culturally relevant emotional care ministries in congregations. The presenter, as the director of a mental health auxiliary within her own Diocese, will provide real-world examples. Through the establishment of more emotional care

ministries in Black churches, churches (and the communities they serve) can be empowered to take charge of their emotional health.

Presenter Bio (s): Jennifer Shepard Payne is an Assistant Professor in Azusa Pacific University's Social Work department. She received her PhD from the UCLA Luskin Department of Social Welfare and is a LCSW with many years of experience in mental health clinical practice and administration. Her research interests include developing culturally adapted community-based behavioral interventions. More info is at www.urbanpastorsproject.com.

Workshop Title: Interreligious Dialogue and Social Work: Who is My Neighbor?

Workshop Presenters: Julia Pizzuto-Pomaco, PhD, MSW, MDiv

Workshop Abstract: In this workshop we will receive training on the 5 major religions of the world and how being aware of other's religious practices and beliefs can improve our service to clients and communities. We will learn how interreligious dialogue skills can aid us in understanding our neighbor and advocating for everyone to have the right to practice their religion.

Workshop Number: 20120950 -

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

- Learn the major practices and beliefs of the 5 major world religions and identify how this information can help you in your social work practice and advocacy
- Identify your own religious beliefs, prejudices and blindspots and learn how to avoid making assumptions that others hold similar ones
- Gain dialogue skills to learn how to engage with clients, groups and communities who hold religious beliefs different from your own

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: We live in a world that is quickly becoming a breeding ground for misunderstanding and prejudice. During the recent 2016 election we saw how beliefs and values that are held to be discriminating toward one group or another (and are considered by many to be the fuel behind microaggressions) began to be expressed openly without concern for retribution. If you come from a minority religion in our country (Muslim, Jewish, Hindu/Buddhist, etc) it is quite possible you have faced prejudice. The incidents of religiously fueled violence has steadily increased since 9/11 and certainly in recent months has been on the incline. There is no time like the present to learn to identify our preconceptions and to educate ourselves about what the major

religions of the world believe and practice. Our clients come from diverse backgrounds and the communities we serve represent a variety of cultures and religious beliefs. We can no longer avoid becoming religiously competent. Just as we train to be culturally competent and to understand the background of our own beliefs and blindspots we now need to begin to address inequality in religious representation. If you are not from the dominant religion in our nation (Christianity) than you will likely face profiling, ignorance and lack of understanding when it comes to your practices and belief system. If you are a Muslim woman and wear a hijab you may find that you must defend your religious choices in the strangest of places. For example, walking down the street could find you in a dispute with the local grocer about whether or not you have the right to wear a symbol of modesty in your own country (which you grew up in and where you have been educated). You may have to explain to the local elementary school your desire to fast and teach your child the importance of it during the season of Ramadan. In this workshop the need for Interreligious Dialogue and Diversity training for social workers will be explored (why the need, what does it entail and how does it apply to our work and the betterment of society). We will define briefly the causes of Christian hegemony, discrimination, bigotry and the imbalance of power. We will also move on to discuss how being trained in Religious Diversity (understanding at least the 5 major world religions) will prove to be invaluable. In the remaining time we will explore the art of Interreligious Dialogue (steps of identifying preconceptions, developing empathy, active listening, the art of storying, identifying past hurts and intolerance, creating a safe space and authentic respect and collaboration between diverse religious traditions). We will learn what Gustav Niebuhr calls "more than tolerance" and will hopefully have some time to practice interreligious dialogue together during our workshop. We will learn skills that will help us to be more informed practitioners and advocates for the rights of all people regardless of their religious affiliation.

Presenter Bio (s): Julia Pizzuto-Pomaco has a PhD. (University of St. Andrews, New Testament), M.S.W. and B.S.W. (Temple University, direct practice) and an M.Div. from Palmer Seminary (ordained Presbyterian Minister and Pastor of Grace Community Church in Medford, NJ). Julia currently teaches at Rowan University in the Religion Department and am in interested in how social work skills interact with religion and how they can assist interreligious dialogue.

Workshop Title: Disrupt and Rebuild: Reporting from World Meeting of Popular Movements

Workshop Presenters: Linda Plitt Donaldson, MSW, PhD

Workshop Abstract: This workshop will introduce participants to the World Meeting of Popular Movements, a series of annual meetings convened by Pope Francis, starting in 2014, to bring together grassroots leaders around the issues of land, labor, and lodging. This workshop will report on the history of the World Meetings and the outcomes of the 2017 World Meeting.

Workshop Number: 20121004 -

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

- Participants will understand the history and teachings that undergird the World Meeting of Popular Movements as well as the Model used for it.
- Participants will learn the history of community organizing in the Catholic Church, particularly the Catholic Campaign for Human Development.
- Participants will learn about the substantive outcomes that emerged from the World Meeting of Popular Movements and the implications for social work.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: The World Meeting of Popular Movements was initiated by Pope Francis emerging from his concern that the dominant economic models used by powerful world interests were undermining human dignity, exploiting the earth's natural resources, and creating an 'economy of exclusion.' To honor and give voice to grassroots leaders, Pope Francis, through his office of Integral Human Development, has convened grassroots leaders from across the world with the following objectives: 1. To create opportunities among those leading justice work to encounter one another and to encourage solidarity. 2. To help grassroots groups gain a broader perspective of what is being done by other groups across the country and globally. 3. To provide opportunities for church to encounter those in the movements to learn how to better accompany them in their efforts. 4. To develop a shared understanding of how a "profits-over-people" value-system drives economic and racial exclusion in the US and around the world. The purpose of this workshop will be to report on the history and philosophy of the World Meeting of Popular Movements, to review the history of community organizing in the U.S. Catholic Church, and share about the current work of the Catholic Campaign for Human Development. This workshop will also share the substantive outcomes that were decided among the nearly 700 grassroots leaders who attended the 4th World Meeting that took place in February 2017 in Modesto, California. The implications for social workers to 'empower communities' will be shared in this workshop.

Presenter Bio (s): Dr. Donaldson has been on the faculty of the National Catholic School of Social service since 2004, bringing extensive experience in nonprofit social service management, public policy advocacy, and community practice. She is currently the Editor-in-Chief of the Journal of Religion and Spirituality in Social Work.

Workshop Title: Moral Injury and Soul Repair

Workshop Presenters: Harry Quiett, MDiv. ThM

Workshop Abstract: Moral Injury is a relatively new term describing severe trauma in active military and veterans. It is a step beyond PTSD and is recognized as a spiritual crisis. Thus it has a deep theological root as well as social dimension.

Workshop Number: 20121064 -

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

- Become aware of the term Moral Injury and its development from the work of Jonathan Shay to its current impact
- Distinguish between Moral Injury and PTSD and learn of current research on approaches to healing
- Be familiar with the theological dimension of Moral Injury/Severe Trauma and the need for more than clinical assistance; a need for soul repair

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: The presentation will first describe the characteristics of Moral Injury, a trauma associated with, but distinctly different from, PTSD. Thus, it will also cover the symptoms that are common to each and those that distinguish Moral Injury. The term originated from work with returning veterans who had difficulty reintegrating into society. As research has progressed, it has become defined as a unique condition that is both psychological and spiritual. We will look briefly at the history of the trauma and those who have given it a new name. Much work is being done to research the best approaches to healing. We will discuss the work of the Soul Repair Center at Brite Seminary, and some recently funded research that is on going. The faith community can play a critical role in aiding the victims of Moral Injury. Indeed the severe trauma that induces this condition is not limited to the military. Many clients of human services are there because of such trauma. Their ability to heal is impeded by a lack of spiritual well being even when given the tools for recovery from issues such as homelessness, addictions, and domestic or sexual abuse to mention only some potential causes. We contend that the Christian Social Work community has been actively doing "soul repair" since its beginning. Now we have an opportunity to redefine the relationship between the clinical and spiritual side of that work. Current work on Moral Injury is demonstrating the necessity for both approaches. Theologically, this may require some rethinking of the Christian approach to the concept of recovery. Our focus has traditionally been on victory over whatever evil or impediment we encounter. The work on Moral Injury suggests that we may need to understand that some trauma is never "over" but remains. How then do we work to establish true "soul repair"? For some, severe trauma has caused them to, in effect, be trapped on "Holy Saturday". They understand the pain of the Crucifixion, but are not able to see the promise of the Resurrection. This means that we must redefine how we understand our approach to the trauma that is so severe that it causes a loss of faith and of self worth. The answers are as complex as the situations in which individuals find themselves. However, there are

beginning to be approaches that are effective. We will explore some of these and the backdrop necessary to implement a path to healing. Work thus far has confirmed that the best approaches actively involve all parts of the self. The creative self must be opened to allow for a process of understanding and processing the trauma itself. This involves music, poetry, journaling, and movement. When a trauma is too deep to verbalize, it must be expressed in other ways.

Presenter Bio (s): Harry Quiett is currently VP for Ministry at VOA a national faith based human services organization/interdenominational church. He has pastored churches in Washington, DC and in NC. He served as the ED of a Cultural Diversity Commission and as Dir. of Volunteers and Employee Relations for the nations 3rd largest HIV/AIDS clinic

Workshop Title: The Role of Spirituality in Disaster Preparedness: Are Our Students Ready?

Workshop Presenters: Laura Racovita-Szilagyi, PhD, MSW Sonia Wrate

Workshop Abstract: This presentation highlights results from a mixed method study exploring MSW students' perceptions of the role of spirituality and their level of comfort in providing crisis intervention following an emergency preparedness inter-professional simulation. Implications and applications to social work education will be presented.

Workshop Number: 20121075 -

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

- Understand the need for adding critical disaster response training in the social work curriculum.
- Describe three benefits of providing an inter-professional collaborative practice simulation.
- Understand the role of spirituality for MSW students as future disaster responders.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Social workers have been called to respond to individual and community needs following disasters (Ali, Hatta, Azman, 2014). As professionals, research shows that they make a unique contribution to the recovery process due to their "knowledge and skills in crisis intervention, family dynamics, bereavement, group work, information and referral, outreach and engagement, and the application of a strengths perspective" (Ng, 2012, p. 538). Research also shows that spirituality plays a protective role in disaster recovery (Aten, 2012; Boan, et al, 2013;

Hackbarth, et al, 2012) both for victims-survivors and responders (Szeifach, Linzer, & LaPorte, 2012). However, little is known about the role of spirituality in the perception of levels of preparedness in future responders. Therefore, this presentation will focus on how perceptions of the importance of spirituality may be related to perceptions of preparedness to provide services in the aftermath of disasters. Simulations allow students to practice their skills in realistic scenarios and have been long recognized as optimal learning strategies in nursing and other health professions (Medina, 2015; Pilcher et al., 2012; Rafferty-Semon, Jarzembak, & Shanholtzer, 2017; Stanley & Wolanski, 2015). Thirty MSW students enrolled in a Trauma and Emergency Preparedness elective course participated in two inter-professional collaborative practice disaster simulations together with nursing students. At the conclusion of each simulation, students were given the opportunity to participate in a mixed methods study. The online survey link was emailed to the students to complete and focus-groups were recorded and transcribed verbatim. Results show that social work graduating students agree or strongly agree that spirituality plays a major role in disaster preparedness (93%), that social workers should receive training in disaster preparedness (93%), and that following specialized disaster response training, they felt somewhat comfortable providing crisis support during the simulation (57%). The workshop will present implications for incorporating disaster preparedness into social work education and the role of specialized training in crisis intervention and disaster response, as well as the role of spirituality in the level of confidence in professional social work skills, and lessons learned from implementing an inter-professional collaborative practice simulation.

Presenter Bio (s): Dr. Racovita-Szilagyi is passionate about social work education and connecting with students for optimal learning. Some of her teaching and research areas of interest include: non-profit management, program development, social work ethics, trauma and crisis intervention, emergency response, online learning, and cultural competency.

Ms. Wrate is a clinical nurse educator, with experience in home healthcare, office, and faith community nursing. Her primary interests are in geriatrics, technology, simulation, and emergency preparedness.

Workshop Title: Mental Health Stigma: Implications for Advocacy and Justice

Workshop Presenters: Emily Raduns

Workshop Abstract: This presentation will explore the factors related to mental health stigma among students at a medium-sized religious university, including education, contact, and religious fundamentalism. The implications for social work education and general education will be discussed.

Workshop Number: 20120990 -

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

- Articulate several factors related to mental health stigma, along with tested methods for addressing those factors.
- Understand the relationship between religious fundamentalism and mental health stigma and other prejudices.
- Identify opportunities for improvement in higher education and identify prospective methods for pursuing change in students' levels of stigma.

Level of Presentation: Basic

Target Audience: Educators, Students

Workshop Description and References: Mental health stigma is essentially the phenomenon of prejudice and discrimination placed on those who have experienced or are currently experiencing a psychological disorder. It can have negative effects on the self-perception, employment and housing, interpersonal relationships, and physical and mental health of those with a mental health diagnosis (Sickel, Seacat, & Nabors, 2014). Several authors have developed theories on the origin and continuance of stigma, including Goffman (1963), Corrigan (2001), and Link and Phelan (2001). The combination of these theories provides a theoretical basis for understanding stigma. Stigma often arises from unmet expectations, a perceived ability to control one's own mental health at either onset or offset of illness, and ingroup bias, with its resulting prejudice and discriminatory actions. These theories and the existing body of literature lead to an evaluation and discussion of the role that religious fundamentalism and field of study play in student mental health stigma. Many researchers investigating mental health stigma are primarily concerned with stigma among those who work professionally with individuals experiencing these disorders. As such, a great deal of research has centered on the assessment and reduction of stigma among mental health professionals and other professionals who are likely to encounter mental health issues, such as medical professionals. This area of research has also been extended to students intending to enter these fields, in the hopes that intervention while in training can reduce potential harm while in practice (Zellmann, Madden, & Aguiniga, 2014). However, very little has been done to evaluate stigma across the full spectrum of fields of study. Very little research has been devoted to the relationship between religion and stigma, but there is a wealth of research connecting Christian religious fundamentalism to other stereotypes and prejudices (Altemeyer, 2003). Phelan, Link, and Dovidio (2008) established that stigma and prejudice overlap greatly and are used to describe and study the same phenomenon. Therefore, to explore the link between the research on mental health stigma and religiously driven prejudice, the correlation between fundamentalism and mental health stigma is worthy of exploration. The research presented assesses religious fundamentalism in student participants, and analyzes the relationship between this and stigma. It also gathers data from students in a variety of majors, comparing stigma across these fields of study. Implications for religious institutions, liberal arts or general education, and social work education will be examined and discussed.

Presenter Bio (s): Emily is a senior BSW student at Olivet Nazarene University in Bourbonnais, Illinois. She has completed service hours with youth, the aging, and

refugees, and spent this past summer leading teenagers in service projects with the organization YouthWorks. The presentation is based on research completed for Olivet's Honors Program, an academically rigorous interdisciplinary program.

Workshop Title: Helping Couples with Emotional and Spiritual Healing after Infidelity

Workshop Presenters: Janice Rasheed, MSW,LCSW,PhD Mikal Rasheed MSW, LCSW, PhD

Workshop Abstract: This workshop will guide practitioners in helping couples who are recovering from the emotional turmoil of infidelity, using the Emotionally Focused Couples Therapy Model. This approach will be informed by biblical scriptures to offer the therapist spiritual and clinical insights to help couples to forgive and reconcile.

Workshop Number: 20121018 -

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

- Fact and myths of infidelity will be presented; as well as facts and myths of the process of emotional recovery (from each partner's perspective) will be explored.
- Biblical teachings of forgiveness & reconciliation will provide spiritual and clinical guidance to couples in restructuring & expanding their emotional interactions.
- The Emotionally Focused Therapy model will be presented-albeit from a Christian perspective supporting the couple in redirecting emotional responses to each other.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: The revelation of infidelity is a traumatic event for both partners. The betrayed partner's experience has been likened to that of experiencing PTSD; as well as the offending partner who is faced with a moral crisis that can cripple the with guilt and shame. The process of recovery is like steering a ship through a storm. Many couples opt to attempt to work through this conjugal crisis; although recent research studies (2016) reveal that only 31% of these marriages last after the affair has been admitted to or discovered. This workshop will present a biblically-informed approach that partners with a clinically process, Emotionally-Focused Therapy (EFT) will support partners in restructuring and expanding their spiritual and emotional responses to each other. EFT focuses on reshaping distressed couple's repetitive interactional patterns and the emotional responses that evoke those patterns (e.g. trying out new responses to each other, toward helping the offended partner to "forgive" and to promote compassion, evoking softer emotional responses toward a reconciliation in their

relationship). EFT's concern is not to pathologize clients but to create a collaborative alliance to offer the couple a secure base from which to clarify emotional responses underlying interactional positions toward formulating new meanings within their marriage. The process of a couple's recovery from infidelity can be derailed by a multitude of road blocks: From the offending partner - not taking full responsibility for being unfaithful and blaming the spouse for their infidelity (i.e. my needs weren't getting met, etc.), "trickle truth" (initial reluctance to be totally honest about the nature of the affair), "cherry-picking" (wherein negative aspect of the "affair partner" are ignored or minimized, combined with the "play-acting" that occurs between affair partners-making for a fantasy- relationship that results in the powerful aphrodisiac of the "positive mirroring" received from the "affair partner"), lack of understanding the depth of the pain caused by their unfaithful behavior. From the betrayed spouse -becoming obsessed with the details of their spouses' affair, getting stuck and consumed by anger (and revenge) over the partner's betrayal, accepting the responsibility for the spouses infidelity, resentment over feeling pressured to "forgive" the unfaithful spouse. Biblical teachings of forgiveness and reconciliation will provide clinical guidance in restructuring their emotional responses and interactions. The underlying value assumption of the approach is that spiritual healing is a necessary precondition for emotional recovery (for both partners) after infidelity has occurred. The betrayed spouse can find strength in the Word of God to keep moving forward in the light of His Grace. The offending spouse will find solace, forgiveness and acceptance for the teachings of Jesus Christ so they can help their partner heal.

Presenter Bio (s): Dr. Janice Matthews Rasheed teaches, conducts research, presents papers at professional conferences, has written books, and published articles and chapters in books on couple and family therapy, and multicultural social work practice. She is also a Licensed Clinical Social Worker (LCSW) in private practice in the state of Illinois. Dr. Mikal Rasheed is Professor Emeritus from Chicago State University where he was the Director of the MSW program. He continues to teach at Loyola University Chicago. He continues to present papers at professional conferences, has written books and published articles and chapters on men's issues, couple and family therapy, and multicultural social work practice. He maintains a private practice in Illinois as a Licensed Clinical Social Worker

Workshop Title: Integrating Faith in Substance Use Risk Assessment: An SBIRT Model.

Workshop Presenters: Mary Rawlings, PhD, LCSW Rachel Castaneda PhD, MPH

Workshop Abstract: This workshop provides an overview of a SAMHSA funded, web-based, faith-integrated SBIRT training model aimed to prepare practitioners to be culturally responsive to faith during assessment and interventions for substance use disorder risk. Strategies for implementing SBIRT training into inter-professional disciplinary curricula are highlighted.

Workshop Number: 20121015 -

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

- Articulate basic understanding of using a faith-integrated SBIRT (Screening, Brief Intervention, and Referral to Treatment) approach in social work practice.
- Identify best practices (and barriers) for integrating SBIRT training into social work curricula and internship field sites.
- Access faith-integrated SBIRT resources for preparing social workers in ethically and culturally responsive assessment and intervention practices.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: National data suggests that over 23 million people engage in substance use that would be considered "risky" or "problematic," yet only 2.5 million are ever referred to or engage in services (Center for Behavioral Health Statistics and Quality, 2015). As front line professionals, social workers engage people who may not otherwise receive intervention. Hence, preparing social workers to adequately assess for risk of developing or having of a substance use disorder, and triaging such risk via interventions and/or referral to treatment is a priority in professional practice standards (NASW, 2016). This need is even greater in medically underserved communities given that unequal access to services and health disparities remains an important area for achieving health equity and justice (Andrews, Guerrero, Wooten, & Lengnick-Hall, 2015). Yet social work education programs rarely require any training in substance use disorder assessment or intervention, leaving students underprepared to competently assess for, and intervene in situations involving substance use disorder risk (Quinn, 2010). SAMSHA recognizes this gap in educational training and has funded universities to integrate SBIRT (Screening, Brief Intervention, and Referral to Treatment) training into social work curricula. However, there is also a need for culturally responsive services, including a responsiveness to patient-centered beliefs and values, like faith and spirituality. Literature suggests that faith can serve as both a protective factor and risk factor in substance use risk trajectories and uptake of practices (Gorsuch, 1995). Risk factors across a range of faith traditions include feelings of shame and guilt, fear of rejection by faith community, and reluctance to seek care/services in secular treatment settings (Gorsuch, 1995; Stoltzfus, 2006). Faith-centric protective factors include prayer, church attendance, spiritual beliefs, and other religious activities underlying coping (Blakey, 2016; Gorsuch, 1995). Faith-based social work education programs are in a unique position to lead in this training initiative, developing well prepared social workers who can provide leadership in ethical integration of faith and spirituality in assessment and intervention SBIRT practice, both in secular and faith based settings. This workshop will introduce participants to a SAMHSA-funded web-based, interactive faith-integrated SBIRT training. The training is inter-professional, designed to be applied across a range of disciplines including, social work, psychology,

nursing, and ministry settings, both secular and faith based. After the session, participants will know the basics of SBIRT practice, how faith can be leveraged into assessment and intervention practice across diverse faith traditions, as well as identify best practices (and barriers) for implementing SBIRT training into social work curricula and field internship practice settings. SBIRT-related resources will also be shared.

Presenter Bio (s): Mary Rawlings, Ph.D., is interested in competency-based education, helping students develop skills necessary for entry-level practice, assessing outcomes of social work education, and experiential learning models (such as service-learning or use of simulation) that can enhance student educational outcomes. She is a licensed clinical social worker with more than 10 years of practice experience.

Rachel Castaneda, Ph.D., is a research psychologist who brings extensive training in public health, developmental and health psychology, and addiction medicine/psychiatry. She is researching the recovery from substance use, taking a developmental social approach. She serves as the principal investigator on a five-year, NIH-funded grant to develop and test the utility of a mobile-based continuing care recovery support program.

Workshop Title: I Will Survive: Adjuncts Use of Spiritual Coping in the Online Classroom

Workshop Presenters: Telvis Rich, MSW, LMSW, MA, EdD, PhD

Workshop Abstract: Adjuncts are the growing faculty majority in the United States and are widely used as instructors in social work programs. To best understand the lived experiences of this growing faculty majority, a phenomenological research study was conducted to explore how adjuncts use spiritual coping in social work education to manage the online workplace challenges.

Workshop Number: 20120961 -

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

- Participants will be able to understand how adjuncts employ spiritual coping in classroom instruction.
- Participants will learn how adjuncts use spiritual coping to manage workplace challenges.
- Participants will learn how adjuncts use spiritual coping when working with students, faculty and administrators to promote their own job satisfaction.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Workshop Description and References: According to the 2014 Annual Statistics Social Work Education Survey (CSWE, 2015), there are 499 baccalaureate (BSW) programs, 233 master-level (MSW) programs, 5 doctor of social work (DSW) programs, and 75 philosophy of social work (PhD) degree programs in the United States and territories. In the survey which centers on collecting annual data on social work programs and its faculty, a great majority of programs responded to the survey. The response included 98.8% (n=493) of the BSW programs, 99.1% (n=231) of the MSW programs, 80% (n=4) of the DSW programs, and 92% (n=92) of the PhD programs. Of the participating schools, 433 institutions shared insight on adjuncts. The participating institutions reported that 2,221 adjuncts teach in their BSW programs, 3,958 adjuncts teach in MSW courses, 50 adjuncts teach doctoral level courses (PhD or DSW). Therefore, there is a need to examine how this growing faculty majority cope with workplace challenges and successes in social work education. This presentation provides social work educators, students and administrators with insight on how adjunct faculty members use spiritual coping in the classroom and in their preparation for teaching as a lived experience strategy in the classroom. To the presenter's knowledge, there is no current research on adjunct faculty members' use of spiritual coping in social work education. Therefore, this presentation provides new insight for program directors and faculty as they embark upon expanding the instructional pool for online and hybrid courses and programs in the U.S.

Presenter Bio (s): Dr. Telvis M. Rich is the Director of MSW Field Education at Capella University. He has twenty years of leadership experience in higher education. As a licensed social worker, Dr. Rich has served as a school social worker, child protective services case manager, and chief executive officer of a large non-profit organization. He has earned a BSW, MSW, EdD and PhD. Dr. Rich is an active member of AAUP, CSWE, NABSW, NACSW, NASW, SWDE, and SSWR.

Workshop Title: Moving from Safe Spaces to Brave Spaces: Faith Based Social Justice

Workshop Presenters: Sonyia Richardson, MSW, LCSW Vanessa Drew-Branch Ed.D, LSW

Workshop Abstract: This presentation will discuss practical strategies for social workers to move from "safe spaces" to "brave spaces" in their commitment to social justice from faith based lenses. The presentation will explore, inspire, and charge social workers to become socially conscious, social justice change agents. Strategies will be proposed and modeled.

Workshop Number: 20121034 -

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

- Participants will understand the difference between "safe spaces" and "brave spaces."

- Participants will learn strategies for engaging in faith based social action aligned with values.
- Participants will learn practical strategies for shifting from creating safe spaces to creating brave spaces.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: This presentation will feature an interactive workshop that will focus on moving participants from "safe spaces" to "brave spaces" as faith based social justice agents advocating on behalf of marginalized populations. The presenters will help to create an environment for honest dialogue among participants while demystifying fears about potential conflicts between social justice and faith based perspectives. Through a faith based framework, the presenters will utilize McLaughlin's (2009) conceptualization of advocacy as instrumental, educational and practical advocacy. The presentation will contextualize "safe spaces" as practical based advocacy and environments that allow for neutrality and lack of social action. Safe spaces offer safety in expression and allows individuals to feel safe and supported without challenging or shifting current thinking patterns (National Coalition for Dialogue & Deliberation, n.d.). Brave spaces will be contextualized as instrumental advocacy strategies that allow for open dialogue and welcomes freedom of expression and feelings including anger, hostility, frustration, and pain in an attempt to transform dialogue and ultimately lead to social action (Leonardo & Porter, 2010). "Brave spaces" allow for transformative experiences. Participants will be encouraged to self-assess through polling (i.e. Poll Everywhere) on their smart devices whether they are creating safe spaces that reinforce neutrality and silence or brave spaces that reinforce a commitment to transformation. The results from the poll will translate to the screen. They will also assess reasons for hesitancy or inaction with advocacy through polling. Presenters will engage in group dialogue around these findings. Participants will have an opportunity to participate in a brief activity entitled "Holding Tensions" where they will be encouraged to process feelings, thoughts, and emotions regarding oppression towards marginalized groups (i.e. immigrants). Presenters will highlight how to deal with these difficult conversations while allowing for the difficult dialogue and ultimately transformation of thought. Ultimately, participants will learn strategies for creating brave spaces while viewing it through a faith based lens and considering faith based values. Presenters will model and simulate possible strategies and allow participants an opportunity to engage in dialogue regarding strategies. As a result of the presentation, participants will increase their commitment to social justice and learn strategies for dealing with value and faith based conflicts.

Presenter Bio (s): Sonyia Richardson is a Lecturer in the School of Social Work at UNC Charlotte and a PhD student in the Curriculum and Instruction, Urban Education program. She holds a Bachelor's degree in Psychology from the UNC Charlotte and a Master's degree in Social Work from the UNC Chapel Hill. She has over 15 years of

social work practice experience, including 8 years teaching social work courses at the graduate and undergraduate level.

Dr. Vanessa Drew-Branch is the BSW Program Director and Lecturer in the School of Social Work at UNC Charlotte. Her research focuses on issues of diversity and social justice, particularly for marginalized populations. She was selected as a Diversity Fellow in the College of Health and Human Services at UNC Charlotte and honored with a college teaching award in 2016.

Workshop Title: Planning and Implementing a Short-Term Community Service Learning Project

Workshop Presenters: Bobbye Roberts, LCSW

Workshop Abstract: A community service project is an instrumental and innovative tool to engage students in macro practice, while integrating faith and learning. This workshop will demonstrate the practical application of a planning model to a variety of social problems and vulnerable populations, enabling students to produce macro change in their communities.

Workshop Number: 20121090 -

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

- Identify the benefits of incorporating a service learning project into a macro level social work practice course, including integration of faith & social justice.
- Understand and apply the steps of the model of planned change or rational planning approach to a community service learning project of one's own choosing.
- Understand the challenges and rewards of classroom and community collaboration and macro level change.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Educators, Students

Workshop Description and References: As a part of an undergraduate social work macro practice class focusing on communities and organizations, students are challenged each course semester to carry out a short-term service project after identifying and researching a social problem in their local community. The class currently uses a planned change model adopted from Netting, Kettner, McMurtry, and Thomas' (2017) Social Work Macro Practice text. Students are able to use their creativity and macro practice knowledge and skills while integrating their faith and Christian values in order address a social problem and serve a vulnerable population. First, the presentation will discuss why a service learning project was chosen as the focus of this macro level

practice course and how this impacted student learning. Next, this presentation will describe in detail the model used, also known as a rational planning approach. The presentation will demonstrate application of the model to a specific short term project students used to initiate macro level change in their community. The model will provide basic guidelines to give educators, students, and those advocating for social justice an opportunity to apply macro change to their unique situation. The presentation will demonstrate the critical thinking skills that students employed throughout the project and how this aided them in realizing the often complicated process and challenges of a macro intervention. The benefits and rewards of being a part of a change agent system and students' opportunities to apply principles of deeply held faith values related to social justice will be emphasized as well.

Presenter Bio (s): Bobbye Roberts, LCSW, serves as Assistant Professor of Social Work and Field Director at Louisiana College in Pineville, LA. She is a member of NACSW and CSWE. Bobbye is an active member and serves on the Advisory Board for the Central Louisiana Homeless Coalition Continuum of Care. She had 18 years of clinical experience, primarily in the field of mental health, prior to becoming an educator in 2011. Bobbye serves actively in her local church.

Workshop Title: Gender Responsive Substance Abuse Treatment for Women: What Works?

Workshop Presenters: Amelia Roberts-Lewis, PhD., LCSW

Workshop Abstract: In the past 30 years, research has developed a wide body of literature that indicates gender responsive treatment for women produces better outcomes than traditional programs. This seminar will discuss the need for multi-dimensional programming that addresses co-occurring disorders, trauma, and spirituality. Several evidenced based treatment models will be discussed.

Workshop Number: 20120995 -

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

- Discuss the need for gender responsive treatment for women.
- List two reasons for the need to incorporate integrated treatment for co-occurring disorders.
- List at least one Integrated Treatment Model that you may consider for agency use.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: There is a growing body of research literature that identify best practices and evidence based programs that are beneficial to women who are recovering from substance use disorders. When examining the life histories of women who are addicted to substances, there are two elements that are constant: unhealthy relationships and histories of various kinds of trauma. One's practice theories and interventions must be multi-dimensional and consider all aspects of the contextual life of a female. Best practices include a holistic approach that incorporates a biological, psychological, social, and spiritual framework that develop from an understanding of a woman's unique perspective and experience in these categories. In addition, understanding the environmental, socio-political, racial and ethnic dimensions of a woman's cultural context must be considered. This interactive workshop will provide a brief overview of the history of treatment for women, and current statistics of women in recovery, including women who are pregnant. The need for gender responsive, trauma-informed, and integrated treatment services for women with substance use and co-occurring disorders will be discussed. Research regarding factors that impact women as it relates to specific drugs, barriers, and mental health issues will be reviewed. The importance of spirituality - frequently ignored in treatment settings - will be discussed. Best practices and evidenced based treatment models will be recommended. Experiential exercises that are useful tools in your work with recovering women will be integrated throughout the seminar.

Presenter Bio (s): Dr. Roberts-Lewis is Professor Emerita at the University of North Carolina at Chapel Hill School of Social Work. As a researcher, she implements and evaluates evidence based interventions for substance abusing women and men with co-occurring disorders and trauma histories. She has received awards from SAMHSA, Roberts Woods Johnson, NC Department of Juvenile Justice. She provides seminars on cultural diversity and spirituality.

Workshop Title: Promoting Emotional Intimacy: The Blessing of Marriage and Family Therapy

Workshop Presenters: Jonathan C. Robinson, Ph.D. Margaret M. Robinson Ph.D., LCSW

Workshop Abstract: Emotional intimacy is the cornerstone of healthy marriages and families. However, definition and specific tools for success can be confusing. Are we doing therapy or joining our clients on the healing journey of their therapy? Participants will have didactic and role-play experience to embrace the tools and means for blessing the therapy experience.

Workshop Number: 20121044 -

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

- Identify the challenges and frustrations of doing couple and family therapy, and help clients build a relational foundation by focusing on what's going right.
- Identify the 3 components of emotional intimacy and apply the Plexiglass Pyramid of Relational Priority.
- Practice 3 skill-building techniques that generate closeness and understanding, and utilize effective assessment and intervention tools to gauge progress in therapy.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Even in this age of documentation, with SOAP notes, treatment goals, and assessment measures, many clinicians still DO therapy, rather than join with the client in the healing journey of therapy. Presenting problems, unresolved family of origin issues, and role expectations all have a place in the healing process. However, couples and families may get answers and wisdom without learning how to engage each other for healing. Change needs to occur both within and between appointments to extend the life of a session. This seminar addresses this disconnect and provides tools and interactive, role-play experience for clinicians to help clients maintain healing change in marriage and family relations. Expressing emotional intimacy is the glue that holds couples and families together in good times and in bad. The concepts of the EI Equation and the Plexiglass Pyramid of Relational Priority are both new visual aids to the therapy experience that clients "get." They are easily integrated into marriage and family interaction. Other seminars have focused on what's wrong in marriage and family, and many couples and families come to therapy to "get fixed." This seminar focuses on developing positive, interactive, relational tools, as well as helping clients develop consistency over time to overcome "issues" and to avoid relational sabotage. Key topics covered in this seminar include: 1. Focusing on the Positive -- identifying 4 types of daily communication in healthy couples and families, defining 3 forms of intimacy, and understanding the neurochemical and relational benefits of experiencing intimacy. 2. Moving Marriages and Families from Surviving to Thriving -- identifying 5 roadblocks to being vulnerable, improving the outcome of risk-taking behavior by awareness of timing and intensity, and moving shared feelings from crisis situations or back-door comments to front-and-center in relationships. 3. Defining Relational Priority -- using mindfulness and mindful parenting to bring relations into the moment, using intersecting circles of me/you/us to validate boundaries and quality time together, and balancing self-care with other-care. 4. Skill-Building Components that Enhance and Validate Emotional Intimacy -- Using dyad practice and role-play to identify and practice setting healthy boundaries, balancing needs with effective confrontation, and taking the emotional fever and using active listening to bring that fever down. 5. Assessment Tools for Therapy and for Daily Interaction -- 5-pt scales to measure needs met, feelings heard, goals reached, developing a word picture to measure life-doesn't-get-any-better-than-this, using family meetings and calendars to schedule intimate- and meta-communication.

Presenter Bio (s): Dr. Robinson is a licensed clinical psychologist and spirit-filled Christian, in full-time, private, clinical practice for over 40 years. His Ph.D. is from the UVA in school-clinical, child psychology, ED/LD special education and child development. He treats children, teens, couples, and families. He is also author of Teachable Moments: Building Blocks of Christian Parenting. He is a frequent regional and national workshop presenter.

Dr. Robinson is a licensed clinical social worker and former professor at UGA in the School of Social Work. After nearly 20 years of teaching the clinical practice of social work, she retired and returned to direct clinical work. She treats teens, adults, and the elderly. She also does extensive marital therapy. She is an active presenter at regional and national association conferences and is widely published.

Workshop Title: Developing an Empowering Model of Refugee Resettlement: A Qualitative Study

Workshop Presenters: Elizabeth Patterson Roe, PhD, MSW, LISW-S

Workshop Abstract: As Christians, we are called to welcome the foreigner who resides among us. Our social work skills can guide us with how to empower some of our most vulnerable immigrants who are refugees. This presentation will describe research based on a qualitative study to support the development of an empowering model of refugee resettlement.

Workshop Number: 20120988 -

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

- Understand U.S. refugee resettlement policies, practices, and current realities, as they intersect with Christian faith values.
- Learn the qualitative methodology utilized in this study, from beginning to end, to develop an empowering model of refugee resettlement.
- Based on results of the study, apply social work skills to practice an empowering, anti-oppressive model of refugee resettlement.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: General Audience

Workshop Description and References: Although refugee resettlement has been taking place in the U.S. formally since World War II, in recent months, the general population has become more aware of refugee issues due to much media and political attention. As social workers and people of faith, it is important for us to consider this vulnerable population of immigrants and how we can best utilize our social work skills to serve and empower refugees who are resettled in our country. This presentation will discuss qualitative research with the purpose of developing an empowering, anti-oppressive

model of refugee resettlement. First, this presentation will begin by discussing faith perspectives on welcoming foreigners who reside in our country and the value of how our social work skills, combined with our faith, can aid in the process of refugee resettlement. Next, the presenter will introduce the U.S. refugee resettlement process, describing the legal process, practices, and required case management procedures that take place as part of the resettlement process in the U.S. An example will be given of how this process is practiced within a faith-based agency that does refugee resettlement across the U.S. Then, a brief review of the literature will describe already existing literature that informs this study. Next, the qualitative research methodology used in this study will be described, which was based on anti-oppressive practice principles. Then, the results of the study will be presented. Finally, an empowering, anti-oppressive practice model of refugee resettlement will be proposed, that is aiding a faith-based resettlement agency to enhance their goal of empowering refugees. Case examples will be utilized to describe this process. This presentation will conclude with the opportunity for questions and discussion.

Presenter Bio (s): Elizabeth Patterson Roe teaches social work and global and international studies at Malone University. She spent the fall of 2016 on a sabbatical working with World Relief in refugee resettlement. Prior to teaching, she lived in Romania, serving social service director, empowering local Romanians to lead and develop social services.

Workshop Title: Faith Based, Non-Shelter Responses to Homelessness

Workshop Presenters: Eric Saunders, MSW, LCSW

Workshop Abstract: Homelessness exists in every community and for a variety of reasons. This workshop will explore contemporary theories and approaches to fighting homelessness, consider spiritual perspectives on homelessness, and learn about solutions faith based charities and churches can take with people who are homeless that don't involve opening a shelter.

Workshop Number: 20121042 -

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

- Increase awareness of the problem of homelessness and current models of intervention.
- Apply spiritual development principles to the problem of homelessness both as an intervention approach and resource to the caregiver.
- Gain practical skills for providing homeless intervention without having to open a homeless shelter.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Traditional causes of homeless are understood to include lack of affordable housing, homelessness as a lifestyle choice or character defect, mental health, or a result of addictive behaviors. Homelessness can best be understood not as an absolute condition, but one that exists on a scale of having adequate, secure, and affordable housing on one end of the spectrum, to being completely unsheltered and at risk of exposure. There are many who qualify as homeless who are victims of economic insecurity, domestic violence, are veterans, are elderly, are children, and those who share housing or "couch surf." Not all homeless or housing insecure individuals are in need of addiction or psychiatric treatment and many have the ability to function independently with rapid housing solutions and appropriate ongoing support. In most communities, there is an inadequate supply of emergency housing, transitional housing, and affordable housing, and insufficient services to address causes and contributing factors to homelessness. Churches and human service providers often have the unenviable task of trying to find help for a homeless person and there being no place to turn. While there may be an emergency shelter bed for a single man, shelters for women, children, and families are often inadequate or completely lacking, especially in rural communities. Homeless programs can also be limited to maximum stays, whether or not a client has achieved their permanency goals, and lack services such as job training, mental health treatment, or ongoing support. Traditional approaches to responding to homelessness can be extremely costly and have low permanency outcomes for those involved. In addition, extended waits for services, added stress of being in a communal housing program, and family separation and disruption of lives, can exacerbate and prolong conditions that contribute to homelessness. Housing First is a philosophy that says that the first, best solution to homelessness is permanent housing, followed by providing supportive services. Stabilization of a homeless individual or family can happen in a short amount of time, with lower cost than traditional housing approaches, and can achieve permanent results. The presenter is a director of a faith based agency that works with homeless and housing insecure populations. Several case studies will be presented and program models shared from over a decade of experience working with the homeless. Solutions to be shared include: using housing assistance to prevent eviction, responding to emergency housing needs, 2nd chance partnerships for those with poor credit and housing history, and stabilization strategies.

Presenter Bio (s): Eric serves as executive director for New Hope Ministries, a Christian social service agency in south central Pennsylvania. Eric has MSW from Indiana University, a BA in Communication from The Master's College, and holds his LCSW. Eric serves as needed as Adjunct Instructor of Social Work at Messiah College. Eric's current areas of focus are hunger, faith communities fighting poverty, and workforce development programs.

Workshop Title: Working Through Varying Professional Viewpoints on Controversial Issues

Workshop Presenters: Charles Seitz, PhD, MSW, LCSW Michelle Dixon-George MSW, LCSW

Workshop Abstract: This discussion based workshop provides a framework for engaging in civil dialogue regarding controversial topics within social work professional organizations. Research related to the plurality of views on various topics will provide a foundation for identifying common ground and for working through the challenges where differences exist.

Workshop Number: 20121041 -

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

- Understand potential areas of tension related to controversial issues between different social work professional organizations.
- Identify possible areas of alignment between professional organizations related to controversial issues.
- Develop a framework where continuing dialog can occur between social workers having differing views on controversial issues.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

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). For example, research indicates that individuals who identify as 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 social workers when 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 many social work professionals, it creates an ethical dilemma for others who believe that certain behaviors are harmful or even considered sinful. It is increasingly difficult for all social workers to find a cohesive social work voice. Additionally, Hodge (2011) addresses the need to foster frameworks which respect differing viewpoints, including more conservative perspectives. Dessel, Bolen, and Shepardson (2011) assert certain Christian beliefs are oppressive and potentially violate ethical codes. It is essential that professionals in social work who may hold divergent views on controversial issues create points of commonality while balancing the real

tensions created by positional differences. This workshop will frame the issue through presenting research reflecting differing views within professional social work organizations on controversial issues. The North American Association of Christians in Social Work (NACSW) membership was surveyed to provide insight on the extent of divergent views and to provide a framework for negotiating these challenges. The National Association of Social Workers- PA (NASW-PA) were then also surveyed using the same questionnaire and the data was then compared. 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 social work voice demonstrated within social work professional organizations.

Presenter Bio (s): Dr. Charles Seitz is professor of social work at Messiah College. He also serves as the Chair for the Social Work Department, and has served as a Commissioner for the CSWE Office of Social Work Accreditation. His areas of expertise include faith integration and social work, forgiveness as a therapeutic tool, and program development.

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: Developing the Mindset and Practices for Productive Scholarship & Research

Workshop Presenters: Michael Sherr, PhD

Workshop Abstract: This conference presentation invites educators to begin reflecting upon the mindset and practices attuned to experiencing the joy of productive research and scholarship.

Workshop Number: 20121036 -

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

- Learn to connect internal cognitive messages and emotions to productive writing
- Identify specific strengths-based strategies for shaping the cognitive messages and emotions needed for productive writing
- Identify a few concrete behavioral strategies akin to productive and joyful scholarship.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Educators

Workshop Description and References: Writing, even for research and scholarship, is a creative form of expression that involves a cognitive and emotional mindset. It also involves developing effective behavioral habits. Finding harmony between one's mindset and behavior habits is the key to experiencing the joy of being a life-long productive writer. This conference presentation invites educators to begin reflecting upon the mindset and practices attuned to experiencing the joy of productive research and scholarship.

Presenter Bio (s): Dr. Sherr is Professor and Chair of Social Work at Middle Tennessee State University. He currently serves as Editor-in-Chief of the Journal of Human Behavior in the Social Environment.

Workshop Title: Developing a BSW Degree Completion Program in an Orthodox Jewish Community

Workshop Presenters: David Skiff, PhD

Workshop Abstract: Orthodox Jewish students face similar challenges that Christian students face when attempting to find schools of social work sensitive to their faith perspective. Compatible world views opened the door to the February 2017 launch of a new lock step undergraduate degree completion program from a Christian College in an orthodox Jewish community.

Workshop Number: 20121005 -

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

- Educators and students will more fully understand the complexity of new program development.
- Educators and students will be challenged to engage the question of the compatibility of differing religious world views in teaching social work education.
- Educators and students will be asked to creatively explore the effectiveness of a new method of social work education.

Level of Presentation: Basic, Intermediate

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

Workshop Description and References: This presentation will cover the development and implementation of a new lockstep undergraduate social work degree completion program from a conservation Christian College in an orthodox Jewish community. The presentation will first cover the history of program development including a review of Department, College, CSWE, State Education, and Middle States approvals that were

required. Second, the compatibility of Jewish and Christian world views will be examined including implications for curriculum development, the use of distance education technology and the attainment of all of the CSWE core competencies and practice components. Compatibility with both program mission and social work values will be addressed. Third, data will be presented on the initial effectiveness of this new model and examined from student, professor, program director, and course evaluations from the first full semester of cohort #1.

Presenter Bio (s): Dr. David Skiff graduated from Roberts with his BSW in 1979. He went on to complete a Master of Divinity degree from Asbury Theological Seminary (1983) and a Master in Social Work from the University of Kentucky (1984). He completed his PhD (2009) at the University of Rochester in Human Development. He has served as Chair of the Department of Social Work and is now Dean of the School of Education and Social Work at Roberts.

Workshop Title: Supervision!: It's More Than You Think

Workshop Presenters: Kenneth Smith, MSW, LCSW, LCAS, CCS

Workshop Abstract: Supervision is a dynamic process that invariably affects both supervisor and supervisee. This workshop will cover the major issues of supervision. Topics include definitions of supervision, supervision models, ethics and legal issues, developmental stages of both supervisor and supervisee, and integration of faith with supervision theory.

Workshop Number: 20120959 -

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

- Define supervision and the specific role of the supervisor and supervisee. Become familiar with the purpose of supervision, models, and developmental stages.
- Define and explore ethical and legal issues that encompass the supervision process. Become familiar with vicarious liability and methods to prevent legal actions.
- Become familiar with how to evaluate the outcomes of supervision, including successful integration of faith and theory.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: Supervision is often thought of as method for an inexperienced social worker to discuss difficult cases with an experienced social worker. However, supervision is much more than that! Supervision is a dynamic process

that begins with the establishment of a trusting relationship between the supervisor and supervisee. Both the supervisor and supervisee contribute to the success of the supervision relationship (or the failure of it.) This workshop will cover the major issues of supervision. Topics include: A) Definitions of supervision: What is supervision? Why is supervision important? While formal definitions will be discussed, participants will be invited to produce their own definitions and answers to those two questions. B) Supervision models: There is not a "one size fits all" process of supervision. Supervision models range from process-oriented to skills-oriented. This supervisor prefers - and will present - what is known as the "blended" model. C) Developmental stages of both supervisee and supervisor: Supervision theory ascribes three "levels" of development to both the supervisee and supervisor. For example, Level 1 involves an anxious social worker looking for cookbook answers while the Level 1 supervisor often talks too much in an attempt to assuage their anxiety about being a competent supervisor. The quality of the supervision process can potentially be impeded if the supervisee and supervisor are on two different developmental levels. D)The actual process of supervision: What really occurs during a supervision session? What questions should the supervisee ask? What kind of feedback should the supervisor give? E) Ethics and legal issues: Ethics is also a dynamic process. However, we know the major reasons why social workers are sued. What are the steps to making quality ethical decisions that prevent legal action? The concept of "vicarious liability" will be discussed. F) Evaluation: How is a supervisee evaluated on their progress? How does one know that the supervisor is competent? G) Vetting a potential supervisee and working with a difficult supervisee: There is no written rule that says a supervisor must accept someone who seeks to do supervision with them. The workshop leader has developed a set of specific questions designed to assess whether the supervisee would be a good fit for the supervisor. What are some "red flags" that indicate problems between the supervisee and supervisor? H) Integration of faith with supervision theory: It is the workshop leader's view that Scripture strongly supports supervision. An entire book of the Bible (Proverbs) is devoted to the importance of developing wisdom. Ecclesiastes 4:9 states, "two are better than one." Hebrews 10:24 declares, "And let us consider how we may spur one another on toward love and good deeds." Christian social workers honor God through the supervision process!

Presenter Bio (s): Kenneth Smith is a North Carolina licensed clinical social worker, licensed clinical addictions specialist and certified clinical supervisor with over 35 years experience. He has over 15 year experience in clinical supervision of both social workers and substance abuse counselors. He currently provides clinical and administrative supervision for 17 clinicians encompassing four different behavioral health programs. He first joined NACSW in 1979.

Workshop Title: Giving Voice to Pain: Using Psalms of Lament to Address Suicide Grief

Workshop Presenters: Terry Smith, Ed. D., MSW, M. Div.

Workshop Abstract: Those bereaved by suicide experience higher levels of alienation and stigmatization and struggle with understanding how the world operates in such circumstances. Giving voice to such suffering is challenging to them and the Christian community to which they belong. This workshop will explore the value of lament psalms in addressing such an event.

Workshop Number: 20120968 -

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

- To explore the unique challenges experienced by those bereaved by suicide.
- To learn of the value of Psalms of lament in articulating the fullness of human suffering.
- To attune Christian practitioners and members of Christian communities to be better equipped to companion survivors on their journey.

Level of Presentation: Basic

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: Those bereaved by suicide experience higher levels of alienation and stigmatization than other grievors. They also struggle with shattered assumptions about how the world operates. Giving voice to such suffering is challenging for the survivor as well as the Christian community to which they belong. This is precisely what happens in the Psalms of lament. Profound pain demands a response. This workshop will explore the value of lament psalms in understanding and addressing the traumatic rupture experienced in an event such as suicide and address the need for acceptance, support, and action, especially in Christian communities.

Presenter Bio (s): Been in social work education and practice for over 30 years with professional practice in child welfare, substance abuse, and loss and grief.

Workshop Title: Trauma Informed Care and Brain Development: The Basics

Workshop Presenters: Katti Sneed, PhD, LCSW, MSW, LCAC

Workshop Abstract: Exposure to trauma has been found to alter brain chemistry in children. Therefore, traditional cognitive behavioral treatments are ineffective. This workshop will discuss basic brain functioning and how trauma can disrupt normal brain development. Plus, clinical techniques in working with these children will be introduced.

Workshop Number: 20120976 -

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

- Gain knowledge on basic brain development in children
- Discover how exposure to trauma affects brain development
- Learn hands-on clinical techniques to work with children exposed to trauma

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers

Workshop Description and References: Recent research on the developing brain has shown that trauma disrupts normal brain activity. These children are often treated utilizing traditional cognitive behavioral techniques which are ineffective because they do not address the underlying brain neurotransmitter levels. This workshop will educate the audience on very basic brain development. Followed by a discussion on how long-term and acute trauma adversely affects brain development in children. In addition, clinical techniques will be introduced to assist practitioners in working with trauma exposed children.

Presenter Bio (s): Dr. Katti Sneed is currently the program director of the Social Work Program at Indiana Wesleyan University. Her clinical experience is varied, working in private practice, women's shelters, sexual abuse and addictions. Most recently, Dr. Sneed has been part of a strategic team developing an after school program called "The Brain Kitchen" for at-risk children where she developed Trauma Informed curriculum and training sessions for volunteers.

Workshop Title: The Church without Frontiers: Accompanying Churches Welcoming Refugees

Workshop Presenters: Sr. Stephanie Spandl, MSW, LICSW, SEP, MAT,

Workshop Abstract: Acting on the biblical mandate to welcome the stranger, Christian social workers have an important role to play in accompanying congregations that have committed to assisting immigrants. They can help bridge the goodwill of church members with practical knowledge needed to successfully assist immigrant families adjust to a new life and culture.

Workshop Number: 20121097 -

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

- Identify basic biblical principles underlying welcoming of refugees/immigrants and describe the basics of the refugee resettlement and asylum processes.

- Name basic resources needed; describe major adjustment issues faced by immigrant families and ways that social workers can prepare church members to support them.
- Describe important cultural considerations to take into account and how to help prepare church members for effective cross-cultural interaction.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, General Audience

Workshop Description and References: Many churches, in the face of the growing refugee crisis, are seeking to act on the biblical mandate to welcome the stranger, choosing to sponsor refugee families, to welcome and assist their immigrant neighbors and/or to offer sanctuary to asylum seekers facing deportation. Christian social workers have an important role to play in accompanying congregations in this journey. They can help bridge the goodwill of the church members with practical knowledge of how to access needed resources, minister across cultural differences and attend to the physical, emotional and spiritual needs of the families they are assisting. Training can help facilitate social workers' capacity to act in this role more effectively. This workshop will offer an overview of the biblical foundations of welcoming refugees/immigrants, key aspects of the refugee resettlement system and the asylum process and practical information regarding the specific needs of and issues faced by refugees/immigrants (general adjustment issues, housing, language barriers/interpreters, health/mental health issues, legal issues, spiritual needs), common resources available and how to find them, and cross-cultural considerations.

Presenter Bio (s): Sister Stephanie received her MSW & MAT in 2006 and her SEP certification in 2017. She has been working with refugees/immigrants for 23 years providing both case management and mental health services. For the last 10 years she has specialized in adapting mental health therapy to immigrant populations. She currently teaches a foundation course on working with immigrants/refugees at St. Catherine Univ./Univ. of St. Thomas School of Social Work.

Workshop Title: Use of Spirituality in Healing and Recovery in Substance Abuse Treatment

Workshop Presenters: Amandia Speakes-Lewis, PhD, LCSW

Workshop Abstract: Spirituality represents an aspect of internal strengths used as a coping mechanism when recovering from substance abuse. There is an increased interest in spirituality and the practical application in helping clients to heal & recover from substance abuse. This workshop will examine the context of spirituality in the worker/client relationship.

Workshop Number: 20121055 -

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

- Describe a variety of spirituality based perspectives in recovery with substance abuse.
- Fully understand the client/worker relationship in the context of helping, healing and recovery.
- Increase skills in working with the substance abuse population.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Spirituality in the healing and recovery process is well documented in the literature (Lietz & Hodge, 2013; Blakely, 2016; Allen, T.M. & Lo, C.C., 2010). The client/worker relationship is an intricate component of the recovery process in substance abuse. The introduction of spirituality as a way to enhance this worker/client relationship is important to the client's ability to cope with the challenges of healing from pains that can interfere with the recovery process. In social work, utilizing spirituality based perspectives and approaches to addressing and treating substance abuse as a means to strengthen the worker/client relationship may lead to a potentially deeper level of healing and recovery for the client. The examination of professional boundaries in the worker/client relationship while using spirituality as part of the treatment process will be explored. Through the course of counseling the client will learn to emotionally regulate and find meaning for their life as part of the healing and recovery process (Ruisard, 2016). This presentation is designed to assist helping professionals to identify, explore and examine various spirituality based perspective to foster the worker/client relationship as part of moving the client toward recovery.

Presenter Bio (s): Amandia Speakes-Lewis, PhD, LCSW is an Associate Professor at Molloy College in Long Island, NY She has over 25 years of academic and practice experience working in mental health. Dr. Speakes-Lewis' research is in the areas of HIV/AIDS, Substance abuse, mental health, burnout and self-care.

Workshop Title: Individual Development Accounts through Local Congregations

Workshop Presenters: Janessa Steele, MSW student Terry Wolfer PhD

Workshop Abstract: Individual Development Accounts are matched savings accounts offered through local institutions that enable participants to save for an asset such as a home or education. This session will introduce the concept, explore ways it can be applied in a church setting, and identify benefits of participation in an IDA program.

Workshop Number: 20121050 -

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

- Identify the components necessary for an effective IDA program through a local congregation, and explain how social workers can facilitate program development.
- Identify sources of funding for IDAs and explain how the Christian practice of tithing potentially supports asset-building.
- As part of a small group, develop preliminary plans for applying these concepts to their own congregational contexts.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: As stakeholders in their local communities, congregations are often well equipped to provide services and address community needs. However, some studies find that congregations are more likely to provide temporary solutions to emergency needs, such as food bank services, than programs to address patterns of systemic poverty and promote lasting community change (e.g., Boddie & Thirupathy, 2005). Individual Development Accounts (IDAs) are one type of congregation-based program to address the root causes of poverty in communities. For many people living in poverty, a lack of assets "a home, education, or transportation" "poses a more significant barrier to upward mobility than their yearly income" (Shapiro & Wolff, 2001). IDAs assist people in accumulating the savings necessary to acquire assets by contributing to their accounts at a matched rate. Some of the success of IDA programs is attributed to psychological factors, e.g., the hope they instill in participants that savings and asset accumulation are achievable goals (Corporation for Economic Development, 2017; Kim, Sherraden, Huang, & Clancy, 2015; Mason, Nam, Clancy, Kim, & Loke, 2009; Shanks, 2014; Stevens, 2009). This session will discuss funding sources and match rates, including connecting the concept of asset building to the common Christian practice of tithing to allow benevolent funds a church already accumulates to promote change in a creative and sustainable way. Participants in this session will be introduced to a variety of IDA program tools including templates for planning an IDA program and program sample materials. Participants will use these tools to begin applying IDA program concepts to their own congregational contexts. Participants will brainstorm potential strengths and barriers to this program model and practice initial planning for program implementation.

Presenter Bio (s): Janessa Steele is a second year MSW student at the University of South Carolina with a concentration in mental health. She holds her B.A. in Community Development from Covenant College.

A professor and PhD Program Coordinator at the University of South Carolina, Dr. Terry Wolfer uses qualitative and community - engaged research methods to discover effective practices for promoting social capital and health in people, congregations, and their communities.

Workshop Title: Theoretical Perspectives and Models of Community Empowerment

Workshop Presenters: Stephen W. Stoeffler, PhD, MSW, LSW

Workshop Abstract: This presentation provides an overview of theoretical perspectives and models of community empowerment. A particular focus will be on how both the process and product of community empowerment is essential for marginalized communities to obtain social justice.

Workshop Number: 20120951 -

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

- Identify various models of community empowerment.
- Increase theoretical and foundational knowledge of community empowerment in a social work practice context.
- Articulate both professional and religious justifications for community empowerment as a means to achieve social justice.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Church Leaders, Students

Workshop Description and References: Inequality exists in the ownership of valued resources and decision-making within communities. This imbalance can lead to alienation. Community empowerment is a process that is concentrated in the local community and is grounded in critical reflection and democratic participation of relatively marginalized members enabling them to play an active role in decisions concerning conditions and resources. Organizations are an essential component of community empowerment, especially concerning goal achievement. This presentation will discuss the conditions that precipitate a need for community empowerment, theoretical perspectives, and models of empowerment in both communities and local organizations. The main emphasis of this presentation is community empowerment. It begins by providing a few examples of major community issues in the United States. Then the concepts of power and empowerment at the personal, relational, and collective levels are reviewed. Building upon these foundational concepts, community empowerment at the organizational, coalition and social movement stages are analyzed. Additionally, models of community empowerment are highlighted as frameworks regarding the realization of empowerment. This subject matter is of great importance towards the fulfillment of the democratic promise of a free society. A particular focus of the presentation will be on how both the process and product of community empowerment is essential for marginalized communities to obtain social justice. Social justice is central to the social work profession and also to Judeo-Christian doctrine and tradition. Throughout the presentation connections will be made to how community empowerment is an example of the outgrowth of both a social work and Christian identity.

Presenter Bio (s): Dr. Stoeffler is assistant professor of social work at Kutztown University. His scholarship and research interests focus on poverty, community empowerment, social work professional identity, and social justice. He has held academic appointments specializing in macro oriented social work practice at Widener University, Temple University, West Chester University and The University of Valley Forge.

Workshop Title: The Christian Perspective on the Grand Challenges for Social Work

Workshop Presenters: Katie Terry, LISW-S

Workshop Abstract: What is the call for Christian social workers within the Grand Challenges for Social Work? The American Academy of Social Work and Social Welfare in 2009 published the Grand Challenges "an initiative to champion social progress powered by science." This workshop will analyze the Grand Challenges from a biblical, Christian perspective.

Workshop Number: 20120954 -

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

- Understand the 12 Grand Challenges for Social Work, and examine the science behind the initiatives.
- Understand the biblical perspective on the Grand Challenges, & how they can integrate their beliefs in social work practice, policy or research.
- Discuss and generate ideas in how they can use their faith beliefs in social work practice settings.

Level of Presentation: Intermediate

Target Audience: Social Workers, Students, General Audience

Workshop Description and References: What is the call for Christian social workers within the Grand Challenges for Social Work? The Grand Challenges "represent a dynamic social agenda, focused on improving individual and family well-being, strengthening the social fabric, and helping create a more just society" according to the American Academy of Social Work and Social Welfare's website. Using an interdisciplinary team of researchers and scientists, the work teams developed these challenges, representing a wide array of macro, micro and mezzo practice systems. The Grand Challenges use research and best practice ideas, coupled with practical prevention ideas that are both treatment and economically savvy. This presentation will examine the American Academy of Social Work and Social Welfare's Grand Challenges initiative. Each of the 12 topics will be highlighted, including closing the health gap, achieving equal opportunity and justice, ending homelessness, stopping family violence, and ensuring healthy development of all youth. To answer the question of the Christian's

response to these issues, scriptures will illuminate the topics with a corresponding way to implement the Christian perspective in social work practice, policy or research. Key topics include: The Grand Challenges for Social Work, research on the evidence of the initiative, biblical principles, scriptures, or stories to illustrate a Christian response in the face of challenges, and integration of Christian faith into social work practice. This presentation will use lecture as well as discussion to answer these questions, and participants will be able to reflect on how their practice can more effectively integrate both the Christian worldview and social work initiatives.

Presenter Bio (s): Katie Terry, LISW-S is a licensed independent social worker with over 25 years of clinical experience. She has worked in the field of child welfare for the past 20 years, and is a certified Adoption Assessor. Katie is interested in developmental disabilities policy, practice, and research. Currently a doctoral student at University of St. Thomas in St. Paul, Minnesota, Katie wants to pursue research and teaching in high education.

Workshop Title: Bridging Gaps: Social Workers Provide Solutions in Faith Based Arenas

Workshop Presenters: Daphne Thomas, MSW, LCSW Marni Straine MSW Steve Hemenway

Workshop Abstract: Faith based organizations are often challenged to meet the daily demands of those seeking resources and assistance. This presentation will examine ways social work professionals can partner with congregations to solve immediate and systemic challenges; providing holistic, long term solutions to individuals and families throughout their communities.

Workshop Number: 20121068 -

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

- Describe the benefits for faith based organizations utilizing social work professionals and students.
- Identify key challenges faced when utilizing social work professionals and students in faith based organizations and discuss how to address potential barriers.
- Articulate several strategies and tools for integrating social workers into faith based organizations to aid in the process of meeting community member's needs

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Presenter Bio (s): Daphne Thomas is the Field Director and an Associate Professor in the Social Work Department at a christian university. Her social work experience includes working in foster care and school counseling. She has attended several mission trips and is an elder in her local church. She is currently working with other professionals in partnership with the Mayor's office to mobilize faith based organizations to address community needs.

Marni Straine is an Assistant Professor of Social Work at a Christian University. Previous social work experience includes child abuse investigation for Child Protective Services as well as working with a non-profit agency serving emancipated foster youth. Ms. Straine is active in her local church where she provides supervision for social work interns. She is in the process of applying for her PhD in Public Policy.

Steve Hemenway is Director of Finance at La Sierra University Church. He has over 18 years experience working with faith based and community organizations. Steve began his work as a chaplain at La Sierra University where he developed the humanitarian outreach program. He is currently working with the Mayor's Office in Riverside, CA on an initiative to eliminate homelessness by partnering with faith based organizations.

Workshop Title: The Multigenerational Workforce: Knowing What To Do and When To Do It

Workshop Presenters: Houston Thompson, Ed.D., M.S.W.

Workshop Abstract: Workplaces often have employees from different generations leading to varying perspectives on work ethic, integrity, commitment, and productivity. This workshop looks at generational differences and how they influence the work environment and considers strategies for increasing engagement and productivity.

Workshop Number: 20120965 -

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

- Understand workplace attitudes and behaviors resulting from generational differences.
- Understand reasonable employment expectations for individuals of each generation.
- Know how to develop a strategy for working with individuals of each generation.

Level of Presentation: Intermediate

Target Audience: General Audience

Workshop Description and References: This workshop will provide an in-depth look at the attitudes and behaviors each generation (traditionalist, baby boomer, Generation X, Millennial, and Generation Z) brings to the workplace. The presentation includes

information on how to work with each generation, including identifying preferred work styles and developing realistic expectations. Summary of key topics: "Defining the generations; understanding about whom we are talking." How generational differences create dynamic tension in the workforce. "Realistic employment expectations for people of each generation." Knowing what may never change regardless of leadership. "Developing a strategy for working with each generation." Creating a culture of increased commitment, engagement, and productivity. The practical application of this workshop will include handouts: 1) Generational Attitudes in the Workplace; 2) Tips for working with people of different generations; 3) A Strategy Matrix that includes an example for developing a strategy to work with people of different generations.

Presenter Bio (s): Dr. Thompson is the associate vice president for Academic Affairs and director of the Doctor of Education in Ethical Leadership Program at Olivet Nazarene University. His experience includes serving as a pastor, social worker, executive director, professor, department chair, and dean. He is the author of Conflict Management for Faith Leaders and routinely presents on diverse topics including generational attitudes and behaviors.

Workshop Title: Christian Community Development and the Gentrification of the Inner City

Workshop Presenters: Christopher Thyberg, MSW

Workshop Abstract: This presentation will offer unique voices from an intentional Christian community in Pittsburgh to provide insight into the role of faith and equitable community development in the face of gentrification. Reflections will center on gentrification, race, poverty, oppression, and the role of Christians who want to make neighborhoods flourish.

Workshop Number: 20121012 -

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

- Gain greater understanding of gentrification within the urban environment.
- Reflect and acquire new thoughts related to the role of Christians and intentional communities in the context of gentrification.
- Articulate how faith and commitment to social work demands the creation of a more just world through communal discussion within the workshop.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, General Audience

Workshop Description and References: While the cause and impending results of gentrification have been well-documented, there is room for unique reflections in the

context of Christians and intentional communities within cities. Using Pittsburgh and East Liberty as a microcosm of a larger national conversation, this presentation will first highlight the process of gentrification and provide background and general knowledge regarding the economic and housing development which has led to the rapid displacement of the neighborhood's most vulnerable constituents. Micro and macro environmental factors will be addressed to posit answers as to how and why the neighborhood has seen so much economic growth, yet the benefits have failed to find their way to the ward's most marginalized. This presentation will then seek to explore a more nuanced understanding of gentrification in East Liberty, through a collection and analysis of various community member's perspectives. People of different ages, race, and socioeconomic status were interviewed to provide their observations as to how gentrification has and will continue to influence their neighborhood. Individuals and groups from East Liberty were given a space to express their beliefs and perspectives regarding the changing face of the locale over the past two decades. Furthermore, East Liberty holds a unique identity in that it has had an intentional network of Christian families living in the neighborhood for roughly 30 years. This provides rare insight into how faith and development come together, the unintended consequences that can follow, and the role of people, organizations, and the church to support those around them. Through focus groups and interviews, disparate members of the ward shared how faith and intentional communities can address gentrification and where they see individual and collective responsibility in the face of community development. Stories of success, failure, hope and despair from the community will be shared. This presentation seeks to be a catalyst for further conversation and reflection within NACSW and abroad for how we as individuals, and more specifically as Christians, can help or harm those around us. This presentation seeks to address privilege, intersectional oppression, and examine how Christians create sustainable and just development that uplifts all rather than displacing communal problems elsewhere.

Presenter Bio (s): Christopher Thyberg is a graduate from the University of Pittsburgh School of Social Work. Christopher has lived in East Liberty, a rapidly gentrifying neighborhood in Pittsburgh for the majority of his life--a fact that inspired this presentation. Christopher currently works as a clinical therapist providing services to children and families in the greater Pittsburgh area. Christopher plans to pursue a doctorate in the near future.

Workshop Title: SDA LGBT+ Family Support, Depression and Suicide: Findings and Implications

Workshop Presenters: Curtis VanderWaal, MSW, PhD Shannon Trecartin

Workshop Abstract: Findings from a study of Seventh-day Adventist LGBT+ Millennials show an association between lack of family support and the increased risks of depression and suicidal thoughts and attempts. Christian social workers have a vital role to play in ministering to the needs of Christian LGBT+ individuals.

Workshop Number: 20120991 -

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

- Identify specific family risk factors for increased depression, suicidal ideation, and suicide attempts among conservative Christian LGBT+ youth.
- Provide culturally appropriate resources for working with LGBT+ youth who identify as Christian.

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description and References: For decades, researchers have found disproportionate numbers of individuals who identify as LGBT+ experience depression, suicidal ideation and attempts (Faulkner & Cranston, 1998; Mustanski & Liu, 2013; Noell & Ochs, 2001; Silenzio et al, 2007; Spirito & Esposito-Smythers, 2006). Research demonstrates that one factor increasing the odds of LGBT youth's suicidal ideation and/or attempts is family rejection (Pompili et al., 2014; Klein & Golub, 2016). While scholars offer important recommendations for social work practice with LGBT+ youth, little has been written specifically for practitioners to address the needs of LGBT+ youth coming out in conservative Christian homes, where family rejection is often rooted in a Biblical tradition that views being LGBT+ as sinful and immoral. This presentation addresses this pressing need in social work education and offers initial directions for student awareness training and LGBT+ advocacy. Researchers developed a survey instrument to investigate family acceptance and rejection of LGBT+ youth in Christian (specifically Seventh-day Adventist (SDA)) families. Standardized instrument items included self-esteem (Rosenberg, 1965), social support (Zimet, Dahlem, Zimet & Farley, 1988), depression (Kroenke, Spitzer & Williams, 2001), substance abuse (Johnston et al., 2015), high-risk sexual behavior and suicidal thoughts/behaviors (Ryan et al., 2009). Sample A total of 310 Millennials (ages 18-35) completed the full survey. The respondents identified as Male (45.8%), Female (44.1%), Transgender (2.9%), Intersex (1.0%) and Other (9.8%), Over one-third (37.9%) identified as Gay, over one-fourth (28.8%) selected Bisexual, one-fifth (20.3%) selected Lesbian, with the remaining 13.1% selecting Other. Almost one-fifth (18.7%) of respondents were college-aged (18-22 years), almost half were early young adult (23-29 years), and one-third (33.8%) were 30-35 years old. While over half (55.7%) the respondents identified their ethnic background as White/Euro-American, the remainder were a diverse mixture of backgrounds. Lifetime suicidal ideation and/or attempts were associated with family rejection including the use of demeaning language, not being allowed to associate with LGBT+ friends, being scared to come out because of family religious beliefs, and the fear of being disowned by parents. Suicidal ideation and/or attempts within the past six months were associated with some of these same family issues, but also with their own religious beliefs triggering feelings of guilt and shame. With both lifetime and recent suicidal thoughts and/or attempts, respondents felt that their families blamed them for any anti-LGBT+ mistreatment they received. The

survey items correlating with depression mirror those of suicidal ideation. In addition, respondents with higher rates of depression reported that their parents/caregivers were not supportive of the way they dressed or fixed their hair.

Presenter Bio (s): Curtis VanderWaal is a professor and chair of Social Work at Andrews University. Dr. VanderWaal received his PhD in Social Welfare from Case Western Reserve University and his MSW from the University of Michigan. Current research interests include sexual identity in faith-based settings, social capital and community engagement, and high-risk behaviors among adolescents and young adults in faith communities.

Shannon Trecartin is an Assistant Professor at Andrews University in Berrien Springs, MI. She received her PhD in Social Work from the University of Tennessee, Knoxville and a Master's degree in Social Work from Andrews University. Her research focuses on the role of the environment (physical and emotional) on psychological well-being.

Workshop Title: Meaning Making of Spirituality Among African American Youth: A Gender Focus

Workshop Presenters: Dexter Voisin, MSW, Ph.D. Dennis Corbin MSW, Ph.D.

Workshop Abstract: Spirituality is an important concept for many African Americans. Several studies have explored the significance of spirituality in the lives of African American adults, few have examined African American young adults' conceptualizations of spirituality. Qualitative interviews were conducted (N=40).

Workshop Number: 20121040 -

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

- Discuss findings about the conceptualization of spirituality for African American Young Adults
- Identify gender differences of African Americans young adults perspectives of spirituality.
- Discuss the implications of gender difference and spiritual conceptualization among African Americans and their impact on Social work practice.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Educators, Students

Presenter Bio (s): Dennis E. Corbin is a Assistant Professor in the Department of Social Work at Fayetteville State University. His research interest and scholarship include but

not limited to mental health of African Americans, HIV/AIDS prevention, spirituality, adolescent health risk behaviors and topics that pertain to rural communities. Dexter Voisin is a Professor at the University of Chicago, School of Social Service Administration. A major focus of his scholarship is on risk and resilience factors among African American youth with a particular emphasis on how violence exposures influences mental health, educational, peer networks and sexual behaviors among youth.

Workshop Title: Companionship Federal Employees Deployed to Major Disaster A Pioneer Model

Workshop Presenters: Jon R. Wallace, MSW, M.Div.

Workshop Abstract: This workshop presents the framework of a first of its kind presence-based companionship model, as opposed to a medical model, that served federal employee disaster responders.

Workshop Number: 20121032 -

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

- Understand the responsibilities, incumbent stress levels, and similarities between federal employees, first responders, and military personnel.
- Identify the differences between a medical model and the presence based companionship model and how this may affect workforce resilience.
- Appreciate and strategize the potential effectiveness of the model to work in additional settings.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description and References: This workshop presents the framework of a first of its kind presence-based companionship model that served federal employee disaster responders. The dynamics of federal workers with military and first responder backgrounds and their potential reluctance to request services from a medical model will be discussed as will the effectiveness of the model in addressing these and other issues. In 2010 following the tragic death of an employee on disaster assignment the workshop presenter, then a Disaster Recovery Division employee of the Federal Emergency Management Agency (FEMA), developed a concept proposal for the implementation of a Peer Support Specialist pilot project designed to support employee functioning and enhance workforce resilience. Disaster work can and may have a serious emotional impact on responders. FEMA personnel are exposed to and witness suffering, destruction, and multiple traumas as a routine part of their duties. They may also arrive at their duty station bringing with them everything going on in their lives. This could be the recent death of a parent or spouse, general life challenges, or other issues that might

affect job performance. The Peer Support Specialist contributes to the operational functioning, effectiveness, and wellbeing of federal emergency management personnel by performing, providing, identifying, and securing support, encouragement, and assistance for federal government personnel. The Peer Support Specialist role was designed to ensure that all FEMA employees deployed to Joint Field Offices, Disaster Recovery Centers, Staging Areas, Area Field Offices, Regional Offices, and other settings could be provided support and encouragement. Assistance was given regarding the issues of job and career stress, family concerns, and emergencies such as automobile accidents, serious illness, and hospital visits. The Peer Support Specialist was skilled in connecting with people from a wide range of backgrounds and was prepared to support staff with clarifying challenges, issues of grief and loss, general problems, and stress before these could lead to burnout or compassion fatigue. Former military chaplains and one hospice chaplain were hired and deployed to field test the companioning model.

Presenter Bio (s): Jon R. Wallace is Disaster Coordinator for the United Church of Christ Southern Conference serving NC and Southern VA. With 1 Corinthians 2:1-5 and Galatians 6:2 as foundational scriptures, Jon pioneered and field tested a presence based companioning model as a resource of support and workforce resilience to multiple disaster and trauma exposed employees of the Federal Emergency Management Agency in Denver, Colorado.

Workshop Title: Universal Substance Use Screening in Faith-Based Work?: An SBIRT Overview

Workshop Presenters: J. Annette T. Ward, LCSW, LCAS

Workshop Abstract: Screening, Brief Intervention and Referral to Treatment, (SBIRT), is an integrated public health evidence based practice providers use for universal screening and assesses the risk of substance use and negative consequences to health and social indicators in clients and patients. Application of this intervention in the faith community is explored.

Workshop Number: 20121033 -

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

- Participants will be able to identify the main components of SBIRT, and describe why universal screening for substance use is important in a variety of settings.
- Participants will be able to articulate an understanding of current and historical research linking faith and overall health and recovery.
- Participants will be able to identify opportunities for more in depth training in SBIRT and articulate possibilities for SBIRT implementation in their own practice.

Level of Presentation: Intermediate, Advanced

Target Audience: General Audience

Workshop Description and References: The consequences of substance use and substance use disorders continues to be an area of concern in our country. In an effort to address these concerns, the Substance Abuse and Mental Health Services Administration (SAMHSA), is endorsing and encouraging the use of Screening, Brief Intervention and Referral to Treatment (SBIRT) in not only primary health care settings, but in a variety of settings, including faith communities and organizations, to screen for unhealthy substance use and possible substance use disorders. This model places an emphasis on universal screening of all clients and patients that enter various social support and health care settings to address the needs of those who may not meet criteria for a substance use disorder (SUD). The research provided by SAMHSA, NIAAA and NIDA indicate only about 4% of the population meet criteria for an SUD, while about 24% of the population are moderate to high risk users who are most commonly seen for substance related emergencies, accidents and other health complications. Universal screening: -decreases risky usage BEFORE a person becomes dependent -minimizes risk of injury or death; reduces interpersonal and work interference; & lower costs of medical treatment resulting from hazardous substance use -EARLY intervention saves lives and money and is consistent with overall support for patient/client wellness -late stage intervention and substance abuse treatment is expensive, and the patient/client has often developed comorbid health conditions with substance abuse. Historical and current research show a strong connection between faith and improved health and substance abuse recovery. Use of SBIRT in practice is indicated for counselors, doctors, health promotions, nurses, pastors, clergy, social workers and other service providers. A core component of SBIRT is the use of motivational interviewing techniques. SBIRT utilizes the client/patient's personal motivating factors to reduce harmful substance use, and faith can be a motivating factor. This presentation discusses an overview of SBIRT components, how SBIRT is currently being used in at least two areas of the United States, revisits the correlation between faith and recovery, and offers a discussion forum for how SBIRT can be used in various settings of the participants.

Presenter Bio (s): Mrs. Ward has worked in the field as a Clinical Social Worker and Addictions Specialist for more than 16 years. Her primary work experience has been in the public mental health system with a concentration in families and children, experienced with all age groups. She teaches social work and leads the SBIRT and Child Welfare programs for her college. Mrs. Ward has worked at Mt. Vernon Counseling Ministry since 2011, utilizing a Biblical world view

Workshop Title: Spiritual Care: Journeying on the Camino de Santiago Pilgrimage

Workshop Presenters: Buetta Warkentin, MSW, RSW, MTS

Workshop Abstract: The Camino de Santiago Pilgrimage route is travelled by increasing numbers of people (religious or not), interested in spiritual growth. This presentation explores the ritual and tradition of pilgrimage as connected to the Camino de Santiago and the role this can play in terms of meeting clients' and social workers' spiritual needs.

Workshop Number: 20121065 -

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

- Understand the history and ritual of the Camino de Santiago Pilgrimage
- Understand the possibilities for spiritual growth that the Camino de Santiago Pilgrimage offers for social work practitioners
- Understand how spiritual practices like pilgrimage may be helpful to clients

Level of Presentation: Intermediate

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: A sabbatical is a time for rest and renewal, and a time to lean into new teachings and learnings. My sabbatical in the spring of 2016 was devoted to exploring the intersection of spirituality in general and Christianity in particular with social work. Engaging in my own spiritual work was a key component in grounding this exploration, and to do so I completed the Camino de Santiago Pilgrimage (an 800 km or 500 mile Catholic pilgrimage route across northern Spain). We have seen a shift in religion and spirituality such that religious adherence is decreasing while spiritual identification is increasing (Coates, 2007; Hodge, 2012). Over the years social work has sided with secularism in being wary of the integration of religion or spirituality into our work (Cnaan, Wineberg & Bodie, 1999; Canda & Furman, 2010), but has more recently begun to see that exploration of spirituality is an integral piece of working with the whole person (Dudley, 2016; Hodge, 2015; Holloway & Moss, 2010). We understand that it is important for social workers to have competence in spirituality and religion much as they would have competence in cultural matters, and a comfort level in at least identifying and responding to spiritual cues that a client may offer. (Dudley, 2016; Holloway & Moss, 2010). Social Workers must have a level of spiritual awareness that can alert them to these cues, and openness to one's own spirituality is an important piece of this. The Camino de Santiago pilgrimage provides an opportunity for any social worker to explore their own spiritual depths, engaging further with themselves, with others and with their understanding of the Divine. In addition to providing an opportunity for self-care and spiritual growth and development for social workers, the Camino can be a healing opportunity for any who walk it. It offers a liminal space, a time in between, where one can explore the nature, meaning and purpose of one's life and relationships, navigating through challenging transitional phases to a renewed sense of wholeness (Herrero, 2008). This presentation will introduce listeners to the tradition, history and ritual of pilgrimage. It will explore the opportunities that the Camino de

Santiago pilgrimage presents for spiritual growth and self-care for social workers, and will explore some possible therapeutic uses of pilgrimage for clients.

Presenter Bio (s): Buetta Warkentin has been working as a social work educator and field education coordinator for 10 years. She holds dual masters degrees in social work and theological studies, with undergraduate degrees in theology and psychology. Buetta holds a keen interest in the intersection of faith and social work.

Workshop Title: Opioid Use in Pregnancy: An Evidence-based Approach

Workshop Presenters: Cayce Watson, MSSW, LAPSW, MAC April Mallory MSW, LCSW, MAC

Workshop Abstract: Social workers face multiple barriers when working with pregnant opioid users. This workshop will use a case example to illustrate these challenges. Opioid use in pregnancy, current evidence-based treatments, and NAS will be discussed. Interventions at both the clinical and policy-based levels of practice will be explored.

Workshop Number: 20121013 -

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

- Discuss the scope of opioid use among women and risks during pregnancy, including NAS.
- Utilize a case example to illustrate potential treatment conflicts for practitioners when using MAT with pregnant clients.
- Describe evidence-based points of intervention at both the individual and community practice levels.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: The opioid epidemic is a public health crisis and its impact on women and children is devastating. Overdose deaths among women due to prescription opioids has increased since 2007, and has surpassed deaths from motor vehicle-related accidents (CDC, 2013, SAMHSA, 2016). Women of childbearing age account for a significant portion of overdose deaths related to painkillers (CDC, 2013). According to NIDA, a baby is born every 25 minutes with opiate exposure (NIDA Infographic, 2015). Opioid detox during pregnancy is complex and withdrawal poses considerable risks including pre-term labor and loss of pregnancy. Additionally, pregnant women who resume drug use after detox have an increased risk of overdose (SAMHSA, 2016). Further, a baby exposed to opioids in-utero is likely to develop Neonatal Abstinence Syndrome or NAS. NAS is the clinical presentation of a newborn experiencing withdrawal. Symptoms may include uncoordinated sucking reflexes,

neurological excitability, gastrointestinal distress, and a high-pitched cry (ASTHO, 2014). NAS develops in 55-94% of drug-exposed infants (UICH, 2013). Despite the risk of NAS, ACOG recommends treating pregnant women with Medication Assisted Therapy or MAT (ACOG, 2016). MAT includes the supervised use of either Methadone or Buprenorphine as an intervention for opioid dependency. The rationale for this treatment includes stabilizing the fetal environment, decreasing illicit drug use, and preventing withdrawal (Jones, et. al., 2008). MAT is most successful when combined with psychosocial interventions, prenatal care, and supportive resources. Once stable, women can shift their focus to healing, relationships, and preparing to parent (Jones, et al., 2008). A considerable body evidence suggests MAT improves outcomes for pregnant opioid users, however the risk of NAS remains (ACOG, 2016). NAS is treatable and anticipated in pregnant women being treated with MAT (Terplan, Kennedy-Hendricks, & Chisolm, 2015). Between 50-60 percent of opioid-exposed infants will experience NAS and require some form of pharmacological intervention (Salter et al., 2015 & ASTHO, 2014). Non-pharmacological interventions include relieving infant symptoms and supporting maternal bonding. Interventions include swaddling, reducing stimuli, breast feeding, and rooming together (SAMHSA, 2016 & UICH, 2013). A 2010 study confirmed infants with NAS require less therapy and have shorter hospital stays when roomed with their mother (Saiki, Lee, Hannam, & Greenough, 2010). Social work practitioners face barriers when working with pregnant clients. These include lack of integrated resources, punitive legislation, and ideological disagreement among providers that leads to incomplete care of mothers and babies. This workshop will use a case example to illustrate these challenges. Opioid use in pregnancy, current evidence-based treatments, and NAS will be discussed. Finally, interventions at both the clinical and policy level will be explored.

Presenter Bio (s): Cayce Watson, LAPSW, MAC is an Associate Professor of Social Work and Field Coordinator at Lipscomb University. She has many years of practice experience working with families in crisis, mental health, and substance abuse treatment. Prior to teaching full-time, she most recently served the Vanderbilt Addiction Medicine Clinic as Research Coordinator of a multi-site national study concerning opiate use and treatment among pregnant women.

April Mallory, M.S.W., LCSW, MAC is a social worker with many years of experience in substance abuse and psychiatric assessment and counseling. She is currently an Assistant Professor of Practice at the University of Tennessee College of Social Work. She is also part of a team at the Vanderbilt Comprehensive Assessment Program that provides comprehensive and forensic evaluations for impaired physicians and other professionals.

Workshop Title: Letters from the Border: Clinical Wisdom from Working with Refugee Children

Workshop Presenters: Ingrid Weiss Slikkers, MSW, LMSW Krista Cooper PhD, LLMSW

Workshop Abstract: Unaccompanied immigrant and refugee children experience many traumas as they seek refuge in the U.S. Clinical wisdom and insights gathered from interviews with various practitioners working with these children will be presented. Attendees will learn trauma-focused skills for culturally sensitive and spiritually informed assessment and treatment.

Workshop Number: 20121094 -

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

- Increase awareness of the vulnerabilities of unaccompanied immigrant and refugee minors.
- Learn trauma-focused skills for engagement, assessment, planning, implementation, and evaluation with immigrant and refugee minors.
- Explore practitioner experience in incorporating spirituality in multi-ethnic groups and continued advocacy for vulnerable populations in policy and practice.

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators, General Audience

Workshop Description and References: Although immigrant and refugee issues are not new to our nation, the United Nations High Commission on Refugees (UNHCR) reports that there are more displaced people now than ever in history. It is estimated that of the 65 million refugees in the world, more than 50% are children. On their journey to the U.S., many of these children face hunger, abandonment, separation from parents, diseases, rape, violence, and prolonged displacement. Many of these children arrive in the U.S. illegally and without relatives. They face huge adjustments including acculturation issues, separation and unresolved loss, possible PTSD, and significant educational struggles. While all refugees and immigrants are vulnerable, unaccompanied minors often have difficulty meeting and navigating developmental tasks and stages. The trauma experienced by these children is often pervasive. Traditional models of intervention and assessment may not account for cultural nuances or capture the needs and life experiences of this population. Therefore, more knowledge is needed to effectively work with these children. More studies are needed to disseminate the clinical wisdom gathered from clinicians working with immigrant and refugee children. Therefore, this workshop will detail a proposed study and describe information gathered to date, in which the experiences and practice-based knowledge of various practicing therapists who work directly with unaccompanied minors in a Christian organization are disseminated. The study proposes to explore client engagement, assessment, treatment planning, and trauma-informed interventions. Information will be gathered that describe hands-on tools that clinicians have found to be beneficial in practice and challenges regarding assessment and treatment planning when there is a lack of information regarding the minor's family history or when language and culture present barriers. In addition, presenters will highlight the role of tailored practice models for this group by creating

more culturally and religiously sensitive interventions. Finally, the dimensions of faith and spirituality, individual motivations, Christian worldview and soul care will be reviewed with clinicians to ascertain the impact on service provision for culturally and religiously diverse populations.

Presenter Bio (s): Ingrid Weiss Slikkers worked as a child and family therapist for many years until she joined the faculty at Andrews University in the Department of Social Work during this last year. She continues to be involved in the clinical arena as the clinical consulting supervisor for Bethany Christian Services Immigrant and Refugee Program and considers it an honor to work with unaccompanied children. Krista Cooper PhD LLMSW is an Assistant Professor at Andrews University. She joined the department in 2012 and subsequently completed her PhD from the University of Alabama with a research focus on Afro-Caribbean immigrant women living with HIV. Her research interests focus on the immigrant experience, HIV/AIDS, intimate partner violence, immigration policy, and female reproductive issues.

Workshop Title: Twice Exceptional Youth, Testing, Advocating and Providing Services

Workshop Presenters: Bruce Wesolowski, LCSW Pholile Dlamini Psy.D.

Workshop Abstract: Twice exceptional youth have high intellect. At the same time, they have special educational needs such as ADHD, Spectrum Disorder, and specific Learning Disabilities. Because of their intellect identifying the special needs of these children can be difficult to assess and requires comprehensive psychological testing, therapy and advocacy.

Workshop Number: 20121010 -

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

- Define what twice exceptional youth are.
- Identify and test for the possibility of a youth being twice exceptional.
- Provide services and advocacy for twice exceptional youth and their families.

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Workshop Description and References: Considering twice exceptional youth prior to psychological testing, and helping parents and teachers understand signs to look for. Locating competent professionals to conduct psychological testing. Essential testing instruments. Using testing results to determine twice exceptional youth and their needs. Academic and character traits of twice exceptional youth, including behavioral and emotional presentations. Secondary diagnosis and common misconceptions and

misdiagnosis. Implications for therapeutic intervention and advocacy with parents and the school system. Therapeutic work in helping parents understand the struggles their children are having, and why they struggle behaviorally and academically. How to advocate with school staff to meet these children's needs.

Presenter Bio (s): Bruce Wesolowski is an LCSW with over 20 years of management and direct services provision experience. He has predominately worked in the field of child welfare including being the clinical director of a residential treatment center for foster care children. He is currently working as a therapist at a community mental health center providing therapy to children, adults, and families as well as facilitating groups. Dr. Dlamini (PSY.D., HSP) graduated from Florida School of Professional Psychology with a Doctor of Psychology in 2013. Dr. Dlamini is a licensed clinical psychologist with extensive experience providing therapeutic services to children, adolescents, and their families. She has advanced experience in providing comprehensive psychological evaluations and diagnosing a broad range of psychological difficulties.

Workshop Title: God as Angry or Engaged? How Religious Images Correlate with Social Capital

Workshop Presenters: Terry Wolfer, MSW, PhD Maria Hogan MSW, LCSWA

Workshop Abstract: The way people imagine God "as distant, benevolent, critical, or authoritarian" may contribute to their social capital "interpersonal trust, belonging, and reciprocity" or vice versa. This workshop uses quantitative data to explore correlations and possible causal relationships between images of God and social capital, drawing clinical implications.

Workshop Number: 20121053 -

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

- Define the dimensions of God images "anger and engagement" and how these create four basic images of God.
- Define the major aspects of social capital "trust, reciprocity and belonging" and how these vary across relationships in families, community groups, and congregations.
- Understand the relationships between aspects of social capital and images of God, and how these may be useful for social work practice.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: General Audience

Workshop Description and References: Social capital and images of God are two unique concepts that research suggests are interrelated (Bader & Froese, 2005; Branting,

2011; Furbey et al., 2006; Greeley, 1995; Mencken, Bader, & Embry, 2009; Miller et al., 2015; Stroope, 2012). Social capital, which includes trust, reciprocity, and belonging (Abbott & Freeth, 2008; Miller et al., 2015; Pope, Miller, Wolfer, Mann, & McKeown, 2013), is vital for health and well-being. In terms of images of God, Bader et al. (2006) suggest that two dimensions (i.e., engagement and anger) combine to form four images of God (i.e., distant, benevolent, critical, and authoritarian). In previous studies, images of God correlated with factors linked to social phenomena such as how forgiving or judgmental people are, their morals, church attendance, levels of trust in others, and political views (Bader et al., 2006; Bader & Froese, 2005; Froese & Bader, 2008; Froese & Bader, 2010; Greeley, 1995; Krause, Emmons, & Ironson, 2015; Mencken et al., 2009; Stroope, 2012). For example, Mencken et al. (2009) suggest that people who believe in an angry God tend to have less trust in others than those who believe in a loving God. Although a relationship between social capital and images of God clearly exists, research is not conclusive regarding direction of influence. Several authors conclude that the relationship is reciprocal (Greeley, 1995; Stroope, 2012). Beyond a review of the literature, this workshop presents data from a study on the nature of relationships in various groups (n=309). It explores correlations between images of God and social capital across three types of groups in particular: families, community groups (e.g., Lion's Club or Rotary), and religious congregations. The study assesses strong and weak ties across each group by looking at relational behaviors, such as sharing meals and experiences as well as offering emotional support. Results are then compared with responses about how people view God to see whether there are any significant correlations. Through this presentation, social workers will increase their understanding of the intertwining nature of social capital and religious imagery. As a result, they can draw insights from the material to inform practice with clients of diverse religious and spiritual backgrounds and better understand why people behave and relate as they do. More specifically, the workshop addresses the clinical implications of images of God, specifically focusing on Christian practice in the area of addictions. This presentation discusses how clients' images of God can either facilitate recovery through trusting God and relinquishing control, or hinder recovery by picturing God as abusive, cold, or distant given past relationships. It is essential to explore clients' images of God before pointing to God as a spiritual resource.

Presenter Bio (s): As a professor and PhD Program Coordinator at the University of South Carolina, Dr. Terry Wolfer uses qualitative and community-engaged research methods to discover effective practices for promoting social capital and health in people and their communities. His work emphasizes educating practitioners and organizations for continuous learning and decision making.

Maria Hogan obtained her BSW from Roberts Wesleyan College in 2015 and her MSW from the University of South Carolina in 2016. Maria has a passion for the integration of faith into social work practice. She lives and works at a Christian drug and alcohol recovery home, counseling women as they uncover their traumatic pasts and find hope in Jesus Christ.

Workshop Title: The Dignity of Work: Is prostitution work or exploitation?

Workshop Presenters: Hope Wilson, MA

Workshop Abstract: How should Christians think about sex and human beings in a world that is telling us to view sex as a commodity? Should we be concerned about those who are pushing to call prostitution “work”? How does changing” prostitution” into “work” change the way we perceive it? In this workshop we will discuss: postmodernism and the importance of language; sex and the human body from a biblical perspective; the dignity of work

Workshop Number: 20121103

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

- Explain why words and the meaning we attach to them are important
- Articulate the importance and effective role of biblical understanding of sex and the human body can add to this debate
- Specify reasons why sex is not work and the moral imperative to deconstruct this myth

Level of Presentation: Intermediate (MSW level)

Presenter Bio (s): Hope monitors and analyzes national trends and legislation within the Vulnerable Populations’ program area and serves as an advocate for Vulnerable Populations’ needs. She has an MA in the Bible and the Ancient Near East from The Hebrew University, Jerusalem, Israel and another MA in Social Work and Social Policy from Trinity College, Dublin, Ireland. And a BA in Anthropology and Peace and Justice from Wellesley College, Boston, U.S.A.

Workshop Title: Talking about Research

Workshop Presenters: Leslie Wuest, PhD, LCSW

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: 20121037 -

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 obtained her MSW from the University of Georgia and PhD from Portland State University in Portland Oregon. She is currently an assistant professor in the MSW program at George Fox University where she teaches research and statistics to MSW students. Leslie is keenly aware of the value of support and feedback from respected peers when developing and completing research projects.

Workshop Title: Social Work Goes to Hollywood: Using Movies to Teach Clinical Concepts

Workshop Presenters: Bob Zylstra, EdD, LCSW

Workshop Abstract: The images and emotions portrayed in popular movies can be used very effectively to teach as well as entertain. This presentation will examine clips from Hollywood movies portraying mental health issues for the purpose of teaching associated clinical concepts and skills.

Workshop Number: 20121024 -

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

- Enhance assessment skills through identification and evaluation of common mental health issues as portrayed in Hollywood movies

- Explore and evaluate media options as teaching tools
- Have fun in the context of an interactive learning environment

Level of Presentation: Intermediate

Target Audience: Social Workers, Educators

Workshop Description and References: Variety in educational methods can be very effective for novice as well as seasoned practitioners. While textbook instruction is a common and useful approach for teaching social work skills, alternative forms of education, including visual images of individuals demonstrating target behaviors, can also be effective. This presentation will demonstrate a somewhat novel approach to education by using Alzheimer's Disease as an example of how Hollywood movies can be used to teach mental health concepts. With surprising frequency and noteworthy accuracy, popular Hollywood movie characters portray individuals with a variety of mental health concerns. When combined with more traditional educational tools, these vivid portrayals can be used very effectively to demonstrate mental health symptom patterns and treatment options in a dramatic and at times humorous manner. Our goal in this workshop will be to explore how mental health concerns as represented in movie clips can enhance social work education. As one who learns best when multiple senses (visual, auditory) are engaged in an appealing and entertaining manner, I've found movies to be a very effective learning tool for myself as well as for the social work and medical students I teach.

Presenter Bio (s): Bob Zylstra, EdD, LCSW is the Director of Behavioral Medicine and Assistant Program Director for the Department of Family Medicine at the University of Tennessee College of Medicine in Chattanooga, Tennessee. He is also an adjunct instructor for the BSW program at the University of Tennessee in Chattanooga. He earned his MSW degree from the University of Michigan and his EdD in adult education at the University of Memphis.

Roundtables

Roundtable Title: A Conversation about Gender Identity and Transgender Rights: Learning from Diverse Perspectives

Roundtable Facilitator(s): TBD from a facilitator team which includes: Helen Harris; Kathyanne Purnell; Telvis Rich; Cini Bretzlaff-Holstein; Denis Costello

Roundtable Abstract: This session will be a facilitated roundtable discussion on the issue of gender identity and transgender rights. The aim of this roundtable conversation will be to allow each participants' unique perspective on this issue to be heard and respected, and to discover what participants can learn from one other in the process.

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

- Articulate their own stance on gender identity and transgender rights in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on gender identity and transgender rights that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Description:

This session will be a facilitated roundtable discussion on the issue of gender identity and transgender rights (the latter of which has been a part of the recent HB2 legislation debate in North Carolina). The aim of this roundtable conversation will be to allow each participants' unique perspective on these issues to be heard and respected. The purpose of this session is two-fold: a) to gain insight into the diversity and unity of perspectives that exist on this critical social issue among Christians in social work; and b) to experience a type of healthy, civil dialogue that might then be adapted in other settings including the classroom and clinical practice.

Facilitator Bio (s):

Roundtable Title: A Conversation about Racial Tensions and Disparities: Learning from Diverse Perspectives

Roundtable Facilitator(s): TBD from a facilitator team which includes: Helen Harris; Kathyanne Purnell; Telvis Rich; Cini Bretzlaff-Holstein; Denis Costello

Roundtable Abstract: This session will be a facilitated roundtable discussion on the issue of racial tensions and disparities. The aim of this roundtable conversation will be to allow each participants' unique perspective on this issue to be heard and respected, and to discover what participants can learn from one other in the process.

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

- Articulate their own stance on racial tensions and disparities in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on transgender rights that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Description:

This session will be a facilitated roundtable discussion on the issue of racial tensions and disparities. There are many different views about the prevalence, pervasiveness, causes, and most effective strategies to address racial tensions and disparities in our society today. The aim of this roundtable conversation will be to allow each participants' unique perspective to be heard and respected. The purpose of this session is two-fold: a) to gain insight into the diversity and unity of perspectives that exist on this critical social issue among Christians in social work; and b) to experience a type of healthy, civil dialogue that might then be adapted in other settings including the classroom and clinical practice.

Facilitator Bio (s):

Roundtable Title: A Conversation about Causes of and Solutions to Poverty: Learning from Diverse Perspectives

Roundtable Facilitator(s): TBD from a facilitator team which includes: Helen Harris; Kathyanne Purnell; Telvis Rich; Cini Bretzlaff-Holstein; Denis Costello

Roundtable Abstract: This session will be a facilitated roundtable discussion on the causes of and solutions to poverty. The aim of this roundtable conversation will be to allow each participants' unique perspective on this issue to be heard and respected, and to discover what participants can learn from one other in the process.

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

- Articulate their own stance on the topic of causes of and solutions to poverty in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on transgender rights that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

Level of Presentation: Basic, Intermediate, Advanced

Target Audience: Social Workers, Church Leaders, Educators, Student

Description:

This session will be a facilitated roundtable discussion on the causes of and solutions to poverty. There are many different views about the prevalence, pervasiveness, causes, and most effective strategies to address poverty in our society and in our world today. The aim of this roundtable conversation will be to allow each participants' unique perspective to be heard and respected. The purpose of this session is two-fold: a) to gain insight into the diversity and unity of perspectives that exist on this critical social issue among Christians in social work; and b) to experience a type of healthy, civil dialogue that might then be adapted in other settings including the classroom and clinical practice.

Facilitator Bio (s):