



Onsite Workshop Session Descriptions

NACSW Convention 2023

***Pittsburgh, PA
November 9-12, 2023***

Convention 2023 Onsite Workshop Information

The following presents a preliminary listing of onsite workshop presentations that will be included in NACSW's Convention 2023 with abstracts, learning objectives, and presenters' bios.

<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.>

Workshop Title:

The Ten Commandment for Counseling Non-Western Immigrants

Workshop Presenters: Daniel Nzoambonga Diakanwa, ,

Workshop Abstract: The Ten Commandments for counseling non-western clients are a synthesis of knowledge acquired during numerous counseling sessions with non-western immigrants. The workshop is intended to help professionals involved in cross-cultural counseling, as well as social services, education, and other public health and Government services.

Learning Objectives:

1. Review prior research on multicultural communication and identify key elements of effective cross-cultural verbal and non-verbal communication.
2. Describe the implications for cross-cultural counseling of the information presented in this presentation, including the presenter's research.
3. Articulate several innovative strategies designed to help agencies and institutions understand immigrants and be able to assist them effectively.

Level of Presentation: Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: As a result of the massive and inexorable migration of non-Western people to North America, our metropolises are rapidly becoming global villages in which we find people from all tribes, ethnicities, religions, languages, cultures, and races of the world. According to the Pew research center Immigrants, today account for 13.7% of the U.S. population, nearly triple the share (4.8%) in 1970. (<https://www.pewresearch.org/fac>).

The purpose of this workshop is to provide strategies for comprehending, counseling, and assisting non-Western immigrants who live and work in our multicultural communities and seek our support. It also intends to prepare individuals contemplating a profession in human, health, religious, legal, or public service, as well as those already employed in these sectors, with the information and skills necessary to understand, counsel and address problems of immigrants.

Bibliography: Bibliography/References (Provide a list of 5-10 references, including 3-5 sources published within the past 5 years). Please limit this section to no more than 500 words, which is about 3,000 characters.*

In the five past years, I have published the following articles on LinkedIn publications, Academic Publications and other Salvation Army publications;

1. LinkedIn publications
 - a. . Multicultural community leaders as catalysts for peaceful chance (July 9, 202)
 - b. Towards a global society June 22< 2022 4. Global Leaders as peacemakers July 2,1, 2021 5:
 - c. Forgiveness, The Key to racial and ethnic reconciliation (2020) and others
 - d. Book: Key to intercultural Ministries by Daniel N. Diakanwa January 2022;

2. Academic Publications: (1) “ From Homogeneous to Multiethnic Corps: Reaching the New Marginalized. “Word & Deeds” a Journal of Salvation Army Theology and Ministry; Journal of North American Association of Christians in Social Work. (May 2021)

Presenter Bio (s):

1: Daniel Diakanwa is the Chaplain at The Salvation Army Drug and Rehabilitation Center in Manhattan NYC. He worked for over 40 years in various positions within The Salvation Army. His multicultural experience includes pastoring a French Speaking Ministry in NYC for 10 years and two Salvation Army multicultural churches (2008 - 2004.) He further worked as Cross-cultural Ministries Bureau Director at the Salvation Army Eastern Regional Headquarters, and instructor at the Salvation Army College (1994-2001). Some of his publications include: "Key to Intercultural Ministries", (2000 and 2022), "The Ten Commandments for Counseling Non-Western Immigrants", 2023), and Adjusting and Integrating new immigrants in the American culture (Google scholar). Education: B.A., M.P.S. (Alliance University); M.P.A. (Baruch College) He is in the process of writing his dissertation at Grand Canyon University.

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Workshop Title:

Advocacy for Persecuted Christians: Addressing a Global Human Rights Crisis

Workshop Presenters: David R.Hodge, ,

Workshop Abstract: This presentation delineates data on human rights violations targeting Christians and other people of faith across the world. Global trends are discussed, and strategies offered to promote more inclusive, socially just societies around the globe on behalf of some of the most oppressed people in the world.

Learning Objectives:

- 1: understand the role of human rights in social work and the United Nations' (1948) Universal Declaration of Human Rights, particularly the right to religious freedom.
- 2: articulate the global increase in the prevalence and intensity of human rights violations aimed at Christians—the most persecuted group—and other people of faith.
- 3: describe specific strategies to advocate for Christians and other people who experience violations of their fundamental human rights.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: Human rights are central to the social work profession. The CSWE (2022) EPAS notes that every person has fundamental human rights and goes on to declare that social workers have a duty to advocate for these rights. Similarly, the NASW Code of Ethics (2021: 6.04(d)) calls social workers to eliminate religious discrimination locally and globally. The United Nations (2019) reports that acts of intolerance and violence targeting religious people is a serious—and growing—human rights concern and calls for action to address the growing crisis. Unfortunately, a paucity of scholarship has appeared in the social work literature on this topic (Hardy, 2013; Hodge et al., 2021). In turn, the lack of religious literacy affects the ability of social workers to fulfill their educational and ethical commitments (Crisp & Dinham, 2019).

The purpose of this presentation is to report the results of a modified domain-based review of the relevant literature on human rights violations targeting Christians and other people of faith (Palmatier et al., 2018). In keeping with this methodology, the presentation draws on literature from diverse sources, including the United Nations, law, social science, news reports, and empirical studies (Birdsall & Beaman, 2020).

The right to religious freedom articulated in the United Nations' (1948) Universal Declaration of Human Rights is reviewed. Global trends in violations of this right are illustrated and broken out by various faith groups (Pew Research Center, 2021). It is noted that Christians experience the most pervasive and intense persecution of any religious group. The long-term secular increase in the prevalence and intensity of rights violations aimed at religious people are discussed, violations which disproportionately impact women and people of color in resource-constrained nations. Subsequently, a theoretical framework is presented to explain the discrimination, which

provides the foundation for the discussion of approaches designed to promote more inclusive, socially just societies across the globe.

From a theological perspective, Christians have a biblical obligation to remember those who are suffering for practicing their faith, as evidenced in passages such as Matthew 25:34-40 and Hebrews 13:3. From a social work perspective, practitioners are called to address the structural inequities that facilitate human rights violations aimed at Christians and other people of faith to operationalize the antiracist, anti-oppressive, and human rights principles embedded in the CSWE (2022) EPAS competencies and the NASW Code of Ethics (2021) ethical principles. This presentation equips social workers to understand the relevant power imbalances that foster bias against Christians and then delineates several strategies that social workers can implement to fulfill their ethical calling to advance human rights on behalf of Christians and other people of faith.

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Crisp, B. R., & Dinham, A. (2019). Are the profession's education standards promoting the religious literacy required for twenty-first century social work practice?. *The British Journal of Social Work*, 49(6), 1544-1562.

Hardy, K. (2013). Searching for the spirit: A content analysis of the Black church in mainstream social work journals. *Journal of Religion & Spirituality in Social Work: Social Thought*, 32(4), 373-396.

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Palmatier, R. W., Houston, M. B., & Hulland, J. (2018). Review articles: Purpose, process, and structure. *Journal of the Academy of Marketing Science*, 46(1), 1-5.

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United Nations. (1948). Universal Declaration of Human Rights. Retrieved from <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

United Nations. (2019). International Day Commemorating the Victims of Acts of Violence Based on Religion or Belief. Retrieved from <https://undocs.org/en/A/RES/73/296>

Presenter Bio (s):

1: David R. Hodge, PhD, is the Professor of Spirituality, Religion and Culture in the School of Social Work at Arizona State University. He also holds appointments at the University of Pennsylvania in the Program for Research on Religion and Urban Civil Society, at Baylor University in the Institute for Studies of Religion, and at Duke University in the Center for Spirituality, Theology and Health at the Center for Aging, Duke University Medical Center. An award-winning scholar, Dr. Hodge's research focuses on spirituality, religion and culture, especially as these interrelated constructs intersect health and wellness. He has presented on the persecution of Christians and other people of faith both domestically and internationally. His latest book—by Columbia University Press—is titled: *Spiritual Assessment in Social Work and Mental Health Practice*.

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Workshop Title:

Resiliency Overview: How it Relates to Adults and Adolescents/Children

Workshop Presenters: Kenneth Larimore, AngelaGaddis,

Workshop Abstract: Designed to teach skills to clinicians working with children & adults experiencing traumatic stress. It will focus on factors influencing resilience from a systems perspective and using the strengths perspective to assist individuals with restoring balance after traumatic experiences. This workshop will also look at a Biblical model of resiliency.

Learning Objectives:

- 1: 4. Identify protective factors that assist clients facilitate the resiliency process
- 2: 1. Articulate the difference between recovery and resiliency
- 3: 2. Assess resilience levels and understand it from a Biblical perspective

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers

Workshop Description: People are constantly exposed to potentially traumatic events in their lives. Some struggle with the events and find it overwhelmingly difficult to return to their level of functioning prior to the event; however, others demonstrate the ability to adapt with healthy responses (Masten, 2001).

Research in this area has primarily been derived from individuals who have sought treatment in response to a traumatic event. Only recently has the research begun to focus on resiliency characteristics possessed by individuals previous to the traumatic event versus the recovery response to a traumatic event (Bonnano, 2004). Teaching resiliency to individuals and families before trauma occurs shortens the length of time for adjustment as well as assists with maintaining relatively stable, healthy levels of functioning.

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Zolkoski, S.M., & Bullock, L.M. (2012) *Children and Youth Services Review*

Volume 34, Issue 12, December, Pages 2295-2303

Presenter Bio (s):

1: Kenneth Larimore, PH.D. MSW., D.Min, M.Div., LISW-S. I currently work as the Online MSW Director at Ohio University. I have presented 8 times at previous NACSW conferences. I had worked in Treatment foster care for 25 years. For the past 13 years, I have worked full-time at Ohio University, and Walden University, and I served as an adjunct at Liberty University, Indiana Wesleyan University, and Ohio Christian University.

2: Thirty-plus years of social work experience. Experience includes work with foster children, the homeless population, military service members and their families, private practice, and those suffering from mental illness. She has also served as a consultant for the Department of Defense and in Administrative Roles in psychiatric hospital settings. She has also been in social work academia for over 20 years and is currently serving as BSW Program Director with Walden University.

PhD in Social Work-University of Alabama

MSW: University of Southern MS

Certificate in Theology: Southern Seminary, Louisville KY

BSW: University of Mississippi

Workshop Title:

Love Essentially: The Role of Love in Healing the Brokenhearted

Workshop Presenters: Pamela Bridgeman, ,

Workshop Abstract: Love as an essential element of practice isn't novel to social workers. The profession was established upon it. From rescuing Mary Ellen Wilson to the call for social justice, social workers have always loved their neighbors as themselves. Many social workers believe that love is the framework for their practice.

Learning Objectives:

- 1: Review the history of the integration of love in the practice of social work and describe love as an essential aspect in healing the brokenhearted
- 2: Identify 3 love informed social work interventions for healing the brokenhearted
- 3: Discuss implications of the intergration of love informed interventions for social work in micro, mezzo, and macro practice

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers

Workshop Description: Love as an essential element of practice is not novel to social workers. The profession was established upon it. From rescuing Mary Ellen Wilson from abusive caregivers in 1874 to the call for social justice today, social workers have always loved their neighbors as themselves. Many social workers, especially Christian social workers, believe that love is the framework for their practice. They see it as essential to how they perceive their clients as well as to who they are as professionals. Social work acts, whether micro, mezzo, or macro, are seen as acts of love. This viewpoint is consistent with the history of social work, which was founded on the essential elements of love which are empathy and compassion.

Bibliography: Afram, A. (2018). Love is good therapy: The gift of being loved by your therapist. <https://www.goodtherapy.org/blog/love-is-good-therapy-gift-of-being-loved-by-your-therapist-1116185>. Retrieved from the Internet on 2/3/2023.

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Butot, M.C. (2004) Love as Emancipatory Praxis: An Exploration of Practitioners' Conceptualizations of Love in Critical Social Work Practice.

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Schamess, G. (1999). Therapeutic love and its permutations. *Clinical Social Work Journal*, 27, 9-26.

Szeintuch, S. (2022). Social love: The power of love in social work. *Australian Social Work*, 75(4), 471-482.

Presenter Bio (s):

1:Rev. Pamela Bridgeman is a Licensed Clinical Social Worker, Certified Clinical Trauma Professional, Certified Master Addictions Counselor, and owner of A Healing Journey Counseling & Consultation, LLC. Her formal education includes a master's degree in Social Work from the University of Georgia, a master's degree in Human Relations from Pacific

Lutheran University, WA, bachelor's degree in Social Work from the University of Montevallo, AL, and Systematic Theology training from Beulah Heights University, Atlanta, GA. She has provided compassionate care since 1976, both as a social worker and a Christian minister.

She is an honorably discharged E5 Staff Sergeant, United States Air Force veteran, where she provided substance use counseling to active-duty military and their families as well as civilian employees. She has presented at NACSW conferences several times since 2013.

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Workshop Title:

Preventing Abuse with Multigenerational Relationships in Home Visiting

Workshop Presenters: Kristina Gordon, ,

Workshop Abstract: While child maltreatment continues to be a public health concern, innovative approaches to preventive programs are necessary to better serve families against child maltreatment. An innovative home-visiting model was created to incorporate multigenerational relationships in a home-visiting program to reduce child maltreatment.

Learning Objectives:

- 1: Describe the components of a home visiting conceptual framework that integrates multigenerational relationships.
- 2: Describe the challenges and possibilities when implementing a home visiting program.
- 3: Apply strategies for cultural adaptation and community engagement in home visiting to prevent child maltreatment.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Common sustainability elements across evidence-informed home visiting programs were referrals provided to additional services and resources that develop social support, yet there is room for an innovative approach to the sustainability of concrete supportive relationships.

This study utilized the community engagement and social innovation (CESI) model as the framework for engaging with the community in a comprehensive and collaborative approach to creating an innovative approach to home visiting. Formal survey participation utilized a conventional research design, including methodology, measures, data collection, Institutional Review Board evaluation, and data analysis. Results of the study provided implications for home visiting programs, including the importance of understanding the program regardless of role and a clear strategy of how the program challenges child maltreatment occurrence. Additionally, the study demonstrated the necessity for the curriculum to focus on supportive relationships for the families and parent skill-building, connecting to resources, and establishing safety.

Faith communities can play an essential part in families and communities by providing these supportive relationships. Faith community members could contribute to behavior modification of destructive practices with service provision at the community level. Faith community members' responses can be especially valuable in preventing child maltreatment when grounded in the protective characteristics of faith-based principles and practices.

An innovative home-visiting model was created to incorporate multigenerational relationships in a home-visiting program to reduce child maltreatment. An existing evidence-based home visiting model was adapted with the addition of a fifth target outcome of increasing sustainable, supportive relationships. Trained home visiting professionals and a trained older volunteer provide children and their parents or caregivers with information, skills, and faith-based principles and practices essential for improving children's well-being and providing families with much-needed support. The innovative approach of intergenerational mentoring is biblically aligned with a basic understanding of respecting the elders as well as the responsibility of the older generation to be witnesses and lead the flock of younger generations.

Implications from the study and project development provide interest for future research on specific components of multigenerational relationships and their effect on parent engagement and retention rates. The examples and relationships older volunteers can provide for families can help tackle the social problem of child maltreatment with the decrease of child abuse and neglect in the communities.

Bibliography: Berlin, L. J., Appleyard, K., & Dodge, K. A. (2011). Intergenerational continuity in child maltreatment: Mediating mechanisms and implications for prevention. *Child Development, 82*(1), 162-176. <https://doi.org/10.1111/j.1467-8624.2010.01547.x>.

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Palm, S., & Eyber, C. (2019). 'Why faith? Engaging faith mechanisms to end violence against children.' Briefing paper. Joint Learning Initiative on Faith and Local Communities Ending Violence Against Children Hub. <https://jliflc.com/resources/why-faith-engaging-faith-mechanisms-to-end-violence-against-children/>

Rutledge, K., & Eyber, C. (2019). Scoping study on faith actors' involvement in the prevention, elimination, and perpetuation of violence against children: Literature Review. Joint Learning Initiative on Faith and Local Communities Ending Violence against Children Hub. <https://jliflc.com/resources/evac-literature-review/>

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Presenter Bio (s):

1:Dr. Kristina West Gordon is a full-time Assistant Professor at California Baptist University in the Division of Social Work. Her practice background spans over 10 years of direct service, as well as leadership experience in the child welfare field. Her experience in child welfare has led to her social work research focusing on multiple aspects of child welfare, including preventative factors decreasing the occurrence of child abuse and neglect, impacts of abuse and neglect, and parent training. As an educator in higher education, Dr. Gordon's passion centers on developing the next generation of professional social workers. She hopes to inspire, encourage, and spark a love of Social Work by carefully setting a safe and inclusive stage for learning to occur.

Workshop Title:

The Role of Shared Religion Among Black Couples: A Strengths-based Study

Workshop Presenters: Novia Reid, ,

Workshop Abstract: This workshop will discuss shared religion as a buffer against low marital quality among Blacks. Participants will learn of Blacks' unique challenges in forming and sustaining healthy marriages and how shared religion cultivates marital quality in core domains. Practical implications for social workers and church leaders will also be discussed.

Learning Objectives:

- 1: Describe how racism, the residual effects of slavery, and other unique factors influence the marital quality and stability of Black couples.
- 2: Identify and define core Biblical principles that help Black couples combat low marital quality and divorce.
- 3: Discuss and apply concepts and strategies for serving Black couples ethically and competently from a strengths-based approach.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders

Workshop Description: Black marriages are notably declining, experiencing lower marital quality and ending in divorce at a higher rate than other races (Belgrave & Allison, 2019; Bulanda & Brown, 2007; Mouzon et al., 2020; Price et al., 2017; Raley et al., 2015). Thus, Black couples are in crisis, but not without hope. Religion is a historically known strength for Blacks, and understanding its influence on the quality and longevity of their marriages may help improve them. Contrary to studies in prior decades that have studied Blacks and Black relationships from a negative lens, research on factors such as religion has increased in recent years to understand the qualities of strong, enduring Black marriages. However, strength-based studies on religion and Black marriages are inadequate. Notably, research on religious homogamy and Black unions is limited. Studies on religious homogamy and Black marriages are warranted as scholars have consistently found that it produces marked positive outcomes on marital satisfaction and stability among other racial groups (Aman et al., 2019; Hwang et al., 2021; Klausli, 2020; Myers, 2006; Young-II & Swan, 2019). Operating from a strengths-based theoretical framework, a qualitative phenomenological study explored the influence of religious homogamy on marital quality among seven Black couples using Johnson et al.'s (1986) five domains of marital quality: marital happiness, interactions, disagreements, problems, and instability. The study produced nine major themes and two subthemes. As a result, our knowledge of how religious homogamy influences Black couples' marital quality and stability is broadened, fulfilling Chaney's (2014) call to gain a deeper understanding of the characteristics of long-standing Black relationships to help Black couples maintain their unions. This presentation will cover key topics such as factors influencing Blacks' decision to marry and unique barriers they face in forming and cultivating healthy marriages. Specifically, the presentation will discuss internal and external struggles unique to Black men, racism, and post-traumatic slave syndrome (DeGruy, 2005). The presentation will also address the role of shared religion as a salient protective factor against low marital quality and divorce among Black couples. Lastly, the presentation encourages social workers and church

leaders to demonstrate core values and skills, including competence, cultural humility, and service, and assess and serve Black couples from a strengths-based versus deficit lens.

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Price, C. A., Bush, K. R., & Price, S. J. (2017). *Families and change: Coping with stressful events and transitions*. SAGE.

Raley, R. K., Sweeney, M. M., & Wondra, D. (2015). The growing racial and ethnic divide in U.S. marriage patterns. *Future of Children*, 25(2), 89–109.

Young-II, K., & Swan, I. (2019). Religious heterogamy, marital quality, and paternal engagement. *Religions*, 10(2), 102-113. <https://doi.org/10.3390/rel10020102>

Presenter Bio (s):

1: Novia Reid, Ph.D., LCSW, is a licensed clinician, transformational speaker, and author. She obtained her Ph.D. in marriage and family therapy from Northcentral University (now National University), specializing in couple therapy, in November 2022. She has counseled adults, couples, and families with diverse and complex challenges, including depression, infidelity, trauma, and self-worth. Her niches are couple therapy and helping women who have lost themselves from trauma, setbacks, or heartbreak regain their identities. Novia delivers keynotes, workshops, and seminars for women, mixed audiences, and faith-based organizations. Her speaking style is authentic, relatable, and engaging, and her ability to captivate diverse audiences has resonated with attendees who have called her “gifted” and their “missing piece.” Persons interested in Novia’s work may visit www.noviareid.com.

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Workshop Title:

100 Years Before Rosa Parks: Four Women Who Desegregated Public Transit

Workshop Presenters: Kevin Brown, ,

Workshop Abstract: Transit segregation neither began, nor ended with Rosa Parks. Courageous women in four northern cities, fully 100 years previous, served as exemplars to be imitated. Using biblical and historic lenses, their importance will be stressed as will be the necessity of constant vigilance to assure equal access to public services continues.

Learning Objectives:

- 1: 1. Situate the Montgomery Bus Boycott in its historical context, rooted in over 100 years of struggle for transit equality.
- 2: 2. Understand the importance of public transportation in the struggle to address racial and gender inequality and enact strategies to ameliorate systemic racism.
- 3: 3. Apply a biblical lens to better understand social justice applied to public services in the public realm.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: 1. Introduction: Contextualizing Rosa Parks' Montgomery Bus Ride Based upon Previous Exemplars from the 1800's and the Scriptural Mandate for Social Justice

2. Four Women Who Desegregated Transit in the 1800s:

- a. Elizabeth Jennings: New York City
- b. Charlotte Brown: San Francisco
- c. Sojourner Truth: Washington, DC
- d. Caroline LeCount: Philadelphia

3. The Need for Constant Vigilance in the Ongoing Struggle for Equal Access to Public Services As Social Workers Seek to Address ADEI Issues

This presentation uses a historical lens to situate the 1950s struggle against Jim Crow, while using a biblical social justice lens to call social workers to vigilance as new forms of inequality and marginalize emerge. Based upon extensive research into archival materials, this presentation uses both evidence and practical experience from the arena of Christian community development to make its case.

Bibliography: Because this is historical, most of the references predate the last five years as the research is rooted in historical archival material. This presentation is based upon an article published in the Journal of Public Transportation, and the bibliography can be accessed here:

<https://www.sciencedirect.com/science/article/pii/S1077291X22000339>

Presenter Bio (s):

1:Dr. Kevin J. Brown is a former President of NACSW and is currently serving as an Associate Professor of Social Work at Southern University at New Orleans. He earned the BA (Psych) at Wheaton College, 1982; the MSW at the University of Illinois at Chicago in 1986; and the MA and PhD in Urban Studies from the University of New Orleans in 2016. Brown is a licensed clinical social worker in the states of Louisiana and Pennsylvania. Brown has presented widely at conferences, seminars, state agencies, churches and non-profits throughout his 37 year career. Before academia, Brown served as a clinician at Midwest Family Resources (Chicago), and the Minirth-Meier New Life Clinic. He also served as Executive Director of Trinity Christian Community, where his work involved community organizing and development in an inner city community and throughout the city of New Orleans.

2:

3:

Workshop Title:

The Journey of Creating a Private Psychotherapy Practice

Workshop Presenters: June Tyson, Pamela Bridgeman,

Workshop Abstract: Starting a psychotherapy private can be very daunting and trying. It is a journey in learning about oneself as a practitioner and a lover of good mental health. This workshop will share various steps in the journey to assist those who are called to do this work.

Learning Objectives:

- 1: Participants will become aware of the various steps to create a private practice in psychotherapy.
- 2: Participants will understand the need to be led by God in order to do this work and the perseverance that is needed to see the journey to the end.
- 3: Participants will understand the ethical responsibility of spending time in the community of direct practice.

Level of Presentation: Advanced (LCSW or LICSW level)

Target Audience: Social Workers

Workshop Description: 1. This presentation will show how important it is to be led by God to do this work and how faith is a key component.

2. We will show a keen understanding of the social work administration is required to be successful in building a private practice.

3. We will demonstrate how it is ethically responsible to have spent time in the community of direct practice in order to understand the culture of the community we serve.

Bibliography: The Counselor and the Law: A Guide to Legal and Ethical Practice, eighth edition, by Anne Marie “Nancy” Wheeler & Burt Bertram

ACA Ethical Standards Casebook, seventh edition, by Barbara Herlihy and Gerald Corey

Ethics Desk Reference for Counselors, second edition, by Jeffrey E. Barnett and W. Brad Johnson

The Secrets of Exceptional Counselors by Jeffrey A. Kottler

Counselor Self-Care by Gerald Corey, Michelle Muratoni, Jude T. Austin II and Julius A. Austin

Cognitive Behavior Therapies: A Guidebook for Practitioners edited by Ann Vernon and Kristene A. Doyle

Creating Your Professional Path: Lessons From My Journey by Gerald Corey

Presenter Bio (s):

1:Dr. June Tyson comes to you from Brooklyn, NY. She is a License Clinical Social Worker (LCSW-R) and a member of the Academy of Certified Social Workers, (ACSW). She practices psychotherapy at Community Counselling and Mediation (CCM) in Brooklyn. Dr. Tyson is also License Independent Social worker of Clinical Practice (LISW-CP) and works for the Costal Samaritan Counseling Center, in Myrtle Beach SC. She is also the CEO of Creating Meaning Counseling Services.

In addition to being a proud and active member of Alpha Kappa Alpha Sorority Incorporated, (AKA), Dr. Tyson is also a part of a Global Health Group, in which she travels yearly, sharing Social Work techniques.

2:Rev. Pamela Bridgeman is a Licensed Clinical Social Worker, Certified Clinical Trauma Professional,

Certified Master Addictions Counselor, and owner of A Healing Journey Counseling & Consultation,

LLC.

Her formal education includes a master's degree in Social Work from the University of Georgia,
a

master's degree in Human Relations from Pacific Lutheran University, WA, bachelor's degree in Social

Work from the University of Montevallo, AL, and Systematic Theology training from Beulah Heights

University, Atlanta, GA. She has provided compassionate care since 1976, both as a social worker and a

Christian minister.

She is an honorably discharged E5 Staff Sergeant, United States Air Force veteran, where she provided

substance use counseling to active-duty military and their families as well as civilian employees.

She has presented at NACSW conferences several times since 2013.

3:

Workshop Title:

Supporting Educators & Practitioners in a Trauma Saturated Culture

Workshop Presenters: Sambra Zaoui, ,

Workshop Abstract:

This presentation highlights the current state of collective trauma in the United States and how it directly impacts the environmental culture we shape in our classrooms and clinical spaces. We will explore trauma from a multidimensional lens and apply a culturally responsive, inclusive, and trauma-informed practice to reduce revictimization.

Learning Objectives:

- 1: 1. Participants will gain an understanding of how historical, multigenerational, and collective trauma are impacting current functioning.
- 2: 2. Participants will implement inclusive, culturally responsive and trauma-informed practices to their learning spaces and clinical practices.
- 3: 3. Participants will be equipped with coping strategies that help regulate them when working with trauma saturated clients or students.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Social workers are on the frontline of the mass outcry of trauma that has saturated our contemporary culture. A multidimensional trauma lens underscores the relationship that historical, multigenerational, and collective trauma has on current functioning. Frameworks that cultivate inclusive, equitable, and welcoming spaces by inviting inclusive practices and culturally responsive and trauma-informed instruction in the context of learning spaces and clinical practices are presented. This presentation's central message is to equip social workers and educators with the most innovative trauma-informed response to enhancing social engagement and minimizing revictimization in our professional spaces.

There is a strong faith and religious component throughout the presentation. Scripture is used to highlight the Lord's position on how He intends for us to treat one another, love one another, bear witness, and grieve with those who mourn. As believers, we must step up to the calling and be His hands and feet here on earth. I firmly believe that we accomplish this by understanding the magnitude of trauma, how it manifests, and how we must respond to proliferate healing rather than revictimization.

Biblical literature/scripture speaks of God's thoughts:

Ephesians 4:2 ESV

With all humility and gentleness, with patience, bearing with one another in love

Matthew 5:44 ESV

But I say to you, Love your enemies and pray for those who persecute you

Ephesians 4:32 ESV

Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you.

Luke 6:31 ESV

And as you wish that others would do to you, do so to them

Matthew 7:12

“So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets

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"Types of Trauma: Collective, Historical, Generational." *Care Counseling*, Care Counseling, 2022, care-clinics.com/different-types-of-trauma-collective-historical-generational/. Accessed 22 Nov. 2022.

Yehuda, Rachel, and Amy Lehrner. "Intergenerational Transmission of Trauma Effects: Putative Role of Epigenetic Mechanisms." *World Psychiatry*, vol. 17, no. 3, 7 Sept. 2018, pp. 243–257, www.ncbi.nlm.nih.gov/pmc/articles/PMC6127768/, 10.1002/wps.20568.

Presenter Bio (s):

1:

Sambra Zaoui, LCSW, EMDRIA Certified EMDR psychotherapist, assistant professor of social work at Barry University for over 14 years, and president of EMDR MIAMI, INC(private practice), has over 20 years of experience presenting nationally and locally on working with individuals with complex trauma. She has been a clinical social worker for over 23 years, a professor for 14 years, an anti-trafficking and human rights advocate/presenter since 2009, and a traumatologist for the last 18 years in her private practice, where she actively engages individuals, couples, and families with trauma histories, as well as individuals who are experiencing symptoms of complex trauma, PTSD, depression, anxiety, addictions, marital conflict, attachment related issues, perinatal, and postpartum depression.

Workshop Title:

The ACE Program - a Wellness Initiative for Student-Athletes

Workshop Presenters: Luke Robertson, ,

Workshop Abstract: Athletes often experience significant personal growth. But they can also struggle with wellness issues, such as perfectionism, depression, substance abuse, and injury. The ACE program integrates the four pillars of wellness - spiritual, academic, athletic, and emotional - to assist student-athletes to achieve their highest potential.

Learning Objectives:

- 1: critically select and implement practice strategies to impact the overall wellness of student-athletes.
- 2: analyze the influence of faith on student-athletes.
- 3: learn the challenges that student-athletes face in the academic, athletic, and social arenas of their lives.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Social workers in university- and college-based athletic departments are an increasing and influential presence in the sports world. They bring a unique skillset with them, with their holistic approach to wellness and their theory-based practice. They can help integrate this perspective with the more traditional ways in which athletic administrators, coaches, and trainers have approached the overall wellness of student-athletes.

With this in mind, this session will present a brief overview of the NCAA, especially at the Division III level. It will look closely at the NCAA's increasing emphasis on the wellness of student-athletes, who face challenges with overall health and other potential barriers, such as response to injury, perfectionism, an unbalanced sense of competitiveness, conflict with coaches and teammates, and academic eligibility requirements.

The Athletic Center for Excellence (or ACE) Program at the Franciscan University of Steubenville was co-developed by the Athletic Department and the Social Work Program on campus. We follow closely the mission statement of our University "as a Catholic and a Franciscan institution, [promoting] the moral, spiritual, and religious values of [our] students." We seek to affirm their essential worth as beloved children of God, created to serve Him and His people through prayer, evangelization, and acts of service. We utilize the strengths-based, planned change, and person-in-environment theories to integrate ACE's four pillars - spiritual, academic, athletic, and wellness - into the daily lives of our student-athletes to promote their overall health and welfare. As such, we are grounded in social work ethics and values, using contemporary research to inform culturally-competent practice.

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Presenter Bio (s):

1:Fr. Luke Robertson, TOR, is a clinical social worker and a professor of Social Work at the Franciscan University of Steubenville. He has a BA with Honors in English and American Literature from the University of Warwick in the UK, an MSW from the University of Kentucky, and an MA in Ecclesiastical History and an M.Div from the Washington Theological Union. He has worked with Child Protective Services and Juvenile Probation, the Veterans' Administration, federally-funded runaway shelters, a street outreach program for the unsheltered homeless population, and as the director of social work field education at the Franciscan University of Steubenville.

2:

3:

Workshop Title:

ASSISTING AA CLERGY IN IMPROVING PRACTICES TO HELP CONGREGANTS
DISTRESS

Workshop Presenters: Dr. LaQuetta Solomon, DSw, LCSW, ,

Workshop Abstract: The African American pastor assists their congregants toward healing through comfort their congregants who are in crises. Social workers make up a high percentage of clinically trained mental health providers in the United States, it is important to have ample resources to collaborate with the Black church to effectively address this Issue.

Learning Objectives:

- 1: Understand the faith tradition of the black church and the perception of MH
- 2: Develop the skills to reinforce collaboration with clergy in order to assist them meeting the needs of their congregants
- 3: Learn how to assist Clergy in developing effective plans to assist congregants in Crisis

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders

Workshop Description: A)Evidence/Data Used to Establish Rationale

B)African Americans Clergy Preference

C)Clergy Perceptions of Mental Health

D)Establishing Meaningful Collaborations

E) Reccomendations for Practice

Bibliography: Allen, A. J., Davey, M. P., & Davey, A. (2009). Being Examples to the Flock: The Role

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Avent, J. R., Cashwell, C. S., & Brown-Jeffy, S. (2015). African American Pastors on Mental Health, Coping, and Help-Seeking. *Counseling & Values*, 60(1), 32-47

Presenter Bio (s):

1:Dr. LaQuetta Solomon, Full-Time Professor, Licensed Clinical Social Worker/ Psychotherapist, Ordained Elder(Senior Minister), Mentor, and Certified Emotional Intelligence Coach has provided exemplary emotional and mental health services for every level of care. Dr. Solomon has obtained several degrees from the following institutions: South Carolina State University, Case Western Reserve University, Malone University, and Capella University. As the Visionary and Founder of Elev8ted Perspectives Consultation Services, PLLC, Dr. Solomon, offers support and guidance to those who struggle with their faith in light of their emotional distress through her specialization in Christian Counseling. Dr. Solomon is also an Assistant Professor on the MSW Graduate program at St. Joseph's University- Patchogue, New York.

Workshop Title:

What If We Could Talk About Anything?

Workshop Presenters: Bonnie Nicholas, ,

Workshop Abstract: Is there hope for coming together in our increasingly divided world? This workshop will focus on how to develop proven practices for engaging people across various kinds of divides. A format will be presented, which has been used effectively in many contexts to cultivate curiosity and promote conversation across issues that divide us.

Learning Objectives:

- 1: Name the three practices identified by Jim Henderson and Jim Hancock that have been shown to be effective in crossing various divides between people.
- 2: Understand and describe the 3Practice Circle format, including how that structure encourages engagement across differences.
- 3: Discuss the interconnectedness of our common humanity and how living into that reality reflects God and the mission of the Church in the world.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders

Workshop Description: Key topics will include an examination of three practices that have been shown to be critical for engaging people across divides. Jim Henderson and Jim Hancock have identified these as: being unusually interested in others; staying in the room with difference; and not comparing my best with your worst. The book they've written and the organization they founded will provide the basis for this main part of the workshop. (See 3Practices.com) I'm hoping to have one or both of these founders participate in this workshop via pre-recorded video. As time allows, we may also be able to participate in and/or observe a sample 3Practice Circle, which is a format that has been employed nationwide to practice these three practices.

We will take time to take a brief step back from the particular practices and techniques to understand why it's important that we learn to have these kinds of conversations and why these practices work. This will include a discussion of the interconnectedness of our shared humanity. In biblical terms, we are all created in the image of our trinitarian God, who exists in constant relationship, as Parent, Child, and Spirit. It's a model for us to follow, living in constant relationships characterized by mutual honor and submission. We will highlight God's command to love our neighbor, even our enemies. We'll consider how these three practices can help us fulfill this command and foster the kind of loving community that God has designed for his people.

In addition, will we touch on social work research that has shown the critical value of strong relationships for overall well-being in individuals as well as in communities. A brief discussion of how these practices, as well as the 3Practices Circle format have been used in various contexts will inspire others to see how this information might be used within their own life and work situations.

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Presenter Bio (s):

1: Bonnie earned a Master's degree in Social Work from Michigan State University in 2006 while working as a Campus Staff Member with InterVarsity Christian Fellowship. She then served the Christian Reformed Church as Director of Safe Church Ministry (abuse awareness, prevention and response) leading and training teams in Canada and the U.S. She retired from that position in 2020. Post-retirement she has earned certifications from the International Institute of Restorative Practices and as a 3Practice Circle Leader (3Practices.com). Bonnie is passionate about applying the underlying principles of restorative practices, not only for addressing harm, but for deepening relationships and building healthy communities. Bonnie lives with her husband in Shelby, MI where she loves being outdoors, writing, reading, gardening, and leading the Restorative Practices team at her church.

2:

3:

Workshop Title:

My Stuff Hurts: Internal Pain Expressed External Ways

Workshop Presenters: Nico Morales, ,

Workshop Abstract: Everyone faces some sort of internal pain, whether it is emotional, physical or mental. Expressing it is different for everyone based on experience and exposure to coping techniques. In this presentation the audience will receive an emotional intelligence technique that is based on the biblical text to Capture Every Thought.

Learning Objectives:

- 1: Share one emotional Intelligence Technique I learned.
- 2: Understand someones verbal and non-verbal expressions better.
- 3: Read a individuals pace, priority, directness, openness

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: This session will include a emotional intelligence technique, a overview of both verbal and nonverbal behaviors that are communicated by individuals when in pain. It will provide the audience with a understanding of our common identifiers that can increase the quality of communication with those they serve. Biblically, Jesus called us to capture every thought and submit it to God. This presentation will give a practical technique to use when thoughts need to be captured. It is informed by 2 Corinthians 10:5 ‘We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ’ (NIV). While not everyone beliefs align with the Bible, it has been proven through time and other studies that our thoughts create our life’s. Aligning our thoughts, our beliefs and actions can significantly change the outcomes experience in life.

Bibliography: 2 Corinthians 10:5.

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Duckworth, A. (2016). Grit: The Power of Passion and Perseverance.

Eric Thomas, You Owe You

Presenter Bio (s):

1:Nico Morales was born and raised in Albuquerque, New Mexico. He was an athlete, opiate user, alcohol drinker and now is an author, graduate, and business owner. Nico had adverse childhood experiences that he repressed, this mental unrest led to an exploration of substances,

eventually propelling him into opiate use disorder. By twenty-two, Nico was living out of his truck and spent most of his time finding odd, sometimes illegal ways to support his drug habit. After recounting the times he came near death he recognized there was a reason he was still living. He put down the needle and unfortunately he picked up a bottle. After exploring different counseling techniques that were not successful Nico turned to an faith based method of care. Nico opened No Halo LLC in 2019 a brand for personal and professional development, has published a book, and loves green chile.

2:

3:

Workshop Title:

Minority Stress Theory and Applications to Spirituality in LGBTQ People

Workshop Presenters: Will Ward , Heather Deal ,

Workshop Abstract: Sexual minority stress theory posits that the negative mental health outcomes LGBTQ individuals encounter are due to the level of stress inflicted on them by the systems present around them (Meyer, 2003). This presentation will explore how religion has been complicit in the stress caused to sexual minorities and how social workers can respond.

Learning Objectives:

- 1: define sexual minority stress theory and how it effects LGBTQ individuals.
- 2: identify how religious institutions have potentially contributed to negative outcomes for LGBTQ individuals.
- 3: identify ways social workers and religious leaders can create safer environments for LGBTQ people to combat sexual minority stress.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: This workshop will help Christian social workers and church leaders understand sexual minority stress theory and how they can utilize this theory to help increase healthy outcomes for LGBTQ+ people.

It is almost universally understood in the literature of numerous helping professions that LGBTQ folks are disproportionately represented in mental health disorders. This includes but is not limited to higher rates of suicidality (Trevor Project, 2022), depression (Hendricks & Testa, 2012), and other disorders. Sexual minority stress theory seeks to explain this discrepancy. This theory was put forth by Dr. Illan Meyer, an epidemiologist at Columbia University (1995 and 2003).

Religious identity has been shown to come into conflict with one's sexual identity, and often the religion that the identity is being derived from is hostile to any identity that is not cis-gender and straight (Rozenkrantz et al, 2016). Research exists showing a link between a healthy spirituality and better outcomes (and thus less sexual minority stress) in LGBTQ individuals, however, most of the literature that exists is clinical in nature deriving strategies for building ethical practice with LGBTQ individuals and spirituality, not empirical studies showing how to create better outcomes (Moleiro et al., 2013). And while some studies have shown affirming worship services and religious environments help to facilitate stable identity development in LGBTQ folks (Beardsley, O'Brien, & Woolley, 2010) studies have also shown the opposite, that participation in affirming faith communities may have little to no effect (Smith & Horne, 2011). Wright and Stern (2016) found a relationship between spirituality and homonegativity, but the correlational design does not predict the direction of the relationship. In other words, spirituality could lead to more internalized homophobia, or internalized homophobia could result in individuals seeking a stronger spirituality (Wright & Stern, 2016, p. 76).

Bibliography: Beardsley, C., O'Brien, M., & Woolley, J. (2010). Exploring the interplay: The Sibyls' "Gender, Sexuality and Spirituality" Workshop. *Theology & Sexuality*, 16, 259–283. <http://dx.doi.org/10.1558/tse.v16i3.259>

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http://dx.doi.org/10.1300/J082v52n03_11

Wright, A.J. and Stern, S. (2015). “The role of spirituality in sexual minority identity.” *Psychology of Gender and Sexual Orientation*. 3(1), 71-79.

Presenter Bio (s):

1: Will Ward is a third-year doctoral student at the Diana R. Garland School of Social Work at Baylor University. He holds a B.A. in Christian Ministries from Williams Baptist College and an MSW and M.Div. from Baylor. He is a Licensed Clinical Social Worker and works with elementary-aged children and children in foster care. Will has published on congregational social services and studies LGBTQ young people and their religion and spirituality.

2: Heather Deal is the Director of Development for Baptist Women in Ministry and is a doctoral candidate at Baylor University’s Diana R. Garland School of Social Work. In 2009, she earned her MSW from the Garland School of Social Work and her M.Div. from Baylor University’s George W. Truett Theological Seminary. She earned her BA in English Education from Campbellsville University in 2004. Ms. Deal has previously presented at the 13th Annual Bridge Conference in Washington, DC and has published in the area of congregational social justice engagement.

3:

Workshop Title:

Mending and Building: The Relevance of CSWE's Minority Fellowship Program

Workshop Presenters: Kesslyn Brade Stennis, ,

Workshop Abstract: CSWE's Minority Fellowship Program has been mending fences and building bridges to address mental health and substance use disorder in communities of color for 50 years. The presenter will discuss this work within the context of diversity and practice, highlight MFP contributions, and share how others can become MFP fellows.

Learning Objectives:

- 1: Recognize the ADEI-related intersections, gaps and needs in social work practice, specifically related to mental health, substance use disorder in BIPOC communities.
- 2: Recognize the historic contributions of CSWE's Minority Fellowship Program related to sustainable social work practice, education, leadership and faith integration.
- 3: Have increased awareness about CSWE's Minority Fellowship Program MSW and doctoral application process.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Educators, Students

Workshop Description: I. Outline

- A. Welcome and Introductions (5-minutes)
- B. Diversity in United States (5-minutes)
 - o Current Diversity Statistics
 - o Projections About Diversity
- C. Diversity In Social Work (5-minutes)
 - o Current Diversity Statistics for Practitioners
 - o Current Diversity Statistics for Clients
- D. Statistics on Mental Health and Substance Use (5-minutes)
 - o Stats on Mental Health
 - o Statistics on Mental Health in BIPOC Communities
 - o Statistics on Substance Use Disorder

- o Statistics on Substance Use Disorder in BIPOC Communities
- E. Need for Diversity/Representation in Social Work (10-minutes)
 - o Racial/Ethnic Diversity
 - o Spiritual/Religious/Philosophical Diversity
 - o Practice Diversity
- F. CSWE MFP Intervention (20-minutes)
 - o History & Mission
 - o Diversity of Fellows
 - o Contributions of Fellows
 - o Future of MFP
 - o MFP Selection Process
- G. Q&A (10-minutes)

II. A faith, religion, and/or spirituality component

Within the context of diversity is diversity of religious and spiritual beliefs which, in many cases, inform the social worker's practice approach and the client's help-seeking behaviors and compliance. These aspects will be mentioned in the presentation, as noted in section "E" of the outline. Also, as noted in section "F" in the outline, the presenter will highlight some of the contributions that fellows have made in relationship to scholarship on faith, religiosity, and spirituality.

III. An explanation how the presentation is informed by relevant social work and theological/biblical literature

The social work literature and Biblical literature are replete with explorations and stories that highlight the intersections of diversity, social justice, mental health, and substance use.

Additionally, there are a few journal articles and special issues that provide a historic framework for the relevance of the Minority Fellowship Program in addressing these intersections. However, recent ABSW data reveal a remaining need to prepare, recruit, retain and promote practitioners and scholars who identify as members of BIPOC communities and/or who are uniquely prepared to meet the needs present in BIPOC communities. Many of the articles, special issues and Biblical stories inform and will be referenced throughout this presentation. Furthermore, they will provide a framework for discussion about the need for continued scholarship that explores the intersection of diversity and faith in addressing mental health and substance use disorder in communities of color.

IV. If a practice-oriented session, how the presentation is consistent with current understanding of evidence-based and culturally competent ethical practice

This presentation is not a practice-oriented session but does fall in line with the profession's emphasis on Anti-racism, diversity, equity and inclusion.

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Gopalkrishnan, N. (2018). Cultural diversity and mental health: Considerations for policy and practice. *Frontiers in public health*, 6, 179.

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Maglalang, D. D., Sangalang, C. C., Mitchell, F. M., Lechuga-Peña, S., & Nakaoka, S. J. (2022). The movement for ethnic studies: A tool of resistance and self-determination for social work education. *Journal of Social Work Education*, 58(4), 733-746.

Weng, S. S., & Gray, L. A. (2017). Advancement in social work education: Fostering a supportive environment for students of non-dominant racial and ethnic backgrounds. *Social Work Education*, 36(6), 662-677.

Presenter Bio (s):

1:Kesslyn Brade Stennis, PhD, MSW, MDiv, currently serves as the Director of the Minority Fellowship Program at the Council on Social Work Education in Alexandria, VA. Her primary responsibility is to implement the goals of a SAMSHA grant aimed to prepare social workers who address mental health and substance use disorder needs in communities of color. She is also a member of the Board for the North American Association of Christians in Social Work, founder of The PhD Consultants as well as an award-winning social work professor, doctoral coach, author and international speaker.

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Workshop Title:

Preparing students to thrive in the interprofessional environment

Workshop Presenters: Michelle George, Jordan Zercher, Karen Burket

Workshop Abstract: Social workers practice in an interprofessional environment. Collaborative education is essential to prepare students to thrive in this landscape. Educators need to employ integrative resources and collaborate with colleagues across disciplines within their institutions to be successful. Real-life examples will be shared for creating effective IPE.

Learning Objectives:

- 1: Assess for institutional gaps which inhibit collaboration between disciplines and develop strategies for implementing interprofessional education (IPE).
- 2: Establish partnerships and programming to enable effective collaboration at an administrative and faculty level.
- 3: Create IPE experiences and learning opportunities for student engagement across disciplines throughout the curriculum.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Educators

Workshop Description: Social work education is committed to preparing students for effective collaborative practice. However, research indicates the majority of social workers practicing in interprofessional environments do not believe they were prepared by their social work education. Disciplinary gaps in knowledge, skills and attitudes must be identified for successful IPE programming. Many academic programs experience obstacles to collaborative practice. An environment where strategies are developed for implementing IPE, with attention to issues of faith, requires changes on an institutional and disciplinary level. Successful IPE approaches depend on the attitudes of students, faculty, administration and field practitioners. Faculty and administration at a Christian Liberal Arts University recognized this gap, formed a task force and created a permanent IPE committee for developing programming. Effective collaboration at an administrative and faculty level involves the establishment of partnerships and programming where professionals learn with and from one another. This requires humility and valuing the professional contributions of other disciplines and practices. Social work's history of cooperative partnerships in professional practice settings has not translated well into the classroom. Social work practice exists within an interdisciplinary landscape but the educational process has remained primarily siloed. Students are rarely provided opportunities to learn together and from other disciplines in classrooms or field experiences. The creation of an interdisciplinary committee reduces these professional silos through intentional cooperative experiences for faculty, students and field partners at an institutional level. IPE processes create experiences and opportunities for student engagement across disciplines and throughout the curriculum. Through collaborative efforts of faculty, a variety of IPE experiences can be used to enrich learning and foster development of interdisciplinary respect and understanding. Students can be intentionally taught about their counterparts' roles and expertise. At the aforementioned institution, social work students in the past year, have engaged in IPE panels, simulations, unfolding

simulations, table tops, disaster drill, and been standardized patients. Learning occurred in small and large group formats with anywhere between two to nine participating disciplines engaged, and included both undergraduate and graduate programs. Intentional IPE pedagogy and faith informed practice improves student capacity for critical thinking, problem solving and confidence through working within an interprofessional environment. Social workers in team-based practice models are increasingly required to work with other disciplines toward positive client outcomes. Participants will be provided opportunity to evaluate gaps in their own institutions' IPE readiness and will strategize with presenter and peers to develop programming for implementation in their curriculum.

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Schot, E., Tummers, L. & Noordegraaf, M. (2020). Working on working together. A systematic review on how healthcare professionals contribute to interprofessional collaboration. *Journal of Interprofessional Care*, 34(3), 332–342. <https://doi.org/10.1080/13561820.2019.1636007>

Presenter Bio (s):

1:Michelle Dixon George, MSW, LCSW, BCD is an Associate Professor of Social Work and Field Coordinator at Messiah University. She obtained her BA in Psychology from Messiah College, and her MSW from Temple University. She is a frequent presenter at NACSW, CSWE, and BPD. In addition to her position at Messiah she also maintains a clinical practice where she works with individuals and couples. She has been working in the mental health field since 1987.

2:Jordan Zercher BSW is currently a graduate student at Shippensburg University, pursuing her MSW. She graduated in 2023 with her BSW from Messiah University. She has previously presented at the Michelle George and Dr. Karen Burket at the Association of Baccalaureate Social Work Program Directors 40th Annual Conference in April of 2023.

3:Dr. Karen Burket is an Assistant Professor in the Doctor of Physical Therapy Program at Messiah University. She earned her Bachelor of Science in Biology in 2002. Dr. Burket received her Doctorate of Physical Therapy in 2005. She is licensed and actively practices Physical Therapy in Pennsylvania. Additionally, Dr. Burket holds advanced certifications in Neurology and Wound Care. She has presented nationally on Interprofessional Education and Wound Care.

Workshop Title:

Incorporating the use of the Enneagram with EFT with individuals & Couples

Workshop Presenters: Mattnew Wilkie, MSW, ADC, LISW-CP/S, ,

Workshop Abstract: The Enneagram is an ancient tool developed in the early church to answer the question: Why do I do what I do? There are 9 different personalities--but what separates this from other personality inventories is the Enneagram is based upon your subconscious motivation. I hope to expose professionals to this tool I use in EFT. It works

Learning Objectives:

- 1: Begin researching the enneagram and walking your journey to self-discovery
- 2: understand the origins of Enneagram and attachment theory
- 3: Implement the enneagram in sessions.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders

Workshop Description: KEY TOPICS: What is the enneagram? What are the 9 number's motivation? Stress and Security; How does this play out with individual and couple's therapy? Christianity will be incorporated because each number at their healthiest represent a holy attribute of Jehovah God

Bibliography: The Road Back to You by Ian Morgan Cron, The Path Between us by Suzanne Stabile, The Wisdom of the Enneagram by Richard Rohr, The Enneagram: Christian Perspective by Richard Rohr; The Complete Enneagram by Beatrice Chestnut, Created for Connection fo Sue Johnson, Attachment Theory in Practice by Sue Johnson, and The Journey towards wholeness by Suzanne Stabile

Presenter Bio (s):

1:Matthew Wilkie holds his BA from USC in English and History and his MSW from the USC College of Social Work. Additionally, He is a member of the following organizations: National Association of Social Workers, National Association of Christians in Social Work, South Carolina Society of Clinical Social Workers, The International Center for Emotion-Focused Therapy, NAADAC—The Addiction Professional Organization Most recently, Matthew served as Director of Behavioral Health for Sandhills Medical Foundation, Inc.; a federally qualified health center with 8 locations in South Carolina.

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Workshop Title:

Transition Age Youth with ASD: A Study with TX Social Workers

Workshop Presenters: Jennifer Henson, ,

Workshop Abstract: This phenomenological study reports on experiences of social workers in Texas in the provision of services to transition age youth with ASD. Data from this study supports the social work profession by reporting on practice with ASD, aligning with the social work profession to promote social justice for persons with disabilities.

Learning Objectives:

- 1: Describe the experiences of social workers in service provision to transition aged youth with ASD.
- 2: Answer questions that will address the transition to adulthood for individuals with ASD from the perspectives of clinical social workers
- 3: Identify needed resources to support social work in services to transition age youth with ASD.

Level of Presentation: Advanced (LCSW or LICSW level)

Target Audience: Social Workers

Workshop Description: When adolescents with ASD approach adulthood they face varied complications due to a lack of adequate support (DaWalt et al., 2018). Recent findings regarding the rise in prevalence of ASD have created a need to provide substantive aid to the ASD population with improved outcomes (Friedman et al.,2013). Complications can result from a breakdown of services, a lack of support and inadequate mental health provision (Smith & Anderson, 2014). Families navigating transition to adulthood with a youth with ASD face a unique set of challenges; this breakdown can be highly stressful for parents and caregivers assisting in supporting roles (Embrett et al., 2016; Friedman et al.,2013; Smith & Anderson, 2014). Barriers to successful transitions were classified as “logistical (ineffective system communication), organizational (negative incentives), and related to clinical governance” (Embrett et al., 2016, p. 259). The literature suggests that social workers are equipped to engage in impactful research that addresses a myriad of concerns surrounding individuals with ASD and their inclusion in society (Bishop-Fitzpatrick, 2017).

This qualitative phenomenological study describes the experiences of social workers in Texas and their efficacy in the provision of services to adolescents and transition aged youth with ASD. The data addresses important gaps in social work literature that aims to support the transition to adulthood for adolescents with ASD.

Methods

This phenomenological qualitative study was conducted using a semi-structured interview protocol developed by the primary investigator based on extant literature. The data was collected by the primary investigator in 45-to-60-minute semi-structured one-on-one sessions to ensure confidentiality over a secure Zoom teleconferencing interface. Confidentiality was protected

given the use of a secure Zoom teleconferencing interface and the freedom for participants to join the interview from a private location. Qualitative data from interviews was transcribed by Zoom and analyzed using thematic analysis. The researchers bracketed their bias from the analysis process and acknowledged positionality. NVivo 9 software was used to organize the qualitative data transcripts. The primary investigator and a second coder conducted an initial read through of each transcript prior to developing codes for the data. Thematic analysis started with initial significant statements, then grouped these into categorical themes. Using rich description, the researchers documented participants' experiences.

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with Autism to Adulthood: A Review of Qualitative Studies. *Pediatrics*, 141(Supplement 4), S318–S327. <https://doi.org/10.1542/peds.2016-4300I>

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Perspectives of adolescent siblings of children with an autism spectrum condition. *Child*

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Holmes, L. G., Kirby, A. V., Strassberg, D. S., & Himle, M. B. (2018). Parent Expectations and Preparatory Activities as Adolescents with ASD Transition to Adulthood. *Journal of*

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Autism Healthcare Provider Self-Efficacy Scale. *Autism*, 1362361320949734.

<https://doi.org/10.1177/1362361320949734>

Presenter Bio (s):

1: Jennifer Henson, PhD, LMSW is a therapist in Waco, Texas. She earned a PhD in Social Work from the Garland School of Social Work at Baylor University in Waco, Texas in June of 2023.

Workshop Title:

Raising the BAR in MSW Foundation Year Field Seminar

Workshop Presenters: David Skiff, JJ Cole,

Workshop Abstract: This presentation examines the four-step process to raise the bar in foundation year field education at the MSW generalist practice level. These steps examine the pre-requisite course sequence, the five domains of social work practice pre-test, post-test, and how theoretical integration and spiritual integration enhance the seminar experience.

Learning Objectives:

- 1: gain knowledge of the primary components that make up a comprehensive field seminar experience.
- 2: understand the five domains of social work practice and be able to assess their own professional preparation by taking the pretest.
- 3: to assess their level of theoretical and spiritual integration related to the five domains of social work practice.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Comprehensive evaluation of combined BSW and MSW Field Education Programs are few but starting to grow in both traditional and online programs. As we launch a new MSW online and traditional program the opportunity to add to this research will soon present itself upon completion of our accreditation process and the beginning of the advanced standing opportunities at the graduate level. Attention will be given to the development of a pre-test-post-test tool on the five domains of social work practice given at the beginning of field experience and given as it concludes. This tool provides yet another means to measure student progress in the attainment of professional competence, and the clear identification of both strengths and areas of growth as they move through their field experience. Attention will also be given to the variety of ways that theoretical integration, spiritual integration, supportive partnerships, and mentoring can occur throughout the foundation year field seminar.

Bibliography: Barnhoorn, P. C., Houtlosser, M., Ottenhoff-de Jonge, M. W., Essers, G. T. J. M., Numans, M. E., & Kramer, A. W. M. (2019). A practical framework for remediating unprofessional behavior and for developing professionalism competencies and a professional identity. *Medical teacher*, 41(3), 303–308. <https://doi.org/10.1080/0142159X.2018.1464133>

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Early Education and Development, 31(7), 1151-1168.

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Settings. *Journal of Social Work Practice in the Addictions*, 19(1/2), 108–123.

<https://doi.org/10.1080/1533256X.2019.1592993>

Willis, T. Y., Wick, D., Han, T. M., Rivera, J., & Doran, J. K. (2019). “If I Did It over There, I Can Do It Here”: U.S. Latinx Social Work Students in Costa Rican Service Placements Deepening Their Professional Identity and Skills. *Journal of Social Work Education*, 55(4), 710–723.

Presenter Bio (s):

1:He started teaching at Roberts Wesleyan College as an adjunct professor in 1994 and served full-time from 1996 to 2019. In July 2009, He became the Chair of the Department of Social Work. In July 2015, he became the founding Dean of the newly formed School of Education and Social Work. He has taught in the online BSW Program at Liberty University from his home in Archdale, NC for the last three years. He is now full-time in the MSW Program at Liberty.

2:Professor Cole has an extensive social work background in the field all in the Lynchburg VA area. This includes the following: Consultant, Humankind, Director, Family Life Services Infant Adoption Agency, Social Services/Administration Home-based Family Counselor, Family Preservation Services Inc., Youth & Prevention Services Interim FAPT Coordinator, City of Lynchburg, Community Caseworker, City of Lynchburg at Crossroads House, Director of Program Planning, Liberty Godparent Home, Director of Support Services, Liberty Godparent Home, Caseworker, Family Life Services/ Liberty Godparent Home.

She assisted in the launch of the BSSW Social Work Program at Liberty University and is now serving as the first ever MSW Field Education Director in our new MSW Program.

3:

Workshop Title:

MACRO LEVEL: The Integration of and Boundaries Between Law and Social Work

Workshop Presenters: Kyla Foley-Fields, ,

Workshop Abstract: A case for the integration of social work practice with the legal profession. This presentation explores the ethical boundaries between the two vocations in relation to casework and inter-organizational communication.

Learning Objectives:

- 1: articulate the reasons for integrating social workers within the legal profession.
- 2: articulate the importance of interprofessional collaboration as social workers.
- 3: advocate for the integration of social work among professions like law, healthcare, education, politics, and more.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Students

Workshop Description: This presentation on a mixed-methods qualitative case study examines the signification of the integration of the practices of law and social work, and the boundaries between said practices within the same organization. This study relies on surveys, first-hand observations and anecdotes, and demographic data to determine the extent to which social work and law can interact in the service of clients. Drawing on a comprehensive literature review and lived experience, the presenter makes the case for the integration of macro level social work structured within a legal practice setting.

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Deck, P. (2016). Law and social work: Reconciling conflicting ethical obligations between two seemingly opposing disciplines to create a collaborative law practice. *Western New England Law Review*, 38(2), 261-284.

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Mapp, S., McPherson, J., Androff, D., & Gatenio Gabel, S. (2019). Social work is a human rights profession. *Social Work – National Association of Social Workers*, 64(3), 259-269.

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Taylor, S. (2005). Educating future practitioners of social work and law: Exploring the origins of interprofessional misunderstanding. *Child and Youth Services Review*, 28, 638-653.

Zerden, L. D., Lombardi, B. M., & Richman, E. L. (2019). Social workers on the interprofessional integrated team: Elements of team integration and barriers to practice. *Journal of Interprofessional Education & Practice*, 17.

Presenter Bio (s):

1:Kyla Foley-Fields is a social worker with the Immigrants' and Language Rights Center at Indiana Legal Services in Indianapolis, Indiana. She graduated summa cum laude from Indiana Wesleyan University in April 2022 with her BSW and as joint member of John Wesley Honors College and Luther Lee Scholars Program. Kyla is a candidate for her LBSW. Kyla has presented at conferences at Indiana Wesleyan University and Taylor University, and received the New Directions Award in 2020. Kyla's research on fairy tales and childhood trauma was published in *The North Wind Journal* in the fall of 2022. Kyla is also a first year law student at the University of Dayton.

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Workshop Title:

Challenges for graduate students of color at an HBCU during a pandemic

Workshop Presenters: Sharlene Allen-Milton, ,

Workshop Abstract: This interactive workshop will focus on an inquiry based learning activity to capture the reflections and experiences of three urban graduate students of color matriculating at a Historically Black College or University (HBCU) during a pandemic.

Learning Objectives:

- 1: achieve increased insight regarding multi-level barriers that contribute to student work-life challenges for graduate students of color.
- 2: achieve increased knowledge base regarding the importance of faculty and staff in supporting student work life for graduate students.
- 3: achieve increased insight regarding the importance of experiential learning activities for students from marginalized communities.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Many nontraditional graduate students of color or those who are married, parents, caretakers, reliant upon full-time or part-time work, or rely on loans to pay for school, are often unprepared for the initial cerebral jolt that accompanies student work-life management issues and, specifically, the increase in stress associated with working, parenting, and meeting the academic demands of graduate school (Lin, 2016). Common student work-life issues are often eclipsed by curriculum and other academic program requirements. This can leave some urban nontraditional students of color feeling invisible and unsupported by their new academic community. As students of color seek upward mobility via higher education, they often experience distance from their communities and must redefine themselves socially to find support. Adjustments associated with the COVID-19 crisis added another layer of stress.

Existing literature that specifically highlights the student work-life experiences of graduate students of color during a pandemic is scarce (Walsh et al., 2021; Wan Mohd Yunus et al., 2021). This scarcity creates a multi-level barrier of invisibility especially in the areas of student

success and well-being for student-work-life balance. This interactive workshop will focus on an inquiry based learning activity (Bray et al., 2000) that used Afrocentric theory (Bent-Goodley, 2005) as a conceptual framework to capture the reflections and experiences of three urban graduate students of color matriculating at a Historically Black College or University (HBCU) during a pandemic. Additionally, this workshop will offer implications for education, research, policy, and antiracist social work education.

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Society, 86(2), 197–206.

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Walsh, B. A., Woodliff, T. A., Lucero, J., Harvey, S., Burnham, M. M., Bowser, T. L., Aguirre,

M., & Zeh, D. W. (2021). Historically underrepresented graduate students' experiences during the COVID-19 pandemic. Family Relations, 70(4), 955–972.

Wan Mohd Yunus, W., Badri, S., Panatik, S. A., & Mukhtar, F. (2021). The unprecedented movement control order (lockdown) and factors associated with the negative emotional symptoms, happiness, and work-life balance of Malaysian university students during the coronavirus disease (COVID19) pandemic. Frontiers in Psychiatry, 11, 566221.

Presenter Bio (s):

1:Dr. Allen-Milton, LCSW-C is a Caribbean-American native of NYC. She holds a Bachelor of Science degree in Social Work from Morgan State University, a Master of Clinical Social Work degree from Smith College, and a Doctor of Education degree in Human and Organizational Learning from George Washington University. Having worked as a clinical social worker for over 20 years, Dr. Allen-Milton possesses a wealth of experience working with individuals experiencing social-emotional challenges. Dr. Allen-Milton is an Assistant Professor of Social Work at Morgan State University that has presented nationally on topics such as supervising remote social work; well-being specifically, work life balance and self-care.

Workshop Title:

Exploring the Experiences of Older Parents Whose Only Child Has Died

Workshop Presenters: Yongqiang Zheng, Leslie Wuest, Jeongah Kim

Workshop Abstract: This study aims to understand the experiences of older American parents whose only child died. Qualitative data was collected on 24 participants and analyzed. Results reveals that the only child's death is unique and profound. Continuing connection with the deceased was seen as a positive coping strategy.

Learning Objectives:

- 1: Articulate parental grief over the death of a child in later life and its biological, psychological and spiritual consequences.
- 2: Link the implications of the current research to the work that I do as a practitioner or researcher.
- 3:

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Parents who are grieving for the only child in the U.S. is only projected to grow with the increasing number of women who had only one child during their childbearing age. However, they are an extremely understudied group. Literature review reveals that very little scientific findings is established about this population. Ground theory was utilized to guide the exploration of their experiences, inductive thematic analysis was utilized for data analyses.

The presentation identifies 6 themes among the study participants: They are experiencing a profound grief while aging; They are feeling not supported and understood; They are experiencing multiple secondary losses following the only child's death; Peer support and a continuing connection with the deceased were found to facilitate post-loss growth.

The presentation has direct implication for the social work profession. Social work researchers and practitioners need to critically evaluate current policies and existing services through translating the research findings into corrective and effective measures to respond to older bereaved parents' urgent needs. In the post-pandemic era, taking steps to systematically address the impact of severe grief has become significantly relevant while the society is aging and mourning collectively.

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Presenter Bio (s):

1:Yongqiang Zheng is an Associate Professor of Social Work at George Fox University. He obtained his MSW and PhD in social work from the University of Louisville and University of Kentucky.

2:Leslie Wuest is an Assistant Professor of Social Work at George Fox University and licensed social worker. She obtained her MSW and PhD in social work from the University of Georgia and Portland State University.

3:Jeongah Kim is an Associate Professor of Social Work at George Fox University. She holds a PhD in social work from Ohio State University.

Workshop Title:

Trauma and Healing: The Big Divide in Foster Care

Workshop Presenters: DeNikaVanCleave, ,

Workshop Abstract: Youth in foster care experience trauma and are faced with adversity. This trauma may include physical abuse, mental abuse, emotional abuse or a form of neglect. As social workers, we must be aware and understand the challenges foster youth face in order to provide appropriate services and supports to these youth.

Learning Objectives:

- 1: Discuss and understand the impact trauma has on foster youth.
- 2: Discuss and understand the importance in foster youth receiving quality services to bridge the divide and address traumatic experiences.
- 3: Discuss and understand the importance of the competency in social workers working in child welfare to aid in foster youth's ability to heal and overcome adversity.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Students

Workshop Description: Youth in foster care experience trauma and are faced with adversity. Many of the youth who experience foster care have experienced extensive amounts of trauma that dates back to a very early age (John et al., 2019). This trauma may include physical abuse, mental/emotional abuse, or a form of neglect. There are thousands of youth in foster care that require additional support and quality services to address this trauma. As social workers we must be aware and understand the challenges foster youth face in order to provide appropriate services and support to these youth. According to Larsen et al. (2018) foster youth are more likely to be diagnosed with mental health disorders than their peers. Foster youth are also more likely to experience homelessness, mental health instability, substance abuse issues, lack of education, unemployment, and are more likely to become teenage parents (Collins et al., 2018). Youth in foster care typically fall behind in their education; 50% of youth graduate from high school, 15% attend college, and less than 3% of foster youth alumni graduate from college (NFYIAdmin, 2022). About 25% of youth who age out of foster care experience homelessness and foster youth are 25% more likely to experience Post-Traumatic Stress Disorder (PTSD), depression, or low self-esteem than their peers (NFYIAdmin, 2022). As social workers, it is essential we provide beneficial services to foster youth to bridge this divide and help them live a more prosperous and stable life while in foster care and as they age out of foster care and transition into adulthood. Jeremiah 29:11 says "For I know the plans for you declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future." Jesus lays the path for our foster youth and directs us, as their social workers, to help them overcome adversity by advocating, providing services, connecting to services, and educating. Child welfare is filled with tragedy, adversity, loss and pain; but their trauma and broken hearts do not define these foster youth; they can be healed.

This workshop will demonstrate and discuss the impacts trauma has on foster youth and the importance of competent social workers in child welfare. The presenter will demonstrate how important quality services are for foster youth to bridge this divide in order for these youth to heal and overcome adversity.

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Presenter Bio (s):

1:A. DeNika VanCleave, DSW, MSW, CSW is an Assistant Professor at the Carver School of Social Work. Dr. VanCleave has experience in teaching First Class Experience, Human Diversity, Qualitative and Quantitative Research, Child Abuse, Foster Care and Adoptions and Individual, Family and Group practice. Dr. VanCleave received her BSW and MSW from Campbellsville University and her DSW from Capella University. Dr. VanCleave's current practice experience includes providing therapy primarily to children and adolescents at Heart and Soul Counseling. Prior to this, Dr. VanCleave worked with the Cabinet for Health and Family Services as a front-line worker, permanency clinician and permanency specialist. Dr. VanCleave strives to provide the best services to her clients by addressing trauma and mental health needs while also teaching her students the importance of Social Work practice.

2:

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Workshop Title:

Christian Leadership and High-Performance Teams

Workshop Presenters: Marilyn Roberts, ,

Workshop Abstract: This presentation will talk about how leadership is helping people get to a place that they would not or could not go alone and being Christian in doing so. Leaders will learn how to develop and help teams to be high performance teams.

Learning Objectives:

- 1: Develop and lead high performance teams.
- 2: Learn to look at all people through Jesus' eyes.
- 3: Become more effective in leading people to God's purpose.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: This presentation will talk about how leadership is influencing and serving people get to a place that they would not or could not go alone and being able to accomplish God's purpose for them and through them. People are spiritual, rational, moral, social, and physical, and created in the image of God, therefore, able to know and to value themselves, value others and value God. Leaders will learn how to develop and lead teams to be high performance teams. The presentation will walk you through the stages, step by step, to result in high-performance teams.

Bibliography: Bethany Stevenson LMCSW Fresenius Supervisor of Social Services for the West Region

Clayton Barth, Lead Pastor of Douglas Avenue Assembly of God

Justin Hebert MRD, Peer at Fresenius

Diane Meyer, Clinic Manager at Fresenius West

Bob Warne, President of Christian Motorcycle Association, Jesus Team

Patti Hambright RN, Retired Vet, Secretary of Christian Motorcycle Association, Jesus Team

Presenter Bio (s):

1: Marilyn J Roberts LMSW is currently a PhD student with Liberty University specializing in organizational psychology. Marilyn has a master's in social work, master's in business

administration, bachelors in psychology, bachelors in Christian leadership and two other undergrad degrees. Marilyn has chaired the Governor's team on mental health in rural Kansas where she once lived. Marilyn is currently a medical social worker for kidney dialysis patients and works with many patients making end of life decisions. Marilyn loves traveling the world, riding motorcycles and talking about Jesus.

2:

3:

Workshop Title:

Does Group Therapy Work?: 9 Lessons From a Millennial Christian

Workshop Presenters: Mandolin Porter, ,

Workshop Abstract: This workshop will showcase lessons that this therapist has learned in her decade leading various groups and ways that scripture supports this treatment. She will be speaking about Continuing Day Treatment which provides care for adults with Severe Mental Illness, Intimate Partner Violence Treatment, as well as Sex Offender Treatment.

Learning Objectives:

- 1: have a clear understanding of three group treatment models.
- 2: connect biblical truths to the rationale for these three group treatment models.
- 3: bring home practical interventions for my workplace or place of worship.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Group therapy has informed this writer's development as a social worker for the past ten years. Her involvement in the three unique populations of continuing day treatment, intimate partner violence treatment, and sex offender treatment has reinforced her belief that Scripture supports mental health care and the power of God's work through mental health care.

She will spend this workshop initially providing a brief history and overview of each of the three treatment models. Additionally, she will share her practice experience with these models as well.

From here, she will transition into the main content of this workshop which will be to educate on the nine key lessons from her experiences and how she has learned that Scripture continues to support this meaningful work. Social Work Literature included in the Bibliography will reflect the effectiveness of the three treatment models in reaching the intended populations. These nine lessons include the following:

1. Scripture tells us we were created for community which group therapy provides for people who may have no other community. Acts 4:32-35

2. Group therapy encourages people to see themselves as a part of something greater than themselves. Scripture reminds us of this in Ecclesiastes 4:9-12
3. Group dynamics invite all of the Fruits of the Spirit. Groups thrive that include patience, kindness, and self-control. Galatians 5:22-23
4. Continuing Day Treatment reminds me that God will leave the “99 to save the 1”. Every person has value and worth. Matthew 18:12
5. Continuing Day Treatment has reassured me that God has not forgotten those who are downtrodden. Matthew 11:28-30
6. Intimate Partner Violence Treatment has shown me that churches have a lot of work to do in the ministry that they can offer to communities. Colossians 3:5-17
7. Intimate Partner Violence Treatment has shown me that accountability and learning to change the way we think is effective in reducing violence. Scripture shows us the challenge for this in Ephesians 4:22-24
8. Sex Offender Treatment addresses Scripture’s call to reach the marginalized. Mark 2:17
9. Sex Offender Treatment challenges us to remember that redemption is available to all due to Christ’s work on the cross. Romans 5:8

The workshop will then conclude with practical applications for practitioners to take home into their communities and churches. They will be provided with general resources that can be used in their own unique areas. We will end with a time for Q and A as well.

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Presenter Bio (s):

1: Mandolin Porter, LCSW-R received her Bachelors of Arts in Social Work at Eastern Nazarene College located in Quincy MA in 2011 and her Masters of Social Work from the Advanced Standing Program at Syracuse University located in Syracuse NY in 2012. She has worked at Cortland County Mental Health Clinic since graduation and is now a Senior Mental Health Clinician. In addition to being an individual therapist within the outpatient clinic, she works primarily as a group therapist in the Continuing Day Treatment Program, the Sex Offender Treatment Program, and the Intimate Partner Violence Program. Additionally, she provides clinical supervision to other staff. Mandolin also works part-time in private practice providing individual therapy to adults. She has recently begun providing CE Workshops in her field of expertise. In her free time, she enjoys making Tik-Toks with her grandfather.

2:

3:

Workshop Title:

International social work within the US

Workshop Presenters: Denise Anderson, ,

Workshop Abstract: International social work has been formally recognized since the start of International Association of Schools of Social Work in 1928 and the International Federation of Social Work in 1929. This presentation focuses on the need for all social work programs to teach and train students to work with and advocate for global populations.

Learning Objectives:

- 1: understand global issues impacting refugees and immigrants in the US.
- 2: advocate for immigrant and refugee populations within my community.
- 3: collaborate effectively with legal organizations supporting immigrants and refugees within my community.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: The key topics of this session include: 1) the constantly changing demographics of the US specific to the continued increase in immigrants from around the world 2) need for social workers to be prepared for not only cultural competence but understanding the immigration laws/needs, the global issues that are impacting immigration, trauma-informed care needs of refugees, asylees, and other immigrants and spiritual practices of immigrants populations. The overall premise of this presentation with evidence-based knowledge as well as the practitioner's experience is that of social workers' role as advocates for human rights.

Faith, religion and spirituality are a key understanding social workers must possess to effectively work with people of other cultures. Many cultures revere spirituality as the highest and most important aspect of who they are as individuals. Social workers need to be educated about the spiritual/religious needs and respect the unique spirituality of the many immigrant people groups in the US.

Social work literature informs this presentation through the myriad of research and information about international social work, cultural competence as well as trauma-informed practice with refugees and other immigrants. Scripture informs this presentation through the many Old and New Testament (ex: Leviticus 19:34, Matthew 25:35, Hebrews 13:2, Jeremiah 7:5-7) verses that remind us we are all foreigners/sojourners and that we are to care/not mistreat for those among us who are foreigners.

Evidence-based social work knowledge regarding cultural competence, immigration law, global issues impacting immigration, trauma-informed social work practice and spiritual practices will be presented with examples from the practitioners' experience working as a legal representative in a non-profit serving immigrants and refugees.

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Potocky, M., & Naseh, M. (2019). *Best practices for social work with refugees and immigrants* (2nd ed.). Columbia University Press.

Presenter Bio (s):

1:Denise Anderson

Professor King University MSW Program

MA Pastoral Ministry Northwest Nazarene University May 2013

PhD University of Maryland July 1995

MSW Temple University May 1989

BSW Shippensburg University May 1988

LMSW - Missouri

Presentations at NACSW in 2016, 2017, 2019, 2022

King University Professor (MSW) 2021-present

PRN Hospital social worker 2023- present

Volunteer immigration social worker and grant writer 2019-present

Safe Families for Children 2019-2023

Missionary 2006-2016

Shippensburg University Professor (BSW) 1993-2006

Workshop Title:

White educators: Upholding a commitment to social justice.

Workshop Presenters: Carla MacDonald, Katti Sneed , Jeff Bryant

Workshop Abstract:

White supremacy in the higher education classroom, does it exist? What can faculty in faith-based programs do to promote a learning environment that promotes social justice, diversity, anti-racist social work education and dismantle a white supremacy culture in social work education?

Learning Objectives:

- 1: 1. To explore current literature that addresses white female educators in social work education and their role to promote anti-oppressive social justice education.
- 2: 2. To revisit our roots as a profession and bring forth those social workers of color and the historical roles they played.
- 3: 3. To look to the future in identifying methods for addressing the power role which we hold as educators while striving to diminish white supremacy in any form.

Level of Presentation: Advanced (LCSW or LICSW level)

Target Audience: Educators

Workshop Description: Aguilar and Counselman-Carpenter (2021) write, “While there is a significant body of literature on racism in the social work profession, diversity, anti-racist social work education, and the intersection of social work and structural racism in society, little has been written in social work literature about the particular and unique ways in which heterocentric white educators maintain white supremacy within social work” (p. 1020). How do well-meaning heterocentric white social workers in higher education dismantle a white supremacy culture in social work education?

White supremacy among heterocentric white social workers has its roots in a profession that was founded by heterocentric white people, the friendly visitors, and their stories dominate the history of a profession that we teach in our classes as we tell stories about Jane Addams and Mary Richmond (Ortega-Williams & McLane-Davison, 2021). Social work educators struggle to both communicate the intricate reality of white supremacy and maintain the needed discomfort with oppression (Aguilar & Counselman-Carpenter, 2021).

The Council on Social Work Education (CSWE) promotes accreditation standards that are based upon nine (9) competencies with a focus upon diversity and difference in practice. A question is raised by Aguilar and Counselman-Carpenter (2021) on whether the competency should read, “social workers will engage with their discomfort about white supremacy, racism, oppression and how it will or does shape their selection of practice populations, assessment of population,

interventions, outcome evaluations, and dissemination of outcomes”. This statement causes thoughts on programs that have one course on diversity oppression or social justice versus broad infusion of this topic in all courses.

The challenge is ever present for white educators who have the best intentions in identifying with their students of color in a response to the tragic deaths of George Floyd, Breonna Taylor, Daunte Wright and the list goes on. Acquiring the skills of empathy has many strategies but how extensive can we be extended when trying to show genuineness for societal ills in the United States that students of color know their white professors will never face?

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Albritton, T., Watkins, C. S., DeMarco, A., Przewoznik, J. P., & Heil, A. (2021). Social work education in the shadow of confederate statues and the specter of white supremacy. *Advances in social work*, Summer 2021, 21 (2/3).

Calvo, R. & Bradley, S. (2021). The good, the bad, and the ugly: Lessons learned dismantling white supremacy in a school of social work. *Advances in Social Work*, Summer, 2021, 21 (2/3).

Ortega-Williams & McLane-Davison, (2021). Wringing out the “whitewash”: Confronting the Hegemonic Epistemologies of social work canons (Disrupting the reproduction of white normative). *Advances in Social Work*, Summer 2021, 21 (2/3).

Riley, A. T., Bewley, K., Butler-King, R. L., Byers, L., Miller, C. R., Dell, J. E. & Kendrick, C. J. (2021). Finding shelter in the storm: Undoing racism in a predominately white school of social work. *Advances in social work*, Summer 2021, (2/3).

Presenter Bio (s):

1:□ Dr. Carla MacDonald is the former Director of the Bachelors of Social Work Program at Huntington University. She continues to serve as the Field Education Director for both the oncampus and online BSW program. She received her doctorate in organizational leadership from Indiana Wesleyan University. Her current research interests are on topics related to Early childhood trauma and the relationship to adulthood addictions. Dr. MacDonald holds a Masters of Social Work (MSW) from Indiana University, a Masters in Business Administration (MBA) from the University of St. Francis in Ft. Wayne, Indiana and a Bachelors in Social work from Manchester University. Dr. MacDonald is a Licensed Social Worker (LSW).

2:Dr. Sneed is the Director of the Masters of Social Work Program at Indiana Wesleyan University Marion Residential Campus. Her research interests and clinical practice has primarily been in the area of diversity, trauma and addictions counseling, including spirituality, Black students experiences on a White campus, self-help, burn-out among counselors, and self-disclosure in the counseling relationship. Dr. Sneed holds a Doctorate of Philosophy (PhD) from Capella University. In addition, she has a Masters of Social Work (MSW) from Indiana

University, after receiving Bachelors in Psychology and Sociology from Purdue University. Dr. Sneed is a Licensed Clinical Social Worker (LCSW) and Licensed Clinical Addictions Counselor (LCAC).

3:Jeff Bryant, MSW, LCSW, and CABC is a licensed Clinical Social Worker who received both his Bachelor Degree and Master's Degree in Social Work from Indiana University. He is an Associate Tenured Professor of the Phylis Lan Lin Department of Social Work at the University of Indianapolis. Where he teaches macro, addictions and the capstone social work classes in both the BSW and MSW programs. He has been a presenter at International Symposiums on Service-Learning in South Africa, Greece, Cyprus, Indiana, and Ireland. Jeff with his wife, Pam, provide biblical counseling at College Park Church in Indianapolis and lead the Premarital Class that all members who are getting married need to attend. He is a Commissioned Addictions Biblical Counselor (CABC) from The Addiction Connection. He is the current president of the NACSW Indiana Chapter and has presented at numerous NACSW conventions.

Workshop Title:

Bridges out of Poverty: Strategies for Community Change

Workshop Presenters: Steffanie Altenbern, ,

Workshop Abstract: Examines the many dimensions of poverty and the implications on those living in poverty. Poverty and socio-economic class will be examined within the continental US. Issues discussed include but are not limited to: theory on causes of poverty, hidden rules, family structure, food insecurities, housing and homelessness, resources and policy.

Learning Objectives:

- 1: identify hidden rules that impact clients behaviors and choices
- 2: understand causes of poverty and their impact on communities
- 3: integrate understanding of socioeconomic status into a micro or macro practice

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Bridges out of Poverty offers a paradigm shift, focusing on socioeconomic status with the United States. The Bridges Out of Poverty training examines poverty through the prism of hidden rules of class, resources, family structure, and language. The training focuses on the culture of poverty and enhancing understanding and the ability of practitioners to be respectfully responsive to individuals struggling with poverty. This paradigm offers an opportunity for clinicians and communities to better understand their clientele and the impact of socioeconomic status. The fidelity of this model is backed through research with those of different socioeconomic status. Participants can use their own biblical and spiritual framework to understand content and reflect on how they feel lead to respond within their own communities.

Bibliography: Payne, R. K., DeVol, P. E. & Dreussi-Smith, T. (2022). Bridges out of Poverty [5th ed]. Aha!Process.

Centers for Disease Control and Prevention. (2021, March 15). Risk and protective factors. <https://www.cdc.gov/violenceprevention/childabuseandneglect/riskprotectivefactors.html>

DeVol, P.E. (2015). Bridges to sustainable communities: A systemwide, cradle-to-grave approach to ending poverty in America (2nd. Ed). Aha! Process.

Jindra, M., & Jindra, I. W. (2016). Poverty and the controversial work of nonprofits. *Social Science and Public Policy*, 53(6), 634-640. <https://doi.org/10.1007/s12115-016-0077-6>

Presenter Bio (s):

1:Steffanie Altenbern has worked in higher education, teaching social work for the last 5 years. Simultaneously and previously, Altenbern was a homeless liaison for the McKinney Vento program, and has held several roles working with the homeless and low-income populations. She also gained social work experience as a community prevention specialist with the Prevention Management Organization, building relationships to influence community change around substance abuse, tobacco and suicide. Her career focuses around identifying needs and advocating for change, in order to give vulnerable populations a fighting chance at breaking the cycle of poverty.

Altenbern earned a doctor of health science degree from Eastern Virginia Medical School, and also holds a MSW and BSW.

2:

3:

Workshop Title:

MACRO LEVEL: The Integration of and Boundaries Between Law and Social Work

Workshop Presenters: Kyla Foley-Fields, ,

Workshop Abstract: A case for the integration of social work practice with the legal profession through the lens of our Calling to love and pursue justice for the least of these (Amos 5; Micah 6:8; Isaiah 1). This presentation practically explores the ethical boundaries between the two vocations in relation to casework and inter-organizational communication.

Learning Objectives:

- 1: articulate the pros and cons of integrating social workers within the legal profession.
- 2: explain how our calling as Christians to seek justice for all people contributes to the importance of integrating social work practice and the legal profession.
- 3: understand the importance of interprofessional collaboration as social workers.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Students

Workshop Description: Founded on our Calling as Christians to pursue justice for all people, namely the poor, oppressed, widows, etc., this presentation examines the significance of the integration of the practices of law and social work, and the boundaries between said practices within the same organization. This qualitative mixed-methods research study relies on surveys, first-hand observations and anecdotes, and demographic data to determine the extent to which social work and law can interact in the service of clients. Drawing on a comprehensive literature review and lived experience, the presenter makes the case for the integration of macro level social work structured within a legal practice setting as a key practice area for us as Christians.

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Presenter Bio (s):

1:Kyla Foley-Fields is a social worker with the Immigrants' and Language Rights Center at Indiana Legal Services in Indianapolis, Indiana. She graduated summa cum laude from Indiana Wesleyan University in April 2022 with her BSW and as joint member of John Wesley Honors College and Luther Lee Scholars Program. Kyla is a candidate for her LBSW. Kyla has presented at conferences at Indiana Wesleyan University and Taylor University, and received the New Directions Award in 2020. Kyla's research on fairy tales and childhood trauma was published in *The North Wind Journal* in the fall of 2022. Kyla is also a first year law student at the University of Dayton.

2:

3:

Workshop Title:

Crisis Counseling Through Text Lines: A Student Experience

Workshop Presenters: Jennifer Hollenberger, Lauren Miller,

Workshop Abstract: Suicide is the 12th leading cause of death in the US. Research continues to support the need for supportive interventions to prevent suicide. In this session, a BSW student will discuss her experience volunteering as a crisis counselor and how it has shaped her social work education, practice, and faith.

Learning Objectives:

- 1: Identify how social work students can collaborate with technology to grow their social work knowledge and skills.
- 2: Understand and articulate the issue of suicide and its prevalence in a post-pandemic society
- 3: . Increase understanding and knowledge of innovative crisis interventions like the Crisis Text Line.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Suicide is a major public health concern and is the 12th leading cause of death in the United States (CDC, 2023; Farida et al., 2021). Crisis Text Line is a 24/7 national text line that provides support and resources for those in crisis. In a 2022 study it was found there is a rapidly increasing need for crisis counseling beyond in-person settings to meet individuals needs in real-time (Pisani et al., 2022). Ranging beyond imminent risk, sex trafficking, mandated reporting situations, abuse survivors, and other vulnerabilities that plague our society, at-risk populations tend to prefer texting as the mode of communication when in crisis (Federal Communications Commission, 2021). The Crisis Text Line assists the National Suicide Prevention Lifeline in texting conversations (Saunders, 2023) and both lines have seen a major increase in volume. The National Suicide Prevention Lifeline, for example, has experienced a 700% increase in texters from 2021-2022 (Saunders, 2023). Due to this increase in services, it is paramount for mental health providers to engage in this work. The Crisis Text Line staff its hotline with volunteers. Each volunteer must complete a 30-hour training that equips them to communicate directly with texters and bring them from a hot moment to a “cooler calm” through assessing risk, exploring crisis, helping to identify goals for the conversation, discovering next steps (which sometimes includes creating a safety plan or active rescues) - ultimately leaving the texters in a better place at the end of the conversation (Crisis Text Line, 2023). In a single year, more than 240,000 individuals were provided with anonymous real-time mental health care and psychosocial support at the peak of their distress with counselors providing customized referrals to mental health services and community services (Pisani et al., 2022). The Crisis Text Line provides real-time support at the highest peaks of crisis. One client reflected on their experience in this way: “I’ll forever be grateful for what you did for me tonight I really do think you saved my life. I’m still young and might not have that much of a voice but thank you for listening to me.”

Access to the text line is a key component of its effectiveness with clients, but it is also a strength for its access to mental health providers and volunteers. The remote nature of the text line makes it an excellent arena for the experience and growth of social work students. The growing increase in mental health outreach and de-stigmatization efforts across the US, resources beyond traditional settings, and telephone services increase the accessibility of services and support to these high-risk populations and provide opportunities for emerging social work professionals to engage in meaningful work that stretches and grows their skills.

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Presenter Bio (s):

1:Jennifer Hollenberger, Ph.D., LCSW is an Assistant Professor of Social Work and BSW Program Director at Grove City College in Grove City PA She earned her MSW from the University of Pittsburgh in 2011 and her Ph.D in Social Work from Baylor University in 2023. She is currently an LCSW in PA where she has practiced social work in medical, mental health, private practice, and community settings for over a decade. She was drawn to faith-based education in hopes to empower the next generation of clinicians to integrate faith, ethically and competently, into social work practice.

2:Lauren Miller is a Senior BSW student at Grove City College in Grove City, PA. The summer leading into her sophomore year, she was accepted into and completed the 30-hours of training required to become a volunteer Crisis Counselor at the Crisis Text Line. Thus far, she has obtained over 400 hours on the nationwide, 24-hour platform; not only has she discovered her passion in the social work field, but the importance of crisis counseling utilizing other modes of communication such as texting to extend the reach of mental health services.

3:

Workshop Title:

Teaching Spiritually-Integrated Therapy through Internships & Residencies

Workshop Presenters: Jennifer Regester, Mark Heinbockel,

Workshop Abstract: Licensed therapists are in high demand. Professionals skilled at spiritually-integrated care are hard to find. This session will address internship and residency programs as promising pathways to develop spiritually-integrated therapists. If you are searching for a training program or want to start your own, this session is for you!

Learning Objectives:

- 1: Describe the early stages and key milestones of mental health therapist development, including avenues to address spirituality to enhance therapist development.
- 2: Identify the components of effective field training programs for mental health therapists from practical, ethical, and holistic (mind, body, spirit) perspectives.
- 3: Understand the importance of religious/spiritual integration in mental health therapy.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: For faith-based mental health providers like Anchorpoint Counseling Ministry, internship and residency programs are promising pathways for developing spiritually-integrated therapists. The presenters will share experiences and lessons learned from the perspective of a small, community-based nonprofit specializing in outpatient mental health counseling. Anchorpoint's internship program supports graduate-level students in the final year of studies. Anchorpoint's post-graduate residency program provides students with two additional years of clinical experience and professional supervision toward full licensure.

Research describes therapist education as an intricate process of knowledge acquisition, self-development, and immersive learning (Koltz & Champe, 2010). This session will focus on the "advanced student" and "novice professional" phases of therapist development, when students gradually build their own identities as therapists by embracing preferred theoretical perspectives and approaches (Ronnestad & Skovholt, 2003). These early phases of training are ideal times to introduce and promote spiritual integration in therapy.

Clients' spiritual needs are a core component of their overall mental health and wellness (Corey, 2014; Weber & Pargament, 2014). Addressing religion and spirituality in therapy can be helpful when introduced in ways that resonate with each client's beliefs/practices (Yamada, et al, 2020; Corey, 2014). Unfortunately, therapists are widely under-trained in spiritually-integrated therapy (Oxhandler, Moffatt, & Giardina, 2019). In a recent national study, MSW faculty reported favorable perceptions and competencies around religious/spiritually-integrated care but did not

universally involve students in exploring these issues with clients (Oxhandler, Polson, & Moffatt, 2022). Another national survey found LCSWs were less likely than the general population to identify with Christian denominations or to consider themselves religious. This disparity may prevent untrained therapists from appropriately identifying and understanding the religious/spiritual beliefs and practices of their clients (Oxhandler, Polson, & Achenbaum, 2018).

Religion and spirituality are referenced in “Standard 3: Cross-Cultural Knowledge” of the Social Work Cultural Standards and intersect many of the other Standards (NASW). Anchorpoint’s training programs provide students with observation opportunities, spiritual direction, professional supervision, and direct client experiences to build proficiencies in religious/spiritual integration while developing skilled therapists. Through these programs, diverse groups of students bring fresh perspectives on social issues and the latest knowledge and developments in the field to Anchorpoint. These programs help Anchorpoint grow from within and continuously expand/innovate services.

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National Association of Social Workers. Standards and Indicators for Cultural Competence in Social Work Practice.

Presenter Bio (s):

1: Jennifer Regester, LCSW is the Clinical Director of Anchorpoint Counseling Ministry in Pittsburgh, PA. Jennifer is an actively licensed therapist (PA), Certified Clinical Supervisor, and experienced leader of Clinical Internship and Residency Programs. She has more than 20 years of experience as a clinical social worker and therapist, mental health and behavioral case manager, and counseling director serving diverse populations. She has served individuals, couples, families, and groups in medical ICU trauma, substance abuse, homeless services, and behavioral health settings. Jennifer earned a Master of Social Work degree from the University of Oklahoma in 2004 and a Bachelor of Social Work degree from Carlow University in 1999. She is trained in the evidenced-based Strengthening Families Parents Café program and Eye Movement Desensitization and Reprocessing (EMDR) therapy.

2: Mark Heinbockel, MSW is the Executive Director of Anchorpoint Counseling Ministry. He previously served as Anchorpoint's Development Director since 2017. During his tenure, Anchorpoint has more than doubled its mental wellness and educational services to northern Pittsburgh, PA communities. As a nonprofit leader and fundraising professional, Mark has a wide range of experiences providing education, health, and human services to youth, families, and older adults. Mark earned a Master of Social Work degree (Community Organizing/Social Administration) from the University of Pittsburgh in 2010 and a Bachelor of Social Work degree

from Elizabethtown College in 2009. He is a graduate of Leadership Pittsburgh's Leadership Development Initiative (LDI XXVI) and a finalist for 2022 Young Professional of the Year through the Pittsburgh North Regional Chamber of Commerce.

3:

Workshop Title:

Social Work Practitioner to Scholar: Exploring the Transition to Pracademic

Workshop Presenters: Lisa Hosack, Jennifer Hollenberger,

Workshop Abstract: Many social work faculty members enter academia following a background in practice. While many skills transfer well into academic life, there are also areas of challenge for practitioner-scholars. This session is for those pondering a career move as well as those already deeply embedded into life as a “pracademic.”

Learning Objectives:

- 1: 1) Identify both the advantages and the challenges of the transition from social work practitioner to academic
- 2: Highlight practical ways of successfully making this transition and flourishing as a pracademic
- 3: 3) Clarify differences between practice and academic roles and contexts
- 4) Gain support and encouragement from experienced pracademics

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators

Workshop Description: In his book, *The Call to Teach* (2013), social work professor, Raymond Fox, argues that teaching social work is actually an extension of social work practice. While this idea is debated among practitioner-scholars or what are referred to as “pracademics” (Owens, 2017), we argue that there are both practical and educational benefits for pracademics in social work.

Among some colleges and universities — particularly those which are faith-based — there is a shortage of social worker educators trained at the doctoral level (CSWE, 2020). In response to this need, programs have arisen that cater specifically to those working full-time, often in practice, and seeking to continue their education in preparation for a full-time faculty role. Therefore, social work education will continue to need individuals who both pursue social work education early in their careers as well as those who begin careers in practice and eventually transition to academia.

Beyond strictly the needs of the marketplace, however, we argue that social work education and institutions of higher education (IHE) benefit from the unique contributions of pracademics. In social work as well as other professional programs such as nursing, business, or education, perhaps the most salient benefit is the pracademics’ ability to directly link professional experiences to the theories and concepts identified in the classroom and to the macro-level policies and practices of the institutions for whom they work.

In spite of the benefits for the field of social work and IHE, however, there are clear challenges for pracademics. Adapting, for example, to an entirely new culture and context with its own rules and mores can be disorienting. Changing one's field of practice from an individual or a non-profit organization to a classroom and a campus requires intentional recalibration. Learning and incorporating pedagogical techniques stretches pracademics to master a new field of study and expertise. Shifting from a busy agency where one's day may be highly structured to a schedule with more autonomy requires thoughtful time management and examination of one's own work habits and practices.

In sum, while the benefits of extensive social work practice experience enhance a practitioner-scholar's ability to be successful in the classroom, there are gaps in knowledge and skills that may make this transition challenging both for those who are new and those who are seasoned. This workshop seeks to illuminate and examine those gaps, identifying common areas of challenge, and suggesting a clear path forward

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Volpe, M. R. & Chandler, D. (2001). Resolving and managing conflicts in academic communities: the emerging role of the "pracademic". *Negotiation Journal*, 17, 245 – 255.

Presenter Bio (s):

1: Lisa Hosack, Ph.D, LCSW is an assistant dean and Associate Professor of Social Work at Grove City College in western Pennsylvania. She holds a PhD in social work from Michigan State University and is a licensed clinical social worker in PA. Dr. Hosack has been a member of NACSW for many years and has previously presented at the national conference numerous times in the past. With NACSW, she published, *Development on Purpose*, as a faith-based companion text for HBSE undergraduate and graduate classrooms.

2: Jennifer Hollenberger, Ph.D., LCSW is an Associate Professor of Social Work and BSW Program Director at Grove City College in Grove City PA. She has practiced social work in medical, mental health, private practice, and community settings for over a decade and was drawn to faith-based education in hopes to empower the next generation of clinicians to integrate faith, ethically and competently, into social work practice.

3:

Workshop Title:

Balancing grace and accountability in faith-based organizations.

Workshop Presenters: Jeff Nitz, Cheryl Nitz,

Workshop Abstract: Managing the tension with staff between grace and accountability in faith-based workplaces can be challenging, especially when the notion of grace is so central to our life and faith. This workshop seeks to explore more deeply how we, as leaders, can legitimately find a satisfying pathway to both.

Learning Objectives:

- 1: define more clearly the concepts of grace and accountability in the workplace.
- 2: identify the root causes of tension between grace and accountability for Christian leaders/managers as they lead their staff.
- 3: know and implement a leadership model and driving motivation for aligning grace and accountability within a faith-based organization.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: a) Brief outline of the session's key topics

Introduction of speakers

Presentation of the tension – How do we winsomely live and embrace grace as the hallmark of Christianity within our faith-based organizations and not slide into worldly methods of managing our staff, while concurrently holding our staff accountable for achieving lofty organizational goals worthy of God’s calling and our donor/client’s trust?

Definitions – what do we mean by 1) “grace”, 2) “accountability” and 3) “high-performing organizations”?

Grace lived out poorly, and well

Accountability lived out poorly, and well

A model for combining both

The core motivation for marrying the two as Christian leaders/managers

Case examples reviewed in small group discussion

Q&A and wrap-up

b) A faith, religion, or spirituality component;

The presentation will weave in various biblical passages throughout and will be exploring in depth the biblical notion of grace – what it means and doesn't mean – and the notion of biblical responsibility as employees. More importantly, it will be seeking to answer the question of how we align our understanding and experience of grace (“We are no more loved by God on our best days than we are on our worst”) with holding staff accountable when consistently bringing sub-par performance to their work roles.

c) How presentation is informed by relevant social work and theological/biblical literature;

This presentation incorporates insights from social work, business and Christian leaders (including multiple biblical references) about the fine balancing of both accountability and grace/”room for failure” in the art of managing or leading others.

d) How the presentation is consistent with the current understanding of evidence-based and culturally-competent, ethical practice.

Concepts shared during this presentation will include cultural competence as leaders taken from David Livermore's seminal work, and how presentation principles align with current social work practice and ethics. Given that the workshop focus deals with an area that has experienced minimal research (effective and ethical administration in faith-based organizations), admittedly this will have less to do with practices that are “evidence-based”.

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Neugeboren, B. (1985) *Organizational policy, and practice in the human services*. Longman.

Presenter Bio (s):

1: Jeff has spent the last 38 years working in the faith-based child welfare space in various roles of direct service, supervision and administration. Over that span, he has become intrigued with creating thriving work environments for social services staff for the sake of our staff (full stop),

even while clients reap the benefits of better care and services. Teaching and being a subject matter expert of macro social work as an adjunct at Liberty University is simply icing on the cake. Jeff earned his BA in psychology from Wheaton College and his MSW at Rutgers University. He is nearing the dissertation phase for his EdD in Traumatology at Liberty University focusing on differences between thriving vs. toxic workplaces for staff with elevated ACE scores. He and his wife, Cheryl, live in the Lynchburg, VA area and are blessed with 4 children and 5 grandchildren.

2:Cheryl Nitz, ACSW, LCSW, is a licensed clinical social worker and has over 30 years of professional experience, specializing in attachment, trauma, foster care, and adoption. She currently is the Chair of the Department of Social Work at Liberty University and is privileged to work there with a great team of faculty and staff who help to prepare emerging social work professionals to live out their calling to be the hands and feet of Christ.

3:

Workshop Title:

Crisis, Chasms, & Call: Christian Social Work Leaders in Challenging Times

Workshop Presenters: Melody Zuniga, Jon Singletary,

Workshop Abstract: The divides in today's social climate create challenges for leaders. This workshop explores how Christians in social work are uniquely equipped to build bridges across these divides in a post-2020 climate. Social work ethics, biblical values, leadership theories, and tools for self- and other-awareness will be discussed.

Learning Objectives:

- 1: Describe how knowledge of and compassion for self and others are critical to leadership.
- 2: Identify tools and strategies from leadership theories to address crisis and challenge in organizations.
- 3: Articulate the connection of compassionate self-aware leadership to biblical and social work values.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators

Workshop Description: There is desire to see things return to normal in our work and in our world; however, we know this is not the state of our world. From health-related fears in the aftermath of our Covid responses to the ongoing racial reckoning that was also significant in 2020, we continue to struggle to find common ground or to have civil dialog across our divides. Professional and personal lives took a hard hit in 2020 (Belikov et al., 2021) in ways that are still reverberating. Even in contexts of faith, Christians struggle with these current realities.

Social workers shaped by faith have a unique opportunity to be a resource for a hurting world. We understand the impact of trauma, do not shy away from crisis, and value the importance of human relationships. In the communities and organizations where we serve and with the individuals and families we serve, Christians in social work have distinct skills and values to offer a hurting world.

The NASW Code of Ethics points us to service, justice, and the worth of the person as some of our core values (National Association of Social Workers [NASW], 2021). Christian scriptures point to these same values. Our core convictions and deeply held values and beliefs are at the core of what inspires us to lead others through tumultuous seasons such as the challenges facing us today. Research in our own profession writings point to the value of remembering what we value. Who are we at our core? What do we hold to be most true? How do we offer compassion for ourselves and others? Reflecting on how our head, heart, and hands are at the core of this service, compassion, and leadership can help us (Singletary, 2023).

This workshop invites us to consider practices for identifying our core convictions and values and allowing that to guide us to a place of compassion. We will review the impact the last few years have had on us and our organizations, while exploring how tools for mindfulness and non-judgmental observation can equip us our leadership roles. Key concepts from crisis, adaptive, authentic, servant, and transformational leadership theories provide strategies for providing the direction and support our organizations are seeking (Beck, 2014; Brown et al., 2019; Gigliotti, 2020; Li et al., 2021; Northouse, 2021; Yokus, 2022). We will discuss how these ideas can connect us to who God is, who we are, and who surrounds us.

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Presenter Bio (s):

1:Melody York Zuniga is a senior lecturer and the Associate Dean for Academic Affairs at Baylor University's Diana R. Garland School of Social Work. She has 14 years of experience in social work education administration and leadership, including 10 years overseeing the internship component of the Garland School's Waco, Houston, and online campuses. She has a BA in Spanish and an MSW from Baylor University and is currently pursuing an Ed.D. through Abilene Christian University. She teaches at the BSW and MSW levels in residential and online classrooms, focusing on introduction, generalist practice, and capstone courses. Her practice experience is in child maltreatment and sexual violence, working with child and adult survivors, their loved ones and caregivers, and multi-disciplinary teams in the community and university setting.

2:Jon Singletary is the Dean of the Garland School of Social Work at Baylor University. He has served in this role for 8 years and on the faculty at Baylor for 20 years. He has a BA from Baylor University, MDiv from the Baptist Theological Seminary at Richmond, and an MSW and PhD from Virginia Commonwealth University. He teaches research, policy, and community practice. Jon previously served as a Mennonite pastor, outreach worker and community organizer. He is the author of *Leadership by the Number: Using the Enneagram to Strengthen Educational Leadership*.

3:

Workshop Title:

A Social Work Theological Framework from Image of God

Workshop Presenters: Andy Reynolds, ,

Workshop Abstract: This workshop explores the theological concept of Image of God, the consequential mandate of partnering with God carried out through every covenant, and its implications for social work practice for a faith-integration framework for Christians in social work practice.

Learning Objectives:

- 1: Explore the theological concept of being made in the Image of God and its subsequent command
- 2: Provide an overview of Image of God connected to the biblical covenants
- 3: Gain an understanding of how the Image of God can lead to a framework of supporting the function of social work

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Educators

Workshop Description: An introduction to the concept of Image of God and the subsequent first command (10-15 mins)

Exploring the covenants in the Old Testament to Jesus' New Covenant (10-15)

Literature review focusing on Christian service frameworks (5-10 mins)

Presentation of the Image of God for Social Work Practice framework (5-10 mins)

Ways in which this can be taught in social work classes (5-10 mins)

Q&A (~5 mins)

Interwoven throughout the presentation and its framework is the value that the old and new testaments are unified toward one particular goal - that of carrying out the initial mandate to “be fruitful and multiply” or that of expanding the Garden - and that it is crucial to a vibrant Christian faith tradition.

The presentation will utilize appropriate literature to discuss the reasoning for developing the Image of God for Social Work Practice framework, and the need for a simple visual framework based upon both social work and theological literature. For example, how to succinctly teach a Christian framework of service to undergraduate students to foster both an ethical and professional understanding through a Judeo-Christian worldview of service.

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<https://ebookcentral.proquest.com>

Walton, J.H. (2015). *The lost world of adam and eve: Genesis 2-3 and the human origins debate*. Intersity Press.

Presenter Bio (s):

1: Andy Reynolds serves as the department chair of Malone University's Social Work program. He earned his PhD in social work from the University of Kentucky in 2019, an MSW from Asbury University in 2011, and is an LISW in the state of Ohio. Before his faculty position at Malone, Andy served as a community mental health therapist in rural central Kentucky, a field director and assistant professor at Asbury University, and an EAP provider. Andy has presented at NACSW on the topics related to compassion fatigue and resilience in the past.

2:

3:

Workshop Title:

Empowerment and forgiveness in the therapeutic process

Workshop Presenters: Tricia Philbert , ,

Workshop Abstract: This presentation will give a framework for the therapeutic process when working with individuals in both direct/indirect practice. It will explore forgiveness as a key component in the healing journey. It will be based on biblical/theoretical approaches to assist individual/groups in working through trauma related issues.

Learning Objectives:

- 1: Understand the importance of forgiveness in the therapeutic process
- 2: Empowered to use this framework in any practice because the practice of forgiveness is not inclusive or our faith but the principle stands factual universally.
- 3: Explore and understand the importance of forgiveness on mental health

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: 1 Brief discussion of the actual framework created by Tricia Philbert.

Awareness/impact↔Conflict/Tension↔Forgiveness↔Freedom

2. What does the Bible say about forgiveness
3. What does research say about forgives
4. How do we use in the work even with clients that are not faith based
5. The word of God is the ultimate evidence of God's biblical principles to live a healthy life mentally, physically and emotionally. And the truth is the other research and evidence based theories actually reinforce these principles that we practice in our faith. It's like the foot note :)

Bibliography: Is it possible to submit this separately if my presentation gets picked- I am working on combing my research and would like to provide a fuller list. There are quite a few and I want to ensure I can work through the ones that would be most related and effective to my presentation.

Presenter Bio (s):

1:Tricia Philbert is a Licensed Clinical Social Worker and Empowerment coach with many years of experience in individual and group therapy . Her mission in life is to see individuals, particularly girls/women become the best version of themselves. She specializes in trauma related issues that result in low self worth, anxiety, depression, suicidal ideation, identity crisis

etc. she walks with the conviction that God Has given us a crown of Beauty in exchange for ashes. Tricia does this work with enthusiasm and grace .

2:

3:

Workshop Title:

To Thrive or Not to Thrive: Work Stress, Burnout, and Resilience

Workshop Presenters: Kristen Chalmers, Katie Allkofer,

Workshop Abstract: Social workers endure high levels of work-related stress and burnout. This workshop aims to address work-related stress and burnout in social workers from a biopsychosocial-spiritual lens and will highlight the REST model as a viable resilience tool to both mitigate stress and burnout and promote well-being.

Learning Objectives:

- 1: 1. Identify the biopsychosocial-spiritual impact of work-related stress and burnout
- 2: 2. Understand work-related stress and burnout trends in social work
- 3: 3. Discuss the REST model as a viable resilience tool to mitigate stress and burnout

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description:

Social work can be, and many would argue, should be, a purpose-driven and rewarding profession of helping others, generating change, and combating injustice (Mack, 2022). Simply put, most social workers set out to make a difference. While doing so, social workers often sacrifice the divine obligation of caring for one's body, the temple of God (1 Corinthians 3:16).

Work-related stress within the profession of social work has continuously been documented in more than 20 years of research literature (Gomez-Garcia et al., 2019; Lloyd et al., 2002 as cited in Beer et al., 2021). Social work often requires repeated exposure to the pain and suffering of others, working alongside those in significant emotional pain who are broken hearted, blinded, and captive (Isaiah 61:1; Luke 4:18), as well as considerable documentation requirements and crisis management (Mack, 2022). Prolonged exposure to work-related stress may inform burnout. Burnout is defined as a syndrome conceptualized as arising from chronic occupational stress that has been ineffectively managed (Kotera et al., 2021). Workplaces must consider how workers can be supported to manage in the face of stress, burnout, and adversity so that they may thrive personally and professionally (Baker et al., 2021).

Building resilience may equip social workers with the capacity to cope with these stressors while avoiding burnout. A growing body of evidence connects employee resilience with essential work-related outcomes that include, but are not limited to, lower levels of perceived stress, greater job satisfaction, and fewer stress-related symptoms (Smith et al., 2018). Helmreich et al.

(2017) contend that the salient benefits of resilience are not simply limited to resilience in itself but inform improvements in mental health and well-being (as cited in Baker et al., 2021).

To Thrive or Not to Thrive: Work Stress, Burnout, and Resilience addresses the impact of work-related stress and burnout in the profession of social work. This workshop aims to empower social workers to seek solutions that mitigate stress and burnout and maximize skills leading to resilience and is anchored by relevant and current peer-reviewed literature as well as Scripture from the Holy Bible. During this workshop, a variety of educational methods and tools are used as a springboard for content transfer and group interactions, with a focus on the REST model that offers a practical pathway for building resilience that encompasses intrapersonal, interpersonal, and environmental factors (Rajamohan et al., 2023). The first half of the workshop reviews the definitions for, as well as the biopsychosocial spiritual impact of, stress and burnout. The second half of the workshop identifies how social workers can use the REST model for building the resilience they will need to meet challenges throughout their careers.

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Presenter Bio (s):

1: Kristen has been an LMSW for over two decades. She works at an occupational health clinic at the University of Rochester and has worked in the field of occupational health for 8 years. In her role as the Clinic Social Worker and Education Specialist, she provides supportive counseling to individual patients and delivers occupational health outreach and education. She is a published author and is passionate about occupational wellness as well as the integration of faith and practice. Kristen is an active member of the NY State PARSE Coalition (Preventing Addiction and Supporting Recovery in Employment). She worked as a professor at Roberts Wesleyan University (RWU) for 11 years and currently adjuncts at RWU. Kristen has been delivering faith-based counseling services since 2004 and works part-time at Agape Counseling Associates where she provides individual faith-based psychotherapy.

2: Katie Allkofer is an MSW student at Roberts Wesleyan University. Katie has been a member of the Roberts Wesleyan University (RWU) community for the past 13 years. As an MSW student, she interned at the campus wellness center as a counselor to student clientele. She has served in various roles within the MSW Student Association; she is currently president of this committee. Katie is passionate about environmental justice and serves as a member of the Ecological Stewardship Committee at RWU. She has also been inducted as a member of the Mu Omega Chapter of Phi Alpha National Honor Society for Social Workers. Katie currently works at the RWU bookstore and as the graduate assistant at the learning center to provide academic support and resources to students; she is also an adjunct professor co-teaching First Year Seminar. She will be graduating in May 2024 with her MSW degree.

3:

Workshop Title:

Equipping Congregations to Engage Vulnerable Communities

Workshop Presenters: Charles Lee-Johnson , ,

Workshop Abstract: This workshop is designed to introduce attendees to a congregational social work model to serve vulnerable families. This model strengthens communities and families, while also increasing church attendance and relevance in the community.

Learning Objectives:

- 1: Participants will see congregational settings as vital partners in efforts to address social issues
- 2: Participants will learn of innovative program models and funding sources to serve vulnerable families in a church context
- 3: Participants will have methods to help churches more effectively engage communities transitioning them from charity work to evidence based social work

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: This session will introduce participants to the importance of congregational contexts as areas of social work practice, particularly in serving vulnerable families and marginalized communities. Research demonstrates that many church-based social programs are as effective or more effective than government or privately run services. Too often churches are locked in acts of charity, and lack the knowledge and skills to implement evidence based strategies that can truly address social issues in their community. Attendees will learn how churches can be leaders of social change within their communities, and how strategic partnerships with schools of social work can provide churches with an educated pool of workers to drive ministry in their community. Churches can and should be the center of a community, and this session will equip attendees with the information needed to mobilize pastors, lay leaders, and parishioners to serve their communities in an equitable way. The driving scripture for this presentation is Matthew 25:35-40 "35 For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, 36 I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'37 "Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? 38 When did we see you a stranger and invite you in, or needing clothes and clothe you? 39 When did we see you sick or in prison and go to visit you?'40 "The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me."

Participants will learn that the call for churches to serve the marginalized is not a suggestion, but a mandate. Participants will learn about innovative program models, funding opportunities, and engagement strategies that can position the church to being the center of community organization and development.

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Presenter Bio (s):

1:Dr. Charles Lee-Johnson is the Associate Dean of the Division of Social work at California Baptist University. Dr. Lee-Johnson earned his Doctor of Ministry degree from United Theological Seminary, and his Master of Social Welfare degree from University of California, Los Angeles. Dr. Lee-Johnson is the recent co-author of the Inter-Varsity Press book, Healing Conversations of Race, and is well-known for his work in congregational social work.

2:

3:

Workshop Title:

Social Work Practice and Education in Forensic Social Work Practice

Workshop Presenters: Elizabeth Ann Moore, ,

Workshop Abstract: Forensic Social Work is an inter disciplinary practice. The clients in this area are involved with multiple systems and their success can be significantly impeded if the systems do not coordinate and provide comprehensive manageable care plans. Plans must consider the unique diverse cultures and needs of clients and meet them where they are.

Learning Objectives:

- 1: Participants will have an overview of systems of care and forensic social work with a focus on thinking outside the box for effective practice.
- 2: Participants will have a solid understanding of issues of substance use disorder and co-occurring psychiatric disorders and other system involvement.
- 3: Participants will gain an understanding of what social workers need to know with respect to restorative justice and community well being.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: The curriculum to be discussed will provide an introduction into forensic social work providing an overview of the basic skills necessary for this specific area of social work practice with an emphasis on empowerment, human rights, equity, trauma and social justice (Maschi, T & Leibowitz, G, 2018; Maschi, T. et al., 2019). Using a forensic lens we will explore the various practice fields of forensic social work that intersect with the law while highlighting a strengths/empowerment model as the foundation for intervention. Research examining individuals who are at high risk for justice involvement indicates interventions with high-risk groups need to be multi modal and target multiple criminogenic needs (Dowden & Andrews, 1999; French & Gendreau, 2006).

Forensic social work has expanded its reach in most recent years to include court-mandated mental health, substance use disorder treatment, and welfare rights (Robbins, Vaughan-Eden & Maschi, 2018). In a study that assessed whether criminal history and socioeconomic status reduce or contribute to disparities in substance use disorder treatment, the research (LeCook & Alegria, 2015) documented a higher percentage of substance use disorder treatment from the criminal justice system and a strong correlation between the two systems.

The person-in-environment (PIE) perspective (Kondrat, 2008) held by social workers helps us to recognize the role adversity might play in the formation of maladaptive coping strategies, including criminal behavior (Robbins et al., 2015; Sheehan, 2012). Trauma informed care seeks to create a safe, trustworthy service delivery setting in which client choice, collaboration and empowerment are emphasized (Elliot, Bjelajac, Fallot, Markoff & Reed, 2005).

Establishing partnerships in any field is fraught with challenges. In social work and the law the added layer of complication is often that while goals may be similar, the approaches are fundamentally different. However, the partnerships are critical if clients are to move from the correctional system to a pro social, productive and mentally well life (Naessen, Liesbeth & Raeymaekers, Peter, 2019).

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Presenter Bio (s):

1: Elizabeth Ann Moore, PhD, MSW, LCSW an Assistant Professor at Campbellsville University, Carver School of Social Work. She also has a private practice for 11 years in Oxford, MS. She obtained her MSW from the University of Denver in 1992 and her PhD from the University of Colorado. She has been licensed since 1994; first in Colorado and currently in Mississippi.

The first 20 years of her career were in Denver, Colorado. She worked for University of Colorado Health Sciences Center's Addictions Research and Treatment Services for most of that time providing treatment services. She also worked as the Chief Operating Officer for a large Substance Use Disorder non-profit treatment organization providing an array of services. She has recently presented locally for the NASW MS Chapter Conference, Kentucky Child Welfare Conference and at the 1st Annual Social Work and Legal Practice Symposium.

2:

3:

Workshop Title:

Eradicating Social Isolation: The Dialogical Sacred Space as Corrective

Workshop Presenters: Regina Chow Trammel, Stephen Lambert, Takeyah Whitworth

Workshop Abstract: Social workers work with people suffering from loneliness & isolation. Social isolation—an identified Grand Challenge of our profession—is under-addressed in popular, cognitive-models. This workshop will describe Buber’s (1937) concept, I & Thou, moving social workers toward a dialogical sacred space where the ills of isolation can be rehabilitated.

Learning Objectives:

- 1: Identify the insidious effects of social isolation and loneliness.
- 2: Motivate Christian social workers to use dialogical philosophy as a corrective practice to address social isolation and loneliness in clients and their communities.
- 3: Compel social workers to move beyond cognitive interventions, such as CBT, to nurture dialogical, intimate sacred space in client care.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Loneliness & social isolation impact people suffering with mental health disorders. Social isolation is identified as a Grand Challenge for our profession by the American Academy of Social Work & Social Welfare (Lubben et al., 2015). According to Magnet and Dunnington (2022), loneliness is a form of emotional injustice, fostered by systems. Krall (2022) describes loneliness as feelings of emptiness, anxiety, need for intimacy, and even self-loathing.

Considering the impact of loneliness & isolation on human wellness (Ozawa-de-Silva, 2020), it is imperative that social workers move beyond traditional cognitive models that hinge on Socratic dialogue: cognitive therapy, solution-focused, motivational interviewing. (Froján-Parga et al., 2018). While such therapies remain a necessary component in the work of competent social workers, the extraordinary, caring Christian practitioner must engage in sacred, communal connections with clients.

People in life threatening distress & isolation yearn for deep encounters with caring others—what Fung (2012) defines as sacred space enhances open & caring communities. Relationships rise to the level of sacred meetings with the “other” in the dialogical sacred space that can occur between social worker & client, what Buber (1937) calls, the I and You. Transformation occurring in the sacred space between I & You transcends barriers in the professional working relationship.

When considering the meaning of dialogical existentialism as a corrective & its communal aspect, a brief comment on the philosopher Martin Buber is helpful. Buber was a Jewish philosopher who lived from the latter part of the 19th cent. to the middle 20th cent. (Biemann, 2002). He advanced the dialogical into a communion of mind & heart between two humans, which is corrective practice for social workers who are effective in eradicating social isolation, & loneliness. Believing that God exists in the sacred space between two humans having intimate conversations or “sacred meetings” with one another, subject I and subject You are penetrating that sacred space with deep affection & concern that is not just cognitive (Buber, 1932). There is no goal, per se, in the communal dialogue, which contrasts with the outcome-driven nature of some interventions. The process of knowing one another is, in & of itself, teleological, and, an end in itself. In fact, Maygar et al. (2022) found that such sacred moments, improves meaning of life, & mental health over time.

The sacred dialogical encounter between two humans is a type of divine elixir, if you will, to isolation, that clients can sense and that may not be recorded on a social worker’s documentation. Humans were created to be in communion with God and one another. The dialogical encounter provides social workers with a divine meeting between the I & Thou to soothe the souls of our isolated clients, and that soothing is an under-recorded outcome of the sacredness of social work itself.

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Presenter Bio (s):

1:Regina Chow Trammel, PhD, LCSW is a Professor in the MSW program at Azusa Pacific University. Regina is passionate about mentoring students so they can improve others' lives as

social workers. She has more than a decade in private practice, as well as experience in psychiatric and medical social work settings. Her research focuses on the effects of a Christian-informed mindfulness intervention to address burnout and stress, with a particular interest in the sustainability and recovery of the mental health workforce. Dr. Trammel has academic research publications on mindfulness, speaks on the topic, and has written, *A Counselor's Guide to Christian Mindfulness: Engaging the Mind, Body, & Soul in Biblical Practices and Therapies* with Zondervan/Harper Collins Christian. You can follow her on Instagram @regina_chow_trammel, or visit: reginachowtrammel.com/links

2: Rev. Stephen S. Lambert, MDiv., PsyD, has class enrollments of more than 10,000 students since joining Azusa Pacific University's Department of Psychology in 1996. He won the 2009-10 APU Inspirational Faculty of the Year Award and in 2011 he was voted Faculty of the Year by student government. He is an ordained minister, certified pastoral psychotherapist, and licensed marriage and family therapist. Lambert's primary passion is for the synthesis of pastoral theology and practice with psychological theory and practice. Professor Lambert loves research and clinical practice in the areas of integrative philosophy, theology and psychology. His chief field of research is in Existentialism and Dialogical Philosophy. He has authored or co-authored a number of academic journal articles, as well as a book on cognitive therapy for youth ministers working with challenging youth.

3: Tekeyah Whitworth is a clinical MSW Candidate at Azusa Pacific University with a fierce commitment to social justice and a passion for improving the lives of vulnerable groups. As a clinical social work intern at the Superior Courts of San Bernardino - Family Support Services, Tekeyah is gaining valuable experience in case management, crisis intervention, and mediation, in addition to playing an integral role in the Access to Visitation Grant Program. In addition to exploring the ways in which the child welfare system disproportionately affects minorities, Tekeyah also has a deep interest in existential theory, African American liberation, and family systems theory. In her second year of the program, Tekeyah plans to intern at the DCFS in LA County. Upon graduation, Tekeyah plans to pursue her L.C.S.W while continuing her training in clinical practice.

Workshop Title:

Exploring Issues that can Hinder Interactions across Difficult Differences

Workshop Presenters: Morgan Braganza, ,

Workshop Abstract: Social workers struggle to interact with persons who hold difficult differences. The purpose of this workshop is to provide insights for more positively navigating such interactions—in social work and Christian settings. This will be done by exploring four broad issues that can challenge interactions derived from the presenter’s research.

Learning Objectives:

- 1: 1. Describe the four issues introduced by the presenter that can be considered in order to more positively navigate difficult interactions.
- 2: 2. Describe the implications of the presented material for interacting with persons holding contentious differences in social work settings.
- 3: 3. Describe the implications of the presented material for interacting with persons holding contentious differences in Christian settings (e.g., church, ministry).

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Social work educational regulations (Canadian Association for Social Work Education, 2021), and ethical standards (Canadian Association of Social Workers, 2005), require students and professionals (e.g., practitioners, educators) to demonstrate sensitivity in one-on-one and small group interactions where contentious differences are present. Contentious differences are disagreeable differences that evoke negative reactions such as fear or hostility (e.g., religion; Braganza, 2020).

Achieving these regulations is challenging. Researchers suggest that social work students do not know how to engage in constructive conversations across differences (Fenton & Smith, 2019), educators are not well-trained or confident in facilitating respectful conversations across differences in classrooms (Atteberry-Ash et al., 2019), and practitioners often feel unprepared to respectfully engage in conversations with those unlike themselves in service contexts (Austin et al., 2019). Consequently, various groups of people have reported being engaged negatively in interactions. In education and practice settings, members of the LGBTQ+ community, for instance, have experienced stigmatization and mistreatment (McCarty-Caplan & Shaw, 2022). Religious persons have been treated with discrimination and “hostility” (Ranz & Alhuzail, 2020, p. 2).

Numerous strategies exist for helping social work professionals learn how to better interact with persons holding differences. This includes diversity training. Diversity training generally, however, has been critiqued for making inaccurate assumptions about the types of actions that will lead to positive interactions and for a lack of research exploring what actually hinders them

(Paluck, 2006; Wilson, 2017). Such research would provide important insights for improving interactions across differences.

As part of my doctoral research, I responded to this gap in research, and in this presentation, I will discuss four general issues that can challenge social workers' attempts to constructively engage in interactions across differences. These issues are general enough to be considered in a variety of social work practice and educational settings as well as Christian contexts (e.g., churches, ministry).

I will begin the presentation by discussing the importance of this topic, especially for Christians in social work (5 min). Then, I will briefly describe the methods used to arrive at the four issues (5 min). This includes data gathered from Christian, Muslim, and LGBTQ+ participants exploring their experiences of interactions as well as literature from Christian (e.g., hospitality) and non-Christian frameworks (e.g., anti-oppressive practice). I will spend the majority of the presentation introducing the four issues. This will include a description of their individual and collective importance, and examples demonstrating their applicability in Christian and non-Christian social work settings (50 min).

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Presenter Bio (s):

1: Morgan E. Braganza is an Assistant Professor in the Social Work Bachelor of Arts degree program (Department of Applied Social Sciences) at Redeemer University in Ancaster, Ontario, Canada. She earned her PhD from Wilfrid Laurier University's Faculty of Social Work in Kitchener, Ontario, Canada in 2020. Her program of research focuses on improving interactions with persons who hold contentious differences in Christian and non-Christian contexts. She has been an invited guest speaker on this topic at several educational institutions and community organizations as well as presented on this topic at several conferences across Canada and the United States. Beyond this project, she has led research and program evaluation projects covering various topics such as collaboration, poverty, and how to utilize faith-based services to support survivors of intimate partner violence.

2:

3:

Workshop Title:

The Dignity Project: Sexual Assault Prevention at a Faith-Based University

Workshop Presenters: Katherine Holler, ,

Workshop Abstract: This session explores the challenges and opportunities of addressing sexual assault on a faith-based college campus based on social work and Christian values. The session reviews the Title IX policy and ways to creatively engage with college students on the issue of sexual assault awareness and prevention.

Learning Objectives:

- 1: Understand the Title IX Policy, how it applies to discrimination on a college campus and the prevalence of and perception of sexual assault on faith-based campuses
- 2: Analyze the faith-based understanding of sexual assault as an attack on the human dignity and how it intersects with social work values
- 3: Identify creative means for addressing and discussing sexual assault on a faith-based college campus

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: College campuses with faith as the key part of its identity offer many positive and unique aspects of development and growth for students. However, the stigma around sexual assault seemingly persists due to a misunderstanding about the difference between consensual sex as sinful and the issue of sexual assault. This stigma can pose challenges for both individuals who have experienced sexual assault as well as for the community to be able to discuss and try to prevent the issue of sexual assault.

This session will review one team's approach to sexual assault awareness and prevention on a faith-based college campus. The session will start by reviewing the Title IX policy that informs the response on college campuses to sexual assault reports. The session will acknowledge the social work values that inform sexual assault response and prevention including best practices for both. It will then discuss the unique culture of a faith-based campus and the Christian values that should inform the Christian response to sexual assault. It will also deconstruct the perceived conflict between discussing sexual assault and promoting premarital consensual sexual activity. Next, the session will review how the Title IX Confidential Advocate has connected these two bodies of knowledge to creatively raise awareness about sexual assault in a faith-based, dignity-oriented manner. This will include an analysis of current research related to sexual assault on faith-based campuses and in-depth look at the programs and events held to raise awareness and increase discussion with students about the issues related to sexual assault. Finally, the session will identify unique ways to engage students on a faith-based college campus in the conversation around sexual assault prevention.

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affiliation with sexual health services and rates of sexual assault. Journal of American College Health 70(5), 1403-1414.

Presenter Bio (s):

1:Katherine Holler is the Confidential Advocate for the Title IX Office at Franciscan University as well as an Instructor for the Social Work Program. Katie earned her Masters of Social Work degree from the University of Pittsburgh and her Bachelors of Social Work degree from Franciscan University. Before working at Franciscan University, Katie worked on a community-based participatory research project in Pittsburgh and with survivors of human trafficking in Ohio. Katie has presented with a team at numerous conferences including the Macro United Social Workers Conference, the PCRG Community Development Summit, and Pitt Civic Action Week as well as individually at the Catholic Social Workers National Association Annual Conference. Katie currently sits on the Board of Directors for Refuge for Women Pittsburgh Emergency Housing and is a lead organizer for Campaign for Childcare.

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Workshop Title:

A Mixed Methods Study Examining Student Interest in Critical Social Work

Workshop Presenters: Christopher Thyberg, ,

Workshop Abstract: Critical social work (CSW) is an essential but underexplored component of social work education. This presentation examines the findings from a study on student interest in and use of CSW at a large public university. Implications for social work education, with a focus on feminist and structural models, are discussed.

Learning Objectives:

- 1: Define critical social work and explain the key factors that distinguish it from traditional social work practice and education.
- 2: Describe how critical social work can positively impact student learning outcomes and better emphasize an anti-oppressive and anti-racist framework.
- 3: Identify tangible steps for incorporating critical social work into the classroom and field placement while considering professional and theological implications.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: This presentation is structured into two parts. First, I present findings on an exploratory study related to student interest in critical social work (CSW). Second, based on the findings of this study attendees will be asked to engage in a conversation around how CSW should be integrated into social work education based on theological and spiritual considerations and social work competencies and ethics.

This study examined the prevalence of CSW educational opportunities, student attitudes, and how those factors relate with student outcomes to better understand how social work educators can respond to growing calls for anti-racist and anti-oppressive teaching strategies. Data were collected in 2021 using a cross-sectional online survey at a social work program located in a northeastern city with both undergraduate and graduate social work students (N = 191). A mixed methods data analysis approach was used to examine the prevalence of CSW exposure, opportunities, and student attitudes towards CSW education. Next, a linear regression model examined the association between CSW knowledge and student attitudes towards CSW using the Diversity and Oppression Scale (DOS), which measures students' knowledge of diversity and oppression in the United States based on the Council on Social Work Education's (CSWE) competencies.

Only 30.4% of participants were familiar with the term CSW prior to taking the survey. However, themes derived from the open-ended items suggest that students were familiar with specific concepts and tangential theories to CSW. Once introduced to the term during the survey, 51% of students felt they used CSW in their field placement and 68.6% believed some element of CSW was provided in their classes. Student interest in CSW was consistently high as 92.5% wanted to learn more about CSW in classes, 79.5% wanted to use more CSW in field placement,

and 96.8% agreed that CSW was valuable for students to learn in school. Linear regression model results demonstrate that the model for BASW and MSW students was significant ($F[10, 158] = 4.05, p < .001, R^2 = .204$). Plans to use CSW in the future ($B = 4.41, p < .01$) and prior learning of CSW ($B = 3.59, p < .01$) are significant predictors of student knowledge on the DOS when controlling for relevant confounding variables.

The findings indicate that although opportunities for learning in the classroom and field placements are mixed, students' interest in CSW is remarkably strong. Further, significant positive associations were found between students' learning outcomes and their learning CSW and plans to use CSW in the future. As such, I provide recommendations on how to expand CSW use in the classroom and field placement settings for social work educators. The presentation will conclude with collaborative discussion around the role of faith-based social workers engaging in structural, critical, and feminist education and generate ideas how to engage in this work.

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Trull, L. H., & Myers, K. (2020). Culturally Humble or Bumbling Along? Measuring Effectiveness of Embedded Diversity Content in a BSW Curriculum. *Journal of Teaching in Social Work*, 40(2), 188–203. <https://doi.org/10.1080/08841233.2020.1714828>

Presenter Bio (s):

1: Christopher Thyberg, PhD, LSW is a recent graduate from the doctoral program at the University of Pittsburgh School of Social Work and an Assistant Professor at Augsburg University in Minneapolis. Prior to completing his PhD, Christopher worked for several years as a child and family therapist and spent over a decade working in the Pittsburgh Public Schools. His experiences in the field are what shaped his passions for research studying adolescent mental health, the school-to-prison pipeline, and structural social work education. Christopher primarily teaches practice courses, but is particularly interested in the intersection of micro and macro practice using a feminist lens.

2:

3:

Workshop Title:

Creative Interdisciplinary Collaborations for the Classroom (and Beyond)

Workshop Presenters: Dustin Young , ,

Workshop Abstract: Interdisciplinary collaboration is a vital skill for social workers, through creative and intentional course activities with partners such as medical providers, emergency responders, speech pathologist and teachers' students begin to understand how to build professional relationships while functioning on a multidisciplinary team.

Learning Objectives:

- 1: Identify methods in which increased exposure to a variety of disciplines to expand on student awareness of varied perspectives on client and practitioner care.
- 2: Evaluate individual trainings and/or courses for interdisciplinary activity opportunities.
- 3: Articulate creative approaches to interdisciplinary modalities within course design.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators

Workshop Description: Social work students may be aware of the need to work with many other providers for the care of their clients or advocacy for systemic changes rarely are they exposed to the opportunity to see that collaboration occur within the classroom. This presentation will aim to share current experiences of a small team of passionate professors compiled of a Speech Language Pathologist, Educators, Nurses, Pastors and Social Workers focused on implementing Trauma-Informed course designs. As a result of this initiative, departments are making efforts to increase the opportunity for students in the classroom to seek varied approaches and responses for clients/patients from community partnerships (Heyden et al., 2020). Through use of technology, guest speaking, conjoint projects and faculty mentorship; faculty model interdisciplinary approaches while also designing, or redesigning, the course work to support increased practice prior to internships or graduation. Through this strategic course activity design students connect with other practice areas allowing for multi-faceted mentorship of interpersonal and professional skills (Franco & DeLuca, 2019).

Within this interactive workshop, participants will examine how creative interdisciplinary course design encourages students to expand their awareness of critical social work concepts, incorporation of spirituality, professionalism, and social approaches through the lens of community partners. Participants also will be invited to share current practices within their courses that assists in the creation of interdisciplinary collaborations within the classroom setting.

Growing research clearly supports interdisciplinary designs for student learning and project-based learning yet implementation can be challenging for professors depending on location, resources, demands and student needs. This workshop will focus on sharing concepts of moving

past theory toward implementation while keeping in mind each campus may have unique resources to build on.

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Presenter Bio (s):

1:Dr. Dustin R. Young is a Licensed Clinical Social Worker (DSW, LCSW, MSW), Assistant Professor at Andrews University and Director of Higher Education Initiatives with the International Center for Trauma Education and Care. She began her career working with teens and families in a residential setting in Idaho and then to community mental health on the beautiful coast of Oregon. She continues to collaborate with school districts of all grades, youth, families, children, community crisis response, and trauma-informed education with EMS responders. She focuses on supporting schools, EMS responders, and churches with mental health education, suicide prevention, trauma-informed practices, and creative skills implementation in classrooms.

2:

3:

Workshop Title:

A Mixed Methods Study on Teachers' Racial Attitudes and School Discipline

Workshop Presenters: Christopher Thyberg, ,

Workshop Abstract: Racial disparities are a persistent and troubling component of school discipline outcomes. This mixed methods study explores the role of teacher racial attitudes on school discipline practices. Based on study findings, talking about racism is essential in addressing racial disparities in school. Implications for school social workers are discussed.

Learning Objectives:

- 1: Define the school-to-prison pipeline, identify the risk factors of exclusionary discipline, and describe the role that teachers play in school discipline.
- 2: Describe color-conscious, color-blind, and color-cautious racial attitudes and how they relate to school discipline practices.
- 3: Identify how school social workers can engage in conversations about anti-racism using Volf's model of embrace as a guiding theological framework.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Students

Workshop Description: Suspensions and expulsions from school often result in deleterious outcomes for students. Students of color, particularly Black students, are disproportionately excluded from school compared to their white peers. Numerous districts across the country are now using restorative practices, an intervention focused on relationship building and humanizing responses to conflict, to reform school discipline policy and address this disparity. Research has demonstrated that a school's use of restorative practices often reduces the total number of suspensions; however, the racial disparities in school discipline outcomes typically remain. Teachers play a crucial role in the implementation of restorative practices and in school discipline and thus have the capacity to mitigate or exacerbate inequitable school discipline outcomes.

This mixed-methods study examines how teacher racial attitudes relate to discipline practices in schools that are utilizing restorative practices. Data are drawn from surveys (N=345) and in-depth interviews (N=18) conducted with in-service teachers working in schools using restorative practices serving a majority of Black and economically disadvantaged students. Multivariate regression was used to explore whether teachers' racial attitudes predicted their referral rates, their perceptions of school safety, student behavior, and restorative practices. Rubin and Rubin's (2005) responsive interview model was used for qualitative analysis.

Qualitative findings suggested that racial attitudes among teachers ranged from color-blind to color-conscious, with some teachers displaying what I have labeled color-cautious racial attitudes, an intermediate category wherein teachers recognize the societal significance of race, but do not see the racism in their schools. Additionally, I explored teachers' interest in color-

conscious training and the perceived barriers and facilitators. I found that teachers are generally interested in training but also identified numerous barriers. Analyses of survey data reveal that teachers with color-conscious attitudes use fewer office discipline referrals and have more positive perceptions of their students' behaviors, their school's level of safety, and the effectiveness of restorative practices in their schools. Taken together, the qualitative and quantitative analyses provide insights into how teachers' racial attitudes actively inform their approach discipline.

The findings in this study have important implications for social work practice and policy. Findings suggest that interventions to address racial disparities should not be race neutral, and that restorative practices are enhanced when they are done with anti-racist interventions. Social workers have the necessary training and skills to facilitate these processes. Using Volf's (1996) framework of embrace, implications for how to engage in faithful and brave conversations on race in school are discussed.

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Presenter Bio (s):

1: Christopher Thyberg, PhD, LSW is a recent graduate from the doctoral program at the University of Pittsburgh School of Social Work and an Assistant Professor at Augsburg University in Minneapolis. Prior to completing his PhD, Christopher worked for several years as a child and family therapist and spent over a decade working in the Pittsburgh Public Schools. His experiences in the field are what shaped his passions for research studying adolescent mental health, the school-to-prison pipeline, and structural social work education. Christopher primarily teaches practice courses, but is particularly interested in the intersection of micro and macro practice using a feminist lens.

2:

3:

Workshop Title:

Pierced by Diversity. A pedagogical approach to promoting cultural humility

Workshop Presenters: Ricardo Chaparro-Pacheco, Ariana Fryer,

Workshop Abstract: This workshop proposes a move from a knowledge-based approach to cultural competence to an ethical commitment with cultural humility. Based on 5 years of teaching a course on issues of culture and diversity at a Catholic university, a Personal Identity Map is presented as a student-developed tool for promoting cultural awareness and reflexivity.

Learning Objectives:

- 1: Evaluate the contribution(s) of a faith-based understanding on human diversity towards acknowledging, caring for and protecting the dignity and worth of the person.
- 2: Incorporate cultural humility in the development of ethical commitments and communication skills appropriate for both the academic and practice environments
- 3: Develop faith-based reflexive, critical thinking skills on human diversity and their application in research, professional, and policy practices

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Traditional approaches have restricted understandings on cultural diversity to a knowledge-based approach, which implies a divisive and politicized assumption of "othering" that falls short in promoting professional competence and personal commitment to social justice. On the other hand, in response to some of the most pressing current issues, many secular perspectives have focused discussions on diversity to matters of discrimination based on race, sex, gender and sexuality, yet leaving aside other elements that are relevant to individuals and social groups alike.

This workshop proposes a move from a knowledge-based approach to cultural competence to an ethical commitment with cultural humility, which rules out "othering" by acknowledging that all and each of us participate, one way or another, in diversity - in other words, from the order of creation we all are pierced by diversity. Thus, approaching diversity leads to include also matters of citizenship, aging, ability, social class, and faith and spirituality.

Based on 5 years of experience teaching a course with a growing student enrollment on issues of culture of diversity at a Catholic faith-based University, the presenters share two teaching strategies. One is the Creative Assignments, by which students are encouraged to reflect on their social location by languages different to written papers and other traditional academicized means. The other is the Personal Identity Map, which was one of the creative assignments submitted in the class and has proved to facilitate personal awareness and cultural reflexivity, with lesser resistance and a even a wider scope than approaches in other widely used tools like the Gingerbread Person, the Privilege walk, and others.

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Presenter Bio (s):

1:Ricardo Chaparro-Pacheco, PhDSW works as Assistant Professor and Director of the Bachelor's in Social Work Program at Franciscan University of Steubenville. He obtained his doctoral degree from the University of British Columbia (Vancouver, Canada), with a

dissertation on the elaboration of a sense of responsibility by lower ranking perpetrators of mass atrocities in Colombia (his home country). He also holds an MSc in Psychoanalysis (2013) and a BA in Social Work (2006) from the Universidad Nacional de Colombia.

With a focus on the psychosocial dimensions of war, human rights abuses, transitional justice and peacebuilding, his work has received several awards, including the Vanier Canada Graduate Scholarship, and presented in forums like the Latin American Studies Association (LASA), the International Federation of Social Workers (IFSW), and the Society for Applied Anthropology (SfAA).

2:Ariana Fryer is a young professional graduated at the top of her class at Franciscan University of Steubenville (2023), with a major in Social Work and minors in Psychology, Sociology and Theology. Her academic achievements and active participation in university life was acknowledged with the St. Louise de Marillac Award in Social Work Excellence, and she is participating at NACSW '23 as the first recipient of the Neher and Rangel Scholarship for Student Development.

While aiming towards completing her social work training up to the doctoral level, she is starting her career as a Chemical Dependency Counselor Assistant (CDCA) in the Ohio Valley region.

3:

Workshop Title:

Beyond Polarization: Passion, Politics, and Peace

Workshop Presenters: Elke Cox, ,

Workshop Abstract: Tackling tough topics is essential as Christian social workers. It's important to relate respectfully as professionals, despite differences with politics or beliefs. In a world where disagreement equates with hate, this issue is addressed through interactively presenting discussion and research on this vital integration of faith and practice.

Learning Objectives:

- 1: Examine personal and professional value/belief positions, including politics, within and outside the Christian social work community.
- 2: Understand more fully the assumptions and resulting misunderstandings made in Christian and secular social work communities regarding personal and policy positions.
- 3: Provide an atmosphere of civil discourse and discussion relating to faith and practice as it relates to professional values and ethics.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Today, in our society, we have become a culture of extremes. People get outraged when others disagree with them on any number of positions about values, beliefs, and politics. As social workers who are Christians, this presents challenges with values and core beliefs. Often, taking a policy position or aligning with a political party as a Christian can result in assumptions, accusations, and misunderstandings. Alienation and division occur. The greatest commandment is to "love the Lord with all our heart" and "to love our neighbors as ourselves" (Matt (Matt 22:36-39, ESV). Luke 6:31 tells us to do to one another as we would want to have done to us (NIV). How well are we doing this with one another as Christians? Within the profession? Within our society? Equally important, how do we engage in our communities, even if we differ in beliefs, politics, or policy positions? Can we agree to disagree?

The focus of this presentation will address these clashes on a professional level, specifically when it comes to values & ethics, policy positions and advocacy, and social work education. Civility, practicing advocacy without outrage, and growing in an understanding of the change within our culture will be focus areas. Literature on these topics will be referenced.

The presentation will utilize discussion-based format with clear expectations of civil discourse.

At least one case study, Brene Brown's blog on gun rights and gun control, will be examined, as well as other research and a review of the social work values and how they align with our Christian faith. Scripture will be used as a foundation for discussion.

The outline is as follows: 1) Participants will self-examine and identify their own concerns about the topics above. 2) The nominal approach will be used to begin discussion addressing 4

“problems,” including assumptions, outrage, extremes, and value clashes. 3) Literature (see the reference list) and a model will be presented. 4) Case study and discussion on policy positions will follow. 5) Closure will include self-examination and prayer.

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Justice Within Macropractice, *Journal of Religion & Spirituality in Social Work:*

Social Thought, 31:1-2, 1-8, DOI: 10.1080/15426432.2012.647600

Presenter Bio (s):

1:Elke Cox, MSW, LCSW has 30 years of social work experience. After receiving her MSW from the University of North Carolina-Chapel Hill in 1993, she worked with children, adolescents, and their families, in private practice, a school, and a group home. Elke has been in academia for the past 17 years and enjoys infusing students with a love for social work. She teaches social welfare policy, practice with individuals, groups, and families, and oversees their field experiences. Elke has presented twice before at NACSW conferences and conducts trainings for local agencies.

Elke has been married for 31 years and has one son; they spend time traveling, hiking, and eating good food. Elke's church is also primary in her life and she cherishes ministry within and outside its walls. Her love for Jesus, relational connection, and service drives her desire to live life to the fullest.

Workshop Title:

Framework for Narrative Forensic Interviewing of School Shooting Survivors

Workshop Presenters: Kimberly Mudd-Fegett, ,

Workshop Abstract: This workshop will present a framework for narrative forensic interviewing that lessens trauma on survivors. To construct the framework, this author interviewed survivors of school shootings in four states, dating back 25 years. The trauma of those impacted by school shootings has not changed.

Learning Objectives:

- 1: Participants will be provided with Mudd-Fegett Ethic of Care Framework to use in practice.
- 2: Participants will be taught the importance of using narrative practice when working with individuals who have been impacted by trauma.
- 3: Participants will be taught the importance of collaboration in crisis intervention and given basic tools for their tool kit to prepare.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Witnessing a traumatic event, such as a school shooting, profoundly impacts one's brain. It disrupts one's sense of safety & security thus how one responds to others (LaBabera, 2020). Following the event, one might experience difficulty processing events, recalling the memory, emotional functioning, which left untreated can rise to the level of PTSD. There may be ongoing memories, nightmares, flashbacks, panic attacks & other physical symptoms (LaBabera, 2020). No two individuals experience trauma the same; therefore, the long-term impact of trauma varies drastically. When individuals feel a sense of genuine support, even short-term basis (forensic interview), it encourages them to disclose their narrative. This allows the interviewer & survivor to formulate a rapport that enables the details of the traumatic event to be discussed. A forensic interview is a fact-finding interview in which a individual is guided in a developmentally appropriate, non-suggestive and forensically sound manner (Risan, Milne & Binder, 2020). Thus, engaging in narrative forensic interviewing unfolds by encouraging the survivor to recall personal details of their traumatic experience at their own pace. When law enforcement & social workers join their resources in conducting narrative forensic interviews, the traumatic impact on the survivor lessened.

Through this collaborative research with survivors various themes arose including the importance of human interaction and handwritten letters/cards. Although we live in a digital society where most of our interactions with others are through various social media outlets, survivors consistently mentioned the significance of strangers taking the time to handwrite those letters, cards, notes expressing their sympathy and wishing them well. This speaks to the importance of human interaction, human relationships, and human connection. Even in the worst of circumstances we as humans seek the comfort of knowing that others care & support us.

These tangible items can be physically seen, held as a reminder of support, love & prayer. Ironically it is often during the very worst of times we as humans see the compassion and Christ like love of others. Imitating God has led many to lives of exemplary compassion, leading others to believe through example (Bible, 2023, Col 3:12).

Through research, the stories of survivors, compassion and Christ like love we find the hope for change. Romans 15:4 tells us whatever is written is done so we may perseverance, encouragement and most importantly hope. We as social workers have the ability to make change (Bible, 2023, Rom 15:4). When partnered with law enforcement we can be the guiding, calming force in horrific moments of crisis. Brown (2020) highlights the importance of such relationships, stating that when the groundwork for these relationships is made prior to moments of crisis the lasting impact is even greater.

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Presenter Bio (s):

1:Kimberly N. Mudd-Fegett, is an Associate Professor at the Carver School of Social Work at Campbellsville University. Dr. Mudd-Fegett's teaching passion is with the BSW students in the

face to face classroom. Dr. Mudd-Fegett received her BSW from the University of Kentucky; her MSSW from the University of Louisville and her DSW from Capella University. Dr. Mudd-Fegett's practice experience includes 13 years of experience with CPS working as a frontline child welfare worker & supervisor. Dr. Mudd-Fegett continues to practice as a certified forensic interviewer where interviews children facing sexual, physical and emotional trauma. Dr. Mudd-Fegett's passion is centered in the area of child maltreatment and she strives to use the classroom to prepare students mentally and emotionally to address the secondary trauma they will face in social work practice.

2:

3:

Workshop Title:

Spirituality in Supervision: Promoting Clinical Competency

Workshop Presenters: Dexter Freeman, ,

Workshop Abstract: This presentation will discuss the meaning of spirituality to aspiring social workers, reminding attendees of the importance of clinical supervisors displaying dignity and respect to their supervisees by joining them where they are in their spiritual development.

Learning Objectives:

- 1: Discuss what it means to competently integrate spirituality into supervision and counseling.
- 2: Describe the Integrative Developmental Model of Supervision, which includes the integration of spiritual and religious issues.
- 3: Examine what spirituality means to future social workers.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: During this presentation, the presenter will discuss the importance of clinical supervisors creating an open environment that will enable supervisees to increase their knowledge about the various issues involved with providing ethical supervision that can incorporate religious and spiritual issues. The presenter will also provide a brief overview of Gingrich and Worthington's (2007) modification of Stoltenberg's (2005) Integrated Developmental Model of Supervision, which provides a developmental perspective for supervisors incorporating spirituality and religious issues in clinical supervision. This presentation will emphasize the importance competently integrate spirituality into clinical supervision, and will invite participants to experience the presence of the spiritual forces in their personal lives.

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Presenter Bio (s):

1: Dexter Freeman has been an active member of NACSW since 2005. He is currently the assistant director of the US Army-University of Kentucky Master of Social Work Program at the US Army Medical Center of Excellence. He received his doctorate of social work degree from The Catholic University of America in 1996 and his MSW from the University of Georgia in 1983. He has served as a Army social worker for 20 years and an assistant professor at Texas State University. He is part to the editorial board for the *Christianity and Social Work Journal*, has published numerous book chapters and articles of social work ethics, spirituality in social work practice, and military social work education. Dexter is also a licensed clinical social worker in Texas.

2:

3:

Workshop Title:

10 Considerations When Working With Foster Families

Workshop Presenters: David Wermuth, ,

Workshop Abstract: 10 Considerations When Working With Foster Families provides social workers with psychoeducation on lived experiences from a foster parent and interventions that can strengthen foster family relationships. Learn about things like the unknown fear response of foster youth and how to work with foster youth with elevated needs.

Learning Objectives:

- 1: Learn the unknown fear response of foster youth and how to help foster families identify and address this behavior.
- 2: Know ten new ways to provide foster families with interventions to improve household management and relationships.
- 3: Understand my professional and spiritual responsibility as a social worker to the vulnerable population of foster youth.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers

Workshop Description: Key Topics: (1) Learn how to implement the Foster-Mapping exercise, (2) learn how to identify and address the unknown fear response of foster youth, (3) learn how to antidote narcissistic personality symptoms, (4) learn and bust common myths foster parents believe, (5) learn how to help foster parents identify unique qualities of foster youth, (6) learn how to address emotional abuse from foster parents, (7) learn how to help foster parents to address anger outbursts, (8) learn the importance of exploring nutrient therapy with foster families, (9) learn how to support foster parents with identifying their limitations, and (10) learn about the power of prayer, and how to pray, for foster families.

Faith Component: Social workers will learn specific ways to pray for foster families and the psychological health benefits prayer can provide as according to research.

Relevant social work and theological literature: We live in a fallen-world, and in this state, there will always be displaced youth who need a safe and loving home. 1 Timothy 3:4 (NASB) states, “He must be one who manages his own household well, keeping his children under control with all dignity.” As social workers, we need to learn how to empower foster families with knowledge and skills to improve household management.

Evidence-based, culturally-competent, ethical considerations: The National Association of Social Workers’ ethical values charge us with the responsibility to promote the dignity and worth of every person in the foster home. Learning from real life stories and interventions, guided through foster parent-therapist lens, can provide much needed insight for social work practice with foster families.

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Presenter Bio (s):

1: David Wermuth is a therapist at Living Springs Counseling Center, adjunct professor at Missouri Southern State University, and youth pastor at Joplin Family Worship Center. He earned a bachelor's degree in psychology from Ottawa University in 2018 and a master's degree in social work from Walden University in 2020. He is a licensed clinical social worker in the state of Missouri and has presented twice at the Joplin Professional Social Work conferences. Additionally, David became a foster parent in 2012 and continues to serve adolescent foster youth males with elevated behavioral and mental health needs.

2:

3:

Workshop Title:

Trauma and Spirituality: Using Faith in the Journey

Workshop Presenters: Judith Josiah-Martin, JackGatti Hilton,

Workshop Abstract: Trauma often leaves “parts” in its wake in our clients. Although clients may see their clinicians as their only support, we recognize spirituality can be another pillar clients may lean into. This session will help clinicians understand the interplay of neurobiology, trauma, and spirituality on wounded “parts” of the self.

Learning Objectives:

- 1: understand the ways in which trauma lives long after the event in our clients lives.
- 2: foster an understanding of the “parts” that develop as the result of trauma, and the use of spirituality for healing.
- 3: make use of interventions that help clients develop a stronger sense of self via use of faith/spiritual practices as strong protective factor.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: A). Key topic outline:

Trauma causes changes in the brain, affects the nervous system and is long lasting. Individuals surviving trauma continue to experience reminders of trauma through physical, emotional and mental responses. In United States alone, approximately 64% of Americans identify as Christians. Those dealing with depression and other forms of crisis often turn to their faith and community leaders first before turning to a mental health provider (SAMHSA.gov). This population’s mental health needs often go untreated due to the stigma associated with receiving help. It’s critically important for clinicians to explore client’s spiritual backgrounds and core beliefs/values as it could be what helps them be healed from their trauma wounds.

B). Throughout the Bible, Jesus tends to the broken hearted and cared for those suffering from a variety of ailments. Christians often turn to the Bible for scriptures that will uplift them and guide them through their own trials and tribulations. Christians often turn to prayer and worship during times of crisis as a way to find hope. Churches often do an adequate job creating a space for congregants to receive support and fellowship but aren’t equipped themselves to treat trauma related symptoms and experiences. Many Christians won’t see providers that aren’t Christians due to the fear that providers will detour them from their faith - when it’s social workers ethical responsibility to meet clients where they are at and use their faith as source of healing and strength.

C). Social work is always addressing the needs of clients from all backgrounds. In the NASW code of the ethics, social workers have standards they are to hold up such as having cross-cultural knowledge, cross-cultural skills, knowing how to provide service delivery and empowering clients to services. It's also our responsibility to empower leaders in the community (internally and in the community) to meet the needs of those in the community.

D). It is a social worker's ethical responsibility to have and be culturally competent which includes addressing mental health concerns in faith-based communities. This is population that may be not receiving mental health support due to stigma associated in the community (even internally). Part of a social workers tool kit is to perform a bio-psycho-social-spiritual assessment.

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-Steege, M.K. & Schwartz, R.C. (2010). *The spirit-led Life: Christianity and the internal family system*. United States of America: M. K. Steege.

Presenter Bio (s):

1:Judith Josiah Martin has been a part of the University of Maine School of Social Work faculty for 10 years, prior to which she served the UMaine community as the Director of Multicultural Student Life. Her alma maters are Smith College School of Social Work for a PhD in Clinical Social Work, and Washington University-St. Louis for a MSW degree emphasis in Social Welfare, Administration and Community Development. Dr. Josiah-Martin was the 2021 President's Outstanding Teacher of the Year Award recipient for the University of Maine. A member of NASW ME chapter with service to the DEI committee. Past member of the editorial committee for Smith College Studies in Social Work and Journal of Groups in Addiction and Recovery. Dr. Josiah-Martin is an experienced clinician, program administrator, community advocate, educator, training consultant and researcher.

2:Jack Gatti Hilton, LMSW-cc, CTP works as an Inpatient Psychiatric Clinician at Acadia Hospital since June 2020. He is a graduate from The University of Maine's MSW program and will be starting his Doctorate of Social Work (DSW) program in June 2023 at the University of Kentucky. His goal is to improve how trauma related disorders are treated and how to improve trainings in trauma focused psychotherapy. He's also a Licensed Minister for The Rock Church in Bangor, Maine where he provides spiritual care to individuals and families in need of support and prayer. He has been a guest speaker at Acadia Hospital, Husson University and The Rock Church presenting on trauma and dissociation. In the past, Jack has worked as a television News Reporter at WVII/WFVX covering breaking news in the Greater Bangor Area and mental health focused stories.

3:

Workshop Title:

Spiritual First-Aid (Working as a First Responder)

Workshop Presenters: Justin Behrens, ,

Workshop Abstract: Spiritual First Aid is an evidence-informed, peer-to-peer, disaster spiritual and emotional care intervention. Spiritual First Aid is the first intervention like this to have been built from the ground up using both biblical wisdom and evidence-informed psychological insights gained from years of our team's scientific study.

Learning Objectives:

- 1: Through this session the class will understand what Spiritual First Aid and its application to the emergency.
- 2: Through this session the class will be able to identify the principles to spiritual first Aid.
- 3: Thorough this session the class will be able to identify how to register to be Spiritual First Aid trained and being it back to their church and community.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: This course will be a brief understanding of the following:

- Identify evidence-informed foundations for Spiritual First Aid
- Articulate an understanding of the “ministry of presence” and “companioning.”
- Define the essential elements of connecting and communicating with people in crisis
- Prepare survivors to understand commonly experienced psychological/ behavioral reactions and the process of recovery
- Identify indicators of resiliency, recovery and post traumatic growth to encourage help, hope and healing
- Identify how meeting basic human needs is foundational to providing SPFA
- Demonstrate essential interventions to help stabilize and protect people in crisis
- Create a safe environment that facilitates effective listening and crisis communication
- Link those served with existing community support services and develop an ongoing care plan.
- Demonstrate skills for assessing spiritual and psychological needs of individuals in crisis

- Utilize a spiritual assessment framework to identify ways to help an individual draw on spiritual and religious resources to cope and foster resiliency.

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Presenter Bio (s):

1: Justin Behrens is the CEO Keystone Mission and earned his Masters in Social Work from Temple University. Justin has served in the United States Army in Iraq and Guantanamo Bay Cuba. For the past 20 years Justin has worked with severe mental health, drug and alcohol, and the homeless. Justin has served on the Homeless Summit for the nation, state, and local levels.
2:
3:

Workshop Title:

Faculty/Student Mentoring as a Form of Transformative Discipleship

Workshop Presenters: Liza Arellano , CharlesLee-Johnson ,

Workshop Abstract: Student/faculty relationships correlate with academic achievement. The better students feel their relationships with faculty are, the more student outcomes increase (Educational Advisory Boards, 2023). Supporting and retaining students through formal mentoring programs is a form of Christian discipleship

Learning Objectives:

- 1: Describe the benefits of structured faculty/mentoring programs with a diverse student demographic.
- 2: Recognize the roles a mentor plays as a form of discipleship.
- 3: Identify strategies to implement mentoring programs.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Educators

Workshop Description: In a profession that is largely relational, the value and benefits of structured faculty/student mentoring programs serve multiple purposes. For social work students engaging in mentoring, they have increased student outcomes, professional development and networking opportunities, and improved confidence (Turner, 2015). Students from marginalized and underrepresented groups benefit the most from formal mentoring programs that provide the guidance and support needed to thrive (Holcomb, 2022). As a parallel process, faculty that engage in mentoring relationships also benefit from professional development and fulfillment of giving back to the next generation of social workers, while engaging in Christian discipleship.

Mentorship is a valuable form of biblical discipleship that can help individuals grow in their faith and character. According to Johnson and Ridley (2017), mentorship is a key aspect of discipleship and involves a relationship in which an experienced and wise individual provides guidance, support, and encouragement to another. In the Bible, mentorship is exemplified in the relationship between Jesus and his disciples, as well as in the mentoring relationships between Paul and Timothy, and Naomi and Ruth (Lee, 2013). Research has also shown that mentorship can have a positive impact on spiritual growth and development (Henderson & Deakin, 2017), making it a valuable tool for promoting discipleship in the Christian community. Through mentorship, individuals can gain wisdom, receive support and accountability, and deepen their understanding of God's Word and will for their lives.

The presenters' university instituted a formal mentoring program as part of its MSW program. As a signature aspect of the program, student feedback indicates a high level of satisfaction and growth from their mentor, particularly in career guidance, socioemotional support and spiritual growth as they navigate the challenges of a graduate program. With a population of roughly 270 students, the student characteristics include 90% female, 8% male, and 2% other related to

gender. Racial and ethnic backgrounds are 55% Hispanic/Latino, 16% African American/Black, 13% White/Caucasian, 8% Multiracial, and 8% others. As a program whose student demographic is primarily minority groups, the mentoring component contributes to the 95% retention rate of students as they matriculate through the program.

This workshop will provide a model for a formal Faculty/Mentoring Program, including an overview of the different roles a faculty mentor may play, the parallels between mentorship and discipleship, and the benefits of mentoring. Incorporating guidelines on mentoring from the National Association of Social Workers (NASW), participants will be presented with the ethical obligation to engage in transformational mentoring.

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Presenter Bio (s):

1:Dr. Liza Arellano, DSW, LCSW is an Assistant Professor and Bachelor of Social Work (BSW) Program Director with California Baptist University (CBU). She has her Master of Social Work and Doctor of Social Work. She has over 15 years of experience in child welfare, including caregiving in residential placements, conducting child abuse and neglect investigations, training and development of staff, supervision of blended and specialized units, and managing multiple child welfare placement programs. She is a Licensed Clinical Social Worker and previously managed the provision of mental health services for foster youth in San Bernardino County through the Assembly Bill 1299 process. Dr. Arellano's research include improving outcomes for youth in congregate care, preventative child welfare services, and the effectiveness of on-the-job training for child welfare social workers.

2:Rev. Dr. Charles Lee-Johnson is a highly accomplished pastor, educator, and social worker. He currently serves as Pastor of The Life Church in Riverside, CA, and is Associate Dean for the Division of Social Work at California Baptist University. Dr. Lee-Johnson is also CEO of National Family Life and Education Center. Throughout his career, he has received numerous commendations and awards for his outstanding work, including from the State of California, the White House, and the National Association of Social Workers. Dr. Lee-Johnson is a highly sought-after speaker and has presented his message both nationally and internationally. He earned his Masters in Social Welfare from UCLA and his Doctoral Degree from United Theological Seminary, where he focused on a multi-cultural discipleship ministry mode

Workshop Title:

A Visual Study of "Hidden Youth" in Singapore

Workshop Presenters: Peter Szto, ,

Workshop Abstract: This presentation is a visual study on "hidden youth" in Singapore. The youth are 15-18 year olds who self-isolate for at least six-months to several years in their homes. The presentation explores their pathological hiddenness, everyday lived experiences, spirituality, and what they look like by way of faith-informed documentary photography.

Learning Objectives:

- 1: explain the difference between seeing with one's eyes versus seeing with the mind.
- 2: explain who are the "hidden youth" phenomena in Singapore.
- 3: explain the use of photography as a spiritual tool for social work research.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: This presentation is a visual study on Singapore's "hidden youth" – adolescents between 15–18 years and who self-isolate for at least 6-months to several years in their homes. Little is known as to what prompts their extreme social seclusion, but the phenomenon has been spreading since the 1990s throughout East Asian societies. The study explored their pathological hiddenness, everyday lived experiences, and what they look like through faith-inspired documentary photography and the Christian notion of regenerative spirituality. The organizing concept of the study was built on the teachings of Isaiah 6:9 and Mark 4:12 on the nature of spiritual-cognitive perception. As human eyes are vital for seeing material objects, a regenerated human spirit is necessary to see anew the Kingdom of God. The study used documentary photography as a tool of social work research to see the physical and spiritual dimensions of hiddenness. The presentation will first present evidence on the emerging nature of this novel social phenomena, how the research literature responded to its emergence, preliminary social work interventions, and visual evidence gathered on the hidden youth. The field research was conducted in November 2022 and involved international, cross-cultural, client self-determination, and unique ethical considerations. The purpose of this presentation is to showcase the value of the study's research methodology, increase awareness of the "hidden youth" phenomenon, and inform social work practice with Christian insights and values.

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10. Szto, P. (2017) Doing Research: Gathering Visual Evidence in China in Practicing as a Social Work Educator in International Collaboration. Project with Global Commission on Social Work Education, Council on Social Work Education.

Presenter Bio (s):

1: Peter Szto; Professor; Phd, '02, MSW '92, (University of Pennsylvania) MAR '86 (Westminster Theological Seminary), MA '86 (Michigan State University); multiple presentations at APM, NACSW, China; Regional Director of Race Relations

2:

3:

Workshop Title:

Promoting Justice for Domestic Violence Survivors in Communities of Faith

Workshop Presenters: Geneece Goertzen, ,

Workshop Abstract: Many abuse survivors first seek assistance from clergy, and yet pastors are often unprepared for these conversations. Looking at research, we will consider responses by both clergy and survivors. Improved awareness and collaboration with service providers will increase support and lead to justice for survivors.

Learning Objectives:

- 1: understand the nature of survivor experiences within the church
- 2: discuss continued momentum toward justice in the church
- 3: implement the dissemination of this information within our communities

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Houses of faith are considered to be places in which the wounded can find healing. And yet for survivors of domestic violence, that healing can be elusive when they encounter more hurt than help in the church. Justice for survivors includes creating safety within their churches. Despite intrinsic religiosity, many victims and survivors struggle to find support within their faith communities. Clergy members often have limited knowledge about abuse and may inadvertently engage in practices that cause additional harm. Not being heard or believed, encountering misinformation, and feeling rejected by churches has an impact on survivor healing after abuse. Being blamed, shamed, or cut off from a faith community contributes to the injustices felt by victims and survivors who have already suffered harm.

Faith communities encompass both risk and protective factors. To support justice for survivors, we can work to minimize the former and increase the latter. Training clergy and promoting collaboration with service providers will improve responses to all forms of abuse, assault, stalking, and gendered crimes. Social workers can be excellent advocates for this work due to their training and commitment to social justice, particularly when there is an interest in congregational social work or the integration of faith and practice. We will discuss how the social work core values impact this topic, and the roles of intersectionality and cultural competence.

The presenter will share her recent mixed-methods research on survivors, congregations, clergy, and domestic violence. It looks at survivor experiences with the church when disclosing abuse, as well as clergy/lay leadership training, beliefs, and responses to the subject of domestic

violence. Where is the similarity and what are the differences? What can service providers do to contribute to the work of decreasing domestic violence? How can faith communities be encouraged to engage with this topic? We will conclude the session by engaging in a discussion on how a coordinated community response can improve a survivor's journey toward healing.

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Presenter Bio (s):

1:Rev. Goertzen is a survivor of more than two decades of domestic violence who has turned that tragedy into advocacy for others. After escaping abuse, she completed master's degrees in theology and social work, and is now a PhD student at the Garland School of Social Work at Baylor University. She was ordained to gospel ministry by Calvary Baptist Church in Waco, TX, and has served at Calvary in multiple roles. Geneece has taught numerous workshops on abuse, serves on the board of directors for the local family violence shelter, and has testified before the state legislature on bills that affect victims and survivors. She is currently working on a pastoral study grant through the Louisville Institute, conducting research on resiliency in survivors and how churches and faith affect healing after abuse.

2:

3:

Workshop Title:

My Sanctuary Healing: Therapy and Justice for Victims of Religious Abuse

Workshop Presenters: Pamela Pater-Ennis, Mark William Ennis,

Workshop Abstract: The intersections of the #churchtoo and post-Covid era have created a justice dilemma for religious institutions. Through the creation of the MySanctuaryHealing technique, a narrative exposure therapy model, victims of religious trauma report healing through a religious abuse therapy group, which is co-led by a trauma therapist and a clergy person.

Learning Objectives:

- 1: to diagnose religious trauma syndrome
- 2: describe application of the evidence-based Narrative Exposure Therapy (NET) model to my clients with PTSD
- 3: apply the stages of the MySanctuaryHealing model to my religious abuse cases

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: a) Key topics: Religious Trauma Syndrome; Trauma-Informed Practice; Narrative Exposure Therapy (NET); MySanctuaryHealing (MSH); Deconstructing Religious Identities and Reconstructing Religious/Spiritual Identities.

b) Why Now: The confluence of the statistics of decreased church attendance and the #metoo and #churchtoo movement, has created a phenomenon of higher numbers of individuals reporting hurt by some type of religious abuse, resulting in an increase of individuals seeking trauma therapy for religious abuse.

c) Religious and Spiritual Components: The concept of religious trauma syndrome will be discussed, as a form of PTSD. In addition, the religious and spiritual component is key to this workshop (for individuals who want to maintain their faith or have left their faith). For instance, MySanctuaryHealing (MSH), is a narrative exposure therapy model and is a stage theory, which is utilized by both a faith-based trauma therapist and a clergy persons, who is a co-facilitator of this religious abuse support group. One of the facilitators is a minister, whose presence "exposes" the clients to faith and religious concepts as part of the healing. In addition, it is a belief of the presenters that it is the duty of the Church to bring victims to healing from religious abuse as a symbol of atonement.

The stages of the MSH model take the group members through ten stages of healing, which include an exploration of their current identities of religion and spirituality, as well their sexual and gender identities., and bring them to a place of reformulating either a new synthesized spiritual identity or religious identity, which includes their other current identities, while continuing throughout to tell their narratives of abuse. Further, biblical and spiritual resources are explored through a trauma lens throughout the group sessions.

d) Social Work, Psychological, Theological, and Biblical Literature Reviews: The presentation is informed by the synthesis of narrative exposure literature and religious trauma literature, as well as an application of Judeo-Christian hospitality drawn from biblical literature)

e) Cultural Competency, Ethical, Justice and Evidence-Based Practices: Narrative exposure therapy is evidence-based for post-traumatic stress disorder (PTSD). Further, each of the stages of the MySanctuaryHealing model are attuned to the cultural competency needs of the members during each session in a group of theological, cultural, racial, and sexual identity diversities. The co-leaders also attend to the ethical dilemmas within the group (particularly whether members want to reconstruct their faith or not) and religious justice issues within congregations and denominations.

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Langberg, D. (2020). Redeeming Power: Understanding Authority and Abuse in the Church

McClintock, K. (2022). Trauma-Informed Pastoral Care: How to Respond When Things Fall Apart

Pater-Ennis, P.. (2019). Out in the Pulpit: The Lived Experiences of Lesbian Clergy in Four Protestant Mainline Denominations

Poling, J. (1991) The Abuse of Power: A Theological Problem

Shauer, M. Neuner, F. Elbert, T (2011). Narrative Exposure Therapy: A Short-Term Treatment for Traumatic Stress Disorders 2nd Edition

Presenter Bio (s):

1:

Pamela Pater-Ennis is an ordained minister in the Reformed Church in America and a Licensed Clinical Social Worker both in New York and New Jersey. She is a graduate of Hope College in Holland, Michigan, and holds a Masters in Social Work from Rutgers University and a Masters of Divinity from New Brunswick Theological Seminary. She completed her PhD in Social Work from the University at Albany, the State University of New York.

Dr. Pam has launched MySanctuaryHealing™ at Hudson River Care & Counseling, LLC, which is a therapeutic and consultation program for individuals and congregations who are victims of some type of religious abuse. In 2019, she published, Out in the Pulpit: The Lived Experiences of Lesbian Clergy in Four Protestant Mainline Denominations. In addition to her clinical work, she is an adjunct faculty member at the New Brunswick Theological Seminary.

2:Pastor Mark has been an ordained minister since 1984 and has been the pastor of Clinton Avenue Reformed Church in Bergenfield, NJ since September of 2006. This is the third congregation that he has pastored. He is a graduate of Hope College in Holland, MI and New Brunswick Theological Seminary in New Brunswick, NJ

Mark has most recently completed training as a Crisis Counselor and a Disaster Victim Chaplain for Bergen County and the State of New Jersey. He was one of the chaplains deployed at the opening of the National 911 Memorial Museum in New York City where he ministered to survivors, first responders and their families.

Pastor Mark has had one book published, "Circle of Seven; When His Servants are Weak," through Deep River Books and is currently writing two more.

3:

Workshop Title:

Environmental Social Work Course: Experiences and Reflections

Workshop Presenters: Hiie Silmere, Katherine Allkofer, TylerHeflin

Workshop Abstract: This workshop gives an overview of how to integrate elements of the natural environment and environmental justice into the social work curriculum and why these content areas matter. The workshop is relevant for any level of social work education (BSW, MSW, PhD) and social work practice (micro, mezzo, macro).

Learning Objectives:

- 1: Develop a heightened awareness around the importance of integrating natural environment into social work education and practice.
- 2: Reflect and recognize how natural environment and environmental justice relate to Christian and social work values.
- 3: Gain ideas on how to integrate elements of the natural environment and environmental justice into social work education and practice.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Social work is known for its emphasis on person-in-environment, even if the spotlight has traditionally been more on social rather than natural environment (Besthorn & Canda, 2002; Mathias et al., 2023). The focus on social environment is closely tied to the core social work value of social justice (NASW, 2021). This emphasis has slowly and steadily expanded over the last two decades by including the natural environment, environmental justice, and eco-social perspective into the social work discourse (Erickson, 2018; Powers et al., 2021).

The differential impact of the natural environment on human well-being was officially recognized in 2015 by the Council on Social Work Education (CSWE, 2015) when “advancing environmental justice” became part of the competencies in the Educational Policy and Accreditation Standards (EPAS). The 2022 EPAS further solidified the importance of integrating environmental justice into the social work curriculum (CSWE, 2022).

These trends in social work parallel similar conversations in Christian circles—from Catholic to Evangelical—that emphasize the importance of Creation Care and ecological stewardship for our common home (the Earth) and, by extension, for each other (Brunner et al., 2014; Pope Francis & McDonagh, 2016; Richter, 2020). Bridging these two discourses, social workers have been called to develop an eco-spiritual perspective and an ecological justice-oriented mindset, recognizing the interconnections between all species, the natural environment, and the spiritual realm (Besthorn et al., 2016; Dylan & Coates, 2012; Gray & Coates, 2013).

This workshop focuses on one MSW program's experience of integrating elements of the natural environment and environmental justice into the social work curriculum, specifically through the development of an Environmental Social Work elective course. The first part of the workshop lays the foundation for understanding key concepts and faith perspectives related to environmental social work and environmental justice. Next, the workshop gives an overview of key content areas and topics that are relevant for social workers to consider in connection to the natural environment. In the last part of the workshop, MSW student co-presenters share about their experiences of taking the Environmental Social Work course, including what motivated them to take this course, what they learned, and how they envision using this knowledge in social work practice.

The content of the workshop is relevant for any level of social work education (BSW, MSW, PhD) and social work practice (micro, mezzo, macro). It can give useful ideas to those who want to explore how to integrate environmental social work principles and elements of the natural environment into social work education or practice, as well as those who want to pursue environmental social work as their main passion.

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<https://doi.org/10.3390/su131910941>

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Presenter Bio (s):

1:Hiie Silmere has been a Professor of Social Work at Roberts Wesleyan University in Rochester, NY since 2009. Born and raised in Estonia, she moved to the US in the mid-1990s, earning the BSW degree at Spring Arbor University in Michigan and MSW and PhD from the Brown School of Social Work at Washington University in St. Louis. At Roberts Wesleyan, she teaches Human Behavior and Social Environment and Social Work Research courses. She has also taken students to a cross-cultural trip to Estonia twice. Her primary research interests focus on environmental issues in the context of social work education and practice, which led to the development of the Environmental Social Work course.

2:Katherine Allkofer, Tyler Heflin, Cynthia Heppard, and Shannon Sullivan are students in the MSW Program at Roberts Wesleyan University. All of them were students in the Environmental Social Work course. They have eclectic background experiences and interests.

3:Katherine Allkofer, Tyler Heflin, Cynthia Heppard, and Shannon Sullivan are students in the MSW Program at Roberts Wesleyan University. All of them were students in the Environmental Social Work course. They have eclectic background experiences and interests.

Workshop Title:

Toward a More Trauma-Informed Faith

Workshop Presenters: LauraThien

Workshop Abstract: Scripture is filled with trauma, but most faith communities lack a strong understanding of trauma and trauma-informed practice. This has hampered abuse prevention and response efforts. Understanding trauma-informed practice can help churches establish stronger prevention efforts and respond to trauma and abuse disclosures more effectively.

Learning Objectives:

1: Strengthen understanding of trauma and trauma-informed practice

2: Understand the connection between trauma, trauma-informed practice, and faith

3: Explore ways faith communities can better reflect an understanding of trauma and trauma-informed practice

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders

Workshop Description: Scripture is filled with trauma. Despite this, few faith leaders have embraced this narrative to foster more trauma-informed faith communities. This has hampered abuse prevention efforts and resulted in extensive retraumatization, even when faith communities are trying to care well for survivors of trauma. The damage this causes becomes more visible with each report of child sexual abuse or other forms of abuse within faith communities. Faith communities are beginning to respond, but a consistent framework remains elusive. Understanding and applying principles of trauma-informed practice can help faith communities establish stronger prevention efforts, respond to trauma and abuse disclosures more effectively, and prompt beneficial collaboration between faith communities and others in the community who are working to safeguard children and all who may be at risk. The foundation for a more

trauma-informed faith is recognizing that this relates to spiritual identity. It is not a secondary issue, and it must therefore be a central theme in our faith communities. With that foundation in place, all Christians can gain a better understanding of what trauma is. Realizing that trauma is not simply a single event, but is comprised of the event, how the event is experienced, and the ongoing effects of the event, equips faith communities to reach into all three of these domains with a sense of hope. This understanding and hope allow faith communities to act, and several key principles can effectively guide faith communities as they seek to prevent abuse and care for those who may have been harmed by it. These six principles, which are all grounded in Scripture and endorsed by the Substance Abuse and Mental Health Services Administration, do not provide easy answers, but they do provide a framework that can help guide faith communities as they seek to recognize, prevent, and respond to abuse. Safety is the first principle and includes physical, psychological, and spiritual dimensions. Trustworthiness and transparency is the second principle, insisting that faith communities act in a way that is worthy of trust and maintain appropriate transparency. Peer support is the third principle and focuses on assuring that those who have been impacted by trauma have adequate support, including from those with similar lived experience. Collaboration and mutuality form the fourth principle, urging shared responsibility between faith communities and survivors, others within the faith community, and those outside the faith community. Empowerment, voice, and choice comprise the fifth principle, which focuses on walking alongside trauma survivors as they work to regain power that has been taken from them. Humility in the face of historical, cultural, and gender factors associated with trauma is the sixth principle. The path toward more trauma-informed faith communities will be long and difficult, but it is a path we are called to take.

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Presenter Bio (s):

1:Pete is Executive Director at GRACE, which focuses on abuse prevention/response in faith communities. He is a Licensed Independent Clinical Social Worker with 30+ years' experience. He received his MSW and Certificate in Trauma-Effective Leadership from the University of Minnesota. His therapy practice focuses on children and adults who have experienced trauma. He trains and writes regarding trauma-informed practice in faith, education, healthcare, advocacy, and other fields. He is the author/co-author of 3 chapters in Springer's *Handbook of Interpersonal Violence Across the Lifespan*. Other publications include *Use of Images during Forensic Interviews of Children Who Have Been Sexually Abused*, with Rita Farrell; *Wounded Souls: The Need for Child Protection Professionals and Faith Leaders to Recognize and Respond to the Spiritual Impact of Child Abuse*, with Victor Vieth; and more.

2:Laura Thien is a licensed social worker in clinical practice at a rape crisis and NCA-accredited Children's Advocacy Center. She has been working with survivors of child abuse, sexual assault, and other trauma for 10+ years in adoptions, foster care, and clinical practice. She does advocacy work in faith communities for better prevention, education, congregational care, and

collaboration with the child protection community. Laura has a Master's of Social Work from the University of South Carolina. She is trained in Trauma-Focused Cognitive Behavioral Therapy and EMDR (Eye Movement Desensitization and Reprocessing). She has previously served on the board of directors for a rape crisis center and her state's Network of Child Advocacy Centers. Laura is the Board Chair at GRACE and serves as a member of her local Sheriff's Office Citizen's Advisory Board.

3:

Workshop Title:

The Impact of Lost Fatherhood & Healing on Relationships and Parenting

Workshop Presenters: Greg Mayo, Kali Rowe,

Workshop Abstract: Father wounds and lost fatherhood can negatively impact men. 71% of men report at least one adverse effect after abortion. We will discuss three fatherhood wounds and use research and lived experiences to address the impact of abortion on men and resources and best-practices for leading broken-hearted men toward healing.

Learning Objectives:

- 1: Describe three fatherhood wounds and explain the most recent consumer research and statistics on men and abortion.
- 2: Effectively assess for risk factors, behaviors, and manifestations that may be abortion-related.
- 3: Apply research findings and best practice tools to provide compassionate care, reduce barriers, and help men to move past heartbreak toward transformational healing.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: 1 in 5 men in America experience abortion by age 45. Our research shows that 71% of men experience some negative impact from their abortion experiences including depression, anxiety, and anger - regardless of their beliefs about abortion. Because the societal conversation on abortion is primarily about women, men's emotions are often invalidated and their grief disenfranchised. We will discuss three fatherhood wounds that can affect lives and families. Using research and men's lived experiences, we will address the impact of abortion on men, common emotions, misconceptions, differences in male trauma and manifestations of abortion-related pain, obstacles to seeking help, and best-practices for clinical care.

Grief is a natural part of being human, not a political or religious issue, and some people need help working through their thoughts, emotions, and behaviors. We will focus on the challenges, opportunities, and professional considerations for clinicians in leading men toward transformational healing. We will provide resources and best practices to prepare clinicians understand risk factors and symptoms that may have roots in an abortion and to effectively assess clients and sensitively treat them to address their needs and restore well-being.

60/90 Minutes Outline: Overview & Prevalence (7/10), Role of Men in Abortion Decisions (7/10), Impact of Abortion on Men (7/10), Grieving & Healing (7/10), Lived Experiences (8/15), Healing Options & Client-Centered Care (7/10), Action Steps (7/10), Discussion/Q&A (10/15).

Social Workers help clients heal from many traumas and dysfunctions. Abortion is often unaddressed due to the stigma and political and religious polarization connected to it. This is particularly true for men, as society views it as a women's issue and expects men to keep silent and dismisses their pain. Men's experiences often echo King David in Psalm 69:20, "Scorn has broken my heart and has left me helpless; I looked for sympathy, but there was none, for comforters, but I found none." By helping clients whose hearts echo Ps 25:16-17, "Turn to me and be gracious to me, for I am lonely and afflicted. The troubles of my heart have multiplied; free me from my anguish," we can be the tool God desires to "build up, prepare the way, remove every obstacle out of the way of My people. I will heal him and restore comfort to him." (Isaiah 57: 14,18)

This workshop elevates competency and syncs social work ethics with Biblical principles of service, dignity of persons, cultivating integrity and trust in the therapeutic relationship, respect, compassion, and tending broken hearts and emotional wounds.

In addition to presenting evidence-based research and clinical experience related to men and abortion, we will discuss how to overcome barriers to healing by creating safe space, using best-practice language, and applying cultural competency to compassionately and effectively help men hurting from abortion experiences find hope and healing.

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Presenter Bio (s):

1:Greg Mayo, Men's Healing Strategist and Chair of the Support After Abortion Men's Task Force, is the award-winning author of *Almost Daddy* and its accompanying 12-Step recovery guide for healing after abortion. His work focuses on helping people find hope, healing, and restored well-being. Over the years Greg has written hundreds of articles and columns for publication and spoken to dozens of groups about topics he is not only passionate about, but battles he has fought himself, ranging from Men's Issues, Family Dysfunction, Abortion

Healing, and Authentic Masculinity. With over 20 years experience speaking in front of groups, Greg brings information, passion, knowledge, and a bit of humor to his audiences.

2:Kali Rowe received her Bachelor's degree in Social Work at Florida Atlantic University in 2022 and is currently pursuing her Master's degree in Social Work at the University of Central Florida. Kali's passion for helping people was prompted by her childhood witness of the consequences of divorce with roots in addiction and abortion. As an undergraduate student, Kali engaged in a variety of extracurricular activities, including on-campus living, Greek life, athletics, leadership development, community service, and senior internship. In her current role as Digital Media Coordinator at Support After Abortion, she desires to bridge her personal experience with her professional interest by creating engaging digital content to cultivate compassionate conversations regarding abortion, which will ultimately bring healing to those who need it most.

3:

Workshop Title:

Keys to Freedom: The Power of Christ + trauma-informed CBT

Workshop Presenters: Erin Lyon, ,

Workshop Abstract: This workshop will introduce Keys to Freedom, a workbook developed by Mercy Multiplied, to help people connect with Christ to live free and stay free from challenges such as anxiety, depression, sexual abuse, eating disorders, self-harm, addictions, and sex trafficking. Specific attention to individual clinical counseling & other group use.

Learning Objectives:

- 1: Recognize the 7 keys to freedom taught in the Mercy Multiplied Keys to Freedom Study Guide.
- 2: Verbalize at least one way I could see myself using this study guide in my current or future social work practice.
- 3: Describe at least one way this study uses a trauma-informed approach or can be complemented with trauma-informed practices.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: This presentation will review the 8 key components of the Keys to Freedom Workbook. It will explain various uses and applications of the workbook for social work practice and facilitate discussion among participants about how they can imagine using it in their practice.

The presentation of Keys to Freedom is inherently Christian. The Keys Workbook facilitates users' connection to Christ using the Holy Spirit, the Bible, and engagement in church community. Bible-based principles include: Hearing From God, Committing and Connecting to Christ, Renewing Your Mind, Choosing to Forgive, Breaking Generational Patterns, Using Your Authority in Christ, and Maintaining Lifelong Freedom. The Healing Life's Hurts chapter shows readers how to connect to Christ to heal problematic memories, including traumatic memory.

The presentation of Keys is consistent with evidenced-based practice in that it provides a Christian spiritually adapted form of CBT. Spiritually adapted CBT is well supported as an effective intervention (e.g. Arundell et al., 2021; de Abreu Costa & Moreira-Almeida, 2021). Keys to Freedom, specifically, has been shown to be effective in Mercy's residential and outpatient programs, as well as when used by individuals and small groups (Mercy Multiplied: Lives Transformed, 2023).

The presentation is consistent with the current understanding of evidence-based and culturally-competent, ethical practice. In their systematic review of the effectiveness of adapted psychological interventions for people from ethnic minority groups, Arundell et al. (2021) report the following helpful adaptations: develop good therapeutic relationship, incorporate spiritual beliefs, adjust time, length or place of intervention, train professionals, address a variety of mental health issues, adapt examples, allow various providers/leaders, match ethnicity, and provide language translation. The presentation will show how Keys to Freedom has employed or can employ these adaptations. Additionally, the presentation will show how keys to Freedom supports and complements a trauma informed approach.

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van der Kolk, B. (2014). The body keeps the score. New York, NY: Penguin Books.

Presenter Bio (s):

1:Erin Lyon is a counselor for women at Agape Counseling Associates in Rochester, NY. (BA in psychology, Univ. of CO at Boulder, 1999; MA in Interpersonal & Organizational Communication, Univ. of Arkansas at Little Rock, 2004; LMSW, Roberts Wesleyan College, Rochester, NY, 2020).

Erin has presenting experience as a former college communication course instructor (Pulaski Technical College in Little Rock, AR, 2005). She has also taught Sunday school classes, snowboarding, swimming, gymnastics, and diving.

Erin interned in a mental health clinic and then worked as primary clinician in a women's residential SUD recovery program. She then provided telehealth counseling to women in a Teen Challenge residential SUD recovery program, before starting as a counselor at Agape Counseling Associates. Erin has led Keys to Freedom groups in her church and taught others to do the same.

Workshop Title:

Students' Experiences From Loss to Resilience During the COVID-19 Pandemic

Workshop Presenters: Aynsley Scheffert, Amanda Wilson-Harper,

Workshop Abstract: Students' experiences of loss and growth due to the adaptation required during the COVID-19 pandemic will be explored with an emphasis on spirituality as a protective and promotional factor for resilience.

Learning Objectives:

- 1: Identify students' experiences of loss during the COVID-19 Pandemic
- 2: Describe factors which were associated with coping and resilience during the COVID-19 pandemic for social work students.
- 3: Describe activities which students' identified as aiding with post-loss growth and the development of resilience during the COVID-19 pandemic.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: A) This presentation will provide an overview of a qualitative study with data collected during the COVID-19 pandemic.

Methods

This study utilized a grounded theory qualitative study from data collected one year after the initial onset of the COVID-19 pandemic from April-May 2021. The aim of this qualitative study was to: a) identify the impacts of loss and grief on students' coping strategies b) examine the impacts of loss and stress on the development of resilience; c) identify key programmatic responses which contributed to post-loss growth in social work students. Ten one-on-one 60-90 minute interviews were completed with undergraduate and graduate social work students across the U.S. with questions focused on experiences of stress, loss and grief, coping, and resilience following the onset of the COVID-19 pandemic. Interviews were transcribed and analyzed using the hermeneutic circle through inductive analysis. Analytic memos, bracketing, a second coder, and member checking were utilized to increase rigor.

Results

This presentation will highlight the strategies students utilized for coping and the programmatic responses and supports students identified as critical to their growth and adaptability.

Implications for future higher education responses best practices for classroom management during times of academic disruption will be explored. Additionally, strategies to support students' utilization of coping skills and the development of resilience in times of stress will be examined.

B) This presentation will note the importance of religious and/or spiritual coping as both a protective factor and a practice which promotes post-loss growth and resilience.

C/D) Social work students experienced significant change and losses during the COVID-19 pandemic. These losses and changes required students' develop strategies to manage their responses to these ongoing losses and change in order to successfully navigate higher education during an unprecedented time. This grounded theory analysis examines the impact of grief on the development of post-loss growth and resilience of social work students in the United States during a time of abrupt and widespread change in social work education.

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Presenter Bio (s):

1:Dr. Aynsley Scheffert is the BSW Program Director and an Assistant Professor of Social Work at Bethel University in St. Paul, MN. She is licensed by the MN Board of Social Work as a Licensed Independent Clinical Social Worker and has eight years of practice experience with children, families, and adults.

2:Dr. Wilson-Harper is an Assistant Professor with the department of social work at Tartleton State University.

3:

Workshop Title:

Congregational Social Work Internships: A Panel of Three Past Interns

Workshop Presenters: John "Will" Ward , Geneece Goertzen , Elyse McMullen

Workshop Abstract: Congregational social work is not new in the social work landscape, but schools may wonder how to establish internship partnerships with churches and what tasks interns can accomplish in churches. This presentation will feature a panel of three former congregational social work interns as they share their experiences.

Learning Objectives:

- 1: identify tasks that interns can accomplish in congregational settings to fulfill CSWE competencies.
- 2: explain the depth of experiences, across practice areas that congregational social work internships might provide.
- 3: create a plan to implement congregational internships in my school or department.

Level of Presentation: Intermediate (MSW Level)

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

Workshop Description: Congregational social work has been part of the social work profession since its inception (Garland & Yancey, 2014). Churches and social workers have partnered to serve their communities in numerous ways. This workshop will center around the experiences of three former congregational interns and how they have developed critical social work skills in congregational settings. The presenters will share some of the work they did in their internships as well as how that work has affected their practice since and take questions participants may have about congregational social work internships. Special attention will also be given to the benevolence fund, known as the Samaritan's Fund each participant served as a case manager for their internship (Ward & Gregory, 2022). Topics will include using asset mapping (Kretzman & McKnight, 1993), anti-racism (Kendi, 2019), and agency policy development.

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Presenter Bio (s):

1: Will Ward is a Licensed Clinical Social Worker and ordained minister with over 10 years of experience working with children, adolescents, and their families in school-based, congregational, and community settings. He is currently a Clinical Social Worker with Transformation Waco, an in-district charter partnership with Waco ISD, where he provides individual and group therapy to children aged 3 – 5th grade. Ward is also a doctoral student in social work at Baylor University's Diana R. Garland School of Social Work. Will is interested in how religion and spirituality can be utilized ethically in work with LGBTQ children, adolescents, and young adults. He holds a bachelor's degree from Williams Baptist College, an M.Div. from Truett Seminary at Baylor University, and a Master of Social Work from the Diana R. Garland School of Social Work at Baylor.

2: Genece Goertzen is a first-year doctoral student in social work at Baylor University's Diana R. Garland School of Social Work, where she studies how the church can better respond to domestic violence. Genece is the recipient of a Louisville Institute Pastoral Study Project Grant and is under contract to write a handbook for pastors and lay leaders on domestic violence. She holds an M.Div. and MSW both from Baylor University.

3: Elyse McMullen is a fourth year M.Div./MSW Candidate at Baylor University's Garland School of Social Work and Truett Seminary. Elyse has served as an intern in a congregational setting and is now serving as an intern in a local school district. Elyse has an interest in how the church carries out social justice work and has advocated for equality in her community including speaking before the Waco City Council.

Workshop Title:

Examining Burnout and Secondary Traumatic Stress in TF-CBT Therapists

Workshop Presenters: Aynsley Scheffert, ,

Workshop Abstract: This study assesses the impact of Burnout (BO) and Secondary Traumatic Stress (STS) on trauma-focused therapists. Results highlight the importance of workplace supports to increase job satisfaction through promotion of compassion satisfaction, resilience, and addressing mental health concerns.

Learning Objectives:

- 1: Describe the prevalence of burnout and secondary traumatic stress amongst trauma-focused mental health professionals.
- 2: Identify factors which impacted rates of burnout and secondary traumatic stress amongst trauma-focused mental health providers.
- 3: Describe factors which increased resilience amongst trauma-focused mental health providers and ways to increase resilience in the mental health workforce.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: Helping professionals are always at some risk for burnout. Therapists or other mental health providers working with clients with trauma report increased burnout (BO), compassion fatigue (CF), and secondary traumatic stress (STS). Therapists with their own histories of adversity, as well as those who have experienced recent personal stressors are also more likely to be at risk of BO and the impact of disasters also carries increased risks . Increased job dissatisfaction, staff turnover, and declines in morale, in addition to risk of depression, anxiety and other mental health concerns are associated with BO. BO, CF, and STS also impact the client-provider relationship as BO impacts the provider's ability to engage in rapport building and display empathy. Research is needed to assess the impact of BO and STS on mental health professionals working with clients impacted by traumatic events.

This study used a cross-sectional international survey of Trauma-Focused CBT (TF-CBT) providers across the United States and Canada to explore mental health professionals' levels of BO, CF, and STS during the COVID-19 pandemic. The survey was conducted online using Qualtrics and consisted of 86 questions including demographic variables, work setting, and COVID-19 history, as well as the Professional Quality of Life Scael (ProQol), Secondary Trauma Stress Scale (STSS), Brief Resilience Scale, Adverse Childhood Events Scale (ACES), K6 Scale, and an open-ended question related to coping during the COVID-19 pandemic. The survey was distributed online through email invitations to 1549 mental health practitioners identified through the TF-CBT Therapist Certification Program international database via Qualtrics from July 19, 2021 to September 10, 2021. There were a total of 349 responses for a 23% response rate and 237 fully completed surveys for a 68% completion rate. Data analysis

consisted of descriptive statistics and multiple regression to determine the impact of specific variables on rates of BO, CF, and STS.

Results indicate mental health professionals rates of BO and STS were moderate to high during the COVID-19 pandemic. Factors which influenced increased levels of BO and STS varied by the outcome variable. Factors such as brief resilience scale scores, K-6 total scores, and ACES scores were significant for BO; while compassion satisfaction, K-6 total scores, and ACES were significant for STS. Years in practice and COVID-19 related stress were not associated with greater levels of BO.

These results expound on factors associated with increased rates of BO and STS. The variations in these factors highlight the importance of workplace supports to increase job satisfaction through promotion of compassion satisfaction, resilience, and address mental health concerns in providers. Particular focus in this presentation will include the importance of spirituality and religious coping in the promotion of resilience.

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Social Work, 32(2), 69–85. https://doi.org/10.1300/J147v32n02_05

Presenter Bio (s):

1:Dr. Aynsley Scheffert is the BSW Program Director and an Assistant Professor of Social Work at Bethel University in St. Paul, MN. She is licensed by the MN Board of Social Work as a Licensed Independent Clinical Social Worker and has eight years of practice experience with children, families, and adults.

2:

3:

Workshop Title:

Multidimensional Conflict: Use of a Self-Assessment Tool for Intervention

Workshop Presenters: Lawrence Ressler, ,

Workshop Abstract: Using a multi-dimensional reconciliation framework, this presentation will review peacemaking skills in four areas: vision-seeking, truth-seeking, amends-seeking, and forgiveness support. This presentation will also present a self-assessment tool to guide peacemakers in knowing where to focus peace-making attention.

Learning Objectives:

1: Objective 1: Articulate the theological basis for reconciliation;

2: Objective 2: Describe the basic causes of conflict;

3: Objective 3: Outline the skills needed for reconciliation using a Psalm 85:10 Truth, Mercy, Justice, Peace (TMJP) framework.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description:

A) Using Psalm 85:10 as a framework, the presentation will review a multidimensional peace and reconciliation model consisting of bring truth, justice, forgiveness, and peace and the skills needed to achieve them: vision-seeking, truth-seeking, amends-seeking, and forgiveness support. In addition, this presentation will present a self-assessment tool to help decide where to focus the peace-making attention.

B) The multidimensional peace and reconciliation model is based on Psalm 85:10 which includes four concepts: truth, justice, forgiveness, and peace. The presentation will include brief a theological summary of the fundamental priority of Christians, including Christian social workers to work for peace and reconciliation.

C) The four skills needed to achieve truth, justice, forgiveness, and peace are vision-seeking, truth-seeking, amends-seeking, and forgiveness support. These skills are implicit in what social

workers are trained to do as helpers. The presentation will explore how to apply the skills as well as how to use a self-assessment tool to decide where to focus peace-making attention.

D) This presentation is built on a large body of peace-making and reconciliation. The self-assessment tool is developed by the presenter and is being field tested. The results will be presented as a part of the presentation.

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Myers, C. and Enns, E. (2009). *Ambassadors of Reconciliation: New Testament Reflections /Restorative Justice/Peacemaking V-1*. Maryknoll, NY: Orbis Books.

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Presenter Bio (s):

1:Dr. Lawrence Ressler recently retired from Christian higher education after 43 years of work as a social work faculty member and administrator. A major focus was to bring together faith and social work and to help programs get CSWE accreditation. He has turned his attention to promoting peace-making through coaching, education, training research and mediation. For more information see his website at makepeacewithconflict.com.

2:

3:

Workshop Title:

Men of Steel: How a Superhero Culture Created an Emotional Health Epidemic

Workshop Presenters: Clark Beckley, ,

Workshop Abstract: This presentation highlights unique cultural characteristics that influence how men integrate into social, professional, and spiritual relationships and the basis for wounding that occurs when hurt men disrupt relationships. Often, these social constructs create barriers to team cohesion, leadership, and harm to friends, family, and coworkers.

Learning Objectives:

- 1: Better understand barriers that inhibit authentic connections for males in the workplace, home, and church settings.
- 2: Improve my ability to recognize opportunities to understand men emotionally and spiritually in a manner that ethical, empathic, and informed.
- 3: Implement methods to creating practices that support men's desire to be emotionally understood, connected, and authentic in professional and social relationships.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: American males commit suicide nearly four times more frequently than females yet women are far more frequently diagnosed with depression than men. Historically, cultural norms and sociopolitical influences often craft formidable barriers to males seeking timely clinical intervention and sustaining engagement in therapy. This review serves to identify, understand, and mitigate barriers while also identifying areas of transference and counter transference within the therapeutic relationship that jeopardizes rapport, motivation for support, and engagement.

There's an increasing focus on the impact of paternalistic structures culturally, religiously, and sociopolitically, and these discussions focus on the impact rather than healing and understanding. Men hurt uniquely, and are called to lead in many settings, and the result is structures that include hurt men leading teams, families, and churches. Developing the best understanding of men, how we perceive them culturally and spiritually, and how to understand their unique needs and impact as it relates to competent social work practice, team leadership and integration, and brothers in Christ follows a biblical model of repentance and reconciliation.

Developing a stronger, kinder, and best informed competency to working with, and treating men supports a best-practices method of cultural competency, person in environment, and micro, mezzo, and macro analysis of complete social work practice at all levels.

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Presenter Bio (s):

1: Clark Beckley is the Founder of Your Story Counseling and Angie's Place and holds an MSW from Dominican University and is a Licensed Clinical Social Worker. Mr. Beckley presents topics to mental health professionals and corporate groups that highlight unique cultural influences on how we integrate, collaborate, and increase awareness of our uniqueness at the individual, team, and organizational levels. He is a former police officer, is a trauma survivor, and deeply holds the hope of God to be true.

2:

3:

Workshop Title:

Caring for all of God's Creatures

Workshop Presenters: Vannessa Vassar-Bush, Jaime Griffin,

Workshop Abstract: Caring for all of God's creatures, a duty of Christians (Proverbs 12:10); includes caring for those who provide care to his creatures. In this session, Dr. Griffin and Dr. Bush will discuss issues facing veterinary medicine and ways social work can improve the lives of veterinary staff and pet owners.

Learning Objectives:

- 1: 1. Understand and articulate the biblical obligation of Christians to care for those who care for animals.
- 2: 2. Identify the mental health needs of veterinary professionals and pet owners.
- 3: 3. Understand and apply the medical social work model to veterinary medicine.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Over 67% of American homes own pets (Spot.com April 17, 2023) and most pet owners consider their furry friends members of the family. Pet ownership has many benefits including companionship, decreased depression and anxiety, decreased blood pressure, and overall improvement in quality-of-life. Pets often take the place of human family members and reduce loneliness for many individuals. Animals need medical care, which is costly. The United States has approximately 124,000 veterinarians working today (American Veterinary Medical Association, 2023) (AMVA). According to the AMVA, 24.5 percent of male veterinarians and 36.7 percent of female veterinarians have experienced depressive episodes, which is 150 percent higher than the average American (2015). The AMVA also reports 1-in-6 veterinarians have considered suicide (2023). The reasons behind the high rate of depression among veterinary professionals are many: high student loan balances, a perfectionist personality, moral and ethical dilemmas, lack of conflict resolution skills, compassion fatigue, and demanding work schedules. These stressors combined with distraught or demanding pet owners often leads to decline in mental health. Veterinary schools do not often speak of mental health with students, leaving students unprepared for the emotional side of their professional future. Medical social work has a rich history in the helping profession. Medical social workers provide valuable services to patients, patient families, and medical staff. Social workers in medical settings perform a variety of tasks including locating resources, providing medical education and support to patients and families, as well as providing support to physicians and other medical staff. The model of medical social work can be applied to veterinary medicine to improve the mental health of veterinary staff and pet owners. Social workers in veterinary hospitals and clinics can locate financial resources for pet owners, often eliminating ethical issues for those who cannot afford medical care for their pets thus reducing the emotional stress for both doctor and pet owner. They can provide grief support for pet owners who have received devastating news about their pet or experienced the death of their pet rather than the doctor shouldering that difficult burden alone. They can help to educate pet owners, allowing the medical staff to continue clinical tasks. Social workers can also provide support to veterinary

staff through teaching coping skills, debriefing after traumatic events, de-escalating tense situations, and providing resources for mental health needs. Christian social workers have a biblical obligation to care for veterinary professionals. Veterinarians are doing God's work, caring for His creatures, which in turn improves the lives of humans who love these animals. Christian social workers have the skills and obligation to help improve the mental health of those in veterinary medicine.

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Moses L., Malowney M., & Boyd J.W. (2018) Ethical Conflict and Moral Distress in American Veterinarians. Journal of Veterinary Internal Medicine: October 15, 2018

Kahler Susan (2014) Moral Stress the Top Trigger in Veterinarians' Compassion Fatigue. American Veterinary Medical Association: December 17, 2014

Presenter Bio (s):

1:Dr. Vanessa Vassar-Bush, DHCE, MSW: Dr. Bush is the Director of Field Education at Grove City College in Grove City, PA, where she also teaches part-time. Vanessa holds a Master of Science in Social Work from West Virginia University and a Doctor of Health Care Ethics for Duquesne University in Pittsburgh, PA. She has worked in many areas of social work including medicine, psychiatry, juvenile delinquency, long-term care, domestic violence, and adoption. Dr. Bush has recently taken an interest in the care and well-being of veterinary staff and pet owners. She lives with her husband, daughter, father, and father-in-law in Warrendale, PA. The Bush family enjoys caring for their beagle and two horses as well as attending WVU sporting events.

2:Dr. Jaime Griffin, DVM: Dr Griffin is the Medical Director of Seven Fields Veterinary Hospital in Seven Fields, PA. Jaime holds a Bachelor of Science through Grove City College and a Doctor of Veterinary Medicine from the University of Pennsylvania. She has committed the better part of her life to the care of animals and strives to keep pets happy and healthy through proper medical care and client education. The time spent with patients and clients is one of the things she enjoys the most as a veterinarian. Dr. Griffin has a special interest in geriatrics and is devoted to helping pets be mobile and pain-free. She is certified in Medical Acupuncture for animals and is pursuing a certification in canine rehabilitation. Dr. Griffin lives with her husband and two sons in the north hills. As a family, the Griffins enjoy music, camping and caring for their many pets.

3:

Workshop Title:

Black Churches Moving from Food Security to the Food Justice Movement

Workshop Presenters: Stephanie Boddie, ,

Workshop Abstract: Across the US, congregations have traditionally provided food pantries and soup kitchens. This research highlights the promising practices and related outcomes of three Black church-based initiatives that have adopted asset-based and social entrepreneurial approaches to fight for food justice.

Learning Objectives:

- 1: Identify food insecurity challenges that Black churches and faith leaders are addressing across the country.
- 2: explore how faith leaders are drawing from social work practices to frame this work.
- 3: learn from the promising practices and range of outcomes drawn from the three case studies.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders

Workshop Description:

Across the United States the more than 300,000 houses of worship, particularly Black congregations, open their doors to offer food-related services. Of the 1,331 congregations that participated in the National Congregations study 52 percent provided some type of food-related program such as food pantries and soup kitchens (Chaves & Eagles, 2016). In *Sweet Charity?: Emergency Food at the End of Entitlement*, Janet Poppendieck (1998) called this type of emergency food response to poverty and hunger, “the kinder but less just” solution. In the wake of many changes in the political and religious landscape, some Black congregations and faith leaders have adopted asset-based and social entrepreneurial approaches to fight for food justice by establishing community cafes, community kitchens, urban farming, community markets, and networks connecting black farmers and urban growers. However, the literature is emerging to explore the ways that new faith-based strategies are disrupting cycles of food insecurity while addressing inequitable access to other basic resources (Wodon et al., 2013). These congregations and faith-leaders are moving beyond mercy and the food insecurity service model to living out justice with food justice models.

This presentation explores two primary research questions:

1. What strategies do these faith-based organizations employ to move from mercy -based effort to social entrepreneurship that fights for food justice?
2. What outcomes are these faith-based organizations achieving?

For this research, we used case study methods proposed by Yin (1984). We draw from the work of scholar like Ayres (2013) and White (2018) to contextualize three cases: The Oasis Project based in Pittsburgh, PA, the Black Church Food Security Network based in Baltimore, MD, and Soil and Souls based in Hudson Valley, NY. Researchers interviewed the founder and collected relevant organizational materials. Data were reviewed to identify promising practices and culturally-regenerative solutions established by these initiatives and their outcomes.

Most notably, we discovered that the uneven economic progress in low-income, communities of color in cities like Baltimore and Pittsburgh has called for new models to address food insecurity and promote food justice. These cases demonstrate ways faith-based initiatives comprehensively move toward food security and get to the root of food system challenges. The outcomes range from hyper local micro farm supplying a local cafe and employing youth to a network of over 120 churches across the nation establishing urban gardens and collaborating with black farmers to a program based on a discipleship model with young people and sponsoring employee-owned nurseries.

Bibliography:

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Odoms-Young, A. M. (2018). Examining the Impact of Structural Racism on Food Insecurity: Implications for Addressing Racial/Ethnic Disparities. *Family & Community Health*, 41(Suppl 2 FOOD INSECURITY AND OBESITY), S3–S6.
<https://doi.org/10.1097/FCH.000000000000183>

Yin, R. K. (2017). *Case Study Research and Applications: Design and Methods* (6th ed.). Sage Publications.

Presenter Bio (s):

1:Dr. Stephanie Boddie is an Associate Professor of Church and Community Ministries at Baylor University. At Baylor, she is affiliated with the Diana R. Garland School of Social Work, George W. Truett Seminary, and the School of Education. Additionally, she is also affiliated with Baylor’s Digital Humanities program, the Baylor Institute for Studies of Religion and the Baylor Collaborative on Hunger and Poverty.

Boddie is also currently a senior affiliate at the University of Pennsylvania’s Program for Research on Religion & Urban Civil Society (PRRUCS) and the Partnership for Innovation, Cross-Sector Collaboration, Leadership, and Organization (PICCLO). Dr. Boddie also participates in initiatives at Washington University in St. Louis, the University of Michigan, Villanova University, and the University of South Africa.

2:

3:

Workshop Title:

Dissociation: A Clinical, Christian, and Pedagogical Perspective

Workshop Presenters: Paul Felker, ,

Workshop Abstract: Dissociation is associated with a wide range of events, primarily negative in nature connoting pathology. Dissociation is an innate, God-breathed, ubiquitous experience. This study was conducted in an effort to capture the adaptive aspects of dissociation. A secondary analysis was done to assess dissociation from a strengths-based perspective.

Learning Objectives:

- 1: Overview past research on dissociation and articulate why it is not compatible with a Biblical understanding of dissociation.
- 2: Describe the implications of this presentation, including the presenter's research, and how it can be used to enhance evidenced-based social work practice.
- 3: Describe practical skills from the presentation to be utilized in pedagogy and supervision.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: A) Outline of the session's key topics

This session will examine the historical view of dissociation and discuss how the historical view is less than biblical in nature. In addition to history, contemporary considerations will be discussed. A review of my research findings, based on a secondary analysis of a worldwide population of children, will be discussed. Implications from faith as well as implications for faith will be examined through a Biblical lens. Participants will leave the session with enhanced social work practice skills and knowledge, a pedagogy with practical considerations for the classroom, and concepts on how to more effectively utilize dissociation in the context of supervision.

B) Faith, religion, or spirituality component

Biblical accounts of dissociation will be examined. In particular, the Biblical narratives that illustrate the usefulness of dissociation as a God-breathed, natural phenomenon. These narratives will be used to help participants understand the mechanism of action of dissociation and how it functions as a healthy and adaptive coping strategy, as God intended it be.

C) How the presentation is informed by relevant social work and theological/biblical literature.

The literature, both the secular and sectarian, have addressed the issue of dissociation, though primarily from a deficit-based model. The Bible may hold the key to a strengths-based perspective for social work practice.

D) How the presentation is consistent with the current understanding of evidence-based and culturally-competent, ethical practice.

Biblical accounts provide the foundation for an evidence-based practice. The current state of our research findings is just beginning to affirm the wisdom of the Biblical narratives.

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Dentale, F., Vecchione, M., Shariff, A., et al., (2018). Only believers rely on God? A New measure to investigate Catholic faith automatic associations and their relationship with psychological wellbeing. *Psychology of Religion and Spirituality*, 10(2), 185-194.

Gabel, S. (2020). D.W. Winnicott and religion: The intermediary area of experiencing as a dissociative phenomenon. *British Journal of Psychotherapy*, 36(1), 4-21.

McGuire, K. (2019). The embodiment of complex trauma in domestic minor sex trafficking victims and the dangers of misidentification. *Journal of Human Behavior in the Social Environment*, 29(4), 535-547.

Vedat, S., Tugba, T., & Erdinc, O. (2019). Fear of happiness among college students: The role of gender, childhood psychological trauma, and dissociation. *Indian Journal of Psychiatry*, 61(4), 389-394.

Presenter Bio (s):

1:BSW Eastern University (1991), MSW Widener University (2000), and my PhD in Social Work from Widener University (2017). My dissertation examined the impact of trauma on the neurobiological development of children. I conducted a secondary analysis using a data set from

Dr. Bruce Perry and his Neurosequential Model of Therapeutics. I have been blessed to serve in the fields of child protective service, outpatient psychotherapy, intensive outpatient treatment, and medical social work. My outpatient psychotherapy included individuals, couples, families, and groups with a specialization in couples' therapy and sexual addictions. My intensive outpatient work centered on the treatment of individuals with serious mental illness. As a medical social worker at a children's hospital I served in a pediatric intensive care unit as a grief and trauma counselor.

2:

3:

Workshop Title:

Integrative Care for Unaccompanied Minors from the Southwest Border

Workshop Presenters: Shirley Newton-Guest, Trenise Buchanan, Abigail Perecki

Workshop Abstract: This presentation discusses the traumatic circumstances that unaccompanied minors endure in their home countries and the journey. Practitioners will learn how an integrative approach through case management, trauma-informed intervention, and education provides minors with hope, security, stability, and a chance to reunify with their families.

Learning Objectives:

- 1: Understanding the unique needs and characteristics of unaccompanied minors from the Southwest border.
- 2: Understand the biopsychosocial implications of trauma on unaccompanied minors.
- 3: Identify at least one evidence-based comprehensive strategy to achieve a positive outcome when working with unaccompanied minors.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Students

Workshop Description: A. Introduction (15 minutes)

Scripture

Prevalence

Case Management with Unaccompanied Minors (15 minutes)

- Formulation of client/practitioner alliance
- Understanding the journey and its impact on behavioral health
- Family reunification process, and implications for social work practice

Clinical Social Work Intervention (15 minutes)

- Psychosocial considerations - Biblical significance
- Cultural considerations and adaptations

- Societal challenges for unaccompanied minors – Biblical significance
- Implications for social work practice

Educational Services and Responsibilities (15 minutes)

- Educational challenges
- Unique benefits of the educational program
- Peer support and normalization

Conclusion

B. The Scripture that speaks directly to the unaccompanied Matthew 19:14 Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” In comparison to Jesus and the children who came to him to receive prayer, unaccompanied minors are being placed with licensed foster families who accept the children and love the children as God would as stated in John 15:12: “This is my commandment, that you love one another, just as I have loved you.” Deuteronomy 27:18 further indicates the value of all children. It reads: “He defends the cause of the fatherless and the widow, and loves the foreigner residing among you, giving them food and clothing. These Scriptures serve as a reminder that all children are valuable and must be treated as such.

C. This presentation is informed by the social work profession’s core values (NASW, 2021) and theological/biblical stories related to the humane treatment of all children, including immigrant children. The Bible calls for reconciliation and engaging in acts of kindness to children. This presentation discusses the challenges and consequences of immigration policies on unaccompanied minors from Latin America and Mexico to the United States.

D. Unaccompanied minors leave their home and country and undergo a difficult and unsafe journey, for a multitude of reasons including gang violence, extortion, threats, and poverty.

These traumas can impact a child’s development, and if unaddressed, can impede their mental health, relationships, and academic progress. Trying to integrate into a new family, new

community, and new country all cause additional stress which may compound any original traumas (International Rescue Committee, 2021).

This presentation will focus on the trauma that the unaccompanied minors experienced during the harsh journey and uncertainties. Consistent with social work practice, it focuses on social work core values including service, social justice, dignity and worth of the person, the importance of human relationships, integrity, competence, and commitment to diversity (NASW, 2021). It will discuss the mechanisms and strategies used in preparing this vulnerable group for integration into the United States.

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King, D., & Said, G. (2019) Working with unaccompanied asylum-seeking young people: cultural considerations and acceptability of a cognitive behavioural group approach. Cambridge University Press.

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Unaccompanied Children: Unwavering Resilience in the face of isolation. (2021).

International Rescue Committee (IRC).

Presenter Bio (s):

1:Dr. Shirley Newton-Guest is the Clinical Director at Bethany Christian Services and is on the faculty of Howard University School of Social Work (HUSSW). She is the Co-founder of New Perspective Transcultural Therapeutic and Training Consultants, LLC.

Dr. Newton-Guest is a LICSW in Washington, D.C., and a LCSW-C in Maryland. She has a background in programmatic oversight, program development and implementation, clinical supervision, and clinical practice. She is a member of the Prince George's County Board of Social Services and an Ethics Tutor for the Maryland Board of Social Work Examiners. She is a published author, and an accomplished presenter at the local, regional, national, and international levels. She received her Bachelor of Arts in Social Work from Grambling State University. She earned her Master's and Doctor of Social Work from HUSSW.

2:Trenise Buchanan is a LMSW in the State of Maryland. She earned her Bachelor of Social Work degree from Indiana University and her Master of Social Work degree from Howard University School of Social Work. She has experience with various disabilities through a strengths-based perspective with supportive counseling. She also worked with survivors of domestic violence, which sparked her passion for supporting individuals who have experienced traumatic experiences. She volunteered at various organizations serving children and youth. She currently works as a clinician at Bethany Christian Services with unaccompanied immigrant/refugee children from the Southwest Border. She is passionate about extending her research on trauma-focused, holistic-healing therapeutic techniques to serve children that have experienced adverse experiences and other related traumatic experiences.

3:Abigail Perecki is a Licensed Bachelor Social Worker in the State of Maryland. Abigail received her Bachelor of Social Work from Calvin University in Grand Rapids, Michigan. Throughout her college career, Abigail focused her studies on working with Humanitarian immigrants and unaccompanied minors. Abigail began her social work career as a case manager in a Reception and Placement program and continued as a resettlement manager in the Afghan Placement and Assistance Program. Upon receiving her Bachelor of Social Work license in June 2022, she was hired as a Case Manager for Unaccompanied Minors at Bethany. Abigail previously interned in the Unaccompanied Children and Unaccompanied Refugee Minors program in Michigan and felt deeply tied to the program. Abigail is looking at pursuing her Master of Social Work in the next two years to hopefully pursue Political Social Work and Policy.

Workshop Title:

Toward a better understanding of epistemological foundations in social work

Workshop Presenters: Jeongah Kim, ,

Workshop Abstract: The main purpose of this presentation is to (1) examine how epistemology has been applied in social work, (2) discover the underlying epistemological orientations of social work, (3) examine how epistemic principles, principles that guides knowledge-seeking activities, are used to evaluate the soundness of social work epistemology.

Learning Objectives:

- 1: have a better understanding of the meaning of epistemology
- 2: Understanding the nature and limits of knowledge
- 3: do ongoing critical evaluation and modification of epistemic beliefs

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Responding to complexity in human services is a key contemporary task for helping professions. Consequently, helping professionals need to operate and function with a wide range of knowledge, including both scientific and religious knowledge. When science and religion converge, the crossroad of science and religion has been a contentious place. Professionals are confronted with the difficult challenge of incorporating factual and value-based realms that arise from science and religion in their practice. The major challenge to bringing scientific and religious knowledge together is related to several presumptions about the nature of truth and knowledge itself.

The main purpose of this presentation is to (1) examine how epistemology has been applied in social work, (2) discover the underlying epistemological orientations of social work, and (3) examine how epistemic principles, principles that guides knowledge-seeking activities, are used to evaluate the soundness of social work epistemology.

In order to be included for the review, studies have to be published in a peer-reviewed social work journals from 1920 to 2022 and examine the meaning, role, and/or strengths and weaknesses of major types of epistemologies in social work. The existing social work literature is operationalized by merging core journal lists that developed by Hodge et al., (2011), Perron et

al., (2016), and Thyer (2005). About 60 studies were met the criteria and included in this analysis.

Each study was mainly reviewed and recorded in a template for (1) a discussion of epistemological perspectives that can move us beyond an unfruitful dichotomy between objectivism and subjectivism, and (2) the presence of eight key epistemic principles: The principles of non-contradiction, correspondence, induction, coherence, simplicity, falsifiability, justification, and skepticism.

The main findings of this systematic review are as follows: (1) the ground of social work epistemology has undertaken several paradigm shifts; (2) there is an unfruitful epistemological dichotomy between scientific and religious knowledge; and (3) there is a lack of discussion on epistemic principles that are applied in research, pedagogy, and application in practice.

A better understanding of the epistemological assumptions and beliefs that underlie these different perspectives can help them to engage with and empower the individuals and communities they serve ethically and effectively, without assuming a complete irrelevance of moral beliefs and values that is ironically fueled by either scientism's moral nihilism or a naive moral relativism. In a time of unprecedented complexity, a solid understanding of epistemic principles can ensure students, faculty, and practitioners consider multiple alternative viewpoints, seek out evidence, evaluate evidence critically, and be open to revising their beliefs in response to new clinical evidence.

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Presenter Bio (s):

1:Jeongah Kim is an associate professor at George Fox University. She earned her PhD in social work from Ohio State University. Kim's scholarly works reflect her recognition of the importance of contributing to the professional literature in spirituality, science, and philosophy. She has had more than 20 publications in both national and international journals. She have presented more than 60 scholarly paper (e.g. CSWE, NACSW, SSWR). She was chosen by SAMHSA as one of 14 emerging scholars to receive training to assume a leadership role in the field of addictions and their impact on minority populations. She was also appointed as a council member by DHHS to represent the state and work to eliminate health disparities. Her current interdisciplinary research is centered on the dialogue between philosophical, religious, and scientific fields.

2:

3:

Workshop Title:

Exploring Psycho-Social Training Needs of Pastors - Adventist Churches

Workshop Presenters: Lloyd Hamilton, Curtis VanderWaal, Dustin Young

Workshop Abstract: Church members often experience psycho-social challenges for which pastors have little or no training. This study presents findings on the training needs of pastors serving in 103 Midwestern Seventh-day Adventist Churches as a first step toward designing training programs to better address the complex social/emotional needs of members.

Learning Objectives:

- 1: Explore gaps in pastoral knowledge and skills relating to psycho-social needs of congregants
- 2: Understand the self-identified psycho-social training needs of pastors
- 3: Develop recommendations for training activities and resources to meet pastoral needs

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Although SDA pastors have traditionally offered spiritual counsel, emotional support, and pastoral care for church members, they are often poorly equipped to deal with members' social and emotional needs (Hays, 2015; Scribner et al., 2020). Pastors are spending more hours than ever counseling church members. Thomas (2014) found many pastors spend 70% of their time in pastoral counseling, equivalent to that of many marriage and family therapists. Over half of congregants who seek help from clergy do not contact other providers such as counselors (Wang, Bergland, & Kessler, 2005) and almost two-thirds (63.2%) of pastors believe that church members often prefer clergy help instead of the formal mental health community (VanderWaal, Opel & Hernandez, 2015).

Church members experience numerous psycho-social needs for which pastors have little or no training. Often pastors use the only tools they know – bible study and prayer. While these are important spiritual tools, they often do little to address the social, emotional, and psychological needs of congregants. The purpose of this study is to explore the psycho-social training needs of pastors serving in the Midwestern region of the U.S. as a first step toward designing training programs to better address these complex needs of congregants.

Instrument and Data Collection:

In conjunction with the presidents of five Midwestern Seventh-day Adventist conferences, researchers developed an online survey that included 54 questions that asked about demographics, pastors' churches, previous training in counseling, and common psychological/emotional needs of congregants. The remainder of the survey asked how

equipped pastors felt to address a variety of areas, including mental health, trauma, abuse and neglect, intimacy issues, bereavement and grief, aging issues, physical health/ill health, home and family life, financial issues, community collaboration, community challenges, and safety issues. Data were collected using a SurveyMonkey/QR code provided by Conference Presidents during conference-sponsored pastoral worker's meeting or email to the pastors.

Findings:

Findings will aid the church in identifying gaps in pastoral training and provide solutions for these identified gaps. Researchers anticipate working with church leaders to develop a comprehensive training approach whereby pastors can receive training and certification in the areas that most benefit their members.

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Presenter Bio (s):

1:Lloyd Hamilton, MDiv, MSW is Assistant Professor of Social Work and Director of the MSW/MDiv Dual Degree Program at Andrews University, where has taught the following courses: Assessment and Treatment of Victims of Violence; Human Behavior in the Social Environment; Christian Perspectives on Professional Ethics; Children and Families at Risk; and School Social Work Practice. He serves as the Principal Investigator for this project. He previously served as the Program Administrator for multiple State of Michigan grants related to family preservation.

2:Curtis VanderWaal, MSW, Ph.D., is Chair and Professor of Social Work at Andrews University, where he has taught since 1990. He is also Director of the Center for Community Impact Research at the Institute for Prevention of Addictions. He teaches classes in program evaluation, substance abuse treatment, group therapy, and values & ethics. The majority of his research has focused on substance abuse treatment & prevention, social capital, faith-based ministries, agency program evaluations, and faith-based LGBTQ+ issues.

3:Dustin R. Young, DSW, LCSW, is an Assistant Professor at Andrews University and Director of Higher Education Initiatives with the International Center for Trauma Education and Care. She has clinical experience with children, adolescents and families through crisis response, wilderness residential and community mental health settings. She continues to collaborate with school districts of all grades, youth, families, children, community crisis response, and trauma-informed education with EMS responders.

Workshop Title:

Dangers of Serving from an Empty Well due to Neglecting Self Care

Workshop Presenters: Gladys PEACHES Kenney, ,

Workshop Abstract:

Have you been pouring most of your energy into others while neglecting your own needs; feeling drained; overwhelmed; or bringing work home often? Does putting you as a priority or doing self care make you feel guilty? Then Dangers of Neglecting Self Care by Serving from an Empty Well, will remind you to establish healthy boundaries to RESET YOU!

Learning Objectives:

- 1: Recognize the Dangers of avoiding self care and how proper self care aligns with the Code of Ethics and Bible
- 2: Identify what barriers are preventing me from doing self care and learn the importance of prioritizing me again.
- 3: Establish Worklife Balance, Learn 5 Self Care Tips, & Discover if a new Career, Job, or Setting is needed.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Have you been pouring most of your energy into others while neglecting your own needs; feeling drained; overwhelmed; or bringing work home often? Does putting you as a priority or doing self care make you feel guilty? Then Dangers of Neglecting Self Care by Serving from an Empty Well, will remind you to establish healthy boundaries to RESET YOU!

It is dangerous to attempt to serve your client when your physical, mental, spiritual, and professional wellness is unhealthy. When you are feeling depleted then it is difficult to be your best version when you feel burnout. The Code of Ethics and Bible emphasize the importance of self care and proper rest. According to a survey of 1000 practicing social workers, 34% have reported to be in a state of burnout and 75% have dealt with burnout before. The Social Work profession has been known for high demands leading to turnover rates, burnout, and apathetic professionals. Shifting one's mindset to value yourself to make you a priority. Learn how to incorporate proper self care tips into your daily routine to help improve your overall well being. Remember Self Care is Not Selfish.

Bibliography: Code of Ethics, Holy Bible King James Version, Holy Bible NIV, Stepping Out on Faith Dare to Dream a Journal of Faith by Gladys Peaches Kenney

Presenter Bio (s):

1: With over 20 years of experience, Gladys Peaches Kenney, LMSW has unselfishly provided direct clinical services to at-risk populations in settings like outpatient clinics, schools, private practice, remotely, and more. She earned her MSW from the University of MD at Baltimore School of Social Work. Her faith in God is her driving force which compels her to engage

and coach others to thrive. She is a Licensed Therapist, Author, Speaker, Confidence Coach, & Cancer Survivor.

Ms Kenney, is the Founder of Lifeline Coaching & Therapeutic Services which empowers her clients to reclaim their voice and confidence that has been buried due to anxiety, fear, setbacks, and depression. Also, she published, "Stepping Out on Faith Dare to Dream: A Journal of Faith" Book & Workbook, and "Hayden, Happy, Sad, & Sometimes Mad Feelings" children's book addressing mental health, self esteem, and emotions.

2:

3:

Workshop Title:

How to Preserve The Compassion Of A Bleeding Heart

Workshop Presenters: Corey Tolliver, Shaniqua Moore ,

Workshop Abstract: How to Preserve the Compassion of a Bleeding Heart is a workshop that focuses on the healing aspect of Self-care, opposed to the aesthetic of it. Societal issues has increased the need/pressure to thrive under stressful circumstances. Now is the time to learn how to bridge our faith, desire to help others, and need to take care of ourselves.

Learning Objectives:

1:

Identify intervention approaches that increases individuals ability to practice self-care daily.

2: More fully understand the personal implications and dynamics of integrating personal faith when addressing past trauma and implementing healing plan.

3: Articulate multiple innovative strategies designed to help agencies and institutions develop healthy work environments.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

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

Workshop Description: a)Professional Leadership: Learning the correlation of poor site leadership, and burn out will be discussed, along with methods and examples of positive leadership.

Evidence-Based Practice: Micro, Macro, and Mezzo relationships and effects will be discussed, along with examples provided to show a correlation between informed practice and positive outcomes.

Core Values of the Profession, including Ethics, Diversity, and Justice: During this presentation there will be a focus on the topic of self-care and burnout as it relates to ethics according to the NASW and connecting the importance of diversity and social justice.

b)Ethical Integration of Faith and Practice: Highlighting internal awareness and personal reflection including the spiritual lens and the impact it has on the individual. It is important to recognize when called to serve others, there is need to serve self.

c) This presentation was developed researching literature and studies conducted by experts in the field for example utilizing research by Bressi, Walsh, and Wilson who have studied alternative ways to address burnout, work environments, and Social worker and client relationships.

d) The information presented in this presentation is consistent with culturally competent and ethical practice based on both presenters current practice and training to ensure the information is evidence based through appropriate research. The information is actively researched and updated to ensure it remains accurate and within compliance of social work practice.

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Presenter Bio (s):

1: Corey Tolliver currently serves as the Director of Operations and Clinical Lead for Life Services Mental Health Agency in Richmond, Virginia. Corey earned his MSW from Baylor University in 2021. Corey is currently and adjunct professor for Bethel University. Corey has implemented community assistance programs and workshops for professionals on self-care and

building healthy relationships with those in the community. It was this experience that shaped the foundation for future work in the community. Corey works closely with stakeholders in the community to assess and deliver individual services, as needed, by individuals. Corey continues to work with local pastors and community organizations to discover new ways to overcome obstacles identified as risk factors to the community members. Corey is currently completing hours towards LCSW as a Licensed Mental Health Professional-Supervisee.

2:Shaniqua Moore graduated from The University of North Carolina Chapel Hill in 2021, earning her MSW. Shaniqua is currently serving as a hospital social worker and crisis stabilization staff. Shaniqua is actively perusing licensure in the State of Virginia. Shaniqua is currently developing and expanding her outpatient therapy practice focused on increased support for women's emotional needs. Shaniqua is an artist and currently seeks to explore utilizing art as an active intervention to address negative emotional and physical behaviors.

3:

Workshop Title:

Love Can Build a Bridge: Healing Conversations

Workshop Presenters: Kay Julien, ,

Workshop Abstract: In seeking to restore broken hearts and reconcile division, it's the face-to-face conversations that bring new insight, healing words, and fresh hope. This session presents practical skills for facilitating fruitful dialogues to this end, and developing clients' capacities for autonomy and compassionate connection in moving toward wholeness.

Learning Objectives:

1: Articulate conflict transformation theory and how it interfaces with the Christian faith for integration as organizing principles in social work direct practice.

2: Describe the core transformative elements, strength of self and consideration of others, and how these are developed in the individual.

3: Identify practical skills to support client personal transformation in communication through autonomy and connection principles.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Encompassed in the compassion of social work is the desire to enhance clients' personal capacities for dealing with their presenting difficulties. Social workers are to understand the role of effective communication skills if they are to empower clients with competence, rather than simply give directive advice (Lishman, 2020).

The principles and practices of transformative conversations can make a significant contribution to the practitioner's active pursuit of healing and restoration for clients.

This session offers practical tools to skillfully promote acceptance and positive social interaction through effective personal authority and compassionate response.

The content of this cross-disciplinary workshop is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), which supports developing capacities for both strength of self and consideration for others amidst adverse circumstances. It is also

informed by psychosocial research in differentiation of self and interpersonal conflict in both secular and Christian contexts (e.g., Bowen, 1978; Freidman 1985).

Transformative practice emphasizes the importance of human relationships, upholds the individual's dignity and worth, and underscores enhancing personal capacities. The framework is particularly compatible with Christianity and leaves ample room to include and address the essential principles of cultural competence. It is a well-researched intervention that interfaces smoothly with clinical experience and ethics for direct practice.

Key Topics:

Scriptural Interface: a scriptural foundation for the instruction and demonstrates the integration of this approach with the Christian faith, showing how biblical principles inform the practice of conflict transformation.

Transformative Practice: An explanation of the transformative paradigm for responding to interpersonal discord and how it corresponds to the social worker's compassion and service in action. The core transformative elements of empowerment (strength of self) and recognition (consideration of others) are examined, as well as how individuals can access their inherent capacities in these areas.

Assessment: This topic will include examples of indications of a lack of empowerment and recognition in the client's presentation, as well as examples of behaviors that reflect when positive shifts in these dimensions occur in the client.

Skill Building: The focus of the workshop will be on presenting specific communication skills that practitioners can immediately utilize in facilitating restorative conversations. These will enable attendees to actively engage in supporting clients' healing and the transformation of negative interactions.

The topics will be presented through a combination of didactic portions with a/v support and interactive discussion.

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Stadler, Stephanie. Conflict Culture and Communication. New York, NY: Routledge, 2020.

Presenter Bio (s):

1:Dr. Kay Julien is a psychologist and private practice conflict transformation coach in Orlando, FL. She was awarded her MEd in 1983 from the University of Georgia, Athens, GA, and PhD in 2009 from Trinity Theological Seminary, Newburgh, IN. A returning presenter at NACSW since 2010, Kay is an experienced speaker on the transformative approach to conflict and its application to both national professional and faith-based contexts. In addition to her decade of one-on-one coaching, Dr. Julien has promoted clear communication skills for successful conflict management as a researcher, practitioner, and educator through workshops, breakout sessions, and numerous training curriculum. She is a veteran volunteer coach and instructor with various Orlando community non-profits, and has piloted a local conflict communication program with recovering trafficked women.

2:

3:

Workshop Title:

No Pouring from an Empty Glass: Social Work Ethics & Professional Self-Care

Workshop Presenters: Anthony J.Hill, Telvis Rich, JuneTyson

Workshop Abstract: Professional self-care is a recent addition to the National Association of Social Workers' Code of Ethics. As noted, "Professional self-care is paramount for competent and ethical social work practice." The workshop explores professional self-care and identifies spiritually derived interventions for professional self-care strategies.

Learning Objectives:

- 1: Articulate the NASW Code of Ethics professional self-care amendment.
- 2: Define workplace burnout and professional self-care across practice settings.
- 3: Discuss incorporating spiritually derived interventions into professional self-care strategies at the micro, mezzo, and macro levels.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Workplace burnout is commonplace for social workers, regardless of the setting. Burnout can impede effective service delivery across micro, mezzo, and macro settings. In response, in 2021, the NASW amended the Code of Ethics to include a professional self-care mandate.

An interdisciplinary review of the literature informs this workshop. During the didactic and interactive session, the facilitators define workplace burnout, explore common causes of workplace burnout, and discuss how workplace burnout manifests. The facilitators, in addition, will discuss evidence-based practice strategies for mitigating workplace burnout at the micro, mezzo, and macro levels. The facilitators will also review the NASW Code of Ethics' ethical standards through a self-care lens.

The body of knowledge addressing spirituality as a protective factor is replete. This workshop introduces spirituality as a protective factor for mitigating workplace burnout. Next, the facilitators will engage the participants in a robust discussion about spiritually derived strategies to lessen the impact of workplace burnout across practice settings. Last, participants will be able to draw from their experiences with workplace burnout and self-care strategies throughout the presentation.

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Presenter Bio (s):

1:Dr. Anthony J. Hill earned his Masters of Social Work and Ph.D. in Social Work degrees from Howard University. In addition, he earned a BA in Speech Communications from George Washington University. Dr. Hill is a Licensed Clinical Social Worker and a Certified Financial Social Worker (CFSW). He is also a member of the Academy of Certified Social Workers (ACSW). Dr. Hill is currently the chair and a professor of Social Work in the Department of Social Work at Winthrop University.

Additionally, He is the NASW-SC Chapter 2021 Social Worker of the Year. Finally, Dr. Hill has written and presented on the intersectionality of financial stress and overall well-being and creating trauma-informed services.

2:Dr. Telvis M. Rich has twenty-five years of leadership and teaching experience in higher education and social work practice. As a licensed social worker and transformational leader, Dr. Rich, currently, serves as an Associate Professor and the BSW Program Director at Adelphi University in New York.

Dr. Rich earned undergraduate and graduate degrees in Social Work from the University of Georgia, a doctorate in Biblical Studies and a doctorate in Human Development and Organizational Leadership from Northeastern University.

3:Dr. June Tyson comes to you from Brooklyn, NY. She is a License Clinical Social Worker (LCSW-R) and a member of the Academy of Certified Social Workers, (ACSW). Her MSW is from Fordham University and her PhD is in Human Services from Capella University.

In addition to being a proud and active member of Alpha Kappa Alpha Sorority Incorporated, (AKA), Dr. Tyson is also a part of a Global Health Group, in which she travels yearly, sharing Social Work techniques with doctors and nurses of various hospitals and universities in Nigeria and Haiti. Dr. Tyson believes that social workers should stretch themselves by volunteering to do overseas work, learning another language and other creative activities that bring them out of their communities and their comfort zones. This way the world can experience their talent, skill and love for mankind.

Workshop Title:

God's Grand Design to Meet the Grand Challenges for Social Work

Workshop Presenters: Emilio Bermejo, ,

Workshop Abstract: This session will present a conceptual model for Christian social workers to respond to the Grand Challenges of our profession. Grounded firmly in the biblical grand narrative which shape our professional values, knowledge, and skills, this framework integrates biblical faith and practice so we can answer God's work of shalom.

Learning Objectives:

- 1: Learn the importance of a metanarrative and how the Biblical grand narrative can shape social work values, knowledge, and skills.
- 2: Apply the Grand Design framework to examine the problem of mass incarceration and criminalization of drugs.
- 3: Share feedback on Framework so it can be a helpful resource for ethical faith integration and practice for social workers and community work towards "shalom."

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Human wisdom, knowledge, and attempts are inherently limited in their ability to address the most pressing social problems. Although social theories offer unique insights into these problems, they do not point to absolute universal truth or give purpose and direction. What we need is a good big story that gives context, meaning, and purpose to all of life.

This session will present a conceptual model for Christian social workers to respond to the Grand Challenges of our profession. Grounded firmly in the biblical grand narrative which shape our professional values, knowledge, and skills, the Grand Design framework integrates biblical faith and social work practice so we can respond to the Grand Challenges for Social Work and Society. Initiated by the American Academy of Social Work & Social Welfare in 2016, the Grand Challenges are a call to action for social workers to collaborate across disciplines and harness each other's evidence base to solve thirteen challenging social problems (Pettus-Davis & Epperson, 2015).

The Biblical metanarrative can be summed up in four chapters: creation, fall, redemption, and new creation (Fujimura, 2021). The shape of the metanarrative presented in the Conceptual Framework is not linear but rather full circle since God's plan is to restore all of creation to its original design of shalom. The Grand Design Conceptual Framework and its integration of theology, theory, and practice provide a compelling narrative that gives Christian social workers a place in the story and missional identity to reweave shalom and "work for the peace and prosperity (shalom) of the city" (Jeremiah 29:7).

To enhance learning, the workshop will use the Grand Design framework to examine the problem of mass incarceration and the criminalization of justice. One of the Grand Challenges is promoting a just society through smart decarceration, which emerged during a time of growing recognition of the unjust and ineffective nature of incarceration in the United States. The session will explore our country's past and current failed attempts to respond to this nation's drug problem. The session will examine biblical justice as a core theological concept pointing to the need for a more restorative approach that aligns with the restorative nature of biblical justice.

Finally, the presenter will invite attendees to share feedback on Grand Design conceptual framework for refinement and usability. The model can be a valuable resource for Christian social workers, educators, church leaders, and community activists in their efforts to ethically integrate their faith with practice.

Attendees are encouraged to visit the poster session by Arcelito Glorioso entitled "Transgender Mental Health Pre-Post Gender-Affirming Surgery: Risk & Benefit." In this poster session, the Grand Design framework was applied to explore the mental health and spiritual needs of the transgender community.

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Presenter Bio (s):

1:Emilio Bermejo, MSW is an assistant professor at California Baptist University (CBU), in Riverside, CA. He has over 25 years of professional social work experience ranging from direct practice to system reform initiatives focused on serving children and families affected by child maltreatment and substance use disorders. Emilio also currently serves as a consultant for a U.S. Department of Justice Office of Justice Programs project supporting victims of crime in the US Territories.

Emilio served as an Aftercare Fellow for International Justice Mission (2008-2009) where he designed a job-readiness program for survivors rescued from sex trafficking in Cebu, Philippines. His ministry experience includes volunteering as justice advocate for IJM, and serving as a lay pastor for a motel church. Emilio is currently a doctor of social work (DSW) student at CBU.

2:

3:

Workshop Title:

“Stress Responses & Self-Care Practices within Education Settings”

Workshop Presenters: Katelin East, Katherine Hennecke,

Workshop Abstract: Developing curriculum and content to support EPAS 2022 new emphasis on self-care. Presenters will identify primary ways to support students and practitioners to support program outcomes in higher education. Participants will walk away with an understanding of stress-responses and create individualized self-care plans.

Learning Objectives:

- 1: understand the parallel of our profession’s emphasis on self-care as it relates to the presence of Christ in our work toward supporting ourselves and others
- 2: understand the primary ways to differentiate between the 2015 and 2022 competencies, and the implementation of the 2002 EPAS as it relates to self-care
- 3: leave equipped with specific self-care instructional strategies to employ in their classrooms

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: During this session, presenters will provide concrete strategies and constructive methods for educators to examine how stress and self-care impact social work students. EPAS 2022 descriptors on self-care state, “Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice”. Presenters will identify new EPAS 2022 self-care requirements compared to EPAS 2015 standards and provide implementation strategies. (10 minutes)

Additionally, presenters will discuss how to improve increased awareness of stress responses in both instructors and students, and what strategies to use when experiencing specific stress responses. (10 minutes)

Assist students to differentiate between clinical depression vs stress responses (10 minutes)

Self-Care activity - Participants will identify their top 9 self-care areas. They then will develop a self-care pie chart to quantify how much time your individualized self-care activities require. A goal of this activity is to learn how to visualize one’s self-care needs in tangible ways. Often the abstract concepts of self-care can hinder someone in engaging in the process, and the presenters

hope to make it tangible and accessible. This tool can easily be generalized into practice settings as well as higher education. (15 minutes)

Presenters will ask attendees to explore how they use spirituality within their own self-care model and how we can show ourselves the same kindness and compassion that Christ shows us. So much of self-care is offering grace to ourselves and others in order to acknowledge the intensifying demands of the social work profession. In the last 5 years there has been an increase in social work research on the importance of self-care in practice. Few journal articles focus on the importance that spirituality plays within mental health and as presenters we hope to engage spirituality as a meaningful instrument of self-care.. (10 minutes)

As part of our exploration of spirituality, presenters will discuss the parallels of empathic attunement within practice as it relates to the empathic attunement that can be seen in Christ. (5 minutes)

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Presenter Bio (s):

1:Katelin East is the current Director of Field Education and Assistant Professor at Abilene Christian University. She received her BSSW from ACU and her MSW from Georgia State University. Katelin is an LMSW who has presented at past conferences focusing on her work in food insecurity.

2:Katherine Hennecke is the MSSW Field Coordinator within the School of Social Work at Abilene Christian University. Katherine has worked as a housing-first social worker with people experiencing homelessness and also within hospice & palliative care. Katherine currently holds an LMSW in the state of Texas.

3:

Workshop Title:

Psychodramatic Approach to Teaching Empathy & Interpersonal Communication

Workshop Presenters: Parris Baker, Brandon Wiley,

Workshop Abstract: Using a psychodrama technique entitled Airport, this workshop describes an innovative pedagogical approach where participants can experience and discuss the process of establishing empathy, the importance of interpersonal communication, and salience of critical thinking. After the workshop participant reflections are shared.

Learning Objectives:

- 1: 1. articulate the challenges of developing empathy, interpersonal communication, and utilizing critical thinking skills.
- 2: 2. identify three basic phases of psychodrama: the warm-up phase, the action phase, and the working through phase
- 3: 3. Discuss the process of empathy, communication, and critical thinking and how each can be informed by various faith traditions.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: This workshop presents an innovative pedagogy for teaching empathy, interpersonal communication skills, and critical thinking skills to undergraduate students. The ability of undergraduate social work students to recognize the nexus and divergence between disadvantaged populations and dominant group members is associated with their willingness to conduct critical re-examination of their personal and cultural values (Garcia & Van Soest, 2006). During this workshop the authors will define the theory of psychodrama, offer practical applications of psychodramatic approaches, discuss how faith can be integrated into the learning exercise, and provide a description of how the Airport exercise is used in individual, group counseling and human diversity courses.

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Rudokaite, D., & Indriuniene, V. (2019). Effectiveness of psychodrama for mitigating school fears among senior secondary school students. *Zeitschrift für Psychodrama und Soziometrie*, 18(2), 369–385. <https://doi.org/10.1007/s11620-019-00501-8>

Presenter Bio (s):

1:Parris J. Baker, Associate Professor & Director, Social Work, Mortuary Science, and Gerontology Programs, Department of Criminal Justice & Social Work, Gannon University. He received his undergraduate in 1992 from Gannon University, graduate degree in 1995 from Case Western Reserve University, Mandel School of Applied Social Sciences, and doctoral degree in 2007 from the University of Pittsburgh, School of Social Work. Dr. Baker has been a regular presenter with NACSW since 2010. In 2021-22, Dr Baker became a member of the Philadelphia Regional Chapter, North American Association of Christian Social Workers, a Jefferson Education Society Scholar-In-Residence, and a Harry T. Burleigh & Beyond Fellow.

2:Brandon Wiley, MS, LPC, is a licensed mental health therapist, Department of Veterans Affairs and Founder & Executive Director, OpenedEyes, Inc. Mr. Wiley earned his bachelor's (2010) and master's (2012) degrees from Gannon University. For over a decade, Mr. Wiley has provided Diversity, Equity, and Inclusion workshops at education institutions, non-profit organizations, and corporate for-profit businesses across the nation.

3:

Workshop Title:

Developing Spiritually-Integrated, Grief Informed Clinicians

Workshop Presenters: Kristen Olson-Gaia, AshleyWhitaker,

Workshop Abstract: While grief is a universal part of the human experience, it is often overlooked and misunderstood. Clinicians should be well informed of how to appropriately address and handle the topic. This session will examine different types of grief and grief reactions, including spiritual components.

Learning Objectives:

- 1: Understand and describe the thoughts, feelings, and behaviors that may develop as a result of grief.
- 2: Understand and discuss how people's lives may be impacted differently as a result of the type of grief they are experiencing.
- 3: Articulate both the benefits and detriments spirituality can pose on a person experiencing grief.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Students

Workshop Description: Regardless of someone's presenting problem, clinicians will encounter clients dealing with grief related issues. Grief is a natural part of the human experience and something every person will go through in their lifetime. Often times, grief is treated like a problem to be solved. There are expectations for how someone handles their grief and when those expectations are not met, their experience is quickly pathologized. This presentation will explore the many components of grief, including the challenges it can pose to one's faith. Our intention is for you to leave better informed and more prepared to help those grieving.

Grief can pertain to any type of loss, but for the sake of this presentation, we are defining grief as a person's experience to losing someone as a result of death (Worden, 2018). Death is not always a predictable event that occurs after a lengthy illness or a long life. Death can happen at any time for numerous reasons. Even when a death is predicted or expected, it does not make the experience easier. It is important for clinicians to understand the different types of grief and how the grieving process can be impacted by a client's spirituality and culture. Some of the different types of grief this presentation will discuss include: anticipatory grief, ambiguous grief, cumulative grief, absent or delayed grief, prolonged grief, and disenfranchised grief (Dilworth, 2020).

When it comes to grieving, there is no right way to experience it. This presentation will elaborate on the numerous ways a person could be presenting as a result of grief. Participants will be able to understand and describe the numerous feelings common amongst the bereaved, including, but not limited to sadness, anger, blame, guilt, anxiety, loneliness, fatigue, relief, and numbness

(Worden, 2018). In addition to understanding what a client may be feeling, participants will be able to understand and describe the variety of thoughts and behaviors a client may be facing, such as disbelief, confusion, sleep disturbances, eating disturbances, and/or social withdrawal (Worden, 2018).

Additionally, a person who is grieving could be faced with a spiritual crisis. It is not uncommon for someone to be mad at God for taking away their person. Going to church and engaging in typical spiritual practices may no longer provide the same comfort they once did. Burke, et al. (2019, p. 250) defines complicated spiritual grief as, “[a] spiritual crisis during bereavement that compromises the griever’s sense of relationship to God and/or the faith community, such that he or she struggles to reestablish spiritual equilibrium following the loss.” This experience may then manifest into a variety of other thoughts and feelings, such as guilt or shame for being mad or not trusting in their higher power. The presentation will identify some of the challenges encountered when working with bereaved people whose faith is challenged by their loss.

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Neimeyer, R. A. (2022). New techniques of grief therapy: Bereavement and beyond. Routledge.

Worden, J. W. (2018). Grief counseling and grief therapy: A handbook for the mental health practitioner. Springer Publishing Company, LLC.

Presenter Bio (s):

1:Kristen A. Olson-Gaia, LSW, J.D., is a full-time counselor with Anchorpoint Counseling Ministry. Before joining the staff in June, 2022, Kristen completed two years of internship at Anchorpoint. She finds her purpose in helping clients struggling with grief in its many forms, and enjoys facilitating the Living Through Grief spousal loss support group. Kristen's experience includes providing individual, family, and group counseling services for adolescents and adults in a variety of settings. She utilizes an integrated approach to therapy from many different models, such as cognitive-behavioral, acceptance and commitment, solutions-focused, and psychodynamics. Kristen earned a Master of Social Work Degree from the University of Pittsburgh in 2022, a Juris Doctor Degree from Duquesne University in 2005, and a Bachelor of Arts Degree from Duquesne University in 2001.

2:Ashley Whitaker, NCC is a full-time certified counselor with Anchorpoint Counseling Ministry. Prior to becoming a full-time staff, Ashley completed a yearlong internship with Anchorpoint. She has diverse experience working with people of all ages and backgrounds, but has a deep passion for those struggling with grief and trauma. Ashley is currently a facilitator for a spousal loss support group and is actively pursuing training in Eye Movement Desensitization and Reprocessing Therapy (EMDR). Ashley earned her Master of Arts in Clinical Mental Health Counseling from Messiah University in 2022 and a Bachelor of Arts in Psychology from Carlow University in 2012.

3:

Workshop Title:

Journey to Common Ground: Relationship beyond Division

Workshop Presenters: Sara Lichtenwalter, JamisonLacey, Faith Wilson

Workshop Abstract: Practical examples of efforts to seek common ground on current contentious issues are presented following a civility self-assessment and reflection. The bitter debate on reproductive rights /abortion is utilized as an illustration to demonstrate effective paths on the journey to common ground.

Learning Objectives:

- 1: Workshop participants will complete a self-assessment on their own civility and reflect upon its implications in their social work practice.
- 2: Utilize common ground strategies with pro-choice/pro-life advocates and employ these practical tools on the journey to common ground with other contentious issues.
- 3: Participants will understand the historical context of incivility and consider its enduring nature in our democratic republic nation.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Presenters will open with an examination of incivility in our own social work practice by leading workshop participants in a self-assessment on their own civility and a reflection upon its implications in their social work practice (Porath, 2022a, 2016) while discerning the difference and defending the value of the virtue of civility, versus mere politeness, political correctness or 'elite-enforced speech codes'.

The bitter debate on reproductive rights /abortion is utilized as a concrete illustration to demonstrate some paths on the journey to common ground. The Survey Center on American Life report that few Americans support either absolute denial of abortions or unrestricted availability, and the majority believe it is possible to find common ground on the issue (Bowman, 2022). Past and current common ground tools include the identification of common principles, sentiments, and commitments (Tribe, 1989); creating a life affirming culture valuing women and children; as well as implementation of preventative, restorative and supportive measures (Both Lives Matter, nd); form coalitions for example the Network for Life and Choice (Puzder, 2022) improving health and mental health services (VanderWeele, 2022) broadening the scope from legal/constitutional themes to cultural, philosophical and moral common ground (Murray et al, 2014); reduction of health inequities and poverty, as well as avoiding health disasters related to illegal procedures (Koppelman, 2022; Morabia, 2023); distinguishing common ground from moral compromises (Kelly 1995); appreciating that pro-choice does not

mean pro-abortion, and anti-abortion is not necessarily equivalent to pro-life (Mckinless & Hanlon, 2022); common ground workshop that creates a safe, positive atmosphere, communication ground-rules requiring respectful behavior, a desire for mutual understanding, confidentiality, speaking for oneself, and refraining from attempts to convert the other side (LaBaron, 1997); asking questions and listening, also recognizing that religion is not a stumbling block for common ground (Magnan, 2023).

In conclusion, there will be a review of current efforts from organizations and initiatives including the Civility Project, Common Ground Committee, Beyond Intractability and Democrats for Life which seek to address multiple issues in their efforts to reduce societal polarization. It provides an excellent springboard for all committed to maintaining dignity and respect in interpersonal communications and public dialogue, while contributing to the common good.

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Morabia, (2023) “Building Broad Public Health Coalitions in the Post-Roe World”, American Journal of Public Health 113, no. 4 pp. 378-379.

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Zorita, P. M.-B. (2017). Social Work Professional Identity and Catholic Identity: A Critical Exploration of the Source of Conflicts. Social Work & Christianity, 44(3), 115–134.

Presenter Bio (s):

1:Sara Lichtenwalter LMSW, PhD is an Associate Professor & Field Placement Coordinator at Gannon University. Most recent presentations were:

Lichtenwalter, S. (2022). GIS Mapping: Connecting Crime & Care. Presentation at the National Organization of Forensic Social Work Annual Conference: June 14-16, New Orleans, LA.

Lichtenwalter, S. & Hackman R. (2021). A COVID-19 Booster: Assisting Clients Experiencing Loss and Death. Presentation at the National Association of Social Workers—Pennsylvania Chapter Annual Conference: October 24-27. Online/Virtual

Lichtenwalter, S. (2019). Social Work, Civility and Catholic Tradition. Presentation Catholic Social Workers' National Association Annual Conference Passionately Catholic: October 11-12, Franciscan University of Steubenville, Ohio.

2:Jami is a senior in the undergraduate social work program at Gannon University

3:Faith Wilson is a social work student graduating from Gannon University May 2023. She has been accepted to graduate studies at the University of Pennsylvania with a scholarship.

Workshop Title:

Adopting Technology Advances Ethical Practice

Workshop Presenters: Catherine Wayman, ,

Workshop Abstract: Technological adoption is a continuous process producing increased transparency, greater fiscal responsibility, higher quality of services and sustainable change. How many implementations fail, leaving resources unused or wasted and people impacted negatively? In this session we discuss the what, why and how to a successful adoption program.

Learning Objectives:

- 1: Describe what is the adoption of technology
- 2: Identify the ethical responsibilities advanced through adoption of technology
- 3: How to become an adoption champion in my work

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers

Workshop Description: .) Brief Outline:

1. What is Adoption
2. Why pursue adoption
 - a. Ethical responsibilities
 - i. Increase transparency of progress with clients and organizations
 - ii. Identify barriers for change
 - Diversity, underrepresentation
 - iii. Fiscal responsibility
 - iv. Sustainability
 - v. Quality of service delivery
3. How to become an adoption champion
 - b. Person-centered approach
 - c. Change management

d. Evidenced-based methods

B.) Acting-out our faith to help meet the needs of those who are vulnerable, oppressed and living in poverty includes honest stewardship of our resources. Technological tools and systems can be incredible hinderances or tremendous tools to accomplish more with less. The Bible speaks to our responsibility to use our talents, earthly resources, money and relationships with respect and in a trustworthy manner. Full adoption of technology is one avenue in which to pursue this responsibility.

C.) Sources for this presentation include: peer reviewed journal articles and book publications from Biblical, Social Work and Technological fields, personal experience in direct service with individuals and groups as well as organizational design and development of technological systems implementation and adoption.

D.) Utilization of technology is no longer the question in any agency or organization. The current question is how to best use technology to achieve desired outcomes for employees, individuals served and the organization as a whole. Organizations do not have unlimited resources and therefore must continually evaluate how to make the most of technology to accomplish as much as possible in whatever time they are given. Most technological implementations prioritize go-live, but not beyond. Focusing and planning for a full adoption of the tool or system requires a paradigm shift from “in the moment” of implementation to continuous process which provides greater returns in areas of ethical responsibility.

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Presenter Bio (s):

1:a) Catherine Wayman, MSW, LSW, BCBA b) Business Process Consultant. c) Bachelor of Social Work-Cairn University-2006, Bachelor of Science in Bible-Cairn University-2006, Master of Social Work-Temple University-2013. d) Licensed Social Worker-Pennsylvania, Board Certified Behavior Analyst. e) Presented on the execution and integration of technology in clinical and educational settings to small groups, organization-wide and at the national Skyward iCon conference in 2020. f)Integrating modalities of Behavioral Science and Social Work practice, Cat has led the development and expansion of continuous improvement principles across multiple companies operating throughout the United States. Beginning in high-risk clinical settings providing intervention to individuals, Cat amplified the use of clinical data analysis and adoption of technological systems driving clinical quality improvement.

2:

3:

Workshop Title:

Dismantling Preschool to Prison Pipeline

Workshop Presenters: Charles Hansen, ,

Workshop Abstract: Dismantling the preschool-to-prison pipeline starts with acknowledging why this is a reality for children of color and combating the root cause, not the symptoms. Participation in skill-based training(s) can alleviate this assumption or bias, minimizing educators' need for exclusionary punishment.

Learning Objectives:

- 1: What is the Preschool to Prison Pipeline
- 2: Explained through Theories
- 3: Understanding Implicit Bias and Culturally Competency

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: There is a system where preschool children are punished far more for subjective offenses than objective infractions. This type of inequity in our education system, specifically preschool, can be a much more determining factor in the outcome of their future.

While quality is undoubtedly essential, the implications of implicit biases can create invisible barriers to opportunity and achievement for some students. Still, many think it is the quality of education. The path to prison is littered with children of color disciplined for personal behaviors. Children are unfair and sometimes unknowingly subjected to the exact microaggressions and stereotypes of their adult family members.

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Presenter Bio (s):

1: Charles came to Peninsula Family Service in 2022 as the Chief Program Officer. He earned his Bachelor's degree in Sociology from the University of North Texas and his Master's in Business Administration from Doane University. Charles has 15 years of executive management experience in youth, community services. He has served as the Executive Director of the Metro Youth YMCA in Detroit, Michigan, the CEO of the YMCA in Grand Island, Nebraska, and the Executive Director of the Salvation Army and Boys and Girls Club in Dallas, Texas. Charles' organizational leadership strengths include systems analysis, training and development, motivational speaking, and conflict resolution, emphasizing DEI. Charles engages in conscious listening to build mutual understanding and trust, two foundational keys to the cultural strength of any organization.

2:

3:

Workshop Title:

Bridging a Social Worker Deficit in Homelessness Using Christian Principles

Workshop Presenters: Donna Gallup, ,

Workshop Abstract: While ending homelessness is a social work grand challenge, the sector is experiencing a growing workforce deficit. This presentation will outline the evaluation findings of a homeless social work education program aimed at addressing this gap and challenge Christian social workers to answer the call to service in this area.

Learning Objectives:

- 1: describe the growing social worker deficit in the homeless sector and its underlying causes.
- 2: understand the evaluation findings of a 5 year MSW homeless education program focused on changing attitudes toward homelessness.
- 3: apply Christian principles to overcome personal barriers to serve the homeless and better address the growing workforce deficit.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Since the social worker grand challenge of ending homelessness was adopted (Larkin, 2016), there have been significant challenges to the recruitment and retention of social workers in the sector. While homelessness continues to be a significant social problem, there are difficulties with work conditions and turnover for those choosing to work with the population (Wirth, 2019). In addition, the pandemic exacerbated the workforce issues in the social services sectors due to mental health deterioration and increased stress (Office of Surgeon General, 2022).

For 5 years, an innovative program designed to increase career interest in the social work grand challenge of ending homelessness has been implemented in Southern California as a consortium of 6 universities (Gallup et al., 2020). Program evaluation findings demonstrate the positive effect the program is having on shifting attitudes toward homelessness. This shift in attitude is expected to support overcoming barriers to a career in the homeless sector and resilience for those who work with this vulnerable population.

While the NASW Code of Ethics (2021) guides social workers to serve people in need, address social injustice and work for social change on behalf of vulnerable populations, many have argued the profession has lost its mission to serve (Specht & Courtney, 1994). The calling for Christians to serve the most challenging clients should be even stronger based on our values, beliefs and principles. Throughout the Bible, Christian principles to serving the poor and advocating for social justice can be seen. In addition, Matthew (25:40) reminds us what we do to

the least of us, you did to Jesus. Then, we are called to use our gifts to serve others and be faithful stewards of God's grace (1 Peter 4).

For many, however, the barriers to serving the homeless and other vulnerable populations are personal. There is stigma and fear of the unpredictability of the population shared by many who serve the homeless (Markowitz & Syverson, 2021; Paat et al., 2021). Confronting our anxieties and insecurities in working with the homeless requires self-reflection using Christian principles to ensure an effective social worker response to the increasing workforce deficit.

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Health and Social Care in the Community, 27, 257-269.

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Presenter Bio (s):

1: Donna Gallup, Ed.D., MSW, is an Associate Professor at University of Nebraska Kearney. Over the last 20 years, Donna has worked extensively with special needs populations: homeless, adults with mental illness, survivors of domestic violence and sexual assault, and adults with chronic health conditions and addictions. In 2017, as CEO of American Family Housing, she established a visionary concept for the nation's award-winning, Potter's Lane, the first multi-family housing project for homeless veterans built with shipping containers. Donna has received the 2013 ACLU Bill of Rights Award and been named Orange County's 100 Most Influential People Award. After 10 years as a nonprofit CEO, Donna continues to support the nonprofit sector consulting with a range of national, regional, and local organizations.

2:

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Workshop Title:

Project-Based Mentorship

Workshop Presenters: Dustin Young , Dustin Young,

Workshop Abstract: Mentorship is a powerful method of skill-building for social workers. This presentation will share the experience of Project Based Mentorship from the perspectives of a student and a professor. A focus on designing mentorship groups, projects and collaborations will be included in this presentation.

Learning Objectives:

- 1: Understand mentorship designs and benefits for students and professionals
- 2: Examine projects that have been completed and examine possible projects within my community or area of influence.
- 3: Create additional concepts and resources for faculty and students toward the possibility of implementing Project-Based Mentorship within their communities.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Mentorship is a vital component for social workers at every level of practice. Project-based practice is a task-driven mentorship model connecting a developing social worker with a more experienced individual within a specific practice area. This design provides a shared learning experience with scaffolded skills implementation and feedback. While skills are a benefit is always a goal, this design also allows for increasing depth of critical consciousness, anti-racist pedagogy design, and structuring supports for first-generation students while also amplifying the voices of students (Ramos, 2019). Through a task or project, students may garner perspectives on what a career may demand, as well as techniques unique to interpersonal interactions, while working toward a shared goal outside of a classroom setting.

Within this interactive workshop, a professor and social work student will co-present concerning skills implementation, mentorship project approaches, student perspectives and techniques to increase the development of a project-based mentorship within a social work program. Projects may include but not be limited to hosted health seminars, educational events, community outreach and conference presentations. Participants in the workshop will be invited to review current practices in courses they may teach and university policy practices that increase opportunities for project-based mentorship. Considerations from various professions will incorporate how mentorship models support anti-racist pedagogy and advocacy on university campuses (Chaudhary, 2020; Ramos, 2019; Virtue & Hinnant-Crawford, 2019).

Students and professors want to be a part of something meaningful and purpose-driven; intentionally designing mentorship pathways allows for learning and social change to take place. Taking part in projects that students are passionate about while connecting with professors, educational leaders, or community partners connects students with unique opportunities for career preparation (Virtue & Hinnant-Crawford, 2019). Strategic project-based mentorship

allows for students to practice leadership while actively influencing meaningful change within their communities.

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Presenter Bio (s):

1:Dustin R. Young, DSW, LCSW, Assistant Professor at Andrews University and Director of Higher Education Initiatives with the International Center for Trauma Education and Care. She began her career working with teens and families in a residential setting in Idaho and then to community mental health on the beautiful coast of Oregon. She continues to collaborate with school districts of all grades, youth, families, children, community crisis response, and trauma-informed education with EMS responders. She focuses on supporting schools, EMS responders, and churches with mental health education, suicide prevention, trauma-informed practices, and creative skills implementation in classrooms.

2: Willis J. Byas is a native of New York City. Willis has distinguished himself as a community leader, serving as a pastor at Harbor of Hope Church in Benton Harbor, Michigan. Reserve Police Officer, and an Affiliate with the International Center for Trauma Education and Care at Andrews University. Willis has a passion for service in urban cities related to servicing individuals. Willis has worked with children in elementary, high school, and universities. He has also worked with youths in group homes and refugees. His scholastic achievements include a Master of Divinity from Andrews University Theological Seminary and a Master of Social Work from Andrews University. Willis has received the 2023 NASW MI Social Work Student of the Year award and the 2022 Community Engagement Award from Andrews University.

3:

Workshop Title:

The Use of Spirituality with Older African Americans in Recovery

Workshop Presenters: JoyceRoberson-Steele, ,

Workshop Abstract: This presentation encourages a practice of the use of spirituality in substance use treatment interventions for older African Americans (OAAs). Exploring the use of spirituality in the recovery process of this specifically marginalized group will add to the current research that addresses their needs from a cultural perspective.

Learning Objectives:

- 1: Understand the value of personal assessment and its relevance to incorporating the biopsychosocial spiritual experience of older African Americans in recovery.
- 2: Develop a framework for social work education that can garner a heightened awareness of older African Americans' barriers related to their recovery.
- 3: Identify differences between spirituality and religiosity to implement recovery interventions for OAAs in social work practice, education, and policy development.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Older African Americans (OAA), who identify as substance users, are grossly underrepresented in the literature as a group that deserves to be researched and identified as having a distinctive set of issues and problems that contribute to their substance use.

There is a gap in the research that directly examines social work education, practices, and policy affecting the racially diverse needs of this population. The use of spirituality as an intervention tool would enhance the social work practitioner with an anti-racist approach to both social work education and practice. It would also address the complexity of racial trauma, poverty and lack of support that often leads to substance use disorder among OAAs.

Theory:

Substance use professionals will be better prepared to develop realistic and attainable recovery treatment interventions sensitive to this population's needs. This Anti-racist lens begins with social work education. It raises awareness regarding the substance use problems of ethnic minority clients and the need for the development of substance use prevention and treatment programs for high-risk groups.

Methods:

The presenter will use qualitative research to examine how spirituality influences the recovery process for OAA. The presenter will reflect upon the intersectionality of OAA's use of spirituality in the recovery process and an anti-racist approach to social work that will influence future practices specifically tailored to meet the needs of the OAA.

Results:

1. Awareness of the unique needs of OAAs in recovery.
2. Impact of an anti-racist social work education influencing future practice.
3. Influence the creation of interventions directly affecting the OAA SUD population.

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Presenter Bio (s):

1:Joyce Roberson-Steele is currently a full-time Lecturer at Medgar Evers College in CUNY. She received her Phd at Wurzweiler's School of Social Work at Yeshiva University in NYC. She has her LMSW & CASAC certifications and has presented at several conferences and symposiums since 2019. She is also a Field Placement Coordinator at Wurzweiler University and worked for 28 years for the NYC Human Resources Administration, of which 16 years was the Manager of a Gerontology Program for Medicaid, Homecare and other services for older adults.

2:

3:

Workshop Title:

Building Confidence and Competence: Accommodating Mental Health Conditions

Workshop Presenters: TwylaSmith, ,

Workshop Abstract: Mental health conditions left untreated can affect job performance and lead to under- or unemployment. A critical literature review conducted by the presenter revealed barriers to disclosing a mental disorder that prevent access to support, interventions, and reasonable accommodations that could mitigate the negative impact of the mental disorder.

Learning Objectives:

- 1: determine what mental health conditions are covered by the Americans with Disabilities Act (ADA).
- 2: understand, define, and describe barriers preventing individuals with mental health conditions from receiving "reasonable accommodations."
- 3: describe evidence-based strategies and "reasonable accommodations" to advocate for and confidently respond to mental health challenges of employees.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: This presentation is the result of secondary research journey to find evidence-based strategies to respond to the mental health condition social work field education students are experiencing. As Director of Field Education, I provide advice and guidance to field instructors supervising social work interns during their field practicum. However, based on the incidence of anxiety, ADHD, and bipolar disorder reported in the ADA National Network's fact sheet, my students with mental health conditions will enter the workplace AND their field supervisors already have employees with mental health conditions. For example, about 18% of workers in the U.S. report having a mental health condition in any given month. This means that psychiatric disability is one of the most common types of disability covered under the ADA. Psychiatric disability is not rare or uncommon and employment disenfranchisement is common amongst persons with psychiatric disorders. Between 40 to 60 percent of people with severe mental disorders do not maintain their employment for more than six months (Corbiere, et al., 2014) and the unemployment rate of those with psychiatric disabilities [mental health conditions] is three to five times higher than their counterparts without psychiatric disabilities (Chow & Cichocki, 2015). Church leaders experience mental health conditions. Providing reasonable accommodations for a mental health condition is required under ADA. Unfortunately, barriers to disclosing a mental health condition prevent access to support, interventions, and accommodations that could mitigate the negative impact the condition can have to both the employee and employer. Barriers identified include but are not limited to: fear and anxiety about stigma and potential repercussions (workplace, social, cultural), lack of competence and confidence, and/or lengthy process and procedures (Kelloway, 2016). Lack of competence linked to deficits in executive functioning in individuals with a mental disorder experience is an important barrier to consider. For example, "difficulties with planning make it challenging to complete tasks, follow instructions, and organize activities" (Silverstein, 2018). For employers

(including churches and Christian schools) to respond appropriately to the mental health conditions of employees it is essential they have policies and a plan. Church leaders should know when prayer is appropriate and when evidence-based support, interventions, and accommodations are. Using a "trauma informed" and "faith" lens, the authors will present and facilitate the development of possible strategies church administrators, employers, supervisors, agencies, and/or institutions (Christian) could implement to improve disclosure and success among employees with a mental health condition.

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Sally Lindsay, E. C. (2018). A Systematic Review of Barriers and Facilitators of Disability Disclosure and Accommodations for Youth in Post-Secondary Education. *International Journal of Disability, Development and Education*, 526-556.

Shengli Dong, O. E. (2021). Barriers and facilitators to requesting accommodation among individuals with psychiatric disabilities: A qualitative approach. *Journal of Vocational Rehabilitation* , 207-218.

Presenter Bio (s):

1: Professor Twyla E. Smith, MSW, LLMSW, is Director of Field Education for Andrews University School of Social Work, received her MSW in 2008 (also from Andrews University). Before joining the faculty in 2013, Professor Smith was responsible for operations which included human resources, program and organizational development, and outcomes evaluation for a medium sized health and human services agency in Southwest Michigan. She has experience doing presentations, trainings, and facilitating groups for boards, groups, and at professional conferences.

2:

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Workshop Title:

Transgender Mental Health Pre-Post-Gender-Affirming Surgery: Risk & Benefit

Workshop Presenters: ArcelitoGlorioso, ,

Workshop Abstract: This session will present a biblical lens for Christian social workers to respond to transgender mental health risks and benefits during the pre-post-gender-affirming surgery. By integrating God's gift of free will and love along with honoring a person's self-determination, this will help to inform practice and treatment of transgender individuals.

Learning Objectives:

- 1: Learn the importance of evidence based research of the mental health benefits and unintended consequences of gender-affirming surgery and risks of prohibitions.
- 2: Apply a biblical lens of free will and compassion to prevent prohibitions against clinical provisions that honor transgender self-determination.
- 3: Share a vision to reconcile the dividing worldviews of Christianity and LGBTQIA+ by applying the Grand Design Framework by intentionally working towards shalom.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: This session will present a biblical lens for Christian social workers to respond to transgender mental health risks and benefits during the pre-post-gender-affirming surgery (GAS). By integrating God's gift of free will and to love your neighbor as yourself along with honoring a person's self-determination to seek gender congruence, this will help to inform practice and treatment of transgender individuals.

The faith based component will draw from the biblical metanarrative of the Grand Design Conceptual Framework by bridging the divide between the Christian worldview and the secular worldview of the LGBTQIA+ community to intentionally reach the pinnacle of

shalom or increase the aggregate societal welfare and peace.

Despite the Christian proclivity to denounce GAS, research indicates that there is a significantly higher risk for suicide attempts in trans individuals who are prevented from receiving GAS versus high rates of satisfaction and improved mental health when they receive GAS. Moreover, God gives both Christians and non-Christians free will by allowing access to both the tree of life and the tree of good and evil in Eden, which ought to parallel our clinical provisions to the trans community.

Transgender and gender diverse (TGD) individuals are a vulnerable population often marginalized by stigma, stereotypes and a general lack of public knowledge. Unfortunately, there is a dearth of literature regarding unintended mental health consequences for TGD individuals after receiving GAS. To fill this knowledge gap, guided by Prisma systematic review guidelines, this study conducted a systematic literature review of scientific journal articles published from 2000 to 2022 which captured mental health outcomes post GAS. The initial literature search of published studies on GAS yielded 156 articles and the final results yielded 13 studies internationally. For example, although there were methodological errors, a Swedish study noted rates of morality, suicide attempts, and suicide post sex reassignment relative to a control population (Dhejne, 2011). Additionally, studies in Taiwan, Canada, and Netherlands identified feelings of regret post-GAS and dissatisfaction (Grift et al., 2018; MacKinnon et al., 2021; Shen et al., 2022).

Most importantly, the focus of GAS risks for suicide attempts are most high during the perioperative transition period or before GAS (Landen, 2020). In Australia, a study noted that 49% of trans individuals who experienced cancelation or had their GAS postponed were three times more likely than the national rate to report thoughts of self-harm or suicide (Zwickl, 2021). Lastly, we ought to highlight that the risks of suicidal ideation and suicide attempts are more significant pre-GAS rather than post-GAS.

Attendees will also be encouraged to attend the workshop entitled “Part of the Big Story: God’s Grand Design to Meet the Grand Challenges for Social Work – A Conceptual Framework” on date/time.

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Presenter Bio (s):

1: Arcelito Glorioso, MSW, ACSW in Riverside, CA. He is currently employed as an ACSW Clinician. He obtained a Bachelor's degree in Legal Studies with high honors at the University of California, Berkeley in 2016. Additionally, he obtained a Master of Social Work at California Baptist University in 2023 where he obtained the Outstanding Graduate Student Award.

Arcelito recently presented at the Western Psychological Association Conference 2023 and presented his research on the “Systematic Literature Review of Unintended Mental Health Consequences of Post-Gender-Affirming Surgery within the Trans Community: What We Know and Where to go from Here?”. He has professional experience providing individual and group therapy to teen and adult LGBTQIA+, specifically transgender, with the goal of reducing depression, stress, and anxiety along with case managing medically fragile at-risk youth.

2:

3:

Workshop Title:

Co-parenting with Care and Confidence

Workshop Presenters: James Gunter, Kim Olson,

Workshop Abstract: A co-parenting communication program was developed to provide communication skills, knowledge, and resources to help individuals and co-parents gain self-awareness, relationship management skills, and tools to reduce conflict. The program is interactive and experiential to help learn and practice the tools shared throughout the program.

Learning Objectives:

- 1: Gain tools and resources to provide co-parents to improve emotional intelligence, conflict resolution, and communication strategies.
- 2: Learn ways to build a co-parenting program with low-cost resources.
- 3: Increase understanding of ways to improve positive co-parenting interactions.

Level of Presentation: Basic (Students and BSW Level)

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

Workshop Description: Co-parenting Communication Tools Program

Session 1: Panel Discussion of Professionals who work in or provide support for Family Court

Session 2: Emotional Intelligence

Session 3: Who Am I? Gaining Self-Awareness of Personality Style

Session 4: Healthy Conflict Management

Session 5: Creating Co-parenting Strategies Focus on Putting Children First

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Presenter Bio (s):

1:James Gunter is the Executive Director of Present Pillars. James' mission is to build stronger families through responsible fatherhood. In addition, Present Pillars promotes a culture of normalcy through excellence in fellowship, health, finance, advocacy, and education,

2:Kim Olson is a Sr. Organizational Development Specialist with Corewell Health. She has worked in the healthcare setting for over 15 years providing coaching, mentoring, professional and leadership development for individuals and teams. Kim is passionate about the psychology of the workplace and creating a work environment where all employees thrive.

After providing a workshop for a Leadership Development program within the community James Gunter connected with Kim to see if she would be interested in sharing the same information for a co-parenting group. Kim and James developed five co-parenting sessions to provide tools, skills, and resources to improve self-awareness, conflict and communications, and co-parenting strategies.

3:

Workshop Title:

ACT and Biblical Teachings: A Breakfast Club Discussion to Empower Women

Workshop Presenters: Lawanda Warnsley-Parrett, ,

Workshop Abstract: Acceptance and Commitment Therapy (ACT) bridged with Biblical teachings has impacted a community women's breakfast club discussions. This workshop will review the opportunities/challenges of ACT and Biblical teachings as a means of promoting women's empowerment and healing. The use of a therapeutic technique within this setting will be examined.

Learning Objectives:

- 1: 1. Articulate the six processes of ACT and use biblical teachings that will promote empowerment and healing through suffering
- 2: 2. Identify interventions/biblical teaching opportunities that can generate group discussions
- 3: 3. Identify barriers/limitations to using ACT and biblical teachings and integrate a redress:

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: According to Positive Psychology, (Jo, 2022), Acceptance and Commitment Therapy (ACT) has been hailed as one of the third-generation wave of mindfulness-based cognitive-behavioral therapies and is an empirically supported treatment developed by Stephen C. Hayes and cofounder Kirk Strosahl in 1982. Its components focus on mindfulness, acceptance, metacognition, emotion, dialectics, and the therapeutic relationship.

The Christian's value system is predicated on the teachings of Jesus Christ. It is this value system that one's spiritual walk can be viewed as supplying purpose and meaning to our daily lives. Several aspects of ACT ascribe to the Christian value system while offering "processes and intervention techniques" (Yavuz, 2016), when purpose and meaning becomes unclear and is marred with suffering. Unlike traditional Cognitive Behavioral Therapy (CBT), where emphasis is placed on changing maladaptive thoughts, ACT embraces all thoughts as part of the lived experience (Rosales, 2016).

Since its development, ACT draws the attention from the faith-based community recognizing its overlapping and useful benefits relating to biblical teachings (Lee, 2018). In a book written by Knabb (2023), he incorporated ACT with biblical teachings and the outcomes were very promising prompting further research.

The community based, faith-based women's breakfast club has been very successful building a bridge between ACT and biblical teachings. Discussions have addressed church hurt that left bleeding cartilage in its wake, relationship issues, and, but not limited to, gender-specific issues. Examining this breakfast club will supply the model for discussion. During this presentation

participants will (1) discuss the six processes of ACT: (2) explore intervention opportunities, and (3) identify barriers/limitations to using ACT and Biblical teachings.

Bibliography: Jared, P. (2018). A Handbook for Acceptance and . Brigham Young University.

Jo, N. (2022). ACT Therapy Techniques: 14+ Interventions for Your Sessions. Positive Psychology.

Knabb, J. J. (2023). Faith-Based ACT for Christian Clients: An Integrative Treatment Approach. New York: Routledge.

Knoll, I. D. (2023). Jesus-Focused Acceptance and Commitment Therapy: A Therapeutic Program for Childhood Trauma. Regent University ProQuest Dissertations Publishing.

Lee, A. C. (2018). Acceptance and Commitment Therapy: A Mindful and Acceptance-Based, Value-Driven Approach to Human Flourishing With Christian Spirituality Considerations. Biola University ProQuest Dissertations Publishing.

Rosales, A. &.-Y. (2016). Acceptance and Commitment Therapy (ACT): Empirical Evidence and Clinical Applications from a Christian Perspective. Journal of Psychology and Christianity, 269-275.

Yavuz, O. N. (2016).). Building a bridge between spirituality/religion with acceptance and commitment therapy. Context Press.

Presenter Bio (s):

1:Lawanda Warnsley-Parrett, LCSW, LCAC works as a medical social worker/therapist in geriatric psychiatry. She holds two Masters, MPA and MSW, from Indian University 1998 and 2016. Lawanda has worked in the field of criminal justice and mental health over thirty years. She is a presenter for the National Pace Association Education since 2021and the Calumet Area Women's Association since 2017.

2:

3:

Workshop Title:

Promoting Sustainability in Social Work: Perspectives of Educators/Students

Workshop Presenters: AlinaBond Chan, HeatherDeal, WillWard

Workshop Abstract: This panel presentation will provide social work educators and students with information about how to promote and support sustainability within the social work profession. This includes a discussion on the core areas of self-care including physical, mental, emotional, and spiritual. Practical tools will be provided for both educators and students.

Learning Objectives:

- 1: Define the core components of professional sustainability in the social work profession and discuss how to apply these in social work programs.
- 2: Review the Code of Ethics and EPAs to identify the individual, educational, and organizational responsibilities to support and promote self-care.
- 3: Develop a plan to promote professional sustainability within their social work programs.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Educators, Students

Workshop Description: Both the NASW Code of Ethics (2021) and the CSWE Educational Policy and Accreditation Standards (EPAs) (2022) emphasize the importance of social workers intentionally caring for their well-being. The responsibility for ensuring professional and personal self-care is placed on individual social workers as well as social work organizations and educational institutions. Self-care is understood as practices and activities that individuals can take part in to continue and increase their overall health and well-being. Students that utilize self-care practices report reduced stress and burnout as well as improved well-being. However students struggle with consistently applying practices that promote this well-being. As a result, recent literature supports the importance of providing opportunities throughout the curriculum to develop and practice self-care.

The purpose of this panel presentation is to provide social work educators and students with recent literature on promoting sustainability in the social work profession through the integration of self-care practices and plans through the implicit and explicit curriculum. The panel presenters hold dual roles as social work professionals who are both educators and students. From this perspective they will share practical experience on how they practice and advocate for self-care as students and how they promote self-care as educators in the classroom.

Outline

Overview of NASW Code of Ethics and CSWE EPAs related to self-care- 15 mins

Self-care in the educational institution- 10 mins

Examples of applying self-care as dual students/educators- 10 mins

Practical application of developing self-care practices including integration of spirituality- 15 mins

Question and Answer for panelists- 10 mins

Bibliography: Agllias, K. (2012). Keeping safe: teaching undergraduate social work students about

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Presenter Bio (s):

1:Alina is a Licensed Clinical Social Worker with 20 years of experience working in a variety of settings including community mental health, school social work, clinical supervision, and training on trauma, mental health, and substance use. She currently teaches as an Instructor in the Drug and Alcohol Counseling program at UCLA Extension and as an Adjunct in the MSW program at Azusa Pacific University. She recently returned to school to work on her PhD at Baylor University's Garland School of Social Work where her research focus is on

trauma-informed higher education. Alina lives in Long Beach, CA with her husband and four young children.

2:Heather has 15 years' experience in fundraising for faith-based nonprofits. She currently lives in Waco, TX and serves as the Director of Development for Baptist Women in Ministry. She also teaches as an adjunct in Baylor University's MSW program. Prior to that she served for four years as the Director of Development for the Diana R. Garland School of Social Work at Baylor University. Prior to her time at Baylor she served in various fundraising positions for Habitat for Humanity NYC, the General Board of Global Ministries of The United Methodist Church, and Rauschenbusch Metro Ministries in the Hell's Kitchen neighborhood of New York City. Heather received her Bachelor's degree from Campbellsville University, Master of Divinity from George W. Truett Theological Seminary at Baylor, and Master of Social Work from the Diana R. Garland School of Social Work at Baylor.

3:Will Ward is a Licensed Clinical Social Worker and ordained minister with over 10 years of experience working with children, adolescents, and their families in school-based, congregational, and community settings. He is currently a Clinical Social Worker with Transformation Waco, an in-district charter partnership with Waco ISD, where he provides individual and group therapy to children aged 3 – 5th grade. He also teaches as an adjunct in Baylor University's MSW program. Will is interested in how religion and spirituality can be utilized ethically in work with LGBTQ children, adolescents, and young adults. He holds a bachelor's degree from Williams Baptist College, an M.Div. from Truett Seminary at Baylor University, and a Master of Social Work from the Diana R. Garland School of Social Work at Baylor.

Workshop Title:

ACT and Biblical Teachings: A faith-based women's community breakfast club

Workshop Presenters: Lawanda Warnsley-Parrett, ,

Workshop Abstract: Acceptance and Commitment Therapy (ACT) bridged with Biblical teachings has impacted a community women's breakfast club discussions. This workshop will review the opportunities/challenges of ACT and Biblical teachings as a means of promoting women empowerment and healing. The use of a therapeutic technique within this setting will be examined.

Learning Objectives:

- 1: 1. Articulate the six processes of ACT and use biblical teachings that will promote empowerment and healing through suffering.
- 2: 2. Identify interventions/biblical teaching opportunities that can generate group discussions.
- 3: 3. Identify barriers/limitations to using ACT with biblical teachings and integrate a redress.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: According to Positive Psychology, (Jo, 2022), Acceptance and Commitment Therapy (ACT) has been hailed as one of the third-generation wave of mindfulness-based cognitive-behavioral therapies and is an empirically supported treatment developed by Stephen C. Hayes and cofounder Kirk Strosahl in 1982. Its components focus on mindfulness, acceptance, metacognition, emotion, dialectics, and the therapeutic relationship.

The Christian's value system is predicated on the teachings of Jesus Christ. It is this value system that one's spiritual walk can be viewed as supplying purpose and meaning to our daily lives. Several aspects of ACT ascribe to the Christian value system while offering "processes and intervention techniques" (Yavuz, 2016), when purpose and meaning becomes unclear and is marred with suffering. Unlike traditional Cognitive Behavioral Therapy (CBT), where emphasis is placed on changing maladaptive thoughts, ACT embraces all thoughts as part of the lived experience (Rosales, 2016).

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Jo, N. (2022). *ACT Therapy Techniques: 14+ Interventions for Your Sessions.* Positive Psychology.

Knabb, J. J. (2023). *Faith-Based ACT for Christian Clients: An Integrative Treatment Approach.* New York: Routledge.

Knoll, I. D. (2023). *Jesus-Focused Acceptance and Commitment Therapy: A Therapeutic Program for Childhood Trauma.* Regent University ProQuest Dissertations Publishing.

Lee, A. C. (2018). *Acceptance and Commitment Therapy: A Mindful and Acceptance-Based, Value-Driven Approach to Human Flourishing With Christian Spirituality Considerations.* Biola University ProQuest Dissertations Publishing.

Rosales, A. &.-Y. (2016). *Acceptance and Commitment Therapy (ACT): Empirical Evidence and Clinical Applications from a Christian Perspective.* *Journal of Psychology and Christianity*, 269-275.

Yavuz, O. N. (2016).). *Building a bridge between spirituality/religion with acceptance and commitment therapy.* Context Press.

Presenter Bio (s):

1:Lawanda Warnsley-Parrett, LCSW, LCAC works as a medical social worker in geriatrics psychiatry. She holds two Masters, MPA and MSW, from Indian University 1998 and 2016. Lawanda has worked in the field of criminal justice and mental health over thirty years. She is a presenter for the National Peace Association Education since 2021 and the Calumet Area Women's Association since 2017.

2:

3:

Workshop Title:

Mindful Self Compassion Training for Trauma and Stressor-Related Injuries

Workshop Presenters: Alan Lipps, Kayla Wilkins,

Workshop Abstract: This workshop will cover the empirical support for Mindful Self-Compassion training as an intervention for trauma and stressor-related disorders. Following presentation of the empirical support, participants will experience some of the core components of mindful self-compassion training.

Learning Objectives:

- 1: Discuss the effectiveness of mindful self-compassion training for alleviating symptoms of traumatic stress (e.g., self-criticism, depression, anxiety, shame).
- 2: Appreciate mindful self-compassion as a useful addition to traditional talk therapies or as a stand alone treatment model for self-criticism and associated emotions.
- 3: Use mindful self-compassion as an alternative to self-criticism.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: Survivors of interpersonal trauma frequently develop a very self-critical inner voice. This inner critic can be brutal and is associated with many of the negative emotions experienced by survivors of interpersonal trauma. Unfortunately, this self-criticism frequently results in isolation and disconnection from other people at a time when social support is essential for recovery. Poly-vagal theory proposes that self-criticism is experienced as a threat, and that the human body shifts into a sympathetic aroused affective state to prepare to either fight, flee, or freeze to manage the threat. As social engagement is necessary to heal from traumatic stress, and the social engagement system is offline when the body senses danger, restoration of the social engagement system is a necessary part of recovery from traumatic stress. Mindful self-compassion training helps to restore the body to a state of safety and social engagement.

Mindfulness helps restore social engagement by helping a person relax and focus their mind in the present moment. Mindfulness involves rising above mindless wandering and self-critical thoughts by placing the mind of the person in the role of observer. By uncritically, and non-judgmentally observing thoughts, those thoughts cease to be threatening.

Along with mindfulness, self-kindness and common humanity are essential components of Dr. Kristen Neff's self-compassion model. Self-kindness is shown by several studies to lessen symptoms of depression, anxiety, and shame and to increase well-being. The common humanity component emphasizes the connection all humans share through the acceptance of suffering as a universal human phenomenon. Unlike some therapies that emphasize changing thinking, mindful self-compassion training emphasizes self-acceptance and self-transcendence.

This presentation will introduce participants to the mindful self-compassion training model developed by Dr. Kristen Neff. The presenters are not affiliated with Dr. Neff and this workshop will not substitute for her mindful self-compassion core-skills training program. Instead, presenters have researched this model using systematic review and meta-analysis and believe it to be an exciting and effective alternative or addition to traditional talk-therapies.

After presenting some empirical support to substantiate the effectiveness of this model, presenters will experientially guide participants through some of the core components of mindful self-compassion training. Participants will be guided through mindful breathing exercises designed to relax the body and focus the mind in the present moment. Participants will be guided into their own experience of self-compassion through meditations focusing on self-kindness. Participants will be invited to discuss their experience, thoughts, concerns, expertise and other pertinent matters.

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van der Kolk, B. A. (2014). *The body keeps the score: Mind, brain and body in the transformation of trauma*. Allen Lane.

Presenter Bio (s):

1: Alan Lipps holds a Bachelor of Science (BS) degree in ministry and a Masters of Marriage and Family Therapy (MMFT) degree from Abilene Christian University. He also has a Master of Science degree in Social Work (MSSW) and a Doctor of Philosophy (PhD) degree in Social Work from the University of Texas at Arlington. His practice areas have been clinical social work and addictions. He is currently a professor at Abilene Christian University and is in private practice in Abilene Texas.

2: Kayla Wilkins lives in Los Angeles California and is a 2023 graduate of the Master of Science in Social Work program at Abilene Christian University. She completed a systematic review and meta-analysis of mindful self-compassion training for the treatment of posttraumatic stress disorder. She currently works with the homeless population in Los Angeles and is passionate about helping people recover from traumatic experiences.

3:

Workshop Title:

Collisions in the Classroom: Searching for solutions when traumas collide

Workshop Presenters: KevinModesto, Colleen Jensen Cook, MarkAmacher

Workshop Abstract: Trauma has come to the classroom. Higher education has seen significant increases in students experiencing trauma and mental health crises, forcing educators to become social workers, despite their lack of skills and training. This interactive workshop will explore the collisions in the classroom and provide a framework for action.

Learning Objectives:

- 1: Assess potential risk factors for traumatic issues in the classroom.
- 2: Devise strategies to engage and diffuse the situation.
- 3: Create safe and caring curricula and classrooms.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Trauma has come to the classroom. Higher education has seen significant increases in students who have experienced personal trauma and mental health in the last decade (Ezarik 2022, Greenberg 2022). According to the 2022 Student Voice Survey (SVS), 22% percent of students reported their mental health as poor compared to 9% who reported excellent mental health. The impact of the crisis can be seen through collisions in the classroom, forcing educators to become social workers, despite their lack of skills, knowledge, and training. This interactive workshop will explore case studies where the interaction between student traumas and stressors crash in the classroom forcing the professor to intervene despite their limited training. This workshop hopes to create a conceptual framework for action.

Key Topics: This workshop will explore the challenges of addressing the trauma embedded in our classrooms, reflect on the professional use of self, suggest a conceptual framework for creating safe, affirming, and inclusive classrooms and identify key risk and protective factors, of which faith appears to be central.

Religion and Spirituality: Religion appears to be a significant protective factor for students facing mental health in higher education. The Student Voice Survey (2022) found that religious students tended to report higher levels of excellent mental health and lower levels of poor mental health, with Catholics showing the most promising outcomes. While this study is not in any way conclusive it demonstrates the potential benefits of religion and spirituality in creating a safe space to address the struggles current students encounter.

Literature: The concepts shared in this presentation will be drawn from the most recent scholarly literature on trauma informed pedagogy (Pemberton, 2021). Attention will be given to professional use of self and personal triggers that may diffuse or exacerbate issues in the classroom. Suggest structures for preventing issues and creating a safe space in the classroom, one of which is the CHILL method (Bailey, 2022). And reflect on the theological and religious implications that can impact our teaching (Crumpton 2017, Davidson, 2021).

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Lessons from theory and clinical practice. *Psychological Trauma: Theory, Research, Practice, and Policy*, Special Issue: Trauma-Focused Training and Education. 3(3), 223-228.

Presenter Bio (s):

1:Kevin Modesto is Co-Chair and Professor of Sociology, Social Work, and Family Sciences at Point Loma Nazarene University in San Diego, CA. He holds a PhD (2006) and MSW (2002) from the University of North Carolina, Chapel Hill, a Master of Art in Theological Studies (1992) from Palmer Theological Seminary, and BA (1988) in History from Eastern Nazarene College. He has over 15 years of practice experience in congregational and faith-based community development in urban areas.

2:Colleen Jensen Cook, Assistant Professor of Social Work at Point Loma Nazarene University in San Diego, CA earned her MSW from Boise State University and her BSW from Northwest Nazarene University. Colleen has extensive experience including working with children and families, care planning for older adults living with Alzheimer's Disease and Related Dementia, facilitating support groups, doing public speaking on Medicare Part D to professionals and consumers, navigating barriers for dual eligibles (people with Medicare and Medicaid) to receive health services, and assisting with program development and grant writing. In 2021, she became a Certified Care Manager with the Academy for Certified Care Managers and earned her LCSW, she has provided individual therapy to adults of all ages.

3:Mark Amacher received his MSW from California State University, Stanislaus and BSW from Point Loma Nazarene University. He is a Development Facilitator for Child Welfare Services at San Diego State Research Foundation and serves as an Adjunct Professor of Social Work at Point Loma Nazarene University. He has extensive experience in collaborating with diverse individuals, families, and groups, including those who are unhoused, Child Welfare Services, and K-12 school settings, Mark's areas of interest include social service delivery policy for children, transitional aged youth, and families in Foster Care as well as poverty reduction strategies for those living in rural communities.

Workshop Title:

Marginalized yet Mobilized: A Congregational Case Study

Workshop Presenters: JanetFurness, ,

Workshop Abstract: Indigenous worshipers, unjustly marginalized, resigned, and seeking to avenge effects of criminal industrial toxic waste, surprised a visiting social worker who witnessed their creativity, solidarity and capacity development. This compelling case study displays a congregation's efforts and its movement to memorialize and serve one another.

Learning Objectives:

- 1: ...embrace environmental injustice and its sources as prevalent among indigenous groups whose culture and history are ignored, dishonored, and marginalized.
- 2: ...acknowledge the many obstacles standing in the way of congregations constructing just solutions with oppressed indigenous groups.
- 3: ...articulate the value of welcoming indigenous neighbors into congregations and honoring their history, culture, and struggles.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

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

Workshop Description: PROPOSED PRESENTATION - "I was merely the audience for this phenomenon."

With these words, the presenter describes a Sunday morning event at church where an indigenous tribes lives with the deeply ingrained and indelible effects of industrial toxic waste dumping generations ago. They wear resignation as Sunday outfits. Impoverishment, isolation, health and education disparities, and inter-familial rivalries reign over this forgotten group. Weekly worship brings them together with others in the parish of one of the oldest Episcopal congregations in the state. Bearing common burdens, though not always in unity, were nursing faculty from a local state college, social workers from community agencies, an educator intent on leading parent support groups, a Jewish researcher who is also liaison between Major City University Hospital Medical School, and justice-oriented clergy struggle to address a plethora of problems endemic to such an oppressed group. Water testing, blood samples, body scans and other diagnostic assessment tools search for causes of the cancers and tumors killing their children and loved ones. They wish for prevention. Clean-up is costly. Cover-up costs more lives. 35,000,000 people are at risk in a nearby major metropolitan area where water supplies flow in jeopardy. Anxieties overshadow any hopeful teamwork or even agreement on goals.

On this Sunday morning, an organic display of human vulnerability turned into innovation, voice, unity, solidary, and community empowerment. Race, gender, ethnicity, religion, economic

difficulty, and historic location had an impact on communication and collaboration. Capacity development could enrich the impact of the congregation's mission if its own fragmentation could be surmounted. The power of one person's authentic vulnerability lay open to all in the congregation her own reticence and anxiety to solve a problem together: How could the Chair of Community Outreach create wellness classes that comply with the funder's expectations and still serve the community effectively? Would a narrow funding purpose around death and grief support adequately accomplish the community's broader goals? The clothes of resignation and victimization transformed into mobilization. The notion of the funder suddenly embodied multiple topics that could widen opportunities without losing funds. A revised purpose showcased the best of brain-storming, and sowed seeds of solidarity. Concrete support for the Community Outreach Chair demonstrated the community's nascent desire to lean in together with innovative contributions and ownership by the congregation. Using clips from an HBO series, this workshop will summarize the history of the plant disaster and reveal family testimonials about physical and emotional impact. In those Sunday morning moments, stagnation, resignation, and impoverishment were transformed into mobilization for action.

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Presenter Bio (s):

1:Dr. Janet Furness grew to love the indigenous community at the Church of the Good Shepherd where she was organist and viewed the peaks and valleys of their historically fraught relationships. Today she shares a congregational case study contextualized by the irreversible effects of toxic waste dumping, a condition duplicated many times over in indigenous communities across the USA. Dr. Furness earned her B.S. in Bible Social Work at Philadelphia College of Bible, her M.S.W. in administration, policy, and planning from Rutgers University, and a Doctor of Education from the University of Rochester, NY. Before entering higher education full-time, she directed a child welfare agency at a rescue mission in Newark, NJ and led volunteer programs at NJ's Mental Health Assoc where she also became Statewide Advocate for Children's Mental Health. Congregational SW is in her DNA.

2:

3:

Workshop Title:

Lessons in Social Determinants of Health from Urban Social Work Practicum

Workshop Presenters: Micah Hughes, Leslie Whitfield,

Workshop Abstract: Social Determinants of Health include the conditions in which communities and individuals are born, grow, work, and age while including systems and forces impacting daily life. This panel provides interdisciplinary scholarship from social work, public health, and theological faculty & student perspectives from Baltimore city.

Learning Objectives:

- 1: Articulate some of the public health, social work, and theological significance of social determinants of health with reference to current scholarship.
- 2: Overview challenges, obstacles, and opportunities of urban BSW practicum experiences as related to SDoH in diverse communities of Baltimore City.
- 3: Describe the multicultural and polycultural intersectionality of social determinants of health with anecdotal evidence from multiple agencies in Baltimore City.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: A) This faculty and student panel will first provide baseline definitions of Social Determinants of Health (SDoH) with applications to CSWE Social Work Competencies before engaging in a larger conversation. The panel will then provide anecdotes, observations, and insights gathered by Messiah University, Elizabethtown University, Morgan State University, UNC Chapel Hill, and Wheaton College students and alumni from learning experiences in Baltimore City. Thirdly, the panel will provide insights from 160 to 450 hour practicum experiences with the Salaam Center (working with Arabic-speaking communities), the Helping Up Mission (working with Spanish-speaking communities), and the Stillmeadow Urban Peace Park (working with multicultural community members) of Baltimore City. Lastly, the panel will illustrate varied challenges to and applications of SDoH from diverse student, recent alumni, and faculty perspectives to provide a nuanced and interdisciplinary presentation of applications.

B) Students and Faculty will share from varied faith and spirituality perspectives representing faith applications from diverse agencies of Baltimore City and from learning experiences from the Baltimore Urban Studies program. The Baltimore Urban Studies program is a Christ-Centered faith-based organization accredited through Messiah University.

C) Panelist will present insights informed by the intersectionality of health disparities, critical insights of urban multiculturalism, and transformative learning pedagogies.

D) Faculty panelists have experience presenting at multiple academic venues and have coached young scholars and recent alumni to present with cultural humility and critical awareness in accordance with academic ethical practice.

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Presenter Bio (s):

1:a) Micah S. Hughes, PhD, MSc

b) Academic Director and Associate Professor, Baltimore Urban Studies, Living and Learning International

c) PhD in Education, Ashford University, Chandler, AZ., Master of Science in Biotechnology, Rush University, Chicago, IL., Bachelor of Arts Interdisciplinary Studies of Anthropology and Biology, Wheaton College, Wheaton, IL.

d) No Current License

e & f) Previous professional experience: Co-Directing the Baltimore Urban Studies (2020 – 2023), Uganda Christian University and presenting at Council for Christian Colleges and Universities Institutions (2016 – 2020 Dordt University, George Fox University, Taylor University, Westmont College, Wheaton College, and others), Teaching at Denver College of Nursing (2011 – 2016), Presented research at Rush University Medical Center and Rush Alzheimer’s Disease Center (2006 – 2012).

2:a) Leslie Whitfield, MSW, MPH

b) Internship Coordinator and Assistant Professor, Baltimore Urban Studies, Living and Learning International

c) MSW University of North Carolina Chapel Hill, Chapel Hill, NC, BA Sociology, Wheaton College, Wheaton, IL

d) No Current License

e & f) Previous professional experience: Behavioral Health Therapist (2022 – present) & Social Worker at Inova Health Systems (2016-2023), Social Worker at DC Child and Family Services (2008-2010), Social Work Case Manager at YWCA (2006-2008); Trauma group therapy facilitator (2020-2023),

3:

Workshop Title:

“Psychosis and Hyper-religiosity”

Workshop Presenters: Rachel Taylor, ,

Workshop Abstract: What is psychosis? What is hyper-religiosity? How do the two interact and how can clinicians walk alongside patients experiencing both? How can a clinician support a patient's sense of holy if their relationship with holy is entwined with their diagnosis? This workshop will engage with these questions and more.

Learning Objectives:

- 1: Understand different ways psychosis can present in patients as well as how prevalent it is
- 2: Reflect on how hyper-religiosity can be a challenge or a gift to a patient - and discuss how to distinguish how it is presenting itself
- 3: Explore strategies to work with patients' hyper-religiosity (instead of against it)

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Psychosis is a brain disorder in which a person experiences hallucinations, delusions, and confused thinking. An episode of psychosis is often a confusing and scary time, and patients and family members may not know where to turn for help. It may be difficult for a person and their family to recognize that the changes in thinking and behavior are psychosis. Even when recognized, it may be difficult to know where to turn. The good news is: psychosis is treatable, especially in its early stages. But how can clinicians of faith best treat patients for whom hyper-religiosity is a part of how they experience their diagnosis? Where is the line between religious and hyper-religious? How can a clinician support patients who are developing a healthy relationship with their own sense of the holy, especially if that sense of the holy has been a source of pain in the past? How can a clinician best support hyper-religious patients who belong to a faith that the clinician does not share?

This interactive workshop will begin by defining psychosis and offering a brief overview of common co-occurring diagnoses and current best evidence-based practices. We will also explore how patients experiencing psychosis engage with their faith (including some case studies) and how clinicians typically define and respond to hyper-religiosity. We will then examine stories of people of faith throughout history who may meet the clinical definition of hyper-religiosity

and/or psychosis and explore how (or if?) those stories have any bearing on how we support patients. This presentation will not attempt to draw neat and tidy conclusions or recommendations, but will attempt to open up a space in which clinicians can support each other as they wrestle with how to respect their patients' faith journeys while remaining fully committed to their recovery.

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Presenter Bio (s):

1: Rachel Taylor, MDiv-LCSW-A, is a therapist at UNC Chapel-Hill's Encompass (First Episode Psychosis) and STEP (Schizophrenia, Treatment, and Evaluation Program) clinics in Raleigh, NC. She also serves as Director of Family Faith Formation at St. Giles Presbyterian Church. Previously, she has served as Children's Services Coordinator at a family homeless shelter, Intergenerational Pastor at Raleigh Mennonite Church, and a Home Visitor with Early Head

Start. She is certified in Attachment and Biobehavioral Catch-up (Infant and Toddler versions) and rostered in Parent-Child Interaction Therapy. She graduated from UNC-Chapel Hill's School of Social Work and Duke Divinity School in 2015 and has presented at NC Center for Afterschool Program's Synergy Conference, NC Infant Mental Health Association annual conference, and Child Care Services Association's annual conference.

2:

3:

Workshop Title:

How to Address Whiteness in Churches: A Facilitated Discussion

Workshop Presenters: SommerBlair, ,

Workshop Abstract: This presentation covers the issues of the “multiracial church,” demonstrating many are dominated by whiteness. Interviews with pastors of different congregational racial types are discussed and a conversation will be facilitated around the role social workers should play in the segregated American church moving forward.

Learning Objectives:

- 1: discuss the implications of the segregated American church and its effects on both People of Color and white people.
- 2: work with individual clients looking for churches to provide support in finding a congregation that will best support their needs.
- 3: provide support on an institutional level to church leaders attempting to diversify their congregations.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders

Workshop Description: Over 60 years ago, Martin Luther King Jr. declared the 11 a.m. Sunday morning hour, “the most segregated hour in America” because of the makeup of the average American church (Kuruvilla, 2021). Since this time, many churches have attempted to take part in “racial reconciliation” (Kuruvilla, 2021; Robertson, 2018; Sullivan, 2022), with 88% of pastors believing diversity in church should be a priority (Sullivan, 2022). Multiracial churches, in general, have seen an increase (Sullivan, 2022), despite still representing only 14% of total American churches (Cotto, 2022; Vazquez, 2016). There are several issues facing what may seem like promising growth; the first being that multiracial changes are having a one-way impact on monoracial churches (Gjelten, 2020). While People of Color have left their home churches to participate in racial reconciliation, white people have not done the same. Some view this as a direct result of white supremacy, since whites appear still struggle with People of Color being in leadership positions of authority (Barron, 2016). Another noted issue facing multiracial churches, is that People of Color are often forced to forfeit pieces of their culture—music, attire, even preferred length of service—in sacrifice for participation in a predominantly white church (Barron, 2016; Gjelten, 2020). Lastly, multiracial churches often still do not recognize racial issues around the country, with preachers from the pulpit praying for conflicts overseas or deaths caused by natural disasters, but refusing to acknowledge the overwhelming number of Black human beings killed by police (Robertson, 2018). A review of research suggests that while multiracial churches may be on the rise, these churches are diverse in demographics alone, and are still dominated by whiteness (Gjelten, 2020), functioning under color-blind racism approaches (Hearn, 2009).

To come to a consensus of what can be done to resolve the issues presented in the research, I interviewed three pastors in the Pittsburgh area to understand their views of this problem. Each

pastor's congregation represented a different racial makeup—one predominantly white church, one predominantly Black church, and one multiracial church. The concerns of whiteness dominating multiracial churches is discussed. Further, the qualitative data retrieved from the interviews gave insight on what could possibly be done as next steps from church leaders' perspectives. After the literature and data collection is presented, a discussion will be facilitated regarding what social workers can do moving forward in a professional and personal capacity to confront segregation in the American church. Implications will be addressed of how social workers can work with individual clients looking for churches, as well as social workers working on an institutional level with church leaders. The discussion had will be utilized to inform future social work research and practice in this area moving forward.

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Presenter Bio (s):

1: Sommer C. Blair, LSW, LMSW, is a doctoral student in the University of Pittsburgh School of Social Work mentored by Dr. James Huguley and working with his Parenting While Black Project. Sommer received her master's in social work from the University of South Carolina School of Social Work (2019) with a graduate certificate in Drug and Addiction Studies, in Columbia, SC, and her bachelor's in history from North Greenville University (2017) in Tigerville, SC. Her current research focus is identifying the most effective ways for white people to become engaged co-conspirators to People of Color. Sommer is interested in better understanding the role whiteness plays in interracial relationships, places, and spaces of all kinds. She would like to develop novel ways of participating in effective co-conspiratorship through research, policy, and practice.

2:

3:

Workshop Title:

Faith and measures of organizational success among social workers

Workshop Presenters: OmotolaAkinsola, ,

Workshop Abstract: This study aims to assess the association between religion and burnout, organizational commitment, and work satisfaction. For this cross-sectional survey among practicing U.S. social workers (n=1,668), social workers who identified as Christians had lesser client-related burnout score, and more work satisfaction and organizational commitment.

Learning Objectives:

- 1: understand how Christian faith provides a coping strategy for social workers
- 2: leverage on my faith in seeking satisfaction in my profession
- 3: identify individual characteristics that will prevent burnout

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Key topics:

Burn out

Organizational Commitment

Work Satisfaction

Religion Component:

Religion and Christian Faith

c. Study Population: U.S. Social Workers

d. Potential Confounders: Sociodemographic characteristics, Work experience, Social Roles

e. Analytical Approach: Mixed Effect Model comprising of a multivariable linear regression using U.S. states as a random effect parameter

Result: Presentation of key findings

Discussion:

Summary of findings

Discussion of how the Christian faith associates with measures of organizational success

Discussion of implication of the findings for Christian social workers

Discussion of strengths and limitations

Bibliography:

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Presenter Bio (s):

1:Dr. Omotola Akinsola holds a master's from George Warren Brown School of Social Work at Washington University in St. Louis and earned her doctorate degree from the University of Tennessee at Knoxville. She is currently an Assistant Professor at the Minnesota State University. Dr. Akinsola's research focus on youth development and program evaluation. She has presented her research at local and national conferences.

2:

3:

Workshop Title:

The Spiritual and Religious Competencies Project: Preliminary findings

Workshop Presenters: HollyOxhandler, ClayPolson,

Workshop Abstract: This session will introduce the Spiritual and Religious Competencies Project. The presenters will offer preliminary results from a national survey of faculty within accredited graduate programs of counseling, marriage and family therapy, psychology, and social work regarding faculty views and behaviors related to spiritual/religious competencies.

Learning Objectives:

- 1: Identify the aims of the Spiritual and Religious Competencies Project and relevant resources
- 2: Understand a national sample of mental health educators' behaviors and views regarding graduate training in religious and spiritual competencies.
- 3: Identify areas for improving graduate education surrounding training in religious and spiritual competencies.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: While research indicates a significant need for training in competencies related to religion/spirituality (R/S) among mental health professionals (Currier et al., 2022; Oxhandler et al., 2021), less is known about faculty perceptions of training and how it occurs in graduate programs across disciplines. Previous efforts to assess educators' views on training in R/S competencies have focused on specific disciplines, regions of the country, or subgroups of faculty (Grams et al., 2007; Schulte et al., 2002; Sheridan et al., 1994). To date, no study has simultaneously examined the views, behaviors, and experiences of graduate faculty across major mental health disciplines (i.e., social work, psychology, counseling, and marriage and family therapy) with respect to training in R/S competencies.

The spiritual and religious competency project (SRCP) seeks to support mental health professionals in obtaining the competencies needed to ethically integrate clients' R/S. A key component of SRCP involves a comprehensive assessment of graduate training in R/S competencies across mental health disciplines through a national, interdisciplinary survey of faculty views, behaviors, and needs related to this area of client diversity.

In spring 2022, faculty email addresses from 1,573 accredited graduate programs in social work, marriage and family therapy, counseling, and psychology were gathered, resulting in a sample size of 12,572. Six emails were sent to faculty providing study information and a link to the online survey, which included the Religious/Spiritually Integrated Practice Assessment Scale-Educators (RSIPAS-EDU; Oxhandler et al., 2023), items about the perceived importance of R/S

competencies, and demographic items. Descriptive statistics were conducted to describe faculty views, behaviors, and needs regarding R/S competency training. The RSIPAS-EDU reliability and validity were also assessed.

Of the 12,572 faculty members contacted, 2,119 responded (17%). We assessed descriptive statistics and survey items measuring the perceived importance of the 16 R/S competencies. Most indicated it was very/extremely important for students to develop each of the competencies, with 98% indicating it is important that students are trained to respect clients from different R/S backgrounds. Faculty were least likely (52%) to indicate it is important for students to name at least five R/S resources that support mental health. We found faculty across disciplines had generally positive views toward training students to integrate clients' R/S in mental health care, but less frequent engagement in related behaviors.

The SRCP's national assessment represents the first time researchers have examined graduate faculty perceptions across these four disciplines regarding training students in R/S competencies. Our findings provide important insight on the views, behaviors, and experiences of faculty in each discipline.

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Presenter Bio (s):

1:Dr. Holly Oxhandler is the Associate Dean for Research at Baylor University's Diana Garland School of Social Work. She received her MSW (2011) and PhD (2014) from the University of Houston. Her research focuses on the ethical and effective integration of clients' religion/spirituality in mental health treatment and her work has been generously supported by the John Templeton Foundation, Spencer Foundation, and others. She is the author of *The Soul of the Helper: Seven Stages to Seeing the Sacred Within Yourself So You Can See It in Others*, and cohosts *CXMH: A Podcast on Faith and Mental Health*.

2:

3:

Workshop Title:

Understanding the Relevance of Spirituality in Social Work Practice

Workshop Presenters: EvelynCastro-Guillen, LisaFranco,

Workshop Abstract: A gap in the research literature highlights the need for ongoing training in the area of spirituality in social work practice with older adults. Drawing from a recent pilot study on this topic, the authors will present the results and discuss the implications and recommendations for social work practice.

Learning Objectives:

- 1: Articulate barriers to integrating spirituality in social work practice.
- 2: Explore my own comfort level integrating spirituality with practice.
- 3: Understand the relevance of spirituality in social work practice with older adults.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: Key Topics:

- I. Barriers to integrating spirituality in social work practice. (15 minutes)
- II. Comfort level of social workers towards spiritual integration. (15 minutes)
- III. Spirituality and older adults - the fastest growing segment of the U.S. population. (15 minutes)
- IV. Overview of pilot study, research question and results. (30 minutes)
- V. Implications for social work practice. (15 minutes)

During the first half of the 20th century, social work moved away from the inclusion of spirituality in social work practice. Overtime, from the 1920s to the 1970s, a growing emphasis on using the “medical model” in clinical treatment emerged. This contributed to the view that it is best to leave religion or spirituality out of therapy sessions due to a lack of scientific evidence on the benefits to clients. (Oxhandler et al., 2018). In the 1980s, there was a resurgence of interest in the role of spirituality in the lives of clients (Oxhandler & Ellor, 2017). This allowed for a more holistic approach to mental health care as evidenced by the biopsychosocial and spiritual assessment format favored in social work practice.

Diverse religions and spiritual beliefs are prevalent in the U.S. with nearly four out of five adults reporting to be at least somewhat religious or spiritual. (Oxhandler et al., 2018). Religion and spirituality also play a significant role in how clients think about, experience, respond to, and act upon their world (Kumari & Sangwan, 2020; Shaw et al., 2016). As the U.S. continues to experience increasing population growth and immigration, the number of minority adults will grow, and so will the number of aging adults in those cultures (Nelson-Becker et al., 2015). This requires social workers to be knowledgeable about various faith practices and beliefs and to gain confidence in navigating spiritual diversity.

The primary purpose of the pilot study was to provide social workers, employed at a retirement home, with enhanced information and knowledge about spirituality in their practice with older adults; many who are challenged with health issues, loss of independence, aging, and grief. Additionally, the study sought to understand the comfort, confidence, and skill level of social workers integrating spirituality into their practice before and after a psychoeducational training on this topic. This was a quantitative study using pre and posttest surveys.

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Responses. *Social Work*, 63(4), 337–346. <https://doi.org/10.1093/sw/swy041>

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Presenter Bio (s):

1: Evelyn Castro-Guillen works at Azusa Pacific University (APU) in Southern California where she serves as the Director of the MSW Program in the Inland Empire. Evelyn is also an Assistant Professor and teaches several courses including Research, Practice II, Adult Behavioral Health and Social Policy. Evelyn received her PhD from Case Western Reserve University in Cleveland, OH in 2016 and her MSW from UCLA in 1986. She received her license (LCSW) in 1989. Before APU, Evelyn worked primarily in non-profit, community-based mental health agencies in Los Angeles County. She served as a clinician, clinical supervisor, program director and chief operating officer. Evelyn loves teaching MSW students and is committed to preparing the next generation of social workers through teaching and mentoring.

2: Lisa Franco is a recent MSW graduate of Azusa Pacific University's (APU) Inland Empire MSW Program. She also obtained her BA in Psychology from APU in 2019. Lisa has a strong interest in faith integration with social work practice and chose this topic for her MSW Capstone Project. Her project won 2nd place in the part-time student category for Capstone Projects in the Social Work Department.

3:

Workshop Title:

Situational Awareness Training for SWs Co-responding with Police Officers

Workshop Presenters: Hope Palacio

Workshop Abstract: This researcher and former law enforcement officer partnered with a situational police officer trainer to create this workshop. This will specifically train social workers to respond in any hostile situation utilizing situational awareness and the hide, run, or defend response.

Learning Objectives:

- 1: Understand the need to embed social workers to co-respond with police officers
- 2: utilize situational awareness to assess potential dangers for social workers reducing risk of harm.
- 3: I will know how to respond with the event of a life threatening emergency by either running, hiding, or defending.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: In 2020, the murders of George Floyd and Breanna Taylor provoked an outcry across the United States (US) and internationally. This outrage prompted many broadcasts, social media gurus', and prolific writers to highlight the continued disproportionality of arrest, detention, and use of excessive force against individuals of color. In unison, the People demanded a change in current policing practices, prompting the Grand Change Committee to add a 13th Challenge, "Eliminate Racism" and the National Association of Social Workers to author a brief titled, "Reimagining Policing: Strategies for Community Reinvestment." In response, many police departments around the United States embedded social workers within the police department, however, many embedded social workers state they did not receive proper training to co-respond alongside police. In addition, police officers express heightened anxiety, due to the social worker's lack of environmental awareness at the scene when dealing with individuals under the influence and in crisis. The Protecting Social Workers and Health Professionals from Workplace Violence Act of 2019 highlighted the danger for social workers at the commencement of their regular duties and provided money to create solutions to minimize the risk of harm. This researcher and former law enforcement officer partnered with a situational police officer trainer to create this workshop. This will specifically train social workers to respond in any hostile situation utilizing situational awareness and the hide, run, or defend response. It will also connect social workers to our ethical duty outlined in the National Associations of Social Workers Code of Ethics and those with Christian Worldview to God's divine instruction on how to advocate for the poor, the widowed, and the most vulnerable.

Bibliography: Adashi, E. Y., O'Mahony, D. P., & Cohen, I. G. (2023). Workplace violence in healthcare:

Federal legislation must not be delayed. *The American Journal of Medicine*. Cobbinadungy, J. E., & Jones-Brown, D. (2023). Too much policing: Why calls are made to defund the police. *Punishment & Society*, 25(1), 3-20

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Presenter Bio (s):

1: Hope Palacio holds an ASW license in the State of California and is a Doctor of Social Work Candidate at California Baptist University (CBU) with a graduation date in August 2023. She also obtained an MSW from the same institution in May 2021. Hope holds a MA in Human Service Counseling - Coaching degree from Liberty University in May 2015 and a BS in Human Services from the University of Phoenix in December 2003. Hope is the CEO of Hope-Ality Consulting LLC, which advocates for social workers and police to co-respond collectively to serve our communities. Hope has 15 years of social work experience working in a Domestic Violence Unit, Juvenile and Drug Court, and Child Protection Agency, and currently Travel

Social Worker in healthcare. Presentation experience includes a poster presentation at the 2023 Hawaii International Summit in Oahu, HI.

Workshop Title:

Building Resilience Through Self-Care

Workshop Presenters: SelinaMatis , ,

Workshop Abstract: Social work recognizes that self-care is necessary for ethical practice. Self-care alone is not enough to buffer against the hazards of helping. We will discuss the impact of stress on the individual, the benefits and limits of self-care, and practical steps to build resilience (mind, body, spirit) in the face of stress.

Learning Objectives:

- 1: Learners will be able to identify how stress impacts the person on multiple dimensions (mind, body, spirit)
- 2: Learners will be able to identify strategies to promote resilience despite experiencing stressors
- 3: Learners will be able to identify and apply the ethical mandates to self-care to their practice

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level)

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

Workshop Description: With the most recent revisions of the NASW Code of Ethics (2021), the profession was given a clear mandate stating: “professional self-care is paramount for competent and ethical social work practice. Professional demands, challenging workplace climates, and exposure to trauma warrant that social workers maintain personal and professional health, safety, and integrity” (p. 4). The Code of Ethics goes on to state that policies and practices should be encouraged to promote self-care. In order to be able to address this required task, it is important to consider the implications of power and privilege as they relate to self-care (Scheyett, 2021). It is a dangerous oversimplification to believe that self-care alone can prevent burnout; self-care and burnout have a much more complicated relationship. It is important not to fall into the “buzzword” trap of self-care (Miller & Grise-Owens, 2020). Exploring resilience is an important consideration when looking at the wellbeing of social workers (Bright, 2022). Resilience is a complex term with a myriad of definitions and applications. It is important to consider operational definitions of resilience in order to be able to promote strategies that can build this characteristic within individuals and groups. In order to better understand the concepts of resilience, self-care and burnout as they relate to social work, it is important to understand the body’s natural responses to stress. All individuals, especially social workers, should be taught to identify and address the body’s biological responses to stress and the necessity of completing the stress cycle (Nagoski & Nagoski, 2019). With this knowledge individuals can then be empowered to develop resilience not to ward against burnout, but rather, can develop resilience through burnout. Social workers can then break barriers of burnout using resilience as the hammer. Hammering away at those systematic issues that lead to burnout at the micro, mezzo and macro level through care of their mind, body, and spirit. We will explore specific strategies for self-care of the mind, body, and spirit in this presentation.

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Miller & Grise-Owens, E. (2020). Self-care: An imperative. *Social Work*, 65(1), 5–9. <https://doi.org/10.1093/sw/swz049>

Nagoski, E., & Nagoski, A. (2019). *Burnout: The secret to unlocking the stress cycle*. New York, Ballantine Books.

Presenter Bio (s):

1:Dr. Selina Matis, LCSW, LICSW is a part of the MSW faculty at Capella University. She has a Ph.D. in social work, as well as an MSW, BS in Elementary Education and a MS in School Psychology. She has worked primarily in the mental health arena supporting children and their families in a variety of settings. She has specialized in treating trauma across the lifespan. Dr. Matis has taught at both the BSW and MSW levels in a variety of subject areas. Dr. Matis has been published and presented on a variety of topics including resilience, self-care and burn-out, ethics, trauma-informed social work, working with families, helping students succeed, and the social work competencies. She has two current social work textbooks in print – *Social Work Practice* and *The Social Work Field Placement*.

2:

3:

Workshop Title:

Bridging Generation Gap; Therapeutic Approach for Counseling Older Adults

Workshop Presenters: Charles Ritli, Jr., ,

Workshop Abstract: Discussion on the Gaps servicing older adults. Will look at needs, barriers in providing counseling services to this population and subgroups within the population. Presentation will provide treatment modalities. Will look at culture and LGBTQ+ older adults.

Learning Objectives:

- 1: Identify the geriatric population; Young Old and Old Old and the barriers to counseling the older adults.
- 2: Treatment modalities with older adults, impact on family systems, beliefs and cultural difference in the therapeutic alliance
- 3: Identify and your own bias and beliefs and the impact they may have in the therapeutic setting.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Focus on 60 years and older (Geriatric) population, the Young Old and Old Old, Examine some of the struggles older adults have seeking help. Will address the importance of spirituality in treatment. Biblical reference of Wisdom, and Honoring our parents. Impact on family systems. Will introduce data on the aging population as it is growing, noting aging as a public health crisis. Participants will address their own belief systems and the impact it may have on the therapeutic alliance. Mindfulness, multi generations, and will touch on dementia and its impact.

Bibliography: Lyford; Chris, Psychotherapy Network, September/October 2022

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James, et al.. 1999

Maybe, John; Counseling Older Adults in LGBT Communities, The Professional Counselors September 2014

Presenter Bio (s):

1:Mr. Ritli has been practicing for over 25 years. He has worked in various positions including administration, medical social work, psychiatric clinical therapist and youth residential. Mr. Ritli is a graduate of George Williams College at Aurora University in Aurora, IL. Mr. Ritli, currently employed for 9 years with Linden Oaks Medical Group in Naperville and Plainfield,

IL. He specializes in working with geriatric patients, couples, family, As a disabled Veteran Mr. Ritli has a passion for working with veterans of all ages.

2:

3:

Workshop Title:

A Beautiful Day

Workshop Presenters: RacheleMilner, ,

Workshop Abstract: A Beautiful Day examines the hearts of professionals to determine what kind of Neighbor they really are as they render services to the most vulnerable populations. This workshop infuses the Ethical Standards of the NASW Code Ethics, Biblical Principles and the wisdom of Mr. Rogers' life and work.

Learning Objectives:

- 1: Review the NASW Ethical Standards and relate to Scripture.
- 2: Recognize the importance and signs of burn out, how it impacts my physical/spiritual/emotional health, Trauma Informed Care and client integrity.
- 3: Learn from the wisdom of Mr. Rogers' life, implement self-reflection techniques and employ necessary changes.

Level of Presentation: Basic (Students and BSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: A Beautiful Day is a call to reflection and action using Matthew 22:39 as the foundation for self-evaluation and accountability of Ethical Standards in Social Work Practice. The treatment and interactions with clients requires individuals to be in tune with the countenance of our hearts and the need for repentance in order to truly deliver wholistic services. This workshop is informed by examples and discussion of Trauma Informed Care (TIC), examples of burnout identification and psychological capital and lead by the Scriptures. The evidence base of TIC provides structure and basis for guidelines and similarity to the Scriptures and an in-depth review of the NASW Ethical Standards in relation to the heart posture of the professional.

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Schmidt, J. Neimeijer, A., Leget, C., Trappenburg, M., Tonken, S. (2020) The Dignity Circle: How to promote dignity in social work practice and policy., European Journal of Social Work.

Presenter Bio (s):

1:Rachelle Milner has been the Executive Director of the West Side Community House for 5 years and on the Leadership Team for 15 years prior to that. She holds a BSW from Clark Atlanta University and an MSSA from Case Western Reserve University in Cleveland, OH. in 2000. She is a Board Certified Christian Counselor with Light University and is an LISW-S. She is also one of the Pastors of Resurrection Church on the Rock in Rocky River, OH. Rachelle has extensive experiences presenting in secular and church settings. Her areas of expertise are child welfare, organizational development, secular and church leadership, strategic planning, program development and monitoring, quality improvement and data management.

2:

3:

Workshop Title:

“Lessons From The Grave!”

Workshop Presenters: Ann-MarieBuchanan, OliverDavis, Jr.,

Workshop Abstract: As social workers, we are empowered to revive people on the macro, mezzo and micro levels, whose dreams and aspirations have dried up like dead bones. In a time when people are trying to erase CRT, the graves still speak, erasing CRT does not silence the history of America.

Learning Objectives:

- 1: To understand the important lessons and ideas that social workers can learn when we take time to explore this history which is found within the graves and monuments.
- 2: 2) Apply the actions of Ezekiel in resurrecting the stories from the dry bones within our present and in our future plans for community change.
- 3: 3) Value lessons that we learn from the grave, to help raise awareness for the cause of critical race theory and other meaningful historical concepts.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Are we as social workers taking the time to investigate, to understand and to apply the lessons from the graves in our families, communities, states, and nations? Yes, dead bones are speaking to us in our communities. Are social workers listening in our service as community change professionals?

What are the lessons and ideas that we learn when we take the time to explore this history which is found within the graves and monuments in our local, state, and national areas? How have the values, beliefs, and morals of the people who are in the graves impacted the lives of those who currently live in the city, state, or nation? From an ecological perspective, graves can teach us so much about the social history of an individual, a family, a town, a city, a state, and a nation. How we take care of our dead can reveal how we treat the living and can provide insights into how we plan for our future plans in our local, state, or national areas. What does the history of segregated cemeteries say about a community's history? How does the living honor those who lie in the graves in their family, community, and nation? These questions and many more will speak volumes as to how the society around the cemeteries treat its citizens. This presentation will utilize relevant research as well as practice experience from the presenters to inform, educate, and encourage participants to stand up and take notice of how societies treat their living based on how they treat their dead.

In Chapter 37 of the Bible book Ezekiel, the Lord asked Ezekiel a question. “Can these bones become living people again?” (NLT). Ezekiel told the Lord only He would know the answer to that question. Then the Lord told him, “Look! I am going to put breath into you and make you live again! I will put flesh and muscles on you and cover you with skin. I will put breath into you, and you will come to life. Then you will know that I am the Lord” (v. 3-6).

How can we empower or revive our “dead” societies? Valuing the stories that are learned from the graves in our local, state, and national areas help to fight against those who are advocating against Critical Race Theory and other meaningful historical facts. How can social workers, working within political and macro practice settings utilize the stories and lessons from the graves which are found within their local communities, states, and to make significant current and lasting changes in their areas.

This proposal seeks to examine these issues and determine what can be done in our societies to wake up the lessons from the dead and have them live again in our present and in our future plans for community change.

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2) Blasko, E., as quoted by Davis, Jr., O. (2013). A matter of grave concern. Southbendtribune.com

3) Chuseok 2023 - A Korean thanksgiving. <https://chuseok.org/>

4) Holy Bible, New Living Translation.

5) Rugg, J. (2022). Social justice and cemetery systems.

<https://pubmed.ncbi.nlm.nih.gov/32536271/>

Presenter Bio (s):

1:Ann-Marie C. Buchanan is Chair/Program Director of the Department of Social Work and associate professor of Social Work at Lincoln Memorial University (LMU) in Harrogate, TN. She has a BSW (Oakwood College, now University, Huntsville, AL), MSW (University of Central Florida, Orlando, FL) & Ph.D. in Human Services, with an emphasis on Management of Non-Profit Agencies (Capella University). Dr. Buchanan has taught social work in a full time capacity at Andrews University (Berrien Springs, MI), Mississippi Valley State University (Itta Bena, MS), and now LMU. She has taught undergraduate and graduate classes. Dr. Buchanan holds a Licensed Graduate Social Work (LGSW) license in AL. She also holds a TN Licensed Master of Social Work License.

2:Dr. Davis' professional roots are grounded in social work, public transit, & zoning. Dr. Davis is a Social Work Faculty (Part-time) at the Social Work & Gerontology Program at St. Mary's College in Notre Dame, IN. Dr. Davis earned a DSW Degree from USC School of Social Work in Los Angeles, California. He completed the Professional Certificate in Management from the University of Notre Dame Mendoza College of Business in Notre Dame, Indiana & the Professional Certificate in Political Social Work from the University of Michigan in Ann Arbor, Michigan. He earned the Master of Social Work Degree from The Ohio State University in Columbus, Ohio & earned the Bachelor of Social Work Degree from Oakwood University in Huntsville, Alabama & completed a Summer Internship at the University of Maryland College Park in the Family Studies Department in College Park, Maryland.

3:

Workshop Title:

When Research Becomes REAL: Black Women Scholars' Experiences with IPV

Workshop Presenters: KesslynBrade Stennis, JerondaBurley,

Workshop Abstract: Self-reporting of IPV experiences by African American professional women, including those in the academy, is minimal. This session will courageously provide an autoethnographic reflection on IPV and its intersections with spirituality and the law from the existing research and perspectives of two Black female scholars who have experienced it.

Learning Objectives:

- 1: Identify the primary components when defining IPV
- 2: Outline the challenges faced by African American Professional women experiencing IPV.
- 3: Develop an advocacy and action plan that will support Black women.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: A. Concepts and Background:

- a. IPV/DV
- b. Stats
- c. Stats for BIPOC Communities
- d. Relevant Policies and Practices
- e. Unique Challenges for Black Christian Women

B. Faith, Religion and Spirituality

- a. Theological Juxtaposition
- b. Impact on Black Women of Faith
- c. Personal Narratives

C. Atonement, Alignment, Advocacy and Action

- a. Theological Atonement
- b. Theological and Practice Alignment
- c. Practice Advocacy and Action

b) Theological juxtapositions post a significant challenge for IPV survivors, particularly those of African descent. In this session, several of those paradoxes, including teachings on forgiveness, accountability, sin, restitution, privilege, personal importance, etc will be explored in this session. Furthermore, these concepts will be explored within a framework that considered theology and social work practice for and with Black Women of Faith.

c) Numerous studies have been published that have explored the prevalence and impact of intimate partner violence on various segments of the global population, including women of color. Within the past 30 years, studies that consider intimate partner violence and African American women have confirmed the impact on health and overall well-being (Campbell et. al. 2002), provided a socio-cultural context (Taft et. al, 2009), explored help-seeking behaviors (Waller et. al., 2022), revealed survivors' perspectives (Bent-Goodley, 2004), and discussed the overall impact of IPV including but not limited to traumatic brain injuries (Campbell et. al., 2018). This is a sample of the topics that have been addressed in relation to IPV/DV and African American women. While some researchers have considered intersections of IPV with race, class and gender (Anderson 2017), few researchers have acknowledged the methodological and intersectional gaps related to IPV experiences for African American professional women and scholars.

D.) There is limited IPV research which considers the experiences of African American professional women and/or scholars, and examines the intersections of non-physical intimate partner abuse, the juxtapositions associated with spirituality and religiosity, the realities of career advancement, and the challenges with the legal system surrounding verbal abuse, emotional abuse, financial abuse, sexual abuse, narcissism and custody. Using an auto-ethnographic approach, this presentation will begin to fill that gap by featuring the lived IPV experiences of two African American women scholars. The presenters will discuss the existing research and utilize their own experiences to provide greater context for examining legal definitions of IPV/DV, and to garner a greater discussion on the intersections and juxtapositions associated with spirituality/religiosity, legal protections, privilege, positionality, help seeking and child custody matters.

The presenters will also explore the additional need for advocacy and action for survivors of IPV including professional Black women.

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Presenter Bio (s):

1:Kesslyn Brade Stennis currently serves as the Director of the Minority Fellowship Program at CSWE and CEO of The PhD Consultants. She holds a PhD and MDiv from Howard University, a MSW from The Ohio State University and a MSW from Oakwood College (University). Prior to serving at CSWE, she was a Full Professor and Chair of the Department of Social Work at Coppin State University

2:Jeronda Burley is an Associate Professor of Social Work at Coppin State University. She holds a PhD from Catholic University, MDiv from Catholic University, and has 20+ years of experience as a social science researcher and social work professor.

3:

Workshop Title:

Christian-Based Mental Health Awareness Training for Clergy Leaders

Workshop Presenters: RosieCook-Askins, ,

Workshop Abstract: Collaboration between social workers and clergy through training clergy leaders and their staff with Christian-based mental health awareness as a strategy to improve African American mental health outcomes. This social innovation will reduce the stigma associated with mental health that is a major barrier for seeking help for professional services.

Learning Objectives:

- 1: Provide Christian-based training to clergy leaders and their staff to recognize the signs and symptoms of a mental health crisis.
- 2: Collaboration between social workers and faith-based leaders to reduce stigma associated with mental health improving outcomes.
- 3: Provide an evidenced-based biopsychosocial innovation to bridge the mental health gap between African American Christians and professional mental health providers.

Level of Presentation: Intermediate (MSW Level)

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: This presentation aims to provide practical strategies to bridge the gap between social work and the Christian church and faith-based organizations to break the stigma associated with mental health stigma through evidence-based psychoeducation and Christian-based mental health awareness training for clergy leaders and their staff to recognize the signs and symptoms of a mental health crisis. This social innovation will provide accessibility for individuals and families to receive adequate support and affordable resources for African Americans with mental health disorders, crisis prevention. The collaboration between social work and religious leaders will decrease mental health stigma, lower suicide rates, improve help seeking outcomes in times of crisis, and give people in the congregational or religious setting accessible resources. The African American church is a pillar of the neighborhood and a provider of social services that helps poor families. African American congregations have a history of being apprehensive and in denial when it comes to talking about mental health and the stigma associated with it. This subject is frequently categorized as a spiritual attack, with the implication that a person can be healed of their mental illnesses via prayer and faith alone. The majority-African American church's members will rely on the church to pray and lay hands in prayer for total healing instead of turning to a professional. The risk of suicidality increases as a result of mental disease being frequently ignored. Currently, African American clergy leaders are in competition with the world's views on how to deal with the community's frustration with social injustices, racial disparities, police brutality, and poverty. Black Lives Matter protest, voting, and in some cases, rioting has been the temporal relief to address age-old social issues and injustice. Faith-Based leaders face the challenges of providing hope to individuals and families suffering depression, anxiety, or trauma due to personal issues, systemic racism, social injustice, and failing family systems believing that in the end, Jesus alone will fix it if we wait. Unfortunately, because there is no integration of Biblical perspective and theory in the church, pastors are unaware of interventions and innovations. They do not normalize seeking formal mental health

services or normalize the conversation on how to address mental health problems and the stigma associated with them. The presenter will highlight findings linking religion to untreated depression and other mental health issues, and the increasing rates of pastors with burnout or undiagnosed mental illnesses have committed suicide more often in recent years. The Presenter will identify and distinguish between a spiritual or demonized attack and mental health disorders. This presenter will highlight the positive outcomes as a result of clergy leaders having mental health awareness training.

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Presenter Bio (s):

1: Rosie Cook-Askins is a Doctor of Social Work Candidate attending California.

Baptist University and a Supervising Social Services Practitioner with San Bernardino County Children and Family Services. Mrs. Cook-Askins obtained her Bachelor of Science in Sociology with an emphasis in Social Work and a Master of Social Work from California Baptist University. Mrs. Cook-Askins is the vice president of the Phi Alpha Honors Society, California Baptist University. As an advocate for mental health in the African American community and the Christian Church, she is passionate about researching, educating, and empowering to break the stigma of mental health within the faith-based entities in African American communities.

2:

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Workshop Title:

Experience in ADEI Social Work Practice: evolution and evaluation

Workshop Presenters: Nick Zeimet, Tania Acevedo Garcia, Ayomide Adesanya

Workshop Abstract: Bethel University's Social Work Department redesigned their junior pre-field experience course to emphasize the new social work competency of Engagement in ADEI Social Work Practice by requiring students to complete 150 hours within a BIPOC led organization. Students and faculty then critically evaluated the experience and outcomes of the course.

Learning Objectives:

- 1: Describe the need for antiracist specific curriculum in social work education.
- 2: Identify barriers to antiracist specific curriculum in social work education.
- 3: Analyze methods of evaluating outcomes of antiracist social work education.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

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

Workshop Description: Bethel University's Department of Social Work redesigned their junior pre-field experience course in 2022 to one that emphasizes antiracist professional development and practice. The redesign efforts were in response to structural and systemic racism in MN and student observations about the different experiential learning needs of white and BIPOC students. The redesigned course, "Experience in ADEI Social Work Practice" requires junior social work students complete 150 hours of community learning within a BIPOC led organization/community group. This workshop will identify the local contextual racialized issues and student observations that inspired the redesign, describe the new course and evaluate the experiences and outcomes after the first year from a student and faculty perspective.

As Evangelical Christian University, faith integration is encouraged in all courses. Jesus begins His ministry in Luke 4 by reading from the prophet Isaiah, declaring in part that He has "come to set the oppressed free". As His earthly ministry comes to a close, He tells His disciples in John 14 that "whoever believes in me will do the works I have been doing, and they will do even greater things than these". Jesus began the work of earthly liberation, and today, at Bethel University, social work students engage in this work by engaging with others, across differences, in ADEI work, including liberation from micro, mezzo and macro oppression.

This presentation highlights how Bethel's Social Work Department models cultural responsiveness and evidence-based educational practices. The ADEI community learning course that students take reinforces social work's signature pedagogy. They are required to explore ethical frameworks through self-assessments and consider the validity of alternative ethical frameworks. Lastly, this presentation will explore the necessity of inclusive curriculum evaluation and redesign as a way to increase student engagement and learning in the pre-field

experience. Continued evaluation of the course along with a review of the literature will be used as continued modifications to the new design are made.

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Presenter Bio (s):

1: Nick Zeimet, MSW, LICSW is the Director of Field Education and Assistant Professor at Bethel University in St. Paul, MN. He has an undergraduate degree in Family Social Science from the University of Minnesota from 2003 and his Master's in Social Work from Augsburg

University in 2008. He has presented at a various conferences and symposiums on the topic of antiracism in social work education as well as clinical trainings. Prior to Bethel University, he practiced clinical social work in an outpatient mental health clinic and conducted crisis assessments in an urban hospital ER. He has volunteered with the Syrian American Medical Society (SAMS) on a publication of their mental health report and led a mental health mission to Lebanon and Jordan with other professionals. He currently volunteers with Mt. Sinai's Human Rights Program as a Remote Mental Health Evaluator for assylees.

2:Tania Acevedo Garcia, current senior BSW student at Bethel University. Previous experience presenting at Minnesota Twin Cities Regional Science as a finalist and at Comunidades Latinas Unidas En Servicio youth conference as a student panelist.

3:Ayomide Adesanya, a current senior Social Work student at Bethel University. Work experiences include independent contractor co-facilitator as a Youth Equity Learning Cohort, helping schools, organizations and systems that serve youth recognize the need for providing and making space for youth voices without the barriers of adultism present.

Workshop Title:

Temperament and Psychological Type Interventions in Social Work Practice

Workshop Presenters: PeteCampbell, ,

Workshop Abstract: Over 300 temperament and psychological type approaches and interventions are applied in clinical social work practice with individuals. Approaches are integrated with the core social work value of respecting the dignity and worth of individuals.

Learning Objectives:

- 1: Have basic introductory knowledge of 12 key realities.
- 2: Have a beginning basic understanding of 12 key realities
- 3: Consider one specific example from one of the 12 realities that can potentially be applied in a social worker's personal or professional life.

Level of Presentation: Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Educators, Students

Workshop Description: Temperament and psychological type are innate and biological as well as psychological and social. It is better to work with this factual, evidence-based reality than to deny it. (These reality variables may be missing and not accounted for in some evidence-based studies of problems, cultural diversity, gender studies, and choice of treatment modalities.)

While In retirement for eight years, and engaged in various rewarding activities, I have written two books. This workshop is primarily based upon one of them. I hope and pray that Temperament and Psychological Type Approaches in Clinical Social Work with Individuals, and this workshop and possibly the second book, Temperament and Psychological Types of Souls in Union Life with Christ, will be helpful to participants in their own unique life's journey and in their work with clients.

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Keith-Lucas, Alan. 1994. *Giving and Taking Help*. Philadelphia: North American Association of Christians in Social Work.

Presenter Bio (s):

1:Dr. Pete Campbell is a retired clinical social worker, marriage and family therapist and professor. He received the BA from Mississippi College, MSW from Louisiana State University and EdD from Campbell University (NC). He practiced clinical social work in family counseling, mental health, and private practice settings in North Carolina for 15 years before a 28-year career in higher education. He held administrative and faculty positions at Campbell University (NC), Mississippi College, Lees-McRae College (NC), and Baylor University and a faculty position at the University of Mississippi. He received teaching recognition and awards from both faculty and students as an assistant professor and as a tenured full professor. His primary research interests include studying applications of temperament and psychological type theory in micro and mezzo social work practice.

2:

3:

Workshop Title:

Liberation Theology, Social Work Practice and Advancing Justice

Workshop Presenters: EydieDyke-Shypulski, ,

Workshop Abstract: Exploring and understanding tenets of liberation theology provide and challenge practitioners/ church leaders to consider how theologies of justice intersect with ministry and social work practice to strengthen and transform work across systems empowering individuals, families, and communities to advance social change from a faith perspective.

Learning Objectives:

- 1: Understand the definitions and basic history of liberation theology.
- 2: Engage with key ideas of liberation theologies from prolific liberation theologians.
- 3: Apply the concepts related to liberation theology to professional social work practice or related work.

Level of Presentation: Basic (Students and BSW Level), Intermediate (MSW Level), Advanced (LCSW or LICSW level)

Target Audience: Social Workers, Church Leaders, Educators

Workshop Description: First, this session will provide clear definitions of liberation theology and a general overview of what liberation theology is, its history, and key theological considerations. Second, the session will explore key liberation theologians and describe the importance of their work and how they differ from one another, including Gustavo Gutierrez (Latin American Liberation Theology), James Cone (Black Liberation Theology), and various emerging theologians who address liberation theologies from an evangelical perspective. Careful attention will be paid to distinguishing between radical and reformist approaches to liberation theology. Finally, key elements of liberation theology that inform social work practice will be identified and explored to better understand the practical implications for eliminating exploitation and poverty across individual, family, and community systems.

This presentation directly explores liberation theology, which, since the late 20th century, has held that the Gospel requires that the Church be responsive to liberation of the poor and oppressed. This is necessarily accomplished through civic and political action. Although liberation theology was born in Latin America and has Roman Catholic roots, more recently, evangelical theologians have begun to explore the implications across multiple contexts.

The focus of the presentation, understanding and applying tenets of liberation theology to professional social work practice, intersects with CSWE's competency 2, which mandates social workers to "advance human rights, social, economic and environmental justice." Liberation theology, typically not explored within the context of social work practice, provides a powerful theological lens through which to consider the advancement of justice across various contexts, particularly for people of faith.

An essential function of ethical and professional social work practice is to ensure that research and practice are evidence-based and culturally competent. This presentation explores ways in which professional Christian social work practitioners can more fully understand key tenets of liberation theology, which can inform, strengthen, and transform our professional and ethical practice. Careful consideration has been given to reviewing the literature of key scholars who laid the foundation for liberation theology. Additionally, peer-reviewed authors who have written more recently about liberation theologies from an evangelical perspective will be included. As we are all ever mindful of continuing to develop competency and expertise, this presentation will make direct applications related to cultural competency and implications for evidence-based practice.

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Presenter Bio (s):

1:Dr. Eydie Shypulski, MSW, LICSW, is the chair of the Department of Social Work at Bethel University in St. Paul, Minnesota and serves as the program director for the justice-informed, rights-based MSW program. Dr. Shypulski’s practice experience includes work in non-profit, government, for-profit and social work higher education. Her research interests include environmental justice, justice-informed social work education, and exploring student views on race, BLM, policing and justice. Dr. Shypulski lives in St. Paul with her husband, six sled dogs and two sled cats.

2:

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