



## *Workshop Session Descriptions*

NACSW Convention 2018

*Hartford, Connecticut  
October 25-28, 2018*

### **Convention 2018 Workshop and Roundtables Information**

The following presents a preliminary listing of workshop and roundtable presentations that will be included in NACSW's Convention 2018 with abstracts, learning objectives, and presenters' bios. The workshop sessions are sorted alphabetically by presenters' last names.

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

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**Workshop Title:** Qualitative Experiences of Black Students in White Faith-Based Institution

**Workshop Presenters:** A. Christson Adedoyin, MSW, PhD

**Workshop Abstract:** This study presents the result of a qualitative study investigating the role of spirituality and religiosity to improve the academic experiences of Black students in a faith-based predominantly white institution (FB-PWI) in the Bible belt, or southern USA. Implications for faith-based social work programs are discussed and delineated.

**Workshop Number:** 20181204 -

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

- Understand the theoretical framework and thematic summary of the experiences of Black students in a FB-PWI.
- Evaluate the spiritual and religious resources that Black students utilize to overcome covert and overt challenges in a FB-PWI.

- Identify the most promising, tested integration, and pedagogical models that social work educators in FB- PWIs can utilize to support Black students

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** Studies have copiously documented the academic integration and retention challenges that assail Black students in predominantly secular white institutions (S-PWIs) (Hannon, Woodside, Pollard, & Roman, 2016; Karkouti, 2016). Some of the persistent challenges that black students face in S-PWIs include: Overt, covert, and institutional racism (Beamon, 2014), negative stereotypical perceptions, or type-casting (Robertson & Mason 2016), micro, and macro aggression (Chen, Ingram, & Davis, 2014; Harper, 2015), racial isolation (Jayakumar, 2015), belief that most minorities are less intelligent and admitted in PWIs based on affirmative action (Harper, 2015), tokenism (Graham, 2015), studentship based on athleticism rather than on academic aptitude (Beamon, 2014; Hawkins, 2013; Hodge, 2015). As a result of the aforesated experiences of black students in S-PWIs it is not uncommon to notice low enrollment (Hayworth, 2014), lack of integration (Grier-Reed & Wilson, 2015), high dropout (Harper, 2015), and very unfortunately, sky-high attrition rates of Black students in PWIs. (Harper, 2013; Robertson & Mason 2016). However, little is known in social work literature about the academic experiences of Black students in faith-based predominantly white institution (FB-PWI). This presentation fills the aforementioned knowledge gap in literature by presenting the methodology and thematic findings of a qualitative phenomenology of the lived experiences of Black students in a FB-PWI. Hayworth (2014) describes the phenomenological strategy of research as a method of qualitative investigation that permits an in-depth study of a small group of participants with similar "lived experiences" thereby producing a deep understanding of thematic experiences shared by the studied group. Consequently, the purpose of this study is to thematically report findings of the phenomenon of being a Black student in FB-PWI. Implications will be discussed for the triumvirate of social work education, practice, and research and the nexus of the role (or lack thereof) of religious activities (e.g., global missions, chapel programs, spiritual formation activities etc), the integration, retention, and eventual graduation of Black students.

**Presenter Bio (s):** Christson Adedoyin, MSW, PhD. is currently an Associate Professor in the Department of Social Work at Samford University, Birmingham, Alabama. His research includes: Congregational/faith-based social work interventions, the integration of faith and learning, Roles of congregations and religious institutions in addressing socio-economic and health disparities, African immigrants in Diaspora, and international social work.

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**Workshop Title:** Mothers Transitioning from Incarceration: Challenges & Opportunities

**Workshop Presenters:** DeVonne Allen, LCSW, ABD

**Workshop Abstract:** Mothering post-incarceration can be a supportive and/or risk factor to successful reintegration for women as they struggle to balance competing demands. A comprehensive understanding of mother's unique challenges and experiences is key to providing effective supports. Opportunities for response by faith communities will be explored.

**Workshop Number:** 20181178 -

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

- Identify significant challenges to successful reintegration for mothers post-incarceration.
- Describe the complexity of how having a mothering role can be both a protective and risk factor to the overall reintegration process and desistance from crime.
- Articulate a variety of faith integration responses to support mothers negotiating the processes of transition back into relationships with children.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** General Audience

**Workshop Description and References:** Although several factors can influence one's successful reintegration post-incarceration, a major factor identified is family relationships (Opsal & Foley, 2013; Thompson, Newell, Bank, & Oschwald, 2014). Having the role of mother can be both a supportive and/or risk factor to successful reintegration for many women (Thompson et al., 2014). Researchers highlight that having a parenting role and responsibilities can contribute to a pathway back to crime or it can be a motivator for desistance (Opsal & Foley, 2013; Thompson et al., 2014). The majority of women, about two-thirds in state prisons, returning to the community post-incarceration, are mothers, single, had custody of their children prior to incarceration (Glaze & Maruschak, 2010) and anticipate resuming responsibility for their care upon release (Brown and Bloom 2009). Reintegration for post-incarcerated mothers is often a dual process which consist of not only integrating into the larger society but also into their family role of being a mother (Brown & Bloom, 2009). Within these dual processes exist competing demands of the need to obtain housing, employment, and maintain health needs, while also providing for the multiple needs of children. These competing demands can compound and exacerbate each other, representing a significant risk factor to reintegration for post-incarcerated mothers (Richie, 2001). During reintegration, mothers are often confronted with the task of renegotiating terms and conditions of relationships with children for whom they may have lost custody, and struggle to resume a parenting role (Brown & Bloom, 2009). Relational obstacles with children can also

include diminished parental capital including parental authority (Brown & Bloom 2009). Consequently, many post-incarcerated mothers experience a challenge to their identity as mothers and struggle with feelings of shame and a lack of confidence in their ability to parent (Brown & Bloom, 2009; Opsal & Foley, 2013). An inability to cope with such negative emotions can interfere with and jeopardize the success of the reintegration process. As a result, Opsal and Foley (2013) emphasize the need to reunite post-incarcerated mothers with their children in a supportive and planned manner in order to increase the chances of reentry success. Therefore, it is important to explore ways to improve and enhance supports to mothers and children during this critical process of reintegration. However, effective support to mothers will require a thorough understanding of their experiences, which is what this researcher will explore. Additionally, a variety of faith responses to mothers in transition will be reviewed such as compassion, restorative justice, Restorative Communities of the Beck Institute for Religion and Poverty, and Hour Children.

**Presenter Bio (s):** DeVonne Allen is a Field Education Coordinator and Lecturer in the School of Social Work at Nyack College. She earned a Master's of Social Work degree in 1998, from Fordham University, Tarrytown, NY, and is currently a PhD student in dissertation phase at their school of social service. As a licensed clinical social worker, Ms. Allen worked for over ten years in the area of child welfare at the Westchester Institute for Human Development (WIHD), in Westchester County, NY. Ms. Allen is committed to promoting the education and holistic development of children, which led her to earn a Master's in Education degree in 2011 with a dual certification in elementary and special education from Mercy College in Dobbs Ferry, NY. Ms. Allen's goal is to develop faith-based community supports and resources to enhance the well-being of children and families through her local church assembly.

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**Workshop Title:** Busting the Myths About Play Therapy

**Workshop Presenters:** Rhonda Andrews, LCSW

**Workshop Abstract:** Have you ever wondered if Play Therapy was an effective therapeutic modality? This experiential workshop will help participants gain a basic understanding of what Play Therapy is, who it is for, and how it works.

**Workshop Number:** 20181176 -

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

- Define Play Therapy.
- Have basic understanding of how Play Therapy works, including the neurobiology.
- Understand how and why Play therapy is a developmentally appropriate as a therapeutic modality.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The benefits of play, for all ages, are widely understood by general populations. However, the benefits of Play Therapy as a therapeutic modality is less understood by the general population and in the communities of professional helpers. In the past 20 years, the demand for mental health professionals to work with children has increased tremendously (Kottman, 2011). For a trained play therapist, and someone who believes play therapy is the optimal modality to address children's mental health needs, this means that the need for play therapy training has also increased tremendously. Play is the natural form of reasoning and communication for children, which makes play therapy the natural and appropriate therapeutic intervention for children (Landreth, 2012). The Association for Play Therapy defines play therapy as the "systematic use of a theoretical model to establish an interpersonal process in which trained play therapists use the therapeutic powers of play to help clients prevent or resolve psychosocial difficulties and achieve optimal growth and development." The basics of play therapy will be explored, a basic understanding of the neuroscience of Play Therapy will be discussed, and an understanding of the most important toy in the Play Therapy room will be addressed.

**Presenter Bio (s):** Rhonda Andrews, LCSW is a professor in the MSW program at George Fox University in Newberg, Oregon. She has over 20 years of experience working with individuals and families in a variety of settings. She is a Registered Play Therapist- Supervisor, and holds a Certificate in Adoption Therapy from Portland State University. Along with teaching full time, she owns and operates a small private practice where she enjoys her specialized work with all members of the adoption triad.

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**Workshop Title:** Building the Bridge to Inclusion to Meet Community Need via a MSW Program

**Workshop Presenters:** Satara Armstrong, PhD, MSW Charles Lee-Johnson D. Min, MSW Krystal Hays Costello, Jennifer (PhD)

**Workshop Abstract:** California Baptist University's MSW program was strategically designed to serve as a bridge between the community and academia, and to help address a significant community need. The role of Christian Social Work in developing best practices for program development, inclusion and retention of marginalized students is addressed and delineated.

**Workshop Number:** 20181213 -

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

- Articulate how CBU's MSW Program was developed to address community need.
- Discuss the importance of Christian Social Work being at the forefront of program development best practices in social work education.
- Describe how the MSW program engaged stakeholders, mobilized the faith community and recruited marginalized students.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** This workshop describes in detail the strategic and creative initiatives used to develop and implement a thriving, diverse MSW program in one of the highest need areas of California. Using social work theory and guided by macro social work principles, the presentation addresses how the MSW team built on the strengths of the community to develop their MSW program, engage key stakeholders, and ultimately recruit and retain diverse, marginalized students who otherwise would not have access to graduate social work education, nor social work education at a private Christian university. The pronounced workforce shortage of social workers in California is well documented, however what tends to be somewhat overlooked is that California's healthcare workforce in general does not reflect the state's racial and ethnic composition or language proficiency. The underrepresentation of minorities in the health professions pipeline (including social work) continues to increase as education levels increase, thereby making admission into programs more competitive, and latently decreasing racial diversity. For the profession of social work, this disparity can be devastating, as marginalized students lack access to be admitted and/or complete graduate social work education, thereby resulting in a pronounced gap of MSW students whose race and ethnicity is reflective of the regional population. Therefore, the MSW Program was designed, in part, to address this disparity and help create a pipeline of diverse, master level social work practitioners whose racial and ethnic background better parallel the community that they will serve. In this workshop, the presenters will share their vision and best practices in developing and implementing a MSW program that serves a bridge to inclusion and helps address the region (and state's) critical shortage of social work professionals. The key topics addressed in this workshop include tailoring the development of social work education programs to serve as a bridge between Christian higher education and the community, while simultaneously meeting community need, and ultimately working to make a more equitable, just society.

**Presenter Bio (s):** Dr. Satara Armstrong, serves as Professor and Founding MSW Director for California Baptist University. She received her MSW from the University of Kansas in 1999 and her PhD from Capella University in 2012. With over a decade of experience in social work education, Armstrong is skilled at building and enhancing BSW/MSW programs in innovative and creative ways that both engage diverse learners, and are accessible to marginalized students. A passionate advocate for health equality, Armstrong's research has centered around health disparities for Native Americans in

organ donation and transplant. Prior to entering academia, Armstrong worked in public health and legislative advocacy. From sharing her thoughts on the importance of infusing social justice art in curriculum, to using art to raise awareness of social issues, Armstrong is committed to utilizing the arts to combat dehumanization.

Dr. Lee-Johnson serves as the MSW Field Director for California Baptist University. A graduate of Morehouse College, he went on to receive his MSW from UCLA in 2001 and later his doctoral degree from United Theological Seminary in 2015. Dr. Lee-Jo Dr. Krystal Hays serves as an Assistant Professor of Social Work at California Baptist University. She received her MSW in 2008 from USC and her PhD in Social Work from USC in 2017. A CSWE Minority Fellow, Dr. Hays has received numerous awards fo

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**Workshop Title:** Culturally-Sensitive Social Work Practice with Immigrant Women from Jamaica

**Workshop Presenters:** Carol Awasu, Ph.D.

**Workshop Abstract:** This presentation focuses on culturally sensitive social work practice with immigrant women from Jamaica. Examined are: (1) the lived realities of immigrant women's lives, given the intersectionality of gender, race, foreigner and class; and (2) the coping strategies and interventions utilized to facilitate living in the United States.

**Workshop Number:** 20181208 -

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

- Identify the challenges faced by immigrant women from Jamaica, given the realities of gender, race, class, and migrant oppression in the USA
- Describe culturally appropriate strategies and interventions useful for working with Jamaican immigrant women
- Articulate effective policy recommendations given the needs of immigrant women

**Level of Presentation:** basic, Intermediate

**Target Audience:**

**Workshop Description and References:**

**Presenter Bio (s):** Dr. Carol R. Awasu is Professor of Social Work and BSW Program Director at Nyack College. Her research interests include domestic violence in Jamaica, Caribbean regional gender studies, and Caribbean immigrant women living in the USA. In addition to teaching, curriculum, and program development in social work education, her professional practice includes gender training in Jamaica, marriage and family

training in Ghana, the design and evaluation of counseling programs at Christian Colleges and institutions in Ghana.

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**Workshop Title:** Positive Psychology, Spirituality, and the Treatment of Addictions

**Workshop Presenters:** Stacey Barker, PhD

**Workshop Abstract:** The overlap between positive psychology and spirituality allows for potential collaboration between social workers and clergy/congregations in the support of those with addictions. This presentation will examine this intersection, and provide a case example demonstrating how it was applied in a local community treatment center context.

**Workshop Number:** 20181129 -

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

- Define the concepts of positive psychology and spirituality as they apply to addictions treatment.
- Describe how positive psychology and spirituality intersect.
- Articulate strategies for social work collaboration with clergy/congregations around support for those with addictions (based on a case example).

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Church Leaders

**Workshop Description and References:** Positive Psychology and Addictions Treatment: Positive psychology is defined in the literature as "an intervention, therapy, or activity primarily aimed at increasing positive feelings, positive behaviors, or positive cognitions, as opposed to ameliorating pathology or fixing negative thoughts or maladaptive behavior patterns" (Sin & Lyubomirsky, 2009). Positive psychology and its related interventions (PPIs) were developed in the late 1990s as a direct response to pathology-focused treatment in clinical psychology, particularly related to depression. Research shows improved outcomes for clients who were using PPIs as part of the therapeutic process (Bolier, Haverman, Westerhof, Riper, Smit, & Bohlmeijer, 2013; Sin & Lyubomirsky, 2009). More recently, positive psychology has been applied specifically to addictions treatment (Krentzman, 2012)" it makes sense because addictions theorists and practitioners have long noted that developing a good and sustaining life can prevent relapse (Krentzman & Barker, 2016). Positive Psychology and Spirituality: Two concepts from the positive psychology literature highlight the ways in which spirituality can be integrated. The "'north of neutral' framework (Peterson, 2006) is the idea that getting and staying sober, while necessary, is "'neutral' while positive psychology suggests that addictions treatment should also assist in

creating a positive and satisfying life afterward. Spirituality, which can inclusively be defined as "a human being's subjective relationship (cognitive, emotional, and intuitive) to what is unknowable about existence, and how a person integrates that relationship into a perspective about the universe, the world, others, self, moral values, and one's sense of meaning", (Senreich, 2013) is one such way in which a positive and satisfying life can be realized. The concept of flourishing, which is also important in positive psychology, provides a description of what a "positive and satisfying life" looks like. Flourishing individuals are "filled with emotional vitality" [and] functioning positively in the private and social realms of their lives" (Keyes & Haidt, 2003). Again, spirituality is one avenue towards flourishing. Case Example: A priest at a local Episcopal parish in a small city near Boston began a relationship with a community-based addictions treatment center that provides a range of short-term services. The priest visited the center weekly to host a spirituality group that included the telling of stories from Scripture with an application to sobriety. A social worker (this presenter) who attends the parish partnered with the priest and the center to offer a monthly positive psychology workshop for clients, focusing on positive psychology practices (including spirituality) that could be useful in maintaining sobriety. On the week when the workshop was offered, the priest and the social worker would integrate the concepts from the workshop into that week's spirituality group.

**Presenter Bio (s):** Stacey Barker, Professor of Social Work at Nyack College, Manhattan Campus. She received her B.A. in Social Work from Eastern Nazarene College in Quincy, MA; MSW from the University of Missouri- Columbia; Ph.D. from the Mandel School of Applied Social Sciences at Case Western Reserve University in Cleveland, OH. Licensed as an Independent Clinical Social Worker (LICSW) in the Commonwealth of Massachusetts. Presented at many conferences including NACSW, CSWE, and NASW, and local presentations including client groups. Professional background in working with children and families, including child welfare, support services for pregnant and parenting teens, and adoption home studies. Research area of interest is the integration of spirituality, religion, and social work.

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**Workshop Title:** Results Count

**Workshop Presenters:** Jean Beil, MSW, LCSW

**Workshop Abstract:** Results Count, a model widely utilized by the Annie E. Casey Foundation for their community impact work, places results at the center and uses data to advance the group process. Learn about the core competencies, frameworks and skills with the potential to change the way you and your organization plan and implement change.

**Workshop Number:** 20181113 -

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

- Understand the five core competencies, two foundational frameworks and two foundational skills of the Results Count model
- Understand the Theory of Aligned Contributions
- Appreciate the difference between technical and adaptive problems

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, General Audience

**Workshop Description and References:** This workshop is meant to be an introduction to the concepts that embody the results-based model for leading groups to achieve impact. The "Results Count" approach is based on five core competencies, two foundational frameworks and two foundational skills the 5-2-2 of results-based leadership development. The five core competencies are: Be results-based and data-driven, establishing clear targets and using data to assess progress and change course as needed. Bring attention to and act on disparities, recognizing that race, class and culture impact outcomes and opportunities for vulnerable children. Use oneself as an instrument of change to move a result, based on the belief that individual leaders are capable of leading from whatever position they hold. Master the skills of "adaptive leadership," which makes leaders aware of the impact of values, habits, beliefs, attitudes and behaviors associated with taking action to improve results. Collaborate with others, understanding that the capacity to build consensus and make group decisions enables leaders to align their actions and move work forward to achieve results. The two foundational frameworks are: "The Theory of Aligned Contributions" which contends that it is more likely that measurable population level change will occur when the right group of leaders use specific skills to align their actions and make contributions to a specific result. The "Person-Role-System" framework is used to address common barriers to aligned action. Leadership is influenced by a person's individual preferences, style and personal and professional experiences as well as the role he or she plays in formal and informal systems. The two foundational skills of results-based leadership are: Results-Based Accountability (RBA), an approach used to differentiate between population and program level results, to use data to develop impactful strategies and to establish ways of tracking whether the work is making a contribution to the achievement of results. Results-Based Facilitation (RBF), which helps leaders design, lead and contribute in meetings that effectively move groups from talk to action and hold participants accountable for advancing the work

**Presenter Bio (s):** As the Senior Vice President for Programs and Services since 2005, Jean Beil, is responsible for program development, implementation and evaluation for Catholic Charities USA, the national office for the network of more than 2,500 Catholic Charities agencies and institutions working to reduce poverty in America and serving over 8 million people of all faiths each year. A transplant from New Jersey, Jean worked for local Catholic Charities there for over 18 years. Jean is a licensed clinical social worker with experience in mental health and services to homeless individuals and families. She has dual master's degrees in Social Work from NYU and in Religion from LaSalle University.

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**Workshop Title:** Living Room Conversations in the Classroom: Evaluating Transformation

**Workshop Presenters:** Joyous Bethel, PhD Leonora Foels PhD Alex Redcay Frank, Jennifer (Ph.D.)

**Workshop Abstract:** This presentation will present the results from over 100 students in several sections of a diversity and social justice course who participated in 7 adapted Living Room Conversations (LRC). Presenters describe how these sessions were implemented as well as offering a description of the learning outcomes.

**Workshop Number:** 20181184 -

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

- Identify 2 benefits of implementing Living Room Conversations in their work.
- Outline 2 strategies for adapting Living Room Conversations to meet their work settings.
- Describe 1 difference between Living Room Conversations and Inter-Group Dialogues

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Our presentation will discuss how students from one university utilized adapted "Living Room Conversations" in order to successfully discuss human diversity and social justice. The groups demonstrated skills including: genuineness, seeking common ground, authenticity, staying on task, being open to new ideas, actively listening to the perspectives of others, and taking responsibility for goal-directed actions. Students self-reported after each session and presented a summary including a discussion on content as well as process, of their joint and individual experiences with this format. This presentation describes how these sessions were integrated as well as offering a description of the learning outcomes including attitudinal, speech and behavioral transformation. Given the deeply polarized current political and social environment, it is necessary find innovative ways to connect with one another, building bridges within and among our university communities. Students tend to learn and live in silos of segregated disciplines; operating in fragments rather than in wholeness. Most students report that they value equality in theory but they may graduate without either proper problem solving or conflict resolution capabilities. Living Room Conversations (LRC), using techniques of civil discourse, is a modality to productively discuss difficult topics. Students worked collaboratively across disciplines to identify issues of injustice and barriers to civil discourse. Through collaborative and

authentic conversations, students used the Living Room Conversations as vehicles to plan intervention strategies promoting justice and advocacy across dimensions of human diversity. Civil discourse is a skill and like any skill can be improved upon with practice. Through these conversations, connections were made, relationships were strengthened, bridges were built, and communities were extended. The presenters will discuss the development, implementation, and findings of this research project, as well as lessons learned.

**Presenter Bio (s):** Dr. Bethel holds both a BA in Social Work and an MSW from The University of Oklahoma (1981 and 1982). She earned a Ph.D. (1997) in Social Work at Barry University, focusing her dissertation on issues related to complications in mourning and trauma. She has extensive experience as a congregational social worker as well as hospice experience as a social worker and bereavement clinician. Currently an Assistant Professor in the Millersville University School of Social Work, she teaches courses in human diversity, complicated mourning, spirituality, aging, human behavior and advanced practice. Her research has focused on pedagogy with a focus on using creativity, conversation and dialogue, and storytelling as vehicles for transformative education in pursuit of social and economic justice. She presented previously at NACSW in 2015, 2016, and 2017 and at BPD, NASW, NHCPO, among others.

Dr. Leonora Foels is an Associate Professor at Millersville University (MU) in the school of social work where she has taught since 2009. Previously, she was Visiting Faculty and Lecturer at the University of Tennessee College of Social Work, Nashville, TN

Dr. Alex Redcay is Licensed Clinical Social Worker (LCSW) in NJ & PA and earned a PhD from Rutgers University in NJ (2016) and an MSW from Southern Connecticut State University (2008).

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**Workshop Title:** Conversation Peace: Nurturing Relationships through Intentional Dialogue.

**Workshop Presenters:** Joyous Bethel, PhD Leonora Foels PhD Jennifer Frank Dejesus, Bertha (DSW Student); Dinse, Ling (DSW Student)

**Workshop Abstract:** It seems the "art" of conversation, is replaced by heated disputes. For students, the lure of caustic one-liners seems to eclipse the dignity and worth of the person, making peace, and justice, increasingly elusive. We engaged experientially in faith-focused conversations. Our experiences are presented including design, process, and the results.

**Workshop Number:** 20181169 -

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

- Identify 2 scriptural benefits to conversations that establish justice and peace.

- Describe 4 pitfalls common in today's conversations that are self-and-other defeating.
- Define 2 strategies to implement the principles of conversation peace in their own personal and professional lives.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Previously, people gathered around the family table or the town hall and discussed issues of concern as well as spending time together. Diplomacy and respect were necessary skills for successful living, indeed the mark of adulthood. Increasingly on college campuses, in workplaces and in families the convenience of social media eclipses the importance of authentic human relationships and peaceful conversations. Moreover, it seems the "art" of conversation, is replaced by heated disputes. Even for our students of faith, the lure of caustic one-liners seems to overshadow the dignity and worth of the person, making peace, and justice, increasingly elusive. This was of increasing concern to us as faculty and doctoral students within a School of Social Work, as students seemed to graduate ill-equipped to bring unity and problem-solving capacities to their communities. They may have forgotten (or never known) conversation or discourse as a means to wage peace, to pursue and establish justice, to manage or mitigate conflict. To explore this more fully, we decided to engage experientially in our own faith-focused conversations. Our group consisted of five women, all Christian, but from differing denominational backgrounds. All of us are social work educators representing two different institutions, one a state university and the other a Christian college. What began as an exploration into the problems "others" rather quickly became a journey into our own challenges as we realized our own struggle with the prophet Micah's exhortation "The Lord has told you what is good, and this is what He requires of you: to do what is right [justice], to love mercy, and to walk humbly with your God." Micah 6:8. We grappled with our own tongues as our rudders. (James 3:5-6). To set a baseline for our own conversational peace, we answered a 20 item questionnaire. We began the process quite confident of our own abilities and maturity as Christian leaders. Very quickly we each had an A-ha moment of humility, as we realized we ourselves had much to learn about accepting responsibility, rather than focusing on the problematic (non-peaceful) communication of others. We were corrected by Colossians 4:6 (the Message) "Use your heads as you live and work among outsiders. Don't miss a trick. Make the most of every opportunity. Be gracious in your speech. The goal is to bring out the best in others in a conversation, not put them down, not cut them out [emphasis ours]." Our group experience ended with a focus on reaping what we sow (Galatians 6:7-9). We looked at what we were reaping and made a change in what we were sowing. In loose social work terms, we call this a feedback loop. Our experiences in these peaceful conversations will be presented including our application, process, expectations, and the results; ultimately a renewed appreciation for dialogue groups as a vehicle for waging peace, extending community and pursuing social and economic justice.

**Presenter Bio (s):** Dr. Bethel holds both a BA in Social Work and an MSW from The University of Oklahoma (1981 and 1982). She earned a Ph.D. (1997) in Social Work at Barry University, focusing her dissertation on issues related to complications in mourning and trauma. She has extensive experience as a congregational social worker as well as hospice experience as a social worker and bereavement clinician. Currently an Assistant Professor in the Millersville University School of Social Work, she teaches courses in human diversity, complicated mourning, spirituality, aging, human behavior and advanced practice. Her research has focused on pedagogy with a focus on using creativity, conversation and dialogue, and storytelling as vehicles for transformative education in pursuit of social and economic justice. She presented previously at NACSW in 2015, 2016, and 2017 and at BPD, NASW, NHCPO, among others.

Dr. Leonora Foels is an Associate Professor at Millersville University (MU) in the school of social work where she has taught since 2009. Previously, she was Visiting Faculty and Lecturer at the University of Tennessee College of Social Work, Nashville, TN

Dr. Jennifer Frank is an Assistant Professor in the BSW and MSW programs at Millersville University. Dr. Frank holds a PhD (2017) from the Bryn Mawr College Graduate School of social work and Social Research.

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**Workshop Title:** Is it Christian Love or Codependency?

**Workshop Presenters:** Pamela Bridgeman, LCSW, MAC, BSW

**Workshop Abstract:** People who make personal sacrifices for individuals in their lives who abuse alcohol and other drugs that lead to destruction will justify their behavior as love. But is the effort to control the substance users' behaviors and rescue them from the natural, logical consequences of their use Christian love? This seminar will examine that questions.

**Workshop Number:** 20181147 -

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

- Discuss evidence-based attributes of codependency.
- Articulate at least three (3) ways codependency is distinct from Christian Love as defined in various passages of scripture.
- Describe 5 codependent behaviors often labelled as behaving with Christian Love and Develop 3 clinical interventions to overcome them.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Family members and friends who make personal sacrifices for individuals in their lives who abuse alcohol and other drugs that lead to destruction will justify their behavior as love. When they are Christians, they

will quote scriptures, such as "bear one another's burdens" (Galatians 6:2) or the most noble of all, "Greater love has no one than this: to lay down one's life for one's friends" (John 15:13). But is the effort to control the substance users' behaviors and rescue them from the natural, logical consequences of their use Christian love? This seminar will examine that questions.

**Presenter Bio (s):** Pamela Bridgeman is the owner and clinical director of A Healing Journey Counseling & Consultation. She earned her MSW from the Univ. of Georgia (2008), her MA from Pacific Lutheran U., WA (1984) and her BSW from the Univ. of Montevallo, AL (1976). She is a licensed clinical social worker and master addictions counselor who has been in mental healthcare service since 1976. She served 8 years in the Air Force as an addictions counselor. Her experience includes treating co-occurring disorders with trauma-informed care, including HIV infected and affected persons. She has presented at NACSW conventions, NASW-GA conferences, and Texas Addiction Association conferences as well as church affiliated conferences and retreats. She is a grandmother of a 13 year old granddaughter and an 11 year old grandson, who has been told he has the skills of a counselor like his grandmother.

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**Workshop Title:** Backyard Missions: Little Resources...Big Impact!

**Workshop Presenters:** Dawn Broers, PhD

**Workshop Abstract:** Fortitude Canteen Outreach is a unique weekly homeless outreach that serves to meet physical, social and spiritual needs within a community. The session will present the Fortitude model, which utilizes multiple collaborations and partnerships to serve a mission field in one's own backyard.

**Workshop Number:** 20181167 -

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

- Develop a strong understanding of a community-based, trauma-informed model of care.
- Consider needs and gaps in service within their own community and brainstorm creative strategies to meet these needs.
- Determine key community stakeholders that can serve as partners in meeting unmet community needs.

**Level of Presentation:** Basic

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Fortitude Canteen Outreach began as a weekly homeless outreach by one working professional to meet a need for the homeless within her own community. With no paid staff, virtually no budget, little time commitment, but

with multiple collaborations within the community, Fortitude quickly became a highly successful and respected organization. Fortitude's unique model of intervention offers Christians from all faiths, non-Christians, young people, and non-social service providers the opportunity to safely and easily volunteer to work directly with the homeless on a weekly basis. Volunteers bring donated items and food into the field but more importantly, work to develop personal relationships with the homeless, utilizing a trauma-informed model of care. Within these relationships, volunteers are able to assess need and refer to established agencies. Without the connection to an agency or a church, Fortitude has been able to connect provider agencies, government entities, volunteers, and donors with each other and with those who need them most. This session will present Fortitude's model of backyard mission work and offer suggestions for creating a backyard mission of your own that meets unique community physical, social, and spiritual needs with minimal resources.

**Presenter Bio (s):** Dawn Broers is the coordinator of Fortitude Canteen Outreach, a local homeless outreach. Dawn holds a PhD in Social Work with a concentration on Policy Practice and an LCSW. She presented with students in two previous years. Dawn previously taught full time at Olivet Nazarene University but currently teaches as an adjunct and works in private practice.

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**Workshop Title:** Effects of Fatherlessness on Jamaican Women

**Workshop Presenters:** Melissa Buckley, MSW, LGSW

**Workshop Abstract:** Fatherlessness has been said to be the most harmful demographic trend of this generation and is the leading of a variety of challenges experienced by children. The long term effects of fatherless on women have not been explored and Jamaican women are absent from fatherhood literature. This presentation will provide critical insight.

**Workshop Number:** 20181230 -

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

- Develop an understanding of the definition of and impact of fatherlessness from a social work perspective.
- Articulate the public health and social impact of fatherlessness on Jamaican women who are adult survivors of fatherlessness.
- Define the similarities and differences in fatherlessness in the United States and in Jamaica.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** Pop culture has embraced the "daddy issues" phenomenon which suggests that children who grow up without a father present in their life are particularly vulnerable to challenges resulting from fatherlessness. Fatherlessness in this context is defined as father absenteeism during the early childhood years, ages birth through 8 years of age. Drexel (2013) defines "daddy issues" as the lack of emotional and psychological balance that exists within one who grew up without a father. Though the literature is silent on "daddy issues", women are believed to be more likely to suffer from daddy issues and the assumption is that the effects of daddy issues usually manifests itself in romantic relationships. Though the literature is scant with regard to the effect of fatherlessness on girls and women, the mere fact that the gender biased designation of "daddy issues" exists suggests that there is in fact a phenomenon to be explored. Black women are often said to be resilient and are expected to overcome the challenges they face while simultaneously carrying out their responsibilities such as being a mother, wife, professional and a whole host of other roles. In many instances, it is their reliance on their faith that enables them to be resilient in the face of adversity. Faith has been demonstrated in research on black people throughout the Diaspora to be a "strength". Often referred to as the "Strong Black Woman" (SBW), while the ideal of strength is heralded, there is often a lack of recognition of the pressure of the expectation of "strength" that is placed on SBW (Davis, 2015). This resilience has been referred to as spiritual and is said to be what black women rely on when faced with macro and micro aggressions that attack their interpersonal well-being and disrupt unresolved hurts (Graham, 2016). The interpersonal aspect of an individual, referred to as "social skills" is the "ability to relate to and work with others in achieving specific social goals" (Barker, 2014). An example of disruptive unresolved hurts is the hurt caused by fatherlessness. Though in some instances it appears that black women seamlessly handle the intersectionality of their lives, this task does have an impact on their overall mental health (Jones and Guy-Sheftall, 2015). D Jamaican fatherlessness is said to be a social and public health concern that plagues Jamaican children and adult survivors of fatherlessness. For this reason, the experiences of Jamaican fatherless women can no longer be silenced or ignored. Fatherlessness has a potentially harmful effect on mental health and stability and must be explored through the lived experiences of those impacted by this phenomenon.

**Presenter Bio (s):** Melissa Buckley, MSW, LGSW, is the Director of Field Education at Washington Adventist University. Melissa earned her BSW from Oakwood College, MSW from the University of Alabama and is currently enrolled in a social work doctoral program at Morgan State University in the candidacy phase of my stuof her studies. Melissa has presented at CSWE and NACSW, her previous work experience includes Clinical Director of a program for grieving children, In Home Therapist and Foster Care Social Worker.

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**Workshop Title:** Overcoming Marginalization through Faith, Family, and Friendship

**Workshop Presenters:** Jeronda Burley, MDiv, PhD Dawn Thurman PhD, LCSW-C, LICSW

**Workshop Abstract:** Presentation will detail the personal life experiences and reflections of two African American, Christian, social work educators who identify with multiple marginalized categories and identities. They will describe the importance of friendship and struggles with faith at the intersection of their life stories. Recommendations for practice given.

**Workshop Number:** 20181225 -

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

- Recognize the effects of marginalization by a faith community, more specifically the Black Church.
- Discover meaningful ways to enhance church-based social support, particularly among African Americans.
- Identify ways that social workers marginalize those they have been called to empower.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** This presentation will detail the personal life experiences and reflections of two African American, Christian, social work educators who identify with multiple marginalized categories and identities. They describe the importance of friendship and personal struggles with faith at the intersection of their life stories. Understanding the lived experiences of those living in multiple marginalized groups has implications for Christian social workers as it pertains to social support and coping strategies in lives of those living in the margins. The faith-filled stories of these African American women will validate existing research on marginalization, multiple identities, and coping mechanisms (Chatters, Taylor, Woodward, & Nicklett, 2015; Hayward & Krause, 2015). While studies have shown that coupled with social support received from friends and family, African American women can transcend the effects of marginalization (Crowley & Curenton, 2011; Holt, Roth, Huang, Park, & Clark, 2017), the presenters will discuss noted limitations in the ability of these support systems to fully counter the power of marginalization by the social work profession and the Black church.

**Presenter Bio (s):** Dr. Jeronda Burley is an assistant professor in the Department of Social Work at Coppin State University. Dr. Burley received a BA in Psychology and an MS in Marriage and Family Therapy, both from Auburn University, Auburn, AL. She holds a Master's of Divinity from Howard University in Washington, DC; and a PhD in Social Work from The Catholic University of America, also in Washington, DC. Dr. Burley's research interests are African American caregivers, health promotion within faith-based organizations, religiosity and African Americans, and the Black Church. She has over a decade of experience pursuing her research interests within community-based organizations and the faith community. Dr. Burley regularly presents her research at

local, national, and international social work conferences. She is also very active in her local church, serves in the social media ministry.

Dr. Dawn Thurman is an Assistant Professor in the School of Social Work at Morgan State University. She earned a MSW and Ph.D. in Social Work from Howard University. For the past 10 years she has worked as an Independent Clinical Social Worker in VA

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**Workshop Title:** How Ethics Can Inform Spiritually Sensitive Social Work

**Workshop Presenters:** Ann Callahan, PhD, LCSW

**Workshop Abstract:** Sensitivity to spirituality in social work practice has grown over the past thirty years; however, social practitioners and educators express discomfort in addressing spirituality. This workshop provides an opportunity for participants to learn more about ethics-based practice models for the delivery of spiritually sensitive social work.

**Workshop Number:** 20181112 -

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

- Define spiritually sensitive social work
- Identify ethical guidelines that apply to social work practice
- Apply ethical guidelines to inform spiritually sensitive social work

**Level of Presentation:** Basic

**Target Audience:** General Audience

**Workshop Description and References:** Sensitivity to the importance of spirituality in social work practice has grown over the past thirty years (Kvarfordt, Sheridan, and Taylor, 2017; Oxhandler & Pargament, 2014). Research suggests that social workers more commonly consider spirituality as an expression of cultural diversity, if not inherent to being human adding to biopsychosocial dimensions of development (Barker, 2007; Kvarfordt et al., 2017; Lun & Wai, 2015). However, social work practitioners and educators express discomfort in addressing spirituality, perhaps, due to limited training (Buckley, 2012; Oxhandler & Giardina, 2017; Oxhandler, Parrish, Torres, & Achenbaum, 2015) and supervision (Birkenmaier, Behrman, & Berg- Weger, 2005). As with any approach in social work practice, a review of professional ethics can provide essential direction (Hodge, 2005, 2006, 2016; Rice & McAuliffe, 2009; Sherr, Singletary, & Rogers, 2009; Sheridan, 2010). This workshop will define spiritually sensitive social work based on a comprehensive review of the literature (Canda & Furman, 2010; Callahan, 2017) and professional guidelines set forth by the Council on Social Work Education (2015), National Association of Social Workers ([NASW], 2015), and North American Association of Christians in Social Work (2017). The

NASW (2017) Code of Ethics followed by ethics-based practice models that employ Virtue Ethics and Care Ethics (Banks & Gallagher, 2009; Chamiec-Case, 2007, 2013) will be discussed. This discussion will focus on broad application of professional ethics for the delivery of spiritually sensitive social work. The workshop will conclude with an opportunity for participants to apply new learning to case scenarios and share the potential for application in practice.

**Presenter Bio (s):** Ann M. Callahan, PhD, LCSW is an Associate Professor in the Social Work Program at Eastern Kentucky University. She has a license in clinical social work and over 20 years of social work related experience. Dr. Callahan has extensive experience in teaching across the social work curriculum with a commitment to quality course design and facilitating online education. Her research focuses on advancing hospice, palliative, and long-term care through the delivery of spiritually sensitive social work. This has resulted in numerous presentations and publications, including the book *Spirituality and Hospice Social Work* published by Columbia University Press. Please visit <http://dranncallahan.info/> to learn more.

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**Workshop Title:** Use of Spiritual Narratives in Trauma Work

**Workshop Presenters:** Caroline Campbell, MSW

**Workshop Abstract:** Social work has begun to recognize spirituality as key component of resiliency and posttraumatic growth when treating trauma impacted individuals. This workshop explores how social workers can facilitate healing from trauma through an integration of spiritual narratives and faith communities can utilize trauma information to minister to those impacted.

**Workshop Number:** 20181123 -

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

- Understand current work in trauma treatment interventions.
- Identify processes for addressing spiritual side of trauma treatment.
- Explore how to support trauma impacted individuals through use of spiritual narratives in work for social workers and faith community.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders

**Workshop Description and References:** While trauma has been studied for over a century, the last three decades have seen a groundswell of interest in understanding the impact and complex nature of psychological trauma. Recent developments in neuroscience and technology let us map the brain and our genetic makeup in response to the environment which contributes to health and wellness. This concept has created new

fields of research such as epigenetics, attachment, and neuropsychology. In equal measure, other areas of research have focused on the gaps in our understanding about what creates healing and buffering of the impact of trauma on individuals and communities. Resilience and posttraumatic growth are two sectors of the field of social science that have emerged in response to this. In both of these areas, spirituality is a core, yet often nebulous theme. Social work has begun to recognize spirituality as a coping tool, source of meaning, and community connection. However, the practice of social work rarely asks how to involve clients' spirituality, or (conversely) what criteria might guide faith communities and social work practitioners in distinguishing healing from trauma in a way that is concurrent with best practices and current research. My workshop will explore and provide recommendations to two areas of inquiry: How social workers facilitate healing from trauma through an integration of tenets of Christian faith practice and how faith communities can minister spiritually to traumatized individuals and communities in ways that recognize the validity of and work with best practices in trauma work.

**Presenter Bio (s):** )1. Caroline Campbell 2. Lecturer of Social Work 3. BA (Psychology, Millersville University, 1998 MSW (Social Work, Temple University, 2003) 4. N/A 5. Presents regularly as lecturer of social work and trauma certified educator 6. she has focused on working primarily in the Latino community in Philadelphia, and in the areas of maternal/children health, domestic violence and program development, supervision and training, and trauma education.

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**Workshop Title:** Using Nearpod to Enhance the Social Work Classroom Experience

**Workshop Presenters:** Drey Campbell, PhD, LCSW Jesse Bucholz PhD

**Workshop Abstract:** The field of social work is one that is dynamic and ever-changing. The ability to present the information in technological and exciting fashion is key for student participation and engagement. A new online tool called Nearpod is an exciting way to improve the classroom experience and make social work come alive to students!

**Workshop Number:** 20181152 -

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

- Acknowledge the research behind the modern use of technology in the social work classroom.
- Integrate Nearpod as a learning system for social work education.
- Implement Nearpod in the future for their use in teaching.

**Level of Presentation:** Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** The plan for the presentation is to instruct social work professionals on the exciting and dynamic use of Nearpod, an online teaching tool. The presentation will be interactive and require that attendees have an electronic device with them. There will be a basic overview of research on student engagement in the classroom, followed by an introduction to the Nearpod tool, with a conclusion centering on the use of the tool in an experiential fashion. A summary time with sharing on the success of Nearpod in a social work classroom will end the session.

**Presenter Bio (s):** Drey Campbell, Assistant Professor of SW, Field Director PhD Ed Leadership, NNU, 2016 MSW, NNU, 2010 BA, Pysch, C of I, 2005 LCSW, ID-32396 Presented last year on Test Anxiety and Christian Faith  
Jess Bucholz Director of Instructional Design and Tech PhD, NNU, Ed Leadership MAed, University of Phoenix

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**Workshop Title:** Reaching pastors in culturally & linguistically isolated communities

**Workshop Presenters:** Elba Ruth Caraballo, MSW, Ph.D.

**Workshop Abstract:** This panel presentation describes an outreach strategy to bible training institutes. It will include the perspectives of a Latino Pentecostal pastor, a lay church leader and the social worker on the importance of mutual respect, mutual learning, and the outcomes of the first intervention as well as ideas for moving forward.

**Workshop Number:** 20181217 -

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

- Define strategies for building relationship with indigenous pastors in marginalized communities.
- Articulate the perspective of these pastors and lay leaders.
- Develop alliances with these pastors and lay leaders

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, General Audience

**Workshop Description and References:** Differing cultural, linguistic and structural elements exacerbate the divide between social welfare institutions and faith communities. This is especially the case concerning collaborations between social welfare and the Latino Evangelical communities. The separate communities often do not recognize the strengths and resources that each bring to an interaction or situation. This workshop will describe how a social work educator was able to collaborate with an Evangelical institute to bring knowledge of systems to the community, as an initial intervention. This panel presentation will include the perspectives of the Pentecostal pastor, a lay church

leader and the social worker on the importance of mutual respect, mutual learning, and the outcomes of the first intervention as well as ideas for moving forward.

**Presenter Bio (s):** Primary Presenter: Elba Caraballo, MSW, Ph.D. Assistant Professor and Director of Field Education for the MSW program at the University of Saint Joseph. Dr. Caraballo has a research interest in the role of pastors as service brokers and gate keepers for their congregants. She has been providing workshops for the local Spanish language Bible institute on the structure and process of the Connecticut social welfare system. This workshop shares preliminary findings explores potential areas for growth.

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**Workshop Title:** Intersecting Horney's Psychoanalytic and Faith Integrated Psychotherapy

**Workshop Presenters:** David Cecil, PhD, LICSW

**Workshop Abstract:** This workshop reviews Karen Horney's work from *Neurosis and Human Growth* (1950) and proposes a faith and morality integrated approach to provide deep and powerful guidance for clinical practice. It is critical that we find anchoring theoretical perspectives and approaches that fuel and guide our flexible use of multiple intervention approaches.

**Workshop Number:** 20181182 -

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

- Articulate Karen Horney's psychoanalytic work on neurosis that emphasizes importance of social and cultural context.
- Define essential features of attachment theory, cognitive behavioral therapy, and motivational interviewing.
- Integration of deeper faith with psychotherapeutic approaches through both existential and moral lenses.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** This workshop reviews Karen Horney's work from *Neurosis and Human Growth* (1950) and proposes a faith and morality integrated approach to provide deep and powerful guidance for clinical practice. Every clinical social worker understands that there are an overwhelming number of therapeutic options for working with clients to address problems and move toward productive change. It is critical that we find anchoring theoretical perspectives and approaches that fuel and guide our flexible use of multiple intervention approaches. We often talk with our clients about irrational beliefs (i.e., Rational Emotive Behavioral Therapy) (Ellis, 2001) and ambivalence (i.e., Motivational Interviewing) (DiClemente & Velasquez, 2002)

that cause mood disturbances; but where do these internal experiences come from? Recognizing that these disturbances play out in interpersonal experience, it further brings about the question of the nature of relationships, whether as causes or context for disturbance. Coming from an attachment theoretical perspective (Bowlby, 1988) we might tend to think cause; but from Horney's perspective we tend to think context. In other words, there are internal issues (neuroses) that manifest interpersonally. A deeper examination necessarily reveals that these are both valid perspectives and, in fact, may have overlapping features. Consider the reinforcing nature of interpersonal experience, similar to Bandura's (1986) concept of reciprocal determinism. Here we can see that our inner workings play out and influence our social environment, which then, in turn, influences us. All of these factors are important, even critical; but we must start from a much more fundamental understanding of exactly how we, as humans, have this tendency toward accumulation of fear-filled pride systems and how that fuels neurosis (Horney, 1950). From a Christian perspective we might say, "The spirit is willing but the flesh is weak" (Matthew 26:41). Horney's view that humans have a natural (yet destructive) tendency to develop a symbiotic-parasitic relationship with pride, defined by an unconscious drive toward the idealized self, provides an elucidating understanding through which to engage the client. In some cases, this is the primary issue; for others it will be influenced and perhaps amplified by other important problem areas; but it will always be relevant.

**Presenter Bio (s):** David Cecil is an associate professor at Samford University and also has a private practice. He was also a full time faculty member at Asbury University (2009-2016, Department Chair 2013-2016) and East Tennessee State University (2004-2009). He has published on topics of cognitive-behavioral modalities, motivational interviewing, program and practice evaluation, teaching practice models, and technology use. He contributed a chapter to the Essential Clinical Social Work Series (Tosone & Rosenberger, 2012) and published on Russian substance abuse treatment in Substance Use and Misuse (Stoltzfus & Cecil, 2013). Cecil annually teaches psychopathology at LCC International University in Klaipeda, Lithuania and most recently published on the German social work response to the refugee crisis (Hagues, Cecil, & Stoltzfus, 2018).

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**Workshop Title:** Critical Thinking & Christian Worldview: Integration in a Policy Classroom

**Workshop Presenters:** Elke Cox, MSW, LCSW Sarah Grace Gibson Student

**Workshop Abstract:** Teaching social welfare policy in a culture charged with political extremes, anger, and divisiveness can be a challenge. This interactive presentation will highlight techniques where students may examine their viewpoints in the faith-based classroom. Critical thinking skills, civil discourse, and social justice will also be topics of discussion.

**Workshop Number:** 20181235 -

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

- Identify and utilize a biblical model of social justice in the social welfare policy classroom.
- Describe a method of critical thinking with a biblical worldview for students to use in a social welfare policy course.
- Teach civil discourse with policy students as they examine their values, beliefs, and viewpoints on particular policy issues.

**Level of Presentation:** Basic

**Target Audience:** Educators

**Workshop Description and References:** Teaching social welfare policy in a culture charged with political extremes, anger, and divisiveness can be a challenge. Social media, news outlets, and pop culture make civil discourse seem impossible. How do we educate our students to think critically and integrate their Christian worldview in a time when even our faith is under attack? This interactive presentation will highlight techniques that give students a chance to examine their viewpoints in the faith-based classroom as they learn about social welfare policy. Focusing on social justice and advocacy in reference to social policy, as well as civil discourse, will be examined as a group. Additionally, a senior social work student will share her perspectives on how her generation views civil discourse, our society's propensity for polarization, and how she believes students learn best in the classroom. Both professor and student will facilitate a discussion with participants on the most effective classroom techniques for teaching policy while integrating a Christian worldview and encouraging our students to think critically.

**Presenter Bio (s):** Elke Cox earned her Master's of Social Work (1993) and Bachelor of Arts in Psychology (1989) from the University of North Carolina at Chapel Hill. She is a licensed clinical social worker (LCSW) and has also been a Certified School Social Worker and had post-graduate training in play therapy. Elke has been practicing social work for over 20 years, including in a private children's home, a public high school, doing private practice, and also working with foster children. She has taught online, residential, and intensive courses for over 11 years and is now full-time in an academic setting. Elke previously presented at the 2017 NACSW conference and has been a member of NACSW for all of her professional career.

Sarah Grace Gibson is a senior BSW student at Liberty University. She is currently in her senior field internship and will graduate in December. She has interest in policy practice.

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**Workshop Title:** Forgiveness: Asking Questions of God

**Workshop Presenters:** Eric Crowther, M.S.W., RSW

**Workshop Abstract:** This workshop on forgiveness will equip social workers who use it as an intervention to incorporate dialectical thinking into the helping process along the lines developed by Karl Barth. Numerous case examples will be presented to illustrate how a clinician can respond to client questions about the forgiveness process.

**Workshop Number:** 20181207 -

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

- Appreciate the importance of detecting client beliefs concerning God, love of neighbour and forgiveness that lie beneath their questions about forgiveness
- Recognize the importance of contemplating ideas and concepts of seemingly opposing perspectives to formulate answers to client questions regarding forgiveness
- Continue practice forgiveness following Jesus' lead

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** As they come to grips with forgiveness, many of our clients struggle with the conflicts they experience between insights from psychology and what they understand as the teaching of Scripture. They have many questions, which reflect their greatest need and their (often imperfect/incomplete) views of God, love of neighbor and forgiveness. Our question becomes, how do we as therapists faithfully respond to our client's searching questions in order to help them move forward in the forgiveness process? This workshop argues that we must help our clients grapple with these perceived tensions, the interplay between opposing ideas so they can forgive. It also proposes a method for helping them to arrive at answers. We could respond to clients' questions by presenting them with a theological statement from the church (dogma) about forgiveness or with an evidence-based insight from psychology. Or, we can engage our clients in a more effective process (the dialectic) by dealing with the tensions and conflicts inherent in their questions and between Scripture and psychology. In exploring use of the dialectic, this workshop will help participants gain insight into how we can respond to a client who feels compelled to "work at" loving their neighbour (the perpetrator) as commanded in Luke 10:27 with the insight from psychology that forgiveness must be a choice (Enright & Fitzgibbons, 2015). To work with those see forgiveness as simply a gift of grace and insist that working at forgiveness might be a form of works righteousness. With those who feel the tension between the command to forgive and their perception that they are helpless and cannot forgive (Romans 7:18-19). Our clients' questions may trigger our own unresolved thinking about differences between Scripture and psychology. The dialectic approach can help us deal with the tension that builds when we suggest, for example, that forgiveness is a process that can take time, an insight from psychology, when Scripture does not exhort us to take our

time, just to forgive. Participants will be better equipped in how to respond to clients who insist they should not forgive offenses until their offenders recognize the need for it. To respond to clients who dismiss the suggestion that they seek to develop empathy for their perpetrator, by saying the person is not a Christian. To those who feel the tension between the insight that anger is a normal, human emotion, with Paul's stricture that we are to "put away" all anger (Ephesians 4:31). In coming to grips with forgiveness, our clients ultimately enter into a conversation with God by asking questions about what forgiveness is and what it means. In the process, they struggle to speak of Him yet cannot [but] "precisely in this way, give God the glory" (Barth, 1922). The participants will have opportunities to discuss, reflect, and debate how to use dialectical thinking to help clients grapple with forgiveness.

**Presenter Bio (s):** Eric Crowther, M.S.W., RSW, Diplomate, Academy of Cognitive Therapy, specializes in forgiveness and has presented on that topic at social work conferences at the University of Manitoba, the University of Calgary, St. Thomas University, and at the 2016 NACSW conference in Cincinnati. He is a member of the Karl Barth Society of North America.

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**Workshop Title:** Work Life Balance:Reality or Rationalization

**Workshop Presenters:** Linda Darrell, LCSW-C, PhD

**Workshop Abstract:** When we think of balance we think of equal amounts of time and effort being placed in the area's we are engaged in. Where we are in our lifespan development will most certainly have an impact on just how much time we have and can spend on work,leisure time, family and then there are our other activities to include spiritual growth/church.

**Workshop Number:** 20181130 -

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

- Conceptualize work life balance in their own lives.
- Critically think about how they integrate their spiritual growth process into a more balance life.
- Develop a more mindful way of approaching their daily lived experiences.

**Level of Presentation:** Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Research has not clearly defined what the concept of work life balance is. Although we are encouraged to develop a balanced work, family, leisure and for those of us for whom spirituality is a significant part of our lives we include in this balancing act spiritual life. The debate is often focused on identifying

what is first meant by the term balance as it is used within this discussion (Guest, 2002). When we think of balance we think of equal amounts of time and effort being placed in the area's we are engaged in. However reality quickly informs us that balance from that perspective is unrealistic. Where we are in our life our lifespan development will most certainly have an impact on just how much time is spent working, versus leisure time, versus family commitments and then there are our other activities to include spiritual growth/church. The focus of this workshop is to facilitate the critical thinking process regarding Work-life balance based on lifespan development. Key topics will be lifespan development; work-life balance and spiritual growth.

**Presenter Bio (s):** Linda Darrell is a seasoned clinician an academician and Associate minister in her church. Issues addressing lifespan development to include work-life balance are of great interest to her as she helps women navigate the myriad life changes they faced with.

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**Workshop Title:** Wrong Side of History: The Rise and Fall of the Orphanage Model

**Workshop Presenters:** Robert Day, MSW, M.Div

**Workshop Abstract:** An examination of 300 years of orphanages in the US, their rise and fall as a model of care: What did they do right, and what caused their ultimate demise. Will also consider the implications of their success and failure as it relates to current child welfare models, and the public welfare system that replaced the orphanages.

**Workshop Number:** 20181125 -

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

- Identify the history of the orphanage movement and model of care.
- Understand the historical, cultural, and politic reforms that motivated their rise, and doomed their fate.
- Appreciation of the need for organizational adaptation to macro forces

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Between 1730 to 1830, only 24 orphanages were built in the US. From 1830 to 1930 over 1,500 were built during the "orphanage boom". What caused the epic rise, and what were the factors that ended the orphanage as the preferred model of child care? We will examine the social forces and the public policies in both the rise and the demise of the orphanage system. We will take an even closer look at the 80 or so orphanages that operated in the state Virginia to particularly see what happened to them. This presentation should be of interest to anyone with

interest in child welfare, public policy, social work history, poverty alleviation, or organizational leadership.

**Presenter Bio (s):** Robert J. Day, CEO of Patrick Henry Family Services 2010 to present. This is my fourth time presenting on issues of organizational leadership and management in the context of child welfare.

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**Workshop Title:** Spiritual and Relational Reconnection: The Means to Recovery

**Workshop Presenters:** Rhonda DiNovo, MSW, LMSW Susan Parlier LMSW, ACSW. MAR, PhD

**Workshop Abstract:** For some people, substance use, addiction, and stigma are indicators of deep suffering and disconnection in relationships with one another. Building on the literature, the authors use personal and professional experiences to provide a Christian conceptual framework for approaching re-connection as a means of spiritual and relational healing.

**Workshop Number:** 20181203 -

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

- Understand spiritual and community indicators of disconnection, including substance use, addiction and stigma as well as human brain systems, connection and meaning
- Describe the ways spiritualities, religions, relationships, and communities are the pathways through suffering, meaning making and re-connection
- Examine a Christian conceptual framework for approaching re-connection as a means to spiritual and relational healing

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** In this workshop, presenters will share the current science about the importance of connections formed in our relationships that are vital to our lives (Banks & Hirschman, 2015; Banks & Hirschman, 2016). Participants explore the causes of disconnection as a form of suffering and examine the various forms of coping strategies, which includes substance use and addiction as well as the resulting stigma (Brown, 2017). Stigma marginalizes the substance user and causes more disconnection and ultimately isolation. Presenters will combine the social construction of substance use to addiction processes and use relational cultural theory as the context for examining ways to reconnection and healing (Hartling & Sparks, 2008; Jordan, 2010; Miller 1986; Perlman, 1979; Ruch, Turney, & Ward, 2010).). The role of connection and acts of courage in relationships, communities, spiritualities, and religions

as pathways to healing will be discussed (Banks & Hirschman, 2015; Brown, 2017; Jordan, 2010; Miller, 1985; Trevithick, 2003). Presenters will also share how mindfulness and intentionality serve as way to develop courage and resilience in healing (Banks & Hirschman, 2015; Banks & Hirschman, 2016; Brown, 2017). Meaning making and sense of purpose are also critical in the healing process (Park, 2005; Park, 2010). The presenters use personal and professional experiences to provide a Christian conceptual framework for approaching reconnection as a means of spiritual and relational healing.

**Presenter Bio (s):** Rhonda DiNovo serves as fulltime Clinical Assistant Professor and Health and Mental Health Specialization Chair in the College of Social Work at the University of South Carolina. She teaches students important theoretical approaches to help guide them in designing and practicing interventions in health and mental health. She serves as Field Instructor at the West Columbia Police Department, supervising students in their facilitation of Motivational Interviewing and the SBIRT model. Prior to becoming a full time faculty member in the College of Social Work, Rhonda served as Director of Substance Abuse Prevention and Education for the university for three years. Prior to that, she served many local communities in their prevention efforts for eight years at LRADAC, which provides substance abuse prevention, intervention and treatment in Lexington and Richland (S.C.) counties.

Susan Parlier, PhD, LMSW, ACSW, MAR, is an Assistant Clinical Professor with the College of Social Work at the University of South Carolina. She received her Master in Social Work from Virginia Commonwealth University

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**Workshop Title:** Increasing Empathy and Compassion Using Empathetic Action Simulation (EAS)

**Workshop Presenters:** Jana Donahoe, LCSW, Ph.D.

**Workshop Abstract:** In this session empathetic action simulation (EAS) in social work practice, education, and ministry are discussed in light of neuroscientific evidence and EAS effectiveness research. Participants will engage in a mini-EAS to demonstrate how EAS increases compassionate action. Tools for assessing empathy and EAS resource information are provided.

**Workshop Number:** 20181185 -

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

- Discuss the importance of compassion and empathetic action and review the theory of empathy with relevant neuroscientific evidence
- Review types of Empathetic Action Simulations (EAS), discuss EAS uses and recent research about its effectiveness, and provide EAS resources for education & practice

- Discuss empathetic actions needed in ministry to help clients and review relevant Scriptures regarding compassion to integrate faith into practice using EAS

**Level of Presentation:** Basic

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

**Workshop Description and References:** In social work it's important to connect with clients by tuning into the feelings/thoughts about needs (Elliot, Bohart, Watson & Greenberg, 2011). Empathy is defined as "the act of perceiving, understanding, experiencing, and responding to the emotional state and ideas of another person" (Barker, 2014, p. 139). It's understood that helping professionals should have compassion/empathy for clients in order to help them. Those with empathy try to understand client's experiences even if they are different. Empathy is critical to encouraging helpful responses (Segal, Gerdes, Lietz, Wagaman, & Geiger, 2017, p. 86), but teaching and practicing empathy is difficult, especially with diverse clients. How can helpers understand clients and problems that are foreign to their own? According to neuroscientific research (Segal, et al., 2017, p. 67), empathy is a neurologically identifiable ability that can be measured, taught, and tracked. "Experiential learning that taps into one's empathic neural system seems to be the most effective way to change one's feelings toward those who are perceived as different" (Segal, et al., 2017, p. 96). The more helpers imagine themselves in the client's position, the more empathy they are likely to feel and the more help they are likely to offer (Davis, 2015, p. 302). Simulative education goes beyond imagination to give helpers a realistic glimpse of what clients experience. Specifically, Empathetic Action Simulations (EAS) "promote the empathetic helping responses of helpers by altering or augmenting their sensory perceptions or the environment in ways that expand their understanding of another person's life situation. The simulation alone may not produce empathetic helping responses, but when combined with guided debriefing, reflection, and service learning, their empathy for persons in similar situations improves and results in the provision of better care" (Donahoe, 2017, p. 1). The increase in empathy is more likely to result in caring responses such as helping, advocacy, and social justice. This session examines the theory of empathy (Segal, et al. 2017) using neuroscientific evidence as well as original research on the effectiveness of EAS in increasing empathy with social work students and practitioners (Donahoe, Moon, & Van Cleave, 2014; Donahoe, 2017). Session participants will discuss the importance of empathy/compassion in the helping process and engage in a mini-empathetic action simulation to get a taste of what life is like for a vulnerable population group. An interactive reflective activity examines helpful empathetic responses and actions outlined in Scripture that enhance the ethical integration of faith into practice. Various types of EAS and uses in ministry are reviewed with practical EAS assessment and resource information provided. Using EAS empowers helpers to exhibit Christlike compassion for the poor and the weak by increasing their understanding of and sensitivity toward their needs.

**Presenter Bio (s):** Jana Donahoe, LCSW, Ph.D. is Assistant Professor of Social Work at Delta State University in Cleveland, MS. She currently serves on the Board of Directors of NACSW and is the Faculty Sponsor of the DSU Chapter of NACSW. Her research interests include aging, poverty, simulative education, social work ethics and technology, death and dying, death education, grief and grief therapy, and the ethical integration of faith into social work education and practice.

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**Workshop Title:** Diversity: The Word That Means Everything and Nothing

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

**Workshop Abstract:** "Diversity" is such an important concept that has been reduced to a buzzword. This workshop will unpack that reality, while also offering strategies for integration of new voices into organizations. This includes but is not limited to: hiring, retention, marketing, and direct services.

**Workshop Number:** 20181221 -

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

- Integrate diversity into their organizational culture
- Understand the concept of diversity as it directly applies to their practice
- Identifying resources for having difficult conversations about diversity

**Level of Presentation:** Basic

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** One of the most common concerns organizations currently face is the matter of 'diversity', a word which means both everything and nothing in today's society. This workshop will unpack not only the reality of the 'buzzword' nature, but also what diversity actually is and how its necessary for your organization. The workshop will also discuss construction of a strategic plan around diversity; including how to talk about it with boards of directors, elements of diversity in direct practice, HR perspectives on hiring and retention, and marketing of the organizational culture. A nuts-and-bolts type of workshop, participants will leave with theoretical foundations for immediate actions that are applicable to their direct situation.

**Presenter Bio (s):** Kristen Nielsen Donnelly, EVP of Abbey Research & COO of Abbey Companies MSW (Baylor 09) MDiv (Baylor 11) PhD (Queen's University Belfast 15) Presented in Charlotte in 2017 Available upon request

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**Workshop Title:** What does the Revised Code of Ethics have to say about Technology?

**Workshop Presenters:** Lisa Doot Abinoja, MA, LCSW   Stephen Baldrige LMSW, PhD

**Workshop Abstract:** This workshop will examine the changes to the NASW Code of Ethics with a focus on technology. Attendees will get up to date information on the ethical standards that include technology, but also a practical strategies for using technology and what technology can add to the social worker/client relationship.

**Workshop Number:** 20181134 -

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

- Identify 2 - 3 specific changes to the 2017 NASW Code of Ethics with a focus on technology
- Articulate the Code of Ethics to give a response to a minimum of 2 case-studies.
- Define 1-2 ways that technology could potentially enhance their specific work.

**Level of Presentation:** Basic

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

**Workshop Description and References:** Since the last major revision of the code of ethics in 1996, technology has rapidly changed increasing social workers' ability to assist clients. The ability to text, have online counseling sessions, develop apps, and many more continually evolving tools creates an interesting challenge and dynamic to the social worker/client relationship (NASW, 2017). In August, 2017 the Delegate Assembly of the National Association of Social Workers approved a substantial revision to the NASW Code of Ethics, with the majority of the changes focused on technology and the implications for social work practice (NASW, 2017). Language on use of technology is now integrated into almost every section of the code of ethics including informed consent, competence, conflict of interest, confidentiality, access to records, sexual harassment, interruptions of services, colleagues, and evaluation/research (NASW, 2017). These changes took effect January 1, 2018 and immediately all social workers are expected to uphold these new standards. For some, the ethical challenges that technology can create may make one want to avoid the use of technology all together. For many, however, the refusal to use technology in the context of practice also presents possible ethical dilemmas. Utilizing the NASW Code of Ethics and a joint document created by NASW, ASWB, CSWE, & CSWA discussing Standards for Technology in Social Work Practice (2017), the presentation will synthesize the relevant information that social workers need to know to engage in the use of technology ethically. Additionally, this presentation will explore the unique possibilities that are available when engaging technology in the client/worker interaction. The presentation will include anecdotal

evidence, current legal precedence, and case studies to engage the attendees in meaningful and important discussions.

**Presenter Bio (s):** a. Lisa Doot Abinoja, MA, LCSW serves as the Director of Field Education and as an Assistant Professor of Social Work at Trinity Christian College. Lisa received her Bachelor of Social Work degree from Taylor University (2003), her Master of Social Work degree from University of Chicago's School of Social Service Administration (2005), and is currently a PhD student at University of Illinois at Chicago. Lisa is a licensed clinical social worker and worked for 10 years in both clinical and administrative positions, primarily working in community-based health centers prior to starting at Trinity Christian College in 2014. Lisa teaches classes on leadership and organizational level practice, human behavior in the social environment, working with diverse populations, and the field seminar. Lisa has presented at NACSW, public health, and conferences focused on social work education.

Stephen Baldrige, LMSW, PhD serves as associate professor and BSSW Program Director at Abilene Christian University. Stephen received his BSSW (2001) from Lubbock Christian University and his MSSW (2002) and PhD (2010) from The University of Texas

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**Workshop Title:** Burnout or Traumatization: African American Clergy Ministry Experience

**Workshop Presenters:** Jacqueline Dyer, PhD, MAUML, MSW, LICSW

**Workshop Abstract:** This presentation discusses a subset of findings from a qualitative study that explored the perspectives of African American protestant clergy regarding ministry burnout or compassion fatigue. The personal impact of pastoral ministry, including possible the consequence of post-traumatic stress. Preliminary results comparing gender differences

**Workshop Number:** 20181166 -

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

- Understand clergy ministry preparation and resultant coping mechanisms.
- Identify clergy ministry experiences that may produce post-traumatic stress.
- Initiate possible prevention and restorative strategies that will be helpful with clergy; including emergent gender differences in learning outcomes.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** This qualitative study presents a subset of findings from a larger study about the perspectives of African American protestant clergy concerning ministry burnout or compassion fatigue. The study was designed to provide insight about clerical training, appreciation and whether the pastoral experience includes secondary traumatization. Most of the participants in this sample volunteered as a result of an announcement at a community meeting. Themes emerged regarding how difficult and painful some ministry interaction could be. However, the protective effects of faith also emerged in the data. The findings in relation to preparation as clergy indicate that regardless of the approaches to training, many do not feel prepared for their ministry experiences. This presentation covers the male participants and their interview responses. However, preliminary findings from female clergy will also be presented for discussion about possible gender differences in clergy experience and ministry impact.

**Presenter Bio (s):** Jacqueline T. Dyer, PhD, MAUML, MSW, LICSW, is an Assistant Professor at Gordon Conwell Theological Seminary-Boston. She is Director for, and teaches in, the MA in Counseling Program, license and non-license tracks. She is an early career researcher whose interests are clergy compassion fatigue and domestic violence in faith communities. Her other activities include being a clinical supervisor in secular and Christian agencies, and formerly served as a volunteer facilitator for a Christian domestic violence support-group. Currently her volunteer time includes serving on the leadership team for Clergy Women United, which is part of the Black Ministerial Alliance of Boston.

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**Workshop Title:** A Christian's Ethical Imperative: Engaging Ethics in the Broader Society

**Workshop Presenters:** Lanny Endicott, D.Min, MSSW, LCSW, LMFT Kevin Brown Ph.D. Elizabeth Patterson Roe

**Workshop Abstract:** Attendees are challenged to seriously engage NASW Code of Ethics #6: Ethical Responsibilities to the Broader Society. Social work's macro beginnings and transition to micro practice are discussed. Participants are challenged to readdress society's macro concerns. Practical suggestions and examples from the presenters of how to do so are discussed.

**Workshop Number:** 20181187 -

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

- Define one of the founding principles of the social work profession as including macro practice.
- Incorporate item #6 of the NASW Code of Ethics in their practice of social work.
- Integrate practical ways to implement item #6 of the NASW Code of Ethics to their practice of social work.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** In America, the settlement movement established by Jane Addams, beginning with Chicago's Hull House (1889), focused on education and recreation for European immigrant women and children. In four years the movement grew to 413 settlements in 32 states serving as social service centers providing educational, legal, and health services. Workers in the settlement movement immersed themselves in the culture of those they were helping. These institutions were concerned with societal causes for poverty over those personal, especially focusing on changes coming from industrialization. The settlement house movement believed that social reform was best pursued through private charities giving rise to many social policy initiatives and innovative ways to alleviate the conditions of those most excluded from society. During the late 1920's social work became more aligned with psychoanalytic ideas (Freud) becoming less concerned with living conditions and social health. This adaptation came about partly out of competition with psychiatry and psychology in hospital practices. This dynamic contributed to a preoccupation toward micro practice among social workers in their social work training, in private practice, and social agency situations with consequent less focus on the macro: social welfare policy and community organization. From this brief history of social work practice, this workshop's focus is to take Code #6 from the NASW Code of Ethics (2017), "ethical responsibilities to the broader society", and present macro social work as a means of addressing this ethical imperative. Presenters will discuss their own macro activities, significant driving forces of faith, and offer practical suggestions toward application.

**Presenter Bio (s):** Lanny Endicott is Director of the Social Work Program at Oral Roberts University. He has been with the University for 44 years. He has degrees from University of Missouri (MSSW), Southwestern Baptist Theological Seminary (MRE), and Midwestern Baptist Theological Seminary (D.Min.) and is a Licensed Clinical Social Worker and Marriage and Family Therapist. He lives in the South Peoria community where he provides community development activities helping found the South Tulsa Community House, a one-stop-shop community service center. The area has significant poverty, Section 8 housing, and high crime. He also has a rich history in working with orphans and teaching and consulting on social work education in Russia: Russian American Christian University, Orthodox University, and Russian State Social University. He is a frequent presenter in conferences including NACSW and NACSW-OK.

Kevin Brown has his MSW from the University of Illinois at Chicago and Ph.D. in Urban Studies from the University of New Orleans. He has considerable experience in community-based social work, urban ministry, and counseling.

Elizabeth Patterson Roe is currently an associate professor of Social Work at Malone University in Canton, Ohio. She has her MSW from Roberts Wesleyan College and her PhD from Memorial University, Canada. She is a Licensed Independent Social Worker.

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**Workshop Title:** Preference for institutional or personal altruism: Implications for welfare

**Workshop Presenters:** Ngozi Enelamah, B.Pharm, Ed.M.,

**Workshop Abstract:** We examined altruism as a value of empathetic welfare. Using data on religious preference, empathy, demographics, and acts of altruism, we highlight their associations and inherent challenges in assessing motivation for altruism. Since altruism has implications for welfare at the basic level, findings have implications for education and practice.

**Workshop Number:** 20181239 -

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

- Define altruism from a clear theoretical framework and its relationship to social justice and religious beliefs
- Articulate the process of culturally-appropriate measurement of altruism
- Integrate altruism as a means to achieve social justice through social policy, practice and research

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** Altruism is the simplest expression of kindness in humans (Richan, 1986, Smith, Lapinski, Bresnahan and Smith, 2013). Altruism has been defined as a consideration for the needs, and selfless concern for others (Batson, 2011; Milton, 2012; Ricard, 2015). Altruism as a behavior highlights nobility in humans, and care for the feelings and needs of others. Altruism has its rudiments in social justice and is a requirement for meeting welfare needs at the most basic level. Many theories of altruism emphasize empathy (Smith, 2003; Batson, 2011), the very value espoused in the Christian faith and stipulated for the practice of social work (Council on Social Work Education, 2015; Segal & Wagaman, 2015). Given the spate of challenges in social work and the inadequacy of systems to serve every need, individual agency and the basic question of being ‘my brother's keeper’ points to a need to emphasize altruism. We also venture that social welfare programs channeled by persons in authority have their roots in the individual beliefs of altruism (DeNitto, 2016). Thus, in this study, we examine theories of altruism including those that question the genuineness of its motivation (Feigin et al., 2014). We highlight social and demographic factors (Beyerlein, 2016; Ricard, 2015) and their role in predicting altruism behaviors (Andreoni, 1990; Ashton, et al., 1998; Draguns, 2013, Tran et al., 2016; Minkov, 2013; Ricard, 2015; Sewell & Heise, 2010). For our data and method, we used the 2014 General Social Survey (Smith, Hout & Marsden, 2016) of Americans and how their expressed feelings about various societal issues. We used eleven items

that were designed to measure altruism based on the question: "During the past 12, how often have you done each of the following things. These items examined include Donated blood; Given food or money to a homeless person; Returned money to a cashier after getting too change; Allowed a stranger to go ahead of you in line; Done volunteer work for a charity; Given money to a charity; Offered your seat on a bus or in a public place to a stranger who was standing; Looked after a person's plants, mail, or pets while they were away; Carried a stranger's belongings, like groceries, a suitcase, or shopping bag; Given directions to a stranger; and Let someone you didn't know well borrow an item of some value like dishes or tools. Based on our Confirmatory Factor Analysis (CFA), we identified two channels for altruism institutional and personal. We conducted logistic regression to determine the odds of choosing either channel of altruism based on individual's characteristics such as age, work status, marital status, empathy feelings and beliefs, and religious preference. Findings from this analysis and review are significant pointers for leaders of religious and social organizations, groups, organized social work agencies and individuals to assist in educating and promoting the basic value of altruism.

**Presenter Bio (s):** Ngozi V. Enelamah is a Ph.D. student at Boston College School of Social Work. Her research interests include the social determinants of mental health among women and children; food security, social innovation and models for social protection in low socio-economic settings and conflict zones; philanthropy and general macro social work environment. Ngozi brings to research, over fifteen years of practice in the public health and non-profit development sectors. Her work has focused on improving adolescent, maternal and child health. As an organization development facilitator, Ngozi is a trainer and has interfaced with local and international organizations to build institutional capacity to deliver solutions to problems in the social sectors.

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**Workshop Title:** Comparing and Contrasting Psychotherapy and Spiritual Direction

**Workshop Presenters:** Dorothea Epple, PhD, LMSW, ACSW, CADC

**Workshop Abstract:** This presentation will describe the similarities and differences of spiritual direction and psychotherapy. We will examine the nature of the relationship, holy listening, trust, storytelling, assessment, self-disclosure, silence, parables, prayer, presence of the Holy Spirit and the depth, breadth, and wisdom of walking with a spiritual director.

**Workshop Number:** 20181141 -

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

- Define similarities and differences of spiritual direction vs psychotherapy regarding assessment, goals, interventions, nature of the relationship, boundaries.

- Articulate the process of spiritual direction vs therapy including the nature of holy listening, storytelling, parables, silence, prayer, presence of the Holy Spirit.
- Identify the depth, breadth and wisdom of living a spiritual life as defined by Thomas Merton, Henri Nouwen, Cynthia Bourgeault, David Benner and Margret Guenther

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This presentation will compare and contrast the art of spiritual direction and the art of psychotherapy. How is it that we can feel known in psychotherapy, but not deeply known? How is it that an experience of the unknowable can make all the difference in knowing we are known? Psalm 139 states "Truly you have formed my inmost being; you knit me in my mother's womb. I give you thanks that I am fearfully, wonderfully made; wonderful are your works. My soul also you knew full well." This scripture allows us a glimpse into the journey to the wellsprings of mystical hope. This presentation will look at the similarities and differences of spiritual direction and psychotherapy. The process of both will be examined including the nature of the relationship, the nature of listening, holy listening, trust, storytelling, assessment, goals and interventions, transitions, self-disclosure, silence, truth, parables, scripture, prayer, and the presence of the Holy Spirit. The presenter will also focus on the different views of transference, counter transference, the third other in the room, and the encounter with the inner presence of the Holy Spirit. The major writers on spiritual direction will be reflected upon to provide a window into the depth, breadth, and wisdom of walking this path with a spiritual director. Some spiritual directors that will be discussed are Thomas Merton, Henri Nouwen, Cynthia Bourgeault, David Brenner and Margret Guenther.

**Presenter Bio (s):** Dorothea Epple PhD; LMSW is an Associate Professor with SAU; a graduate from Loyola University MSW program (1982) and a graduate of the Institute of Clinical Social work with a PhD (2012). She has 25 years of clinical social work practice in Mental Health, Hospice, Addictions and 16 years of academic teaching. She completed the two year training for "Spiritual Direction" at the Haden Institute Ecumenical Program in May 2018.

**Workshop Title:** Association through Dissociation

**Workshop Presenters:** Paul Felker, PhD

**Workshop Abstract:** Christianity is often described as a "relationship, not a religion." The relationship is central to ministry; whether it be clergy, laity, or professional social workers. Recent advances in neurobiology reveal the biological underpinnings of dissociation and its impact on relationships. Perhaps dissociation can serve to enhance relationships?

**Workshop Number:** 20181228 -

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

- Understand the neurobiology of dissociation.
- Identify the impact of dissociation on relationships.
- Recognize skills that allow dissociation to be used to enhance relationships.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Research supports that most people experience dissociation to some extent on a daily basis. Since people experience dissociation on a daily basis, how does this impact the relationship. Empirical evidence supports that the relationship is the central vehicle through which change occurs. Therefore, dissociation and its impact on relationships has implications for social workers and their clients, pastors and congregation members (especially in a counseling context), and youth group leaders and students to name just a few. The purpose of this research was to explore what associations exist between early experiences and dissociation. The early experiences of interest included both adverse events and relational health events. The data used was derived from a sample of 638 youth from a clinical population. This research found that adverse events and relational health factors combined to generate a developmental risk scale that had a predictive relationship to where youth settle on the dissociation continuum. The Neurosequential Model of Therapeutics (NMT) was used as the organizing conceptual framework for this research. In combining social work (and the strength perspective) with NMT, I found that favorable relational health factors were associated with a more organized, adaptive dissociation. Social workers, clergy, and youth workers can use this information to better understand and interpret the dissociative tendencies of people they engage with in the course of their work and see these tendencies from a strengths perspective that recognizes the relational and adaptive potential of dissociation. This can lead to stronger relationships and better outcomes.

**Presenter Bio (s):** Paul Felker Assistant Professor in Social Work PhD in Social Work from Widener University, 2017 LSW in Pennsylvania Presented at many different trainings, conferences, and venues Professional Experience: Child Protective Services Outpatient Psychotherapy Intensive Outpatient Psychotherapy Pediatric Palliative Care Social Worker Grief and Trauma Counselor in a Children's Hospital Teaching in various BSW and MSW programs

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**Workshop Title:** Roundtable Discussions as Strategy: Intergroup Learning

**Workshop Presenters:** Leonora Foels, PhD Joyous Bethel PhD

**Workshop Abstract:** How do we engage in purposeful discussion about issues of social justice considering our history and the current political climate? This presentation will explore the use & effectiveness of structured roundtable discussions as a vehicle for facilitating learning, increasing understanding and fostering solidarity for justice.

**Workshop Number:** 20181193 -

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

- Identify 3 benefits of using structured roundtable discussions.
- Implement 2 strategies for implementing structured roundtables successfully.
- Define the structure for a particular roundtable discussion.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Faculty must guide the next generation of students on how to have productive conversations with all groups of people. Finding ways to connect with others, whose lived experiences and perspectives may be different from our own, is an important life skill in the struggle for social justice. Scholars agree that dialogue, social relationships, and engagement as social change agents are key to successful social justice education, and that transformation can be expected as lived experiences connect with new theoretical constructs (Guthrie & McCracken, 2010; Ibrahim, 2010; Pease & Fook, 1999). The challenge is doing that effectively. Student centered learning is key. Last year, NACSW offered a series of Roundtable discussions. They were structured, and came with ground-rules. The first one served as an example with a pre-chosen panel who agreed to model how it would be done. Subsequent roundtables allowed for participants in the workshops to engage. These experiences were so powerful that we determined to implement similar roundtables into our classes on human diversity and social justice as well as the class on global wellness. Over the course of two semesters we did just that. Some students reported a bit of trepidation at the beginning. Nevertheless, the overwhelming majority found their roundtable discussions to be enlightening, unsettling, enriching, disturbing and wholly authentic. Students commented on the richness of the experience, even as they grappled with the very real pain of their own experiences as well as the experiences of others. This presentation examines how these roundtables were implemented and their usefulness as a tool to foster honest discussion, to realize increased awareness and understanding of the experiences of others, and to remind us of the necessity of solidarity as we wage peace for justice.

**Presenter Bio (s):** Dr. Leonora Foels is an Associate Professor at Millersville University (MU) in the school of social work where she has taught since 2009. Previously, she was Visiting Faculty and Lecturer at the University of Tennessee College of Social Work,

Nashville Campus and an Adjunct Professor at Barry University School of Social Work. Dr. Foels teaches a variety of courses at BSW, MSW, and DSW levels. Dr. Foels received her PhD from Barry University School of Social Work in 2007 and MSW from Simmons College School of Social Work in 2003. A former school social worker, the focal point of Dr. Foels research agenda revolves around social work practice, diversity, social justice and change, social work education issues, and using technology in education. Other research interest areas include mentoring and use of expressive arts in social work education.

Dr. Bethel holds both a BA in Social Work and an MSW from The University of Oklahoma (1981 and 1982). She earned a Ph.D. (1997) in Social Work at Barry University, focusing her dissertation on issues related to complications in mourning and trauma.

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**Workshop Title:** Creating Community as a Strategy to End Poverty

**Workshop Presenters:** Jennifer Frank, PhD, LSW

**Workshop Abstract:** The Bridges Task Force is a collaboration of school social workers, community members, and clergy who aim to address rural poverty. This presentation will examine the results of two exploratory studies, which are being used to develop a strategy for alleviating poverty by decreasing social disconnectedness while meeting tangible need.

**Workshop Number:** 20181110 -

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

- Discuss systemic changes in community, with an emphasis on current residential segregation patterns along class lines and social isolation.
- Define the ways in which patterns of social distance may affect social empathy, especially as related to rural communities.
- Understand the results of our study and church-community partnership building may affect program, policy, and community development.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** The invisibility of rural poverty sometimes obscures a collective understanding of the lived-experience and stymies effort to address the issue. Sherman (2006) suggests that diversity exists in the experience of poverty based on the associated setting. Efforts to address these concerns, particularly in a rural area, must be cognizant of the unique needs of that population in order to be effective. Because according to Morrison (2004) remoteness and isolation tend to exacerbate a lack of access of employment and livable wages, relocation to other areas is sometimes

the best option for poor families. Families may lack the resources to relocate, but more so, such families might not desire to do this for other reasons. The development of social connections that may lead to social capital may offer an alternative approach. The Bridges Task Force is a collaboration of school social workers, community members, and clergy who aim to address rural poverty in the school district. The Bridges Task Force recently explored poverty in the Penn Manor School District through two studies. The first study used multiple data points, including the PAYS survey, demographic and public record, and insights of key stakeholders, and found several domains of need that should be addressed. In addition to basic tangible needs, these domains included employment, transportation, and access to services. Most significantly, themes of physical and social distance between families were prominent. This distance may act as a mediator to other resources by further limiting access to the social capital that would help households in need. As a result of these data, the task force discussed creating HUBs of community connection throughout the district. Such HUBs could serve to meet both the tangible needs of households, but also strive to facilitate social and community connections. The Loft, a program of the Millersville BIC church serves as a logical starting point for the district, where school social workers and the church have already cultivated a flourishing community partnership. The Loft provides food, clothing, and community connections to a small subgroup of families experiencing economic hardship; it is open to everyone in the district. One of the focus of the Loft program is to diminish the "us/them" mentality around services. According to Millersville BIC (2017), the Loft is a place where "we are all growing together" (p. 1). In a second study, data were collected from the participants of the Loft to better understand their perceptions of need and the usefulness of social connections in this context. These data will be used to develop additional sites of a similar strategy throughout the district. This presentation will examine the results of these two studies, which will be used to develop a strategy for alleviating poverty centered on decreasing social disconnectedness while meeting tangible need. School-community-church collaboration will be discussed.

**Presenter Bio (s):** Dr. Jennifer M. Frank is an instructor in the Millersville University School of Social Work. She is a licensed social worker in the Commonwealth of Pennsylvania and her research and practice interests are in poverty and homelessness. Dr. Frank's practice experience has been primarily in homelessness services and included direct service, program development, program supervision, and community-wide coalition action. Jennifer holds a Phd in Social Work from the Bryn Mawr College Graduate School of Social Work and Social Research. Her dissertation is a macro study of homeless services entitled "Making it Work: Small-town system building in homeless services." Dr. Frank has a number of current research projects in the works, including a pair of studies about student perceptions of poverty and students' perception of social and economic distance between groups.

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**Workshop Title:** Faith Perspectives on Building Strong Volunteer Programs

**Workshop Presenters:** John Gavin, MSW

**Workshop Abstract:** How does our faith impact volunteering? Do religious practices make us more or less inclined to get involved? What are the faith perspectives that drive and shape volunteerism? Drawing on a recent study and thirty years of varied experience; this workshop explores these questions and provides a practical framework for organizations and churches.

**Workshop Number:** 20181177 -

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

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

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Church Leaders, Students, General Audience

**Workshop Description and References:** How does our faith impact our interest in volunteering in support of community programs? Do Religious practices make us more inclined or less inclined to get involved? More broadly, what are the faith perspectives that drive and shape volunteerism? What do these perspectives mean in terms of building strong volunteer programs in organizations and churches? This workshop explores these questions. In 2012 a study was conducted among Seventh-day Adventist University faculty and staff, exploring their faith practices and volunteer involvement in the community. As a demographic slice of Adventism, thought-leaders, and the educators of thought-leaders, the experiences of Adventist collegiates reveal important perspectives that can help us understand and harness the power of volunteers from within the faith community, in support of our work as Christians in Social Work. An exploration of the broader faith perspectives on the nature of human-kind, social justice, service and the role of Christians, also informs our efforts to build strong volunteer programs. Finally, a practical framework for building new volunteer programs or strengthening existing programs is provided. Elements of the framework include organizational readiness, recruiting, screening and matching, training, and evaluation. Insights on faith-perspectives as they relate to building strong volunteer programs are based on thirty years of practical experience with local faith-based organizations, community crisis centers, victim advocacy, community organizing, national and international disaster response programs, university-based service programs, collaborations with AmeriCorps-VISTA, FEMA, the Points of Light Foundation, National Voluntary Organizations Active in Disaster, and the Maryland Governor's Office.

**Presenter Bio (s):** John Gavin is an associate professor for social work and sociology at Washington Adventist University in Takoma Park, Maryland. He has served as an

agency director at the local, national, and international levels with Adventist Community Services, the National Voluntary Agencies Active in Disaster and the Adventist Development and Relief Agency (ADRA) with responsibilities for organizational development, program development, training programs and fundraising.

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**Workshop Title:** Faith Development and Christian Social Work Education: A Model

**Workshop Presenters:** Michelle George MSW, LCSW, BCD Charlene Lane

**Workshop Abstract:** The presentation will focus on the implementation, assessment and ongoing development of a curriculum model to help Christian social work students develop their faith while becoming ethical, professional and competent social workers. Discussion will address what was learned in the past 10 years and the next steps

**Workshop Number:** 20181186 -

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

- Develop an understanding related to incorporating spiritual competencies into social work education
- Understand how a faith-based institution utilizes current CSWE competency standards to assess faith integration and ethical, competent and professional social work
- Articulate the role of explicit and implicit curriculum in student faith development

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Social worker educators have a responsibility to incorporate spirituality content throughout the curriculum. For the social work educator, the development and oversight of standards to educate social work professionals is administered through the Council on Social Work Education (CSWE). Accreditation standards require programs to integrate content on spiritual development within human behavior curriculum or courses (Council on Social Work Education, 2015). However, the standards do not provide direction on specifically what to teach related to spirituality or how to incorporate spirituality within the curriculum (Russell, 2006). In addition, the National Association of Social Workers Code of Ethics requires practitioners to understand the social diversity of clients, including issues related to spirituality and religion, and to only practice social work within the boundaries of the training and education one has received related to spirituality and religion (National Association of Social Workers, 2017). Social work programs are required to incorporate spirituality content within educational training programs and social work practitioners are required to address spirituality issues to the extent of their education and training. Both in

2008 and the current 2015 EPAS, the primary focus has been on the implementation and assessment of explicit curriculum to assure student competency development. Although programs are to measure implicit curriculum, v little attention has been paid to how the assessment of implicit curriculum affects competency development. The workshop presentation will focus on the department's incorporation of an additional competency within the social work curriculum in 2008, to facilitate the integration of the students' faith while learning to be ethical, competent and professional social workers, what has been learned from the process, and how the department is developing a new focus. The model was originally designed to connect the mission of the college, the mission and goals of the social work department, the values of the profession, and spiritual formation research, with specific courses and spiritual development competencies. The primary focus has been on integrating faith development into the explicit curriculum to help facilitate faith integration and ethical social work practice. Assessment measures for the additional faith related competency were designed to be similar to how the CSWE competencies were measured within the department. For the past 10 years, evaluation results have been similar to competency development. In 2017 the department conducted additional qualitative research to examine student perceptions of the faith development model incorporated into the curriculum. The workshop will provide a framework for faith integration utilizing a competency-based model, describing research conducted in 2017 assessing student perceptions, spiritual development and the incorporation of implicit curriculum.

**Presenter Bio (s):** Michelle Dixon George Associate Professor of Social Work/ Social Work Field Coordinator Messiah College PO Box 3057 One College Avenue Mechanicsburg, PA 17055 717-796-1800 ext 3902 717-796-4790 mgeorge@messiah.edu

Dr. Charlene G. Lane is a Licensed Clinical Social Worker (in both the states of New York & Pennsylvania) who has over 19 years of clinical as well as administrative experiences. Dr. Lane holds a BA degree in Psychology from York College (CUNY)

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**Workshop Title:** Oral Histories and Life Intersections: Heroes from Vietnam

**Workshop Presenters:** Lori Goss-Reaves, DSW, LCSW, MSW

**Workshop Abstract:** Oral history methodology and techniques will be explained in this presentation designed to honor the legacy of four men who served together in Vietnam. This research project revealed truths about the heart of a veteran and the impact of war. Thirty years after their service, healing emerged as their lives intersected once more.

**Workshop Number:** 20181151 -

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

- Identify techniques used to conduct oral history interviews.

- Define how oral history methodology can be taught to undergraduate BSW students for collaborative research.
- Articulate how four VN veterans found healing 30 years after the war when their lives intersected again.

**Level of Presentation:** Basic

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

**Workshop Description and References:** This workshop will give an overview of oral history methodology and techniques used to conduct oral history interviews. During the workshop the participants will also learn about the findings of an oral history research study aimed at preserving the history of four Vietnam Veterans who served together in Vietnam. Thirty years after they left the jungles of Vietnam, Jed, Zeke, Jerry, and Doc were reunited through a series of events that could only be orchestrated by God. As new memories were created, old wounds were healed. Their bond exemplifies the Marine's motto of brothers forever. The purpose of this research study was to gather the Veteran's oral histories, give them the opportunity to tell their stories, and honor their service by preserving their history in a way that can be shared. A video, created by Indiana Wesleyan University students will be aired during this presentation. The video contains portions of the audio and video recordings captured during the oral history interviews. A bachelor's level social work student served as a research assistant in this research project. It is the goal of the facilitator that each participant will leave the workshop excited about collaborative research projects. This workshop will also equip social workers with a better understanding of challenges faced by combat Veterans. This presentation will highlight two of the core values of the social work profession; the dignity and worth of a person and the importance of human relationships. In Galatians 5:22-23 we read that the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control. The participants in this oral history research project exemplify the fruit of the Spirit of God through their commitment to one another and their brothers who did not make it home. The workshop participants will be reminded of God's goodness as they learn about the histories of these heroic men

**Presenter Bio (s):** Prior to teaching at Indiana Wesleyan University, Dr. Goss-Reaves worked for 26 years as a Licensed Clinical Social Worker in the areas of family preservation, juvenile justice, intellectual disabilities and school based services. Dr. Goss-Reaves hold a BSW from Ball State University, a MSW from Indiana University, and a Doctorate of Social Work from Capella University. She serves on the board of the Prevent Child Abuse Council and is currently president of the Oak Hill School Board. She is a member of NASW and NACSW.

**Workshop Title:** Confronting Sexual Assault and Abuse in Christian Contexts

**Workshop Presenters:** Rebecca Graber, MSW Student

**Workshop Abstract:** This presentation will address the current state of churches regarding assault and abuse, including clergy response to these crimes. It will prepare social workers to engage with faith communities by reframing theological paradigms and through providing practical ways to prevent abuse and to care for and protect survivors.

**Workshop Number:** 20181202 -

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

- Explain the theological tension between belief and practice regarding assault and abuse
- Identify the impact of abuse and assault on survivors, including their spiritual beliefs.
- Understand clergy attitudes regarding sexual abuse and assault and outline strategies for churches to better care for survivors.

**Level of Presentation:** Basic

**Target Audience:** Social Workers, Church Leaders

**Workshop Description and References:** Every 98 seconds, an American is sexually assaulted and is one of the most underreported crimes (RAINN, 2016;). Approximately 1 in 10 children suffer sexual abuse before their 18th birthday (Townsend, 2013; Rennison, 2002). Both these crimes are underreported compared to other crimes due to the shame they inflict upon the victim and potential social consequences of reporting. Scripture speaks of God's special care for the weak and vulnerable, especially children. Studies show that clergy tend to place blame on victims of assault (Sheldon & Parent, 2002; Yuvarajan, & Stanford, 2016) and to cover up or protect perpetrators of abuse from legal prosecution. However, with current scandals today of church cover-ups of abuse, is the church following God's call to care for the "least of these" and protecting survivors? Assault and abuse impact survivors in manifold ways. Psychological effects include anxiety, fear, depression, and fluctuating between intense emotions like fear and rage to feeling numb (Holcomb & Holcomb, 2011). Those who are abused as children may repress memories, have difficulty with sexual intimacy, issues with wetting the bed, and identity issues (Holcomb & Holcomb, 2011). Women who were sexually abused as a child are more likely to change their Christian beliefs and leave the faith than those were not abused (Crisp, 2007). Victims of sexual trauma may struggle to trust others and to believe that God is loving and in control (Hunsinger, 2011). Churches should be places of social support and refuge for victims of abuse and assault. However, clergy and congregational attitudes regarding these crimes may make it difficult for survivors to speak about their trauma. In order to love our neighbors as ourselves, social workers must train churches and clergy to prevent abuse and assault and guide them in how to appropriately care for survivors. This presentation will give an overview of current theological paradigms, especially pertaining to sin and repentance, and roadblocks in churches that prevent reporting of abuse and for the blaming of victims of assault and

abuse. It will present appropriate ways to frame crimes of assault and abuse that empower survivors, rather than place blame on them.

**Presenter Bio (s):** Rebecca Graber is a current student at Samford University pursuing a joint Master of Arts in Theological Studies and Master of Social Work. She received her B.A. at the University of Alabama at Birmingham in International Development. Rebecca plans to pursue a career in clinical social work with a focus in trauma recovery. She hopes to assist churches in preventing abuse within their congregations and to walk alongside congregations where abuse has occurred. Rebecca is in the process of discerning a called to ordained ministry. In her free time, Rebecca enjoys playing Settlers of Catan, reading, and spending time with her hedgehog, Odette.

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**Workshop Title:** Integrating faith and evidence into policy making

**Workshop Presenters:** Brett Greenfield, LMSW

**Workshop Abstract:** Given that religious beliefs measurably shape political ideology, it is important to critically evaluate the integration of faith and evidence into policy making. Policy making for reproductive rights presents a valuable case study that highlights the challenges and opportunities of integrating faith and evidence into policy.

**Workshop Number:** 20181189 -

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

- Identify challenges and opportunities of integrating faith and evidence into policy making.
- Define and evaluate policies through the lens of both faith and evidence.
- Improve advocacy for policies that appropriately integrate faith and evidence.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Since the legalization of abortion in 1973, reproductive rights policy has continued to be a polarizing topic (Dreweke, 2014). "Pro-life" and "pro-choice" have become common place terms to refer to policies on opposing sides of the debate concerning reproductive rights, namely, abortion (Dreweke, 2014; Fried, 2013). The values of these groups are deeply embedded in their competing ideologies and significantly impact the polarization of the debate. A contributing factor to the values-driven approach to reproductive-rights advocacy, particularly for pro-life advocates, are embedded religious beliefs. While political leanings of states have measurable impacts on reproductive rights, religious attitudes are often more significant. The numerical strength of pro-life Evangelical Christian denominations in a state

predicts an increase in laws restricting reproductive rights (Medoff, 2012). States with higher religiosity scores tend to have lower abortion rates, and also tend to be more politically conservative (Kimball & Wissner, 2015). The pro-life movement has been much more proactive in introducing policies that attempt to restrict reproductive rights in the US (Gold & Hasstedt, 2016; Grossman et. al, 2014). Opponents of these policies, however, point to findings that women in states with restricted reproductive rights may be more likely to self-induce abortions, due to the lack of reproductive health providers (Grossman et. al, 2014). They also assert the wide range of regulations instituted by pro-life policies create challenges for women with many different experiences of pregnancy, not just those seeking to obtain an abortion (Gold & Hasstedt, 2016; Kropf, 2013). Pro-choice advocates also lean heavily on research indicating that policies restricting reproductive rights have little effect on the abortion rate (Dreweke, 2014/2017; Jones & Jerman, 2017b). Despite fierce debate and different ideologies present, public opinion about abortion has remained relatively stable, and the majority opinion continues to be that abortion should be legal, but with certain regulations (Beckman, 2017). This majority opinion is a starting point from which to critically engage policy making concerning reproductive rights. The contentiousness of the debate serves only to further stigmatize reproductive health, including abortion, and prevent constructive dialogue about how to support women's experiences of pregnancy (Ludlow, 2012). The values present in the debate do not have to be abandoned for appropriate and effective policies to be implemented in the US. There must be a commitment by pro-life and pro-choice advocates to critically evaluate existing policies and work together to integrate faith and evidence into policy making. A shift toward more collaborative and thoughtful approaches to increasing access to and affordability of women's health needs related to pregnancy could be the start to a change in the landscape of reproductive rights in the US.

**Presenter Bio (s):** Brett Greenfield is a licensed social worker and current PhD student at Rutgers University. He holds degrees from Baylor University (BSW '13; MSW '14) and George W. Truett Theological Seminary (MDiv '17). Prior to beginning his doctoral education, Brett spent 3 years working for the Methodist Children's Home in Waco, TX providing evidence-based home visiting services, community education in trauma-informed care, and foster care services. His research interests include: issues at the intersection of attachment and spiritual development, populations affected by child welfare involvement, child welfare policy, and intersections of faith and evidence in policy and service provision. He has facilitated workshops for multiple school districts in the Waco area, as well as at the No Need Among You conference, and has offered guest-lectures on attachment and child-welfare policy.

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**Workshop Title:** Survivor Guilt: A Call for Self-Care

**Workshop Presenters:** Leslie Gregory, MSW, LSW

**Workshop Abstract:** Survivor guilt in our clients is a familiar phenomenon. Yet, we often do not consider how survivor guilt can manifest, in the course of our work, for us as social workers. This presentation will focus on understanding survivor guilt in social

workers, while discussing the concept of death resilience and strategies for self-care to enhance coping.

**Workshop Number:** 20181214 -

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

- Understand what survivor guilt is, particularly for social workers.
- Explain the concept of death competence and the associated key attributes of death competence.
- Explore the importance of self-care and consider a self-care plan aligning with your personal mission, which could help diminish survivor guilt.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Social Workers, Students

**Workshop Description and References:** Survivor guilt is a phenomenon that can unfold when you survive a situation where someone dies and you feel you could have done more or did not deserve to survive. In other words, it involves a loss where you were spared harm and you are having an adverse reaction to the loss (Hutson, Hall, & Pack, 2015). Often social workers observe this in the lives of their clients when they are struggling with guilt from surviving a natural or man-made disaster or other expected or unexpected death of a loved one (e.g., a parent outliving their child who died in a car accident, a spouse outliving their partner who died of cancer, a friend who lives after they both overdose). Survivor guilt is not discussed expansively in the literature particularly in regard to social workers themselves experiencing the guilt of being a survivor. Yet, social workers are often faced with guilt feelings particularly when engaging in work with populations and in settings where death is not uncommon. Social workers can carry similar feelings of guilt, helplessness, and hopeless as when their client loses a loved one. Social workers can be stuck in a cycle of guilt and self-condemnation if they feel they could have done more to help their client who died or if they feel the loss of their client was unfair or unjust. The more empathetic, ethical, and perfectionistic the social worker, the more vulnerable they are to experiencing survivor guilt (Hutson, Hall, & Pack, 2015). Given that empathy is a key attribute of social workers, it would seem that social workers are vulnerable to experiencing survivor guilt and need to be prepared to face this at some point in their career. A concept known as death competence (Gamino & Ritter, 2012) can be useful in exploring ways to address survivor guilt in social workers. Some components of death competence include reframing assumptions about life and death, managing and accepting emotions, and finding meaning in one's work (Chan, et al., 2016). Survivor guilt is a clear call to self-care in the lives of social workers. As Christian social workers we have a unique mission and additional resources we can utilize for our self-care (e.g., prayer, God's commands and promises, the Holy Spirit and Christ's example, rest, etc.) (Collins, 2005). Self-care can also include gratitude, care of our bodies, engaging in relaxing and meaningful activities, and mindfulness/meditation (Froelker, 2015). Christian social

workers facing survivor guilt need to arm themselves with death competence. Additionally social workers can be helped to cope through creating and utilizing self-care plans that align with their personal mission and are grounded in their faith in Christ. Together these strategies can be implemented to help social workers manage the feelings and thoughts that can accompany survivor guilt.

**Presenter Bio (s):** Leslie Gregory, MSW, LSW, is a Senior Lecturer and the Field Education Director in the Social Work Department at Eastern University. Over the past 20 years, she has primarily taught courses centered around social work practice and policy. She has worked in child welfare and with older adults. In addition to teaching, she is currently a clinical social worker in private practice serving individuals, couples, and families.

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**Workshop Title:** Interdisciplinary Service-Learning Collaboration in Tanzania

**Workshop Presenters:** Rachel Hagues, PhD

**Workshop Abstract:** Social work students collaborated with pharmacy students and a Tanzanian church on an interdisciplinary, cross-cultural, service-learning program. Implications for cross-cultural partnerships, international service-learning program design, and integration of faith will be shared.

**Workshop Number:** 20181161 -

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

- Identify implications for faith integration when collaborating across disciplines cross-culturally.
- Discuss the benefits of preparation and debriefing of students and partners for international service-learning program design.  
Utilize self-reflection to identify learning which can be used in international service-learning programs exposing students to poverty.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Graduate social work students worked with graduate pharmacy students to collaborate with a Tanzanian church to pilot an interdisciplinary, cross-cultural and international service-learning program. The overarching objectives of the service-learning program was that students would: learn multiple views/philosophies of how poverty and injustice can be overcome; consider methods of bringing change to overcome oppression; describe "helping methods" within social work and fields with which social workers collaborate that could be applied and utilized in an unfamiliar community that is culturally different than their own; make the

connection as to how poverty and oppression can hinder normal human development; begin to think about how they can live in a way that does not contribute to continued oppression of others; describe avenues of which they can be involved in changing/diminishing the issues of poverty/injustice/oppression in the U.S. and abroad. Service-learning research has shown that it promotes an active citizenry among student participants, amplifies learning outcomes (Butin, 2010), and helps students connect and apply theory with practice (Johnson, 2013). However, there is a need for service-learning practitioners to be actively critiquing and refining their work so that it can be improved upon, and benefit all involved (Butin, 2010). In that vein, using a case study model (Yin, 1994), the following research questions were explored: How did social work students participating in international service-learning grow in their understanding of poverty and in their understanding of methods of overcoming poverty and oppression? In what ways did social work students feel they grew or were stretched through collaborating with other disciplines and cross culturally? In what ways did social work students feel their faith was challenged? In what ways were student expectations of the program met or not met? In what ways do students expect their lives will be impacted based on the experience? What did the community partners feel went well? What critiques did the community partners give? What recommendations for improvement did the community partners suggest? Social Work students were required to complete a pre-and post reflection on their expectations and experiences, as well as a journal with guided questions for them to answer that allowed them to process their learning through the course of the experience. Students will reflect using the DEAL model (Ash & Clayton, 2009) - describe, examine, articulate learning on issues of poverty and injustice they examine in the community. Community partners were asked to complete a post-reflection evaluation. Data gleaned will have implications for cross-cultural partnerships, particularly those that have faith-based missions and goals. Findings also will help inform the design of international service-learning programs.

**Presenter Bio (s):** Rachel Hagues is an Assistant Professor in Social Work at Samford University. Her research goals center around providing voice to vulnerable populations and confronting oppression. For the last several years she has worked in a remote community in Tanzania with women and girls. Her dissertation looked at gender discrimination issues in that community. As a result of that work, she is currently partnering with community members to establish a private secondary school for girls. Rachel also collaborates with colleagues to learn about the German response to the refugee crisis in hopes to learn best practices to prepare social workers to best respond. Rachel teaches courses on Human Rights, Social Justice, Community and Global Development.

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**Workshop Title:** Congregational Social Work: Facilitating the LGBTQ Conversation

**Workshop Presenters:** Helen Harris, EDD, LCSW

**Workshop Abstract:** Congregations and denominations engage in conversation about responding to Christians who identify as LGBTQ. These conversations include

leadership, employment, and marriage. This workshop includes qualitative research results and plans around social work roles in facilitating congregational conversations and decision making.

**Workshop Number:** 20181160 -

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

- 1. Explore research on the lived congregational experience of persons who identify as LGBTQ and as Christian
- 2. Examine current congregational and denomination issues with respect to LGBTQ membership, leadership, and policy
- 3. Discuss future research for social work roles in best practices for assisting congregations with these difficult conversations and processes

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** One of the more controversial subjects in the church is that of policy and practice around LGBTQ persons who identify as Christians. Both congregations and denominations are engaged in conversations about the issues of "welcoming" and "affirming" as well as leadership, employment, and marriage. The impact of the conversations and of the decisions of congregations is only known anecdotally at this point but appears to include losses for the congregation with any decision, i.e. whoever experiences a decision different than their position may decide to leave the congregation. This presentation explores the potential role of social workers in congregations to discover and evaluate processes, to guide and facilitate the discussions, and to help congregants of multiple positions/beliefs to manage decisions around continued membership and participation. The workshop will include review of the current literature around persons who identify as Christian and as LGBTQ and their congregational and denominational experiences; the very sparse literature with respect to the experience of congregations and denominations and LGBTQ conversations and policy; social work roles in congregations both as employees and volunteers, and planned research to assess the process for these conversations, some of the current outcomes, and how best social workers might facilitate the processes, reduce the negative outcomes, and seek the integration of faith and value or scripture interpretation dissonance in congregational relationships. The presentation will follow up on the work (Yancey (2017) with persons who identify as Christian and as LGBTQ and identify their experiences with congregational life as well as explore the current literature around the experience of congregations. It will additionally explore the role of social workers in congregations, both as volunteers and employees (Garland & Yancey, 2017) and the work of Wheatley and Rogers (1999) and the work on compassionate communities (Wegleitner, Heimerl, and Kellehear, 2016).

**Presenter Bio (s):** Dr. Helen Harris is an Associate Professor of Social Work in the Diana R. Garland School of Social Work where she teaches clinical practice, trauma/loss/and mourning, and higher education teaching in the PhD program. Dr. Harris is completing her 21st year on faculty at Baylor University. Dr. Harris is a licensed clinical social worker; her professional social work practice includes foster care and adoption, hospice, and private practice with trauma and complicated grief. Her research and publication areas include the cognitive impact of grief in children, the ethical integration of faith and professional practice, and the experience of persons who identify as Christian and LGBTQ.

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**Workshop Title:** Community Servant in a Time of Murder: Sendler and the Holocaust

**Workshop Presenters:** Scott Hartblay, MSW Maureen Holland MSW

**Workshop Abstract:** Irena Sendler was a community social worker during the Holocaust. She organized young women, families, and convents to hide children who were soon to be murdered. She and her network saved over 2,500 children from the Nazis. Her story is little known within the social work profession.

**Workshop Number:** 20181180 -

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

- Describe how Irena Sendler changed her community social work practice, in rapidly deteriorating conditions, during the Holocaust.
- Identify three of the community organizing techniques Sendler used to save 2,500 children from extermination.
- Explain how understanding the work of Irena Sendler can inform the work of modern social workers who work in rapidly changing conditions.

**Level of Presentation:** Basic

**Target Audience:** General Audience

**Workshop Description and References:** Irena Sendler was a Polish, Catholic social worker who trained under the famed social worker, Helena Radlinska in Poland (Mieszkowska, 2010). She worked for the city of Warsaw Department of Public Welfare to provide social work services to the city's poorer population. Her work changed dramatically when Germany invaded Poland in 1939. In 1940, the Germans forced all Warsaw Jews into a designated area of the city and called it the ghetto. They built a 10 foot high brick wall around the whole area trapping the population of 400,000 people (Tomaszewski & Werbowski, 1994). Sendler continued to go into the crowded, disease ridden, ghetto and provide social work services to her clients (Skinner, 2011). In July, 1942, the Nazi Germans started to send thousands of ghetto residents a day to the death camp, Treblinka, where they were murdered in a gas chamber (Ackerman, 2007;

Gilbert, 1985). In response, Irena Sendler organized a network of women (many of them social workers) to smuggle children out of the Warsaw ghetto. These children faced almost certain death if they remained in the ghetto (Skinner, 2011). Sendler and her colleagues were in constant danger from the Nazis as they hid children in ambulances, coffins, and wrapped in packages out of the ghetto (Mayer, 2011; Skinner, 2011). They brought the Jewish children to safe houses and convents (Kurek, 1997) where they were given forged documents and instructed in how to pass as Catholic children. Their identities were carefully recorded so that they could be reunited with any parents who survived the death camps. Sendler was arrested, brutally tortured for her brave work, and narrowly escaped execution (Mieszkowska, 2010; Skinner, 2011). Irena Sendler and her life's work are not widely known by social workers in the United States. She had a social work education and practical experience working with the poor in the city of Warsaw (Sendler, 1981; Sendler, 1993). When the war came, she utilized her creativity and courage to adapt her skills to a new client group, the Jewish children of the Warsaw ghetto, who were about to be sent to a death camp. She and her colleagues were instrumental in saving 2,500 Jewish children from almost certain death in Treblinka (Kurzman, 1976; Spilzman, 1999). Her bravery and expertise in social work provide students and practitioners with a model of social work practice in the midst of difficult circumstances (Brueggenmann, 2012). The presenters will demonstrate how they incorporated the work of Irena Sendler in the study of non-violent leadership, human oppression, and cultural competence in macro social work practice.

**Presenter Bio (s):** Professor Hartblay is an Associate Professor of Social Work at the College of Our Lady of the Elms in Chicopee, Massachusetts. He teaches across the curriculum, with a special emphasis on policy and government topics. He has taught Human Oppression for more than ten years, and has research interests in slavery, the American Civil Rights movement and the Holocaust.

Maureen Holland is an Associate Professor of Social Work at the College of Our Lady of the Elms in Chicopee, Massachusetts. She teaches social work practice courses and human behavior content.

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**Workshop Title:** Spirituality and the End of Life: Is There a Connection?

**Workshop Presenters:** Tiffany Havlin, PhD, LCSW Amanda Keys PhD, LCSW  
Rose Korang-Okrah Russell, Regina (Ph.D.)

**Workshop Abstract:** Sometimes a person can experience spiritual issues when confronted with the end of his/her life. This presentation will examine pain that results from spiritual conflicts, whether spiritual assessments should be conducted and by whom, and the role of the social worker during the end of life.

**Workshop Number:** 20181168 -

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

- Understand the importance of a spiritual assessment to those who are at the end of life
- Describe how quality of life can improve when spiritual care has been provided
- Articulate who can provide spiritual care

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** Sometimes with a terminal diagnosis a person is confronted with spiritual issues. Sometimes with the end of life comes pain. In both instances, spiritual care can be a great support and improve the quality of life of a patient (Balboni, Sullivan, Amobi, Phelps, Gorman, Zollfrank, Peteet, Prigerson, VanderWeele, & Balboni, T, 2013). Research shows that it is difficult to find an exact definition of spirituality (Vachon, Fillion, & Achille, 2009; Stephenson & Berry, 2015; Edwards, Pang, Shiu, & Chan, 2010). Although, many themes and subthemes emerge in relation to religiousness and/or spirituality and cancer (Alcorn, Balboni, Prigerson, Reynolds, Phelps, Wright, Block, Peteet, Kachnic, & Balboni, T, 2010). Some of the main themes that result are beliefs, community, transformation, coping, and practices. The end of life experience can cause a person to be more aware of any spiritual concerns (Gijsberts, Echteld, van der Steen, Muller, Otten, Ribbe, & Deliens, 2011). Vichon, Fillion, and Achille (2009) add that oftentimes, death and even serious illness, can open a person's eyes to his/her spirituality; therefore, spiritual care is a critical part of palliative care. In order for spiritual care to occur, spiritual assessments must be conducted. Siddall, Lovell, and MacLeod (2015) purport that spiritual assessments should be routine. As stated above, a patient may be experiencing pain, and pain can have an impact on a person's spirituality (Siddall, Lovell, and MacLeod, 2015). In addition, conducting a biopsychospiritual assessment can help reshape what a patient's goals may look like to allow for a different direction and purpose (Siddall, Lovell, and MacLeod, 2015). Who provides spiritual care? According to Balboni et al. (2013), spiritual care can be provided by a medical team or pastoral services. Spiritual care opens the door to acceptance at the end of life and helps those find peace and resolve and spiritual conflicts. Francoeur, Burke, and Wilson (2016) purport that it is appropriate for social workers to address spirituality with patients, as long as they are trained in spiritual assessments, because many times the trust of the patient has been established and the patient feels safe to discuss spiritual support. The end of life is a delicate time for many people. For many people, it may be a time to face spiritual concerns. Research shows that addressing these concerns can lead to a better quality end of life for many people.

**Presenter Bio (s):** Tiffany Havlin is a Clinical Instructor at Missouri State University. Tiffany Havlin earned a PhD from Capella University and has a MSW from Missouri State University. Dr. Havlin is a licensed clinical social worker in the state of Missouri. She has over ten years experience in hospice and two years experience with the employee assistance program.

Amanda Keys is a licensed clinical social worker and is currently the BSW Coordinator for Missouri State University. Amanda Keys has a Ph.D. from University of Missouri-Columbia and a BSW and MSW from Missouri State University. Dr. Rose Korang-Okrah is an Assistant Professor in the School of Social Work at the Missouri State University in Springfield, Missouri. She had her BSW at the University of Ghana, MSW at the Washington University in St. Louis, MO

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**Workshop Title:** Project Resilience: Preparing Youth to Make Healthy Responses to Adversity

**Workshop Presenters:** Anthony Hill, PhD, LISW-CP, ACSW

**Workshop Abstract:** Project Resilience, a community-based campaign, prepares youth for bouncing back from stressful or traumatic situations. It addressed a surge of fatal adolescent suicide attempts in the same community. Program participants learn to tap into their inner strengths, including faith, and family and community resources after exposure to stress/trauma.

**Workshop Number:** 20181158 -

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

- Describe how Project Resilience prepares youth to tap into inner strengths, including faith, and family and community resources after exposure to stress/trauma.
- Explores the key principles of Project Resilience: Vision, Creativity, Community, and Self-Righting.
- Provides opportunity for participants to experience participating in a Project Resilience training module.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** Grounded in Cognitive Behavioral Theory (CBT) and Ecological Theory, Project Resilience employs techniques to help youth identify negative thoughts and emotions, and to respond to setbacks and challenges in a healthy and productive manner. The campaign is built upon 4 key principles: Vision, Creativity, Community, and Self-Righting. Focusing on these core principles allows participants to identify individual, relational, communal and cultural resources that can be mobilized during times of stress or crises. There are six one-hour sessions. During each session youth engage in activities designed to bolster understanding of inner strengths, including faith, and family and community resources that can be tapped in times of stress or crises. Youth who participated in the Project Resilience campaign completed the Child and Youth Resilience Measure (CYRM) to measure resilience. The CYRM-28

is an empirically validated twenty- eight item instrument designed to explore understanding of the resources (individual, relational, communal and cultural) available to youth (Ungar & Liebenberg, 2011). The findings from the pilot study are promising. After completing the Project Resilience campaign, participants were able to define, in their own words, the term resilience and articulate how they would draw from their inner strengths, including faith, and other resources if faced with a stressful or traumatic event. Additionally, post-test scores on the CYRM revealed gains from pre-test scores. Because Project Resilience is a community-based campaign and is not promoted as a mental health initiative, barriers such as stigma associated with receiving mental health services and limited access to services are greatly reduced. Also by training community partners to deliver Project Resilience content and to be able to identify and refer youth who may benefit from more comprehensive services, gaps in mental health services are addressed, especially in under-served communities.

**Presenter Bio (s):** Dr. Anthony J. Hill holds MSW and Ph.D. degrees from Howard University. Dr. Hill is a licensed clinical social worker, a member of the Academy of Certified Social Workers (ACSW) and a Certified Financial Worker. Dr. Hill is an Associate Professor of Social Work, Chair of the Department of Social Work, and Graduate Director of the Social Work Program at Winthrop University. His research and practice interests are in financial social work and risk and resilience. Dr. Hill is a member of the National Association of Social Workers Board of Directors.

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**Workshop Title:** Using Social Media to Build Resiliency in Traumatized Youth

**Workshop Presenters:** Anthony Hill, Ed.D, MSW

**Workshop Abstract:** This workshop will examine the impact of trauma on youth and will showcase relevant resources to equip workers on how to effectively use social media and other mediums (YouTube clips, poetry, music videos, spoken word) to motivate and help youth overcome barriers that hinder social, emotional and academic success.

**Workshop Number:** 20181107 -

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

- Define trauma and explore the impact of trauma on youth
- Articulate the importance of building rapport and the value of creating a caring and consistent relationship with traumatized youth
- Identify popular media and intervention strategies and tools to meet the needs of traumatized youth.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** This workshop will examine the impact of trauma on youth and will showcase relevant resources to equip workers on how to effectively use social media and other mediums (YouTube clips, poetry, music videos, spoken word) to motivate and help youth overcome barriers that hinder social, emotional and academic success. The workshop will utilize social media and other mediums as an educational tool to enhance youth engagement, deepen learning about how to help youth be aware of the impact of trauma and help youth draw inspiration from others with the goal of healing from traumatic experiences. Participants will gain inspiration from quotes, discuss successful youth programs and examine the impact of adverse childhood experiences. Implications for social workers in direct practice, policy, research, and social work education including how to utilize this knowledge to implement social change and improve the social, emotional and educational outcomes of youth will be highlighted.

**Presenter Bio (s):** Dr. Anthony C. Hill is an assistant professor at Springfield College School of Social Work at Springfield College. Dr. Hill earned his MSW from the University of Pennsylvania and an Ed.D from the University of Massachusetts at Amherst. Dr. Hill has extensive experience in both the fields of social work and education and has been employed as a clinician, adjunct faculty member, school social worker, assistant principal, principal and higher education administrator. He is very active in his church where he serves on several leadership positions, serves as an educational consultant to school districts, and is actively involved with several community organizations. Dr. Hill's experiences provide him with a unique perspective to work with diverse populations addressing multicultural, social, and economic justice issues.

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**Workshop Title:** Collaboratively Developing Spiritual Competence Strategies with MSW Students

**Workshop Presenters:** Maureen V. Himchak, Ph.D., LCSW Thomas Rich-Caverly BS Psychology

**Workshop Abstract:** This workshop presents collaborative spiritual competent strategies that engages students in a reflective process, holistic perspective, value clarification, empowerment of self and respect for diversity. Establishing a collaborative common ground integrates the cognitive affective process to include cultural worldview, counselor's self-awareness,

**Workshop Number:** 20181142 -

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

- Present the collaborative spiritual competence strategies in teaching MSW students

- Apply collaborative spiritual competence process of team building as it relates to cognitive affective process of social work practice.
- Address ethical dilemmas that may arise from issues related spirituality.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Students, General Audience

**Workshop Description and References:** Spirituality is a culturally universal phenomenon. Emphasis on the importance of spirituality is currently being contextualized within professions. JACHO has taken a lead in integrating spirituality in its profession. JACHO mandates that new programs are to instruct residents about religious and spiritual aspects of patients' lives. (Josephson MD & Peteet MD. 2007) For clinicians in facilities accredited by JACHO, a critical component of services delivered to patients is spiritual assessment. The social work profession deeply rooted in spirituality focused on the moral development of the individual's life situation and promoting social reform. Presently spirituality and religion are considered factors in cultural competence. CSWE's core competencies (EPAS, 2015) directly relates spirituality and religion to Diversity. The criteria for a spiritual competent professionals: (1) "apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at all levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies" (p.7). Each competency specifies behavior and the dimensions: knowledge, values, skills, and cognitive affective process. Social workers are "Called to Serve Faithfully in a Rapidly Changing World." They are responsible to teach students in becoming spiritually competent in practice with clients, especially to those clients who express spirituality as being essential in their life situation. It is the dimension of cognitive affective process that is essential for social workers to develop with students. Collaboratively developing spiritual competence strategies engages students in a reflective process, holistic perspective, self-awareness and respect for diversity. (Canda & Furman (2014, p. 10-19). Collaborative spiritual competence strategies: Create a framework in working in solidarity to serve clients on all levels within different cultures. Provide a venue to address ethical dilemmas that may arise from issues related spirituality. Provide support and challenge for in self-efficacy, self-reflection and self-assessment about spirituality. Establishing a collaborative common ground demonstrates the cognitive affective process to include cultural worldviews, counselor's self-awareness, development, and therapeutic process. "Having accepted faith, we are called to serve faithfully colleagues and clients in a reciprocal collaborative relationship" (Rich-Caverly, 2018)

**Presenter Bio (s):** Maureen V. Himchak, Ph.D, LCSW is an Assistant Professor of Social Work in Graduate School at Kean University, Union NJ. Dr. Himchak teaches Research and Social Work Practice. Dr. Himchak received her Ph.D in Social Work, a MSW in Individual and Family Counseling, and a MS in Religious Studies. She is a Licensed Clinical Social Worker and is certified as a Social Work Clinical

Supervision, and School Social Worker. Dr. Himchak recently published a chapter entitled: Suicide: Issues in Physician- Assisted Suicide in the Encyclopedia of Primary Prevention and Health Promotion, Springer Publishing Co. Her recent co-authored publication was: "Children of Immigration: A Holistic Approach/An Imperative for Social Justice. She presented at International conferences and at National conferences: Council of Social Work Education and the National Association of Social Workers. Thomas Rich-Caverly is completing his final semester in the MSW program at Kean University with a GPA of 3.96. He received his undergraduate degree in the area of Psychology from Kean University as well, where he graduated Magna Cum Laude.

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**Workshop Title:** Mitigating Secondary Trauma Experienced by MSW Students in Training.

**Workshop Presenters:** Margaret Howell, MSW

**Workshop Abstract:** This workshop seeks to identify symptoms of secondary trauma in social work students exposed to traumatic case studies. Some students report being overwhelmed and stressed by some class material without a venue for adequately processing. Skills for mitigating current secondary trauma, for life use, and for transferring to clients.

**Workshop Number:** 20181233 -

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

- Recognize the impact of traumatizing material on students/hearers.
- Identify and utilize ways to mitigate secondary trauma experienced by students/hearers in the learning environment
- Describe how to utilize tools learned for mitigating secondary trauma in the learning environment to the work place, for life and for sharing with clients.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** According to Ordelya Kraybill, PhD founder of Expressive Trauma Integration, "Secondary traumatic Stress (STS) is a condition that arises in response to indirect exposure to a traumatic event/s (commonly by hearing a traumatic story experienced by a loved one or a client). Symptoms can be as debilitating as post traumatic stress disorder. STS is increasingly recognized as a grave occupational hazard to aid workers and others who interact with traumatized people for extended period of times." The literature is rich with support for the fact that exposure to trauma through stories or case studies often impacts the hearer creating secondary trauma. This presentation focuses primarily on the responses of some MSW students being trained in

trauma focused social work and their responses to the material. They express manifestations of physical, emotional and spiritual distress and other difficulties after repeatedly being exposed to trauma cases. Useful skills or tools will be explored as a means of mitigating the stress experienced in dealing with class materials. These tools include, but are not limited to, processing with peers, journaling, exercise, massage, meditation, deep breathing, music, yoga, dance, and hobbies. These tools serve to mitigate current distress as well serve for long term self care. Additionally these are tools social workers can teach to their clients in a world where everyone is now often exposed to trauma. Social worker educators should include possibly teaching these self care tool in all classes as caregivers enter a world where exposure to trauma is a given.

**Presenter Bio (s):** Margaret D. Howell, Assistant Professor of Social Work at Andrews University, Director MSW Dual Degree Programs, and Certified Faculty Facilitator for teaching Core Concepts in Trauma Informed Child Welfare Practice. MSW, University of Connecticut, May 1988. BA, Theology, Northern Caribbean University. Twenty years as a clinical and community social worker in CT and in MA. (LCSW, MA since 1994) Fifteen years as social work educator. She has previously presented at CSWE and NACSW conferences and offers CEU presentations for social workers and other care givers within her community. Howell is a frequent presenter on Child Welfare Issues. Her life as a social worker began in Hartford, CT, at agencies such as the Village of Children and Families, the Salvation Army Shelter, the City of Hartford Health Dept. and the Hartford Board of Education and Hartford Public Schools.

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**Workshop Title:** Empowerment for marginalized, isolated, vulnerable separated pastors' wives

**Workshop Presenters:** Rhonda Hudson, PhD, LCSW

**Workshop Abstract:** Experiences of two pastors' wives who attended a support group for those who are separated or divorced will be discussed, and how past feelings of loneliness and lack of social support (Bracken, 2001), changed to empowerment for each (Lee & Hudson, 2011).

**Workshop Number:** 20181137 -

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

- Recognize the vulnerability and marginalization experiences of separated pastor's wives in a group setting.
- Distinguish between assessments that empower separated pastor's wives, rather than further place them at risk for social isolation and loneliness.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Approximately 50% of marriages in the United States end in divorce (Kennedy & Ruggles, 2014). A paucity of research literature addresses experiences of pastors' wives, surrounding the dissolution of marriage, as well as adapting to life during, and after the divorce. Experiences of two pastors' wives who attended a support group for those who are separated or divorced will be discussed, and how past feelings of loneliness and lack of social support (Bracken, 2001), changed to empowerment for each (Lee & Hudson, 2011), in gaining continuing support during and after the group. DivorceCare, a product of Church Initiative, equips lay leaders to offer Biblical, Christ-Centered lay support groups to churches info@churchinitiative.org The group is 12 weeks, and the format is a video, with discussion following. The service is offered to both church members and the surrounding community; those who are interested can find information about, and register on the DivorceCare website, call the church office, or just show up at the first session. Most groups contain a mix of church and community members. A recent group, with four (4) members, were all from community, and included two (2) wives of Protestant pastors. Each identified that she was separated (2+ years) from her husband, and neither had yet filed for divorce. Each shared that she had left her original church community to attend this group. The facilitator secured each members' contact information, which was shared at 2nd session. As members became more affiliated, most shared updates about court dates, meetings with attorneys, etc. The exception was that neither pastor's wife discussed this topic, but each described the social isolation, the falling away of all church and community support she had previously shared with her husband, as research describes (Bracken, 2001, Brunette-Hill, 1991, Davis & Milacci, 2009), and how challenging it was to consider divorce, in her context (Vaaler, Ellison, & Powers, 2009). Gasps from members were heard when one wife, involved in an accident, shared that her pastor husband left his home 87 miles away, to move in with her, and their 11-year old daughter, to stay only until she recovered, and how the 11-year old continued to ask for weeks afterward if Dad would continue to come home each evening. The facilitator concluded that each of the wives, in her apparent lack of movement, was experiencing complicated grief, as discussed by Hasselmo (2017). This assessment changed at the 12th session, when facilitator asked each member how much h(he) had grown during the group, and both pastors' wives shared how much stronger she felt, as they had begun texting supporting messages to each other, meeting for coffee and/or lunch on occasions outside of group, and how they intended to continue doing this after group ended. Instead of continuing in isolation, these pastors' wives, had built a new community with each other, and now felt empowered (Lee & Hudson, 2011).

**Presenter Bio (s):** Dr. Rhonda Hudson joined Union University in 2006, and currently serves as a Professor of Social Work in the School of Social Work, and a certified Quality Matters Peer Reviewer for online courses. She teaches in the BSW programs in Jackson and in Germantown. Dr. Hudson earned her Bachelor's degree in 1981, from Florida A & M University, in Tallahassee, FL, and her MSW (1998) and PhD (2006) degrees from Barry University, in Miami Shores, FL. She is also a Licensed Clinical Social Worker (LCSW). She serves as on the Board of Directors for Area Relief Ministries, Inc., a faith-based non-profit in the community, and as the Coordinator for

Room in the Inn Homeless Ministry, and on the Praise Team at Northside Assembly of God. She also serves on various commissions and task teams in the United States.

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**Workshop Title:** Building Resiliency: Loving Ourselves to Better Love Our Neighbors

**Workshop Presenters:** Staci Jensen-Hart, MSW, LCSW

**Workshop Abstract:** Social workers tend to be highly compassionate and have a strong desire to help others. Thus, the concept of self-care may seem self-centered which leads to cursory actions to care for self. However, by building resiliency in a holistic manner, we can better serve our "neighbors" with joy and endurance.

**Workshop Number:** 20181148 -

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

- Adopt a resiliency framework to better serve our "neighbors" with increased joy and endurance.
- Develop practical strategies to increase flexibility, strength, and stamina in personal and professional life.
- Apply Biblical narratives and spiritual metaphors to strengthen the resiliency framework.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** Building Resiliency: Loving Ourselves to Better Love Our Neighbors People who enter the helping professions such as social work tend to be highly compassionate and have a strong desire or felt calling to help others. Thus, the concept of self-care may seem self-centered which leads to cursory actions to care for self. However, if we change the framework to building resiliency, we strengthen ourselves in order to better serve our "neighbors" with joy and endurance. Resiliency is a term used to describe a person's ability to cope with adversity and adapt positively to change. Resilient workers are more engaged in the work place, more productive, and less likely to experience burnout. Literature suggests resiliency can be developed and that resiliency training can be helpful in mitigating the risk of secondary traumatic stress and compassion fatigue, decreasing health-care costs and increasing productivity, work engagement, and job satisfaction. In this presentation, we will examine healthy practices to build resiliency in a holistic manner through offering practical strategies in the following areas: mental/emotional (developing flexibility in orientation and outlook), physical (building strength for stress reduction), social (supporting stamina through relationships and engagement), and spiritual (increasing joy and endurance through application of Biblical narratives and spiritual metaphors). Current research regarding resiliency will be incorporated throughout the session to

support the strategies presented. This is a fun, engaging presentation that includes physical movement and group experiential activities. The session concludes with reflection and transfer of learning plans to increase the likelihood of application in everyday practice. The session is applicable for educators and professionals in the field.

**Presenter Bio (s):** Staci Jensen-Hart, MSW, LCSW is an Associate Professor and BSW Social Work Program Director at Idaho State University, Department of Sociology, Social Work, and Criminology. Staci earned her BA degree at Boise State University in 1983 and her MSW at University of Utah in 1987. Prior to joining the ISU faculty, Staci was in direct practice as a school social worker, clinician, and consultant for 20 years. She regularly presents to social work professionals and students. She has presented resiliency to graduate students and workers in child welfare, hospice, juvenile corrections, and school nutrition. Her research interests include resiliency, workplace engagement, effective teaching strategies, secondary traumatic stress, play, and spiritual development.

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**Workshop Title:** Making Sense of Murder: Use of Spiritual Sense Making After Homicide

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

**Workshop Abstract:** Homicide challenges the beliefs of surviving loved ones and compels meaning making processes that draws on spirituality and drive spiritual change (SC). Stage 2 of a three-stage theory of SC after homicide will be shared. Illumination of the spiritual sense making process that drove this stage will benefit practitioners.

**Workshop Number:** 20181226 -

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

- Understand a process of spiritual change that tends to unfold in the lives of homicide survivors following the murder of a loved one. Explore the cognitive process of spiritual sense making that drives stage 2 of the Theory of PHSC (Johnson & Zitzmann, 2018).
- Discuss how to help survivors who are in stage 2 of the Theory of PHSC, with attentiveness to the use of specific spiritual sense making processes.

**Level of Presentation:** Advanced

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

**Workshop Description and References:** Traumatic grief compromises the well-being of homicide survivors, who face heightened risk of a variety of mental health conditions. The homicide of a loved one fractures the fundamentals of a survivor's belief system. A

crisis of meaning compels survivors to engage in a process of meaning making in order to resolve the discrepancy between their previous beliefs and their experience of murder. This process is often spiritual in nature and part of a larger process of spiritual change (SC). Currently, there is a dearth of research that looks in-depth at homicidal bereavement, and a complete absence of attention to spiritual meaning making and SC among homicide survivors. Consequently, there is a lack of insight into the individual experiences of homicide survivors, and few interventions that are targeted to the specific needs of this population. Johnson and Zitzmann (2018) explicate a three-stage constructivist grounded theory of the process of post-homicide SC (The Theory of PHSC) that features special attention to the role of spiritual meaning making in homicidal bereavement. Theoretical sampling was used to select participants (n=30) from a larger survey sample that had been recruited through victim services organizations, media recruitment, and snowball sampling. Semi-structured, individual interviews focused on participants' experiences of SC and were transcribed and analyzed using procedures articulated by Charmaz (2006). This workshop will begin with a brief overview of the full theory (Stage 1: Disintegrating, living in a state of shock; Stage 2: Reckoning, living in a state of stagnation; Stage 3: Re-creating and reintegrating the self, living in a state of renewal). The presenters will briefly describe the different modes of spiritual meaning making that drove each stage, and will then hone in specifically on spiritual meaning making in stage 2 of the theory. The process of reckoning was driven by spiritual sense making, a form of cognitive meaning making that consisted of such processes as challenging specific beliefs, seeking spiritually, deferring to God's will, and relying on God's justice. The workshop will be devoted primarily to exploration of the processes that constituted spiritual sense making and ultimately helped participants break free of the stage of prolonged stagnation that often follows homicide. In-depth explication of these processes will provide invaluable insights to practitioners. Discussion will focus on how providers can help homicide survivors who are engaged in a cognitive process of spiritual sense making, whether by joining them in aspects of the process or linking them to appropriate resources.

**Presenter Bio (s):** Shannon Johnson is an Assistant Professor at the Catholic University of America's School of Social Work. She earned her PhD at the University of Texas at Austin in 2016. Her scholarship focuses on spirituality and homicidal bereavement. She frequently presents her research with the hope of helping service providers enhance their work with the homicide survivor population. Shannon worked as an addictions and mental health counselor from 2008 to 2011, after earning her MSW from the University of Michigan.

Brooks Zitzmann is a doctoral graduate student at the Catholic University of America's School of Social Service. As a research assistant, she works with Dr. Johnson on topics pertaining to the processes of spiritual change following homicide.

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**Workshop Title:** Loving Others As Ourselves in the Midst of Interpersonal Conflict

**Workshop Presenters:** Kay Julien, MEd, PhD

**Workshop Abstract:** This workshop offers conflict transformation coaching skills to support positive change in clients struggling to love others as themselves while engaging in conflict. The presentation integrates the Christian faith by linking theory to practice, while providing a model and strategies for this arena immediately applicable to work and ministry.

**Workshop Number:** 20181205 -

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

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

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Change is the number one predictor of conflict. Rapidly changing times consistently bring conflicts that we are often ill-equipped to handle effectively. As Christians in social work seek to faithfully serve God's principles, and the principles of healthy social interaction, their understanding of the nature of conflict and how to capably function in the midst of it, will allow them to help their clients navigate these difficulties. The challenges that conflict presents, such as confusion and loss of personal power, often leave clients self-absorbed and critical. The foundational premise of the transformative approach to conflict intervention supports developing capacities for both strength of self and consideration for others in conflict. Through the principles of conflict transformation coaching, practitioners can play a pivotal role in helping clients see conflict as an agent for constructive change, and can assist clients in building the personal resources needed for positive self-management when encountering confrontations. The purpose of this workshop is to enhance professional development by introducing participants to a conflict transformation coaching framework, and to highlight practical skills for immediate application to their work. A specific coaching model will be utilized to illustrate the strategies for helping clients change their conflict behaviors, and to show how participants can actively engage in supporting this personal transformation. The content of this session is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), and is also informed by psychosocial research in differentiation of self, and interpersonal conflict in both secular and Christian contexts (e.g., Bowen, 1978; Griffin & Apostol, 1993; Skrowan, 2000). In addition to a brief discussion of transformative theory, there will also be a short presentation of cross-disciplinary connections to this intervention, as well as how the principles integrate with the Christian faith. The workshop focus,

however, will be on the specific actions contained within the phases of the coaching model and the one-on-one conversational pursuits that help clients recognize their own capacities to positively influence their conflict scenarios. The material will be presented with a combination of didactic portions and a/v support, and interactive skill- building exercises. Examples from practice stories will also be referenced throughout the presentation, and the handout will include a reading list.

**Presenter Bio (s):** Dr. Kay Julien is a conflict transformation coach in private practice at Orlando, FL. She earned her M.Ed. at the University of GA, and completed her doctoral work in conflict management at Trinity Theological Seminary. Kay is a member of the Assn. for Conflict Resolution, the American Assn. of Christian Counselors, & the Int'l Christian Coaching Assn. A returning presenter for several years at ACR and NACSW annual conferences, she is an experienced speaker on the transformative approach to conflict and its applications. Dr. Julien has conducted pre-conference workshops and numerous training curriculums, as well as a pilot conflict management program in Orlando with recovering trafficked women. Kay is also a veteran coach with Jobs Partnership of Florida.

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**Workshop Title:** The Roles and Functions of the Social Work Supervisor

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

**Workshop Abstract:** This workshop will elaborate upon the roles that supervisors play; the responsibilities which adhere to these roles; and the functions which they must execute. The workshop will review leadership styles and the influence that the supervisor plays in the development of good social workers. Role issues, problems, & challenges will be discussed.

**Workshop Number:** 20181120 -

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

- Define the functions common to all supervisors.
- Understand the authority, power, and supervisory ethics.
- Analyze role issues, problems and challenges of supervision.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**Workshop Description and References:** Supervision is an interpersonal transaction between two or more persons. The premise of supervision is that an experienced and competent supervisor helps the supervisee and ensures the quality of service to clients. In this interpersonal transaction, there is a use of authority (the organizational administrative function), and exchange of information and ideas (the

professional/educational function), and an expression of emotion (the emotional/supportive function). As part of the indirect practice of social work, supervision reflects the professional values of social work. the supervisor monitors job performance; conveys personal/professional values, knowledge, and skills; and provides emotional support to the supervisee. In order to reflect both the short- and long-term objectives of supervision, the criteria for evaluating supervisory effectiveness include staff satisfaction with supervision, job accomplishment, and client outcomes. This workshop will look at the various leadership styles used by supervisors and how these affect the performance of the supervisee. Supportive supervision and supervisor feedback will be addressed. The workshop will conclude by discussing role issues, problems faced in supervision (games played both by the supervisor and the supervisee), and challenges that supervisors face as they work to advocate for the supervisee but also in having a loyalty to the agency for which they work (agency issues with worker performance, etc.).

**Presenter Bio (s):** Kenneth Larimore, Ph.D.; LISW-S is currently a core faculty member at Walden University. He has worked previously at Ohio University for 8 years and was an adjunct for Indiana Wesleyan University, Ohio Christian University, and Liberty University. Dr. Larimore spent 25 years working in Treatment Foster Care before his academic career. He also has a Doctor of Ministry in Marriage and Family and spent many years working part-time in a counseling practice.

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**Workshop Title:** Addiction Recovery: A Journey in the Art of Creating Meaning

**Workshop Presenters:** Debra Lavender-Bratcher, PhD June Tyson PhD

**Workshop Abstract:** Participants will understand and explore how to help create meaning in recovery. Creating meaning is a journey whereby one utilizes the experience of addiction to tap into hidden strengths and talents by exploring their creative side and seek restoration of the soul to live responsibly through their recovery.

**Workshop Number:** 20181171 -

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

- Articulate the art of creating meaning and how it relates to addiction recovery
- Understand the various theories and constructs in which meaning is created for sustained recovery.
- Create their own meaning by participating in activities that will teach them how to assist their clients in creating meaning as a part of their recovery process

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** The issue of drug addiction is an ongoing challenge for the victims of this phenomena, social workers, mental health workers and society. Over the years, there have been many strategies to assist those with issues of addiction. This presentation will address the Art of Creating Meaning an innovating and uplifting process that builds on the addict's strengths and virtues to help them in their journey of recovery (Peterson & Seligman, 2004). Substance Abuse and Mental Health Administration (SAMHSA) (2011) working definition of recovery is "A process of change whereby individuals work to improve their own health and wellness and to live a meaningful life in a community of their choice while striving to achieve their full potential". It is a way to dig into our spiritual core and waken our spirit. Participants in this workshop will understand and explore how to encourage those in recovery to create meaning. Through the Art of Creating Meaning, one takes the experience of addiction and develops a means to help sustain recovery (Matthews, 2006). It enables the person to examine their values, strengths and passions. The person develops the ability to seek restoration of the soul and live responsibly through their recovery. Creating Meaning is a journey one takes to tap into hidden strengths and talents by exploring their creative side and building on it (Winner, 2000). Creating meaning is not programmatic but unique to the individual. The National Association of Social Work (NASW) ethical principles and The North American of Christians in Social Work(NACSW) tenets coincide by emphasizing a person of worth, with basic human rights and essential human responsibilities and the uniqueness of each human being and the distinctiveness of social groups. Creating meaning emphasizes the persons self-worth, uniqueness and distinctiveness. According to Seligman (2002) the process creating meaning allows for one's self-esteem to be enhanced and confidence to soar. They will learn to use every challenge to create meaning instead of being defeated by the experience (Caver, Scheier & Weintraub, 1989). Constructivist theories and narrative strategies will be explored to enhance the understanding of creating meaning in recovery. Creating meaning is done through a variety of ways: writing, painting, visual arts, dance, music, etc. The result of creating meaning is that the person who experiences addiction will have the motivation to perform more productive and constructive activities in their lives.

**Presenter Bio (s):** Dr. Debra Lavender-Bratcher resides in Lubbock, TX. She is a licensed clinical social worker (LCSW) in the states of Colorado, Alaska and Texas. She earned her doctorate degree in Human Services: Community and Social Services. Dr. Lavender-Bratcher has extensive experience in the areas of addiction, families, individuals and groups and microaggressions. Her research interest is how various types of microaggressions affect levels of functioning in addiction and family functioning. Debra was a sociology/ human services professor at Wayland Baptist University in Anchorage, Alaska and Plainview, Texas. She is currently an assistant professor at Texas Tech University in the social work program.

Dr. June Tyson resides in Brooklyn, NY. She has an LCSW-R, ACSW and is practicing psychotherapy in Brooklyn. Her PhD is in Human Services. Dr. Tyson has served the Christian community by teaching and living the Scriptures for more than 30 years.

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**Workshop Title:** Worker-client relationship: A rationality, art and spirituality perspective

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

**Workshop Abstract:** It is argued that mutual appreciative discovery and spiritual companionship are core ingredients in worker-client relationship based on a rationality, art and spirituality integrated perspective. This workshop introduces the seven essential habits for shaping that relationship for a healthy and effective practice.

**Workshop Number:** 20181165 -

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

- Describe and critique the rationality, art and spirituality integrated perspective.
- Explore the function of mutual appreciative discovery and spiritual companionship in shaping worker-client relationship.
- Practice the seven habits for enhancing worker-client relationship

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** These authors argue that effective social work practice should be based on a theology-informed anthropology. Based on the biblical construction of humans as rational, artistic and spiritual beings, social work can be conceptualized and operationalized as a knowledge-guided, art-facilitated and spirituality-empowered process. This integrated perspective necessitates a reconsideration of the professional relationship. It is suggested that mutual appreciative discovery and spiritual companionship should serve as the core for a worker-client relationship. Seven essential practice habits are developed for social workers to cultivate such a relationship. This workshop will introduce the essential concepts of the rationality, art and spirituality integrated practice, illustrate the mutual appreciative discovery process and the concept of spiritual companionship. A seven-habits (or practice skills) framework will be demonstrated and participants will be invited to practice.

**Presenter Bio (s):** Dr. Muh Bi Lin is currently an associate professor of social work at George Fox University. He has been teaching social work in United States and Taiwan for 20 years. His primary areas of teaching include research methods, community and organizational practice, non-profit leadership and management, social marketing and fundraising, marriage and family. He has also engaged in marriage/family, community development and administration practice in Taiwan and China for more than 15 years. His current research interest is in the integration of rationality, art and spirituality in

social work. He has extensive cross-cultural working and living experiences especially in Taiwan, Hong Kong, China, and the U.S..

Leslie Wuest obtained her MSW from the University of Georgia and PhD from Portland State University in Portland Oregon. She is currently an assistant professor in the MSW program at George Fox University. She worked for 20 years as a therapist.

Dr. Yongqiang Zheng is an assistant professor of social work at George Fox University. He obtained his MSW and Ph.D. from the University of Louisville. Previously, he taught at the Department of Social Work at Shandong University .

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**Workshop Title:** St. Francis: Teaching Students in the Franciscan Intellect Tradition

**Workshop Presenters:** Joyce Litten, MSSA, EdD, LISW-S

**Workshop Abstract:** St. Francis of Assisi taught and led from a perspective that is genuinely interdisciplinary with a message that relates to and connects many disciplines. This workshop describes the efforts of Social Work, Education, and Business faculty in the teaching of the Franciscan Intellectual Tradition to undergraduate students.

**Workshop Number:** 20181191 -

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

- Understand the application of the Franciscan Intellectual Tradition and the Enduring Question framework in teaching content to undergraduate students.
- Identify potential areas of interdisciplinary instructional strategies in exploring spiritual content.
- Describe mutual benefits in coursework that supports teaching and learning of spiritual content through multidisciplinary methods

**Level of Presentation:** Basic

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

**Workshop Description and References:** As a Catholic and Franciscan institution, Lourdes University views higher education as a vital way of embodying God through actions in our world. This presentation describes the process of an interdisciplinary faculty team in guiding students through a study of St. Francis' influence on education, business, and social justice. The course " St. Francis, A Man for All Seasons " has the goal of integration of knowledge and values into students' personal and professional selves. We choose to describe the process as interdisciplinary although transdisciplinary and multidisciplinary are often used interchangeably in the literature (Slavicek, 2012; Fox, Baloy & Sens, 2014). Early in 2010, Lourdes University reviewed the general education requirements of the undergraduate curriculum with the intention of

strengthening content related to critical thinking within the Franciscan Intellectual Tradition (FIT). Careful consideration was given to the work of 2001 Commission on the Franciscan Intellectual Tradition with respect to the unique contributions of FIT to the contemporary world. FIT holds that there is a distinctive approach to education with an emphasis on relationships and communal acts of service. "Thus, a Franciscan education: "celebrates diversity as an expression of God's generous love incarnate both in Jesus Christ and the human family; "¢ emphasizes responsibility for creation honoring the dignity of every creature as a particular gift of God with special care for the suffering and marginalized; "¢ provides opportunities to contemplate and communicate the reality of God's abundant goodness and beauty; "¢ engages the world with the attitude of justice to "repair God's house' through a culture of social responsibility; and "¢ models a response to the personal call to leadership through service." (Franciscan Tradition, 2018) The development and instruction of an Enduring Question course that focuses on the work of St. Francis was a natural connection of FIT, consistent with emerging instructional trends in small faith-based colleges (Bonvillian & Murphy, 2014). While teaching in teams and to students from various departments is not unique at the undergraduate level, the instruction of content related to Franciscanism and FIT (or other content related to spirituality) has not been a part of any program at Lourdes University. This method of reaching students exposed students not only to multiple disciplines but to multiple points of view, the "crosspollination" of interdisciplinary teaching (SCUP Academy Council, 8). Our intent is to describe our efforts, challenges, and successes, in teaching a problem-based interdisciplinary study of the enduring work of St. Francis of Assisi. Within these aspirational guidelines, students can cultivate an ethical and moral imagination capable of both envisioning a world in which individuals are respected and where there is a shared concern for the common good.

**Presenter Bio (s):** Joyce Litten, MSSA, EdD, Associate Professor, is director of the undergraduate social work program at Lourdes University, Sylvania, Ohio. She is a licensed independent social worker with supervision designation in the state of Ohio who has presented at CSWE, NACSW, and various national and international conferences. Prior to working in higher education, Joyce administered community projects that focused on social action and social justice and continues to consult with local and regional agencies on these issues. She has developed curriculum in teaching related to spirituality and social work and is especially interested in Catholic Social Teaching. Joyce has collaborated with Jean Kujawa, co-presenter, on topics related to fiscal and economic literacy.

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**Workshop Title:** Academic Advising: How can we make it fun??

**Workshop Presenters:** Carla MacDonald, Ed.D., MSW, ACSW, LSW, MBA

**Workshop Abstract:** SocialWork faculty engage with their students in academic advising at least two times each academic year. What communication styles work best to make the advising experience worthwhile for the student? What motives are present to

foster this out-of-class interaction between faculty and student? The basics of academic advising will be explored.

**Workshop Number:** 20181200 -

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

- Define what academic advising is, what is the role of faculty in the advising process, and what is the desired outcome of advising?
- Discuss and learn from others on what motivates students to engage in academic advising in an effective manner.
- Acquire a plan for evaluating the effectiveness of academic advising and steps that can be taken to improve its function.

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** This interactive workshop will look at a variety of components in academic advising starting with a thematic analysis of the motives for undergraduate students to fully participate. The motives can be summarized as engagement with the faculty advisor through relational, participatory, encouragement, and functional ingredients in advising. Given these various motives, we'll discuss the expectations of the academic advising relationship. A look at student success and how advising serves as the foundation, this workshop will look at the knowledge base need for students, educational opportunities, how to use college resources for educational and personal potential, collaboration opportunities with students, a tracking system for academic progress, a system for regular communication, use of technology, and mentoring students. The workshop will also look at how effective academic advising can lead towards student retention. Almost half of full-time, first-time undergraduate students do not finish their desired course of study in four years (Walters & Seyedian, 2015). We'll look at the role of effective academic advising and how it correlates with student outcomes. While student advising is an essential component of a successful academic experience, how can the Christian social work educator integrate faith into the academic advising routine? Can faith play a critical and foundational component to prompt successful completion of an academic course of study? As social work faculty with a commitment towards measurable outcomes, this workshop will also look at various methods to measure the effectiveness of academic advising so that best practices and continuous improvement become an integral component to this academic function.

**Presenter Bio (s):** Dr. Carla J. MacDonald is the Director of Social Work Education at Huntington University. Dr. MacDonald holds degrees from Manchester University, Indiana University, University of St. Francis and Indiana Wesleyan University. She is a licensed social worker in the state of Indiana. Dr. MacDonald has presented numerous times at NACSW on the topic of cultural competence. Dr. MacDonald is a tenured faculty member at Huntington University where she has worked since 2005. Prior to

entering higher education, she had a 26 year history in macro social work practice along with clinical work. Dr. MacDonald has also served as a consulting social worker in hospice, health care and gerontology services. Dr. MacDonald has served on numerous non-profit boards including Parkview hospital, Boys and Girls club, United Way and Place of Grace where she was one of the founding board members.

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**Workshop Title:** Making Graduate Group Work Courses Real

**Workshop Presenters:** Harmon Meldrim, PhD, LCSW-R

**Workshop Abstract:** Teaching group work creates an opportunity unlike any other graduate school experience. Not only can students develop skills in therapeutic groups, but learn about themselves as diverse, spiritual and human group members and leaders.

**Workshop Number:** 20181153 -

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

- Develop a plan for using student stories while teaching Group Work to MSW students.
- Consider a new teaching philosophy that measures outcome success not just student learning, but new learning for the instructor.
- Create renewed excitement about social work in groups.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Educators

**Workshop Description and References:** During this presentation, I will provide a roadmap that demonstrates how to help MSW students share pictorial autobiographies with class members as a technique for small group work. In the classroom, I model a client-centered approach to processing each student's pictorial autobiographies. This NACSW presentation will discuss how to create a safe environment for student self-disclosure. It will also focus on danger zones with this technique, especially regarding disclosure of past trauma. The greatest lessons learned is a different philosophy of pedagogy, which challenges faculty to measure success by how much they learn in a class and how much learning they bring to the students. Effective methods for helping students achieve success as group leaders by leading groups within this class using the classroom as a laboratory for learning will also be presented. Our students bring amazing stories on their journey into social work. We need to hear their stories helping launch them into becoming curious about client stories. Learn how in the safety of a supportive group God is present and working, building connections and personal meaning.

**Presenter Bio (s):** Dr. Meldrim has been teaching social work for the past 20 years at Roberts Wesleyan College, where he is a professor and MSW Program Director. Dr. Meldrim has been teaching Group Work to MSW students for many years. He has always stayed current in clinical practice, currently working with Seneca Nation of Indians families. He is an LCSW in New York. Previous NACSW presentations have included a presentation on Custody Evaluations with Native American Families, and Trauma Interventions following the Oklahoma City Bombing.

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**Workshop Title:** The Use of Prayer As An Intervention for Clients Who Identify as Christian

**Workshop Presenters:** Amy Mitchell, MSW

**Workshop Abstract:** Prayer is a central practice for the Christian. Throughout the Bible, God repeatedly calls upon His people to pray for virtually every circumstance in life. Through the literature, case examples, and demonstration, practitioners will be given practical tools for the use of prayer with their clients who identify as Christian.

**Workshop Number:** 20181243 -

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

- Attendees will learn about the current literature regarding the use of Christian prayer in clinical practice.
- Attendees will learn how to utilize prayer ethically and appropriately in both secular and sacred clinical settings ..
- Attendees will be given practical, tangible information on when and how to utilize prayer in their work with Christian clients

**Level of Presentation:** Advanced

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

**Workshop Description and References:** The presentation will, of course, open with prayer. The literature on "why" prayer and prayer as a practical tool for use in clinical practice will be first reported. Second, the practitioner's ethical assessment of the client's spiritual belief system and desire for prayer to be involved in their treatment will be addressed, as the client's own wishes and preferences must be paramount, examined and honored. Third, practical examples including case examples will be shared in order to provide a concrete "how to" about the application and use of prayer with clients. Included in these examples will be dos and don'ts to help guide the practitioner. Fourth, reasons why prayer may be offered to clients, such as specific issues that may arise in session that would be a natural bridge to the offering of prayer will be discussed. Different prayer "levels" will also be introduced depending on the faith tradition of the

client and the variations that may be found in differing Christian denominations. Included in this workshop is an opportunity for prayer to be demonstrated via a role-play, and an offer of prayer to the participants themselves if they wish to process the workshop in a sort of "lab" format, learning how to pray for others and each other.

**Presenter Bio (s):** Amy is a 2nd year PhD in social work student at The Catholic University of America, Washington, DC. She received her MSW from the University of South Carolina in 2002. Amy is a therapist with Diamond Healthcare, provider of intensive outpatient behavioral health services for adults 18 and older with mental health diagnoses. She is grateful to be under licensure supervision towards the LCSW. Amy also has 22 years experience as a music ministry director in various church traditions, is a classically-trained vocalist and plays piano, guitar and flute. She has been married for 30 years to the Rev. Peter Mitchell, an Anglican priest, and has participated with him throughout his 25-year-ordained ministry in providing prayer ministry to many. Peter and Amy have two sets of twins: Sam & Fiona (14) and Bruce & Anna-Justine (11). They live in Woodstock, Virginia.

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**Workshop Title:** Answering the Call: Building Community and Integrity in the Online Classroom

**Workshop Presenters:** Helen Mudd, PhD, MSSW Sharon Renee Sartin ABD, MSSW

**Workshop Abstract:** Our changing world in the 21st century, now offers classrooms that have only digital walls. This workshop will lead faculty members and program administrators in a dialog on the difficult tasks of building community, teaching students to love their neighbors, and protecting the integrity of the learning experience in the online classroom.

**Workshop Number:** 20181181 -

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

- Develop a plan for building community in the online classroom
- Discuss a plan for teaching students to love their neighbors in the online classroom
- Implement a plan for addressing integrity threats in the online classroom

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** "Without a building, without faculty, with no money, we have agreed to build and operate a school. It is a Venture of Faith" (Fannie Heck, 1907). As we move into the 21st century, we move into an era of technological

advancement. Our changing world now offers classrooms that have only digital walls. As Ms. Heck so eloquently pointed out, it is a venture of faith and if we are honest, we must conclude that the integrity of the learning experience in the online classroom is under attack. This workshop will lead faculty members and program administrators in a dialog on the difficult tasks of building community, teaching students to love their neighbors, and protecting the integrity of the online classroom. Online course enrollments have grown dramatically over the past two decades. One quarter of American college students are in an online degree program, and 32% have taken at least one online course (Allen & Seaman, 2013). Although online programs have great potential to expand access to higher education, attrition is a significant challenge to their growth. There are many factors that contribute to online attrition, including high college costs, poor program fit, lack of feeling connected, and lack of technical support or student support services for online students (Angelino, Williams & Natvig, 2007). Online students may face challenges in feeling a sense of community, which can contribute to isolation and attrition. Berry (2017) and Barber (2015) emphasized that students experienced a sense of engagement, connection, and community when the instructors used a variety of technical and pedagogical practices. This workshop will provide participants with an opportunity to share best practices for building community in the online classroom. Workshop leaders will utilize personal narratives to highlight what students see as important in building community in the online classroom. Donathan, Hanks and Dotson (2017) found that online classes change the way we communicate and in some instances, the student can appear to have uncivil student behaviors, when they challenge authority, test the instructor's credibility or knowledge, ignore deadlines, participate in inappropriate emails and engage in academic dishonesty. Workshop leaders will demonstrate how communication modeled after Emphasis 4:29 can restore civility to the online learning environment. Workshop leaders will highlight integrity concerns in the online classroom, including exam for fee website usage, resubmitting of papers, unauthorized help on assignments, knowledge as shared property and access to assignments/exams in advance. According to McAllister & Watkins (2012), for students to be successful and avoid the issue of academic integrity in online courses, their skills of self-regulated learning must be developed and advanced. This workshop will present course changes that can be made to combat challenges to academic integrity.

**Presenter Bio (s):** Dr. Helen Mudd is the Dean of the Carver School of Social Work at Campbellsville University. She received her Ph.D. at the University of Louisville and her Bachelor and Master's Degrees in Social Work from Eastern Kentucky University. Prior to entering academia full-time, Dr. Mudd worked for 23 years in child protective services. Dr. Mudd has been a licensed social worker for 28 years. Renee Sartin is an Assistant Professor of Carver School of Social Work at Campbellsville University Louisville East Regional Center. She received her MSSW at Kent School of Social Work at the University of Louisville and her Bachelor Degree in Social Work.

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**Workshop Title:** A Call to Serve: Teaching CSWE Competencies as Disciple-Making Professor

**Workshop Presenters:** Helen Mudd, PhD, MSSW Kimberly Mudd-Fegett DSW, MSW Cynthia Colyer

**Workshop Abstract:** This workshop will demonstrate how to develop Service Learning Opportunities that highlight CSWE core competencies and the mandate of Matthew 25: 34-40. Presenters will share how the intentional use of core competencies and scripture from the planning process to the evaluation of experiential learning can produce a life-changing experience.

**Workshop Number:** 20181133 -

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

- Develop Service Learning Opportunities that highlight CSWE core competencies and the mandate of Matthew 25: 34-40.
- Describe how the intentional use of competencies and scripture from pre-planning to evaluation of experiential learning can produce a life-changing experience
- Utilize the Service-Learning Guide provided in the workshop to plan successful service learning experiences

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Service Learning is a critical component of the educational experience of students pursuing their social work degrees. Described as a three-legged stool, service learning enhances educational value through the promotion of student reflection, critical thinking, and problem solving (Lemieux & Allen, 2007). This presentation will highlight how service learning can effectively be utilized in the teaching and measurement of competencies. Using service-learning trips to tie the core competencies together for a more meaningful opportunity, a social work program can create a more robust and rich student learning experience. According to Blundo (2010), "true service-learning establishes the act of service as a significant part of a course and the community connection acts as second text of learning" (pg.92). Petracchi, Weaver, Schelbe, and Song (2016), studying 128 universities found that eighty-five percent of respondents from programs housed in private universities with a religious affiliation reported offering courses with service learning components, whereas 63% of private without religious affiliation reported service learning components. Petracchi, Weaver, Schelbe, and Song (2016) concluded that early service experiences had a positive experience on students' professional development, specifically their understanding of social justice, cultural competence, and self-awareness (p. 334). In making the decision to pursue social work, many students search for the fit between social work and their faith. Hugen (2016) summarized students feelings as "In being loved by God, they in turn wish to share some of this love with those who are poor or hurting or are in need of help of some kind" (p. 71). In classes, in field placements, and in agencies students and

workers "recognize the complex tensions between their religious faith, agency auspices, and the secular values of the social work profession" (Hugen, 2016, pg.71). Through service learning, students have the opportunity to apply and integrate their classroom learning and their call to serve. Professors have the opportunity to model the integration of spirituality and social work. The student, professor, and community agency create a learning partnership through which CSWE core competencies and the mandate of Matthew 25: 34-40 can work in harmony. A high quality service learning experience does not happen without thoughtful planning and intention. All participants will receive a Service-Learning Guide. The learning guide will provide attendees with a checklist for laying the logistical groundwork to ensure a successful learning experience for the participants. Also, incorporated in the Service-Learning Guide are the pre-planning logistics, resources, scripture references to service, and an evaluation tool.

**Presenter Bio (s):** Dr. Helen Mudd is the Dean of the Carver School of Social Work at Campbellsville University. She received her Ph.D. at the University of Louisville and her Bachelor and Master's Degrees in Social Work from Eastern Kentucky University. Prior to entering academia full-time, Dr. Mudd worked for 23 years in child protective services. Dr. Mudd has been a licensed social worker for 28 years.

Dr. Kimberly N. Mudd-Fegett is Assistant Professor of Social Work at Campbellsville University. Prior to beginning full-time with Campbellsville, Fall 2016, Dr. Mudd-Fegett worked thirteen years for the Kentucky Cabinet for Health and Family Services.

Cynthia Colyer, MSW, CSW is an Assistant Professor at the Carver School of Social Work. In this position, Cynthia is the BSW Field Director and teaches Field Seminar classes and Faith Based Social Work courses.

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**Workshop Title:** Demonstrating Christian Compassion through Narrative Forensic Interviewing

**Workshop Presenters:** Kimberly Mudd-Fegett, DSW, MSSW

**Workshop Abstract:** The way we guide abused children in telling their stories can greatly influence the trauma and outcome of their disclosure. The narrative approach has shown tremendous value in forensic interviewing. In this workshop, a certified forensic interviewer will demonstrate basic skills in guiding narrative reflection.

**Workshop Number:** 20181135 -

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

- Describe the therapeutic value of narrative interviewing.
- Identify basic techniques of narrative interviewing.
- Utilize the narrative interview tools provided in their field of practice.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** In 2014, state agencies estimated that over 702,000 were victims of child maltreatment (Child Abuse Statistics & Facts, 2018). Poor interviewing techniques may contribute to children not disclosing. The narrative approach has shown tremendous value in forensic interviewing; this approach allows children to be guided through reflection rather than questioned in rapid succession. In fact, research has shown children guided through free-recall retrieval strategies such as narrative are most likely to illicit accurate information (Hershkowitz, Lamb, Orbach, Katz, & Horowitz, 2012). Individuals who have experienced a traumatic event verbalize their experience in their own unique manner. Therefore, it is imperative that traumatized victims and individuals have the freedom to explain their experience in a manner that is sensitive and supportive, thereby minimizing further traumatic injury to the individual. Recent research supports that children as young as three or four years can accurately relay details of their experiences (Swerdlow-Freed, 2015). The detailed account then assists law enforcement with prosecution of the sexual offender, while the owner of the narrative gains a sense of belonging and understanding. Jesus commands in John 13:34; "A new command I give you: Love one another. As I have loved you, so you must love one another." Through the narrative approach, the interviewer engages in an emotional connection with the victim, projecting the genuine compassion, love and concern of which Jesus spoke. When compassion and genuine concern are projected, the individual will often disclose far more detail regarding the trauma they have endured because they gain a sense the interviewer genuinely cares for them (Beverly, 2000). In this workshop, a certified forensic interviewer will demonstrate basic skills by using examples of narrative forensic interviews. Interview skills will be demonstrated to demonstrate how to allow victims to describe their experiences of abuse using metaphors, cultural application and personal reflection. Focusing on the core elements of the abuse rather than attempting to gather every detail of the event maximizes the quantity and quality of information gathered (Newlin, et al., 2015). Social workers have often relied interviewing approaches that narrowly focus the victims responses, rather than presenting questions that open and expand the dialog. Closed ended, interrogative approaches tend to be unemotional and ineffective in successful disclosures as they take on an interrogation approach. In stark contrast, through the narrative approach, the individual becomes the expert on their experiences while the interviewer/social worker serves only as the guide. In fact, recent studies have found that narrative interviewing also upholds ethical standards by minimizing the harm to children during the interviewing process while gathering quality information that meets high legal standards (Anderson, Anderson & Gilgun, 2014).

**Presenter Bio (s):** Dr. Kimberly N. Mudd-Fegett is Assistant Professor of Social Work at Campbellsville University. Prior to beginning fulltime with Campbellsville in fall 2016, Dr. Mudd-Fegett worked thirteen years for the Kentucky Cabinet for Health and Family Services in Child Protective Services. In addition to working at Campbellsville, Dr. Mudd-Fegett is a certified forensic interview and employed with Silverleaf Sexual Trauma Recovery Center in Elizabethtown. Dr. Mudd-Fegett teaches a vast array of courses in both the Undergrad and Graduate programs, including, Child Abuse &

Neglect, Introduction to Social Work, Leadership, and World Problems. Dr. Mudd-Fegett presented workshop at 2017 NACSW Conference on Secondary Trauma of Child Protective Services.

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**Workshop Title:** When Your Child Comes Out: Extending God's Love to Families in Transition

**Workshop Presenters:** Elijah Nealy, PhD, M.Div., LCSW

**Workshop Abstract:** Lack of information and the task of integrating Christian beliefs can challenge families when a child comes out as transgender. With increasing evidence documenting family support as the critical mediating variable for young adult risk factors, this workshop outlines interventions to enable families and trans youth to cultivate faith, hope, and love.

**Workshop Number:** 20181197 -

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

- Acquire new information about gender identity, the process of gender transition, and the unique needs of transgender youth
- Develop assessment and interventions skills for supporting trans youth and their families, including exploring and integrating their faith beliefs
- Increase self-awareness of clinician beliefs, values, and biases regarding transgender people and how to integrate our faith to facilitate wholeness and hope

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** Coming out as transgender requires tremendous internal energy and courage. Despite progress, transgender and gender diverse people continue to face high rates of harassment, discrimination, and violence (James, et al., 2016). At the same time, resistance in the form of naming and maintaining one's own sense of identity in the face of persistent and pervasive invisibility and oppression can both elicit and amplify inner strength, resilience, and faith (Singh, Hays, & Watson, 2011). While most adults in the U.S. know someone who is lesbian, gay, or bisexual, few personally know transgender individuals or have adequate information about the distinctions between biological sex, gender identity, gender expression, and sexual orientation. The continued diagnosis of gender dysphoria as a psychiatric illness, and historical and present-day religious beliefs about trans and gender-diverse people as sinful, are often internalized by families and transgender youth in ways that diminish self esteem, lead to alienation and isolation, and contribute to pervasive feelings of shame and despair (Mann, 2013; Tanis, 2003). These messages,

alongside experiences of rejection and discrimination, place transgender people at high risk for a poor sense of self, self-harm, and abuse and/or violence from others. As a result, navigating a child's gender transition is uncharted territory for most families. In the face of Christian faith communities that understand transgender identity as sinful, some young people and families feel forced to choose between their faith, their church, and their child/parents. Most studies indicate LGBT youth make up 20-40% of all homeless youth. Even when families and trans youth remain together, relationships can become strained and distant. When trans youth and their parents are not on the same page, children often internalize messages that who they are is "not OK," with their families, faith communities, in the larger world, and with God. They may come to believe that they are unloved and unlovable. It is essential that social workers engage trans youth and their families in not only navigating external discrimination, but also dismantling the effects of internalized negative religious beliefs and practices. Beginning with a review of critical terms and concepts, this workshop describes assessment with trans and gender-diverse youth, explores Christian beliefs about God's love for all (including transgender people), outlines basic steps when a young person transitions, and discusses the emotional terrain for families with a transgender child. With increasing evidence documenting family support as the critical mediating variable for LGBT young adult wellbeing, clinical interventions are suggested that enable families to navigate their beliefs and continue to support their child. The role of the clinician's underlying beliefs and therapeutic stance is highlighted in terms of extending God's love to trans youth and their families.

**Presenter Bio (s):** Elijah C. Nealy serves as Assistant Professor at the University of Saint Joseph, West Hartford, CT. He holds a PhD from City University of New York (2014), an MSSW from Columbia (1993), and M.Div. from Union Theological Seminary (1993), and a BSW from Cairn University (1980). He is an LCSW in NY and CT and is ordained with Metropolitan Community Churches. Elijah has 30+ years experience in clinical practice and agency leadership within residential and outpatient substance use treatment, mental health, and pastoral and clinical work with LGBT individuals and families. He presents regularly on clinical practice with transgender persons (particularly youth) and their families, as well as LGB persons. Elijah also preaches and facilitates conversations within faith communities. He is committed to the integration of spirituality and practice, as well as advocating for love and justice.

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**Workshop Title:** #MeToo, #ChurchToo: Exploring a Christian Response

**Workshop Presenters:** Bonnie Nicholas, LMSW

**Workshop Abstract:** Those who have experienced sexual abuse and harassment are finding their voices, and people are listening! This workshop will explore the seismic culture shift in our thinking about the role of power in relationships, the dynamics and impacts of sexual abuse and harassment, and how the church can respond.

**Workshop Number:** 20181111 -

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

- Acquire a greater understanding of the power dynamic operating in abuse, its damaging effects, and also how Christian Scripture speaks to this issue
- Discuss the complexities that surround the issue of abuse in the context of Christian faith communities by interacting with short case studies or scenarios
- Examine various ways abuse is being addressed, including national campaigns and resources, as well as practical ways churches might partner in these efforts

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** We'll begin with a short presentation about the dynamics of power and control that operate in situations of sexual abuse and harassment. Abuse can be misunderstood when that dynamic is ignored. For example, we may see anger out of control, when in reality anger is being used to maintain control in a relationship. We may see an affair between adults, when in reality positional power is being abused in a relationship. We will look at the power and control wheel to see how various types of behaviors have the same intention in a relationship dominated by this power dynamic. We will also look at Scripture to see what it says regarding use of power in relationship "beginning with Genesis 3, the beginnings of patriarchy" moving to 2 Samuel 13, the rape of Tamar" and then looking at Jesus, noting how he used his power in service to others, for the flourishing of his kingdom. This stands in stark contrast to the way power is used in abuse, and is one important reason why his followers must stand against abuse in all its forms. After the short presentation, we will break into small groups to discuss various scenarios, identifying who has the power in each situation, what factors are important to consider, what boundaries may have been crossed, what might be an effective response, and how the situation might have been avoided in the first place. Various themes as well as resources will be noted during discussion of these scenarios, which can then be accessed in the future for additional information. As time allows, we will discuss briefly the importance of engaging on various levels (individual, leadership, institutional, community) in order to impact efforts toward positive cultural change. We will look at how various efforts and movements have worked to be a part of changing culture, particularly: Samaritan SafeChurch, GRACE (Godly Response to Abuse in the Christian Environment), RAVE (Religion and Violence E-Learning), Dove's Nest, It's On Us, One Billion Rising, and perhaps even CRC Safe Church Ministry. It seems important to note that collaboration with others is a far better strategy than reinventing the wheel; and collaborating both within and outside the faith community can work. Generally, we are far better together than on our own.

**Presenter Bio (s):** Bonnie Nicholas, LMSW, is currently serving the Christian Reformed Church as director of Safe Church Ministry, equipping congregations in abuse awareness, prevention and response. Safe Church Ministry trains and works with volunteers across the U.S. and Canada so that they can be a catalyst and a resource in their own congregations and regions. Bonnie has been in this position since 2011. Prior to that she worked on staff with InterVarsity Christian Fellowship at Michigan State University, where she also earned her Master's degree in Social Work in 2006. During that time she represented the faith community, serving on the Capital Area Domestic and Sexual Violence Coordinating Council. Bonnie has been married to her husband Jim for 40 years and has two grown children and five beautiful grandchildren.

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**Workshop Title:** Against the Tyranny of Busy-Ness: Radical Self Care for Social Workers

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

**Workshop Abstract:** We often use "busy" as shorthand for "important" and that is both theologically and orthopraxically tragic. In this workshop, we will explore ideas of sabbath rest, work/life balance, and how reorienting our identity as humans on a regular basis is the only way to safeguard burnout.

**Workshop Number:** 20181219 -

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

- Identify areas of imbalance in their own practice
- Commit to integrate sabbath into their social work practice
- Reflect upon their relationship with rest

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Key Topics: - sabbath - self-care - theology of self-care - exhaustion as an American cultural value This is an interactive workshop, formatted for both introverts and extroverts. There will be group discussion around the Scriptural basis for rest and the evolution of 'sabbath' throughout various theological traditions. Then there will be an exploration of the sociocultural obsession with 'busy-ness' that is baked into American culture (primarily using Max Weber) before finishing with a period of silence with soft music and allowing the participant to rest and reflect upon what they've learned.

**Presenter Bio (s):** Kristen Nielsen Donnelly, EVP of Abbey Research & COO of Abbey Companies MSW (Baylor '09) MDiv (Baylor '11) PhD (Queens University Belfast '15)

Presented 2017 Convention in Charlotte CV or Speaker One Sheet available upon request

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**Workshop Title:** Serving those who have served faithfully: An exploration of evidence based treatments, resources, and services for veterans

**Workshop Presenters:** Linda Openshaw, DSW, LCSW, ACSW Andrew McLane LMSW, MS

**Workshop Abstract:** Many join the military to serve a purpose greater than themselves, much like social workers. In the last 17 years, 2.2 million troops deployed; of those, over 6,600 have been killed and nearly 50,000 have sustained an injury. It is imperative that current treatment modalities, services and resources be available.

**Workshop Number:** 20181190 -

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

- Define current DSM-5 diagnostic criteria for common mental health conditions in veterans.  
Explore evidence based treatments and outcomes.
- Discuss resources and services available to veterans

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** It is well known that many military personnel integrating back into civilian roles will be faced with a multitude of challenges. For example, many have injuries, both physical and mental. Nearly one out of four service men and women return with mental health concerns (Veterans, 2017). Friedemann-Sanchez, Sayer, and Pickett (2008) found "rehabilitation providers described OEF/OIF (Operation Enduring Freedom and Operation Iraqi Freedom) veterans as being different from other populations that have served and noted the complexity of their clinical needs" (Signoracci, Bahraini, Matarazzo, Olson-Madden, & Brenner, 2014 p. 161). Social workers treating these individuals will not only be faced with patients suffering from severe trauma, but also systemic challenges such as poverty that complicate the road to recovery. While working with veterans and their families, in a clinical setting, it is important to examine the systems and subsystems (Person in environment) that impact their daily lives. For instance, economic turmoil deeply impacts lower ranking military and families. "The U.S. Department of Defense estimates that thousands of military families live in poverty and that 40% of lower ranked soldiers face substantial financial difficulties" (Lipman, 2010, p. 9). The harsh reality of homelessness and poverty continue to be an obstacle for many who have served. In fact, one out of every three men who are homeless have served. Many are found sleeping in front of storefronts,

sidewalks, under bridges, in tent cities, or on cardboard boxes (Lipman, 2010). In addition to their male counterparts, female veterans are four times more likely to end up homeless than women who are civilians (Lipman, 2010). Clinicians must also consider the challenges that service men and women have while reintegrating back into civilian life. Often times, the support systems and employment present in military settings are no longer existent when they are discharged. Adjustment challenges such as long distant relationships failing, family members passing away, and children growing up can be quite cumbersome in addition to traumas faced in battle.

**Presenter Bio (s):** Linda Openshaw, DSW, LCSW, ACSW is the MSW Program Director and professor at Texas A&M University-Commerce. She graduated with a Doctor of Social Work University of Utah Graduate School of Social Work in 1981. Her licenses are active and current. Previous presentations include: Justice for gerontological populations: A meta-analysis of social welfare (2017), Building bridges between social work education and practice skills: An exploratory study (2016), Faith based support for traumatized immigrant families living in poverty (2015), and Social work practice and the narrative of poverty (2014). Her professional experience is in teaching at the university level and school social work.

Andrew McLane, LMSW, MS is a social worker at Hospice Select. He obtained his MSW from Texas A&M University-Commerce, in 2016. His license is active and current.

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**Workshop Title:** Challenges of Burnout and Employee Engagement in Social Services

**Workshop Presenters:** Alisa Otto, MA Ingrid Slikkers LMSW

**Workshop Abstract:** Social work is hard work, but so is replacing workers that burnout too quickly. Presenters will share successful, easy to implement, methods on increasing retention and employee engagement. Come experience how business concepts on employee engagement, along with Christian leadership standards can be made applicable to the social work world.

**Workshop Number:** 20181179 -

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

- Articulate at least 3 innovative strategies on how to reduce burn out for workers in their organization derived from the business development world
- Increase skills by a minimum of 3 methods to develop their staff in a way that reduces turnover and improves employee engagement
- Describe intentional mentoring and relationship building

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** What can the business world teach us in social work about how we invest in and manage our staff? What can we do to lower turn-over to refute the studies that are showing a 25% turnover rate of staff within the first year in the field? Is there a way for the word "burnout" not to come in the same breath as "social worker"? This presentation will touch on some of the challenges of management in the human services field while discussing endeavors of intentionality seeking to create an environment of growth and healing which in turn provides retention and better services. Recent graduates come into the field ablaze to change the world. Sadly, as depicted in social work memes, within months the strain begins to show. The fire starts to decrease not only affecting the agency and affecting them as a person, but affecting those they are serving. Many who are drawn to the field by their belief it is God-ordained begin to question their calling. Unfortunately, staff instability and discontent can allow trauma to continue its vicious cycle within those serving even in our attempts to be trauma informed organizations. This presentation will describe one team's approach over the last five years in bridging business management with creating a therapeutic culture functioning under the understanding that the bottom line were those working in the trenches. Taking knowledge from Christian leadership perspectives and various recent New York Times best-selling books on leadership and management, presenters will share summaries of things learned as the leaders read the books together and discussed methods to apply the ideas. Practical techniques that were implemented will be described. Highlighted throughout the presentation will be creative concepts for using social work knowledge and skills while implementing new trends in the business world with additional thoughts of Christian leadership for staff retention and development. Participants will be called to self-examine their role in their organization in promoting intentional staff development that goes beyond the required supervision but combines faith and practice in fanning the flame in staff or colleagues. Participants will gain understanding into perspectives of leadership, management skills, and clear, concrete ideas that would enhance any program regardless of the size.

**Presenter Bio (s):** ",§ Alias Otto has a Master's degree in School Counseling. She has worked in the field of Human Services for over 10 years at Bethany Christian Services of Michigan. Starting in 2008, Alisa focused the beginning of her career in Foster Care. Her specialty was developing programming that focuses on the children in foster care receiving better services through developing the case managers with employee engagement. In the last 5 years, she has worked with the leadership team developing new programming that service Refugees and Immigrants. Alisa focuses on new program development, employee engagement and leadership development.

",§ Ingrid Weiss Slikkers, LMSW has been Assistant Professor of Social Work, primarily in the graduate clinical program, at Andrews University in Berrien Springs, MI for three years coming from over 25 years of clinical work with families.

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**Workshop Title:** "Oops, I Did It Again": The Fall, The Curse and Restoring Sexuality

**Workshop Presenters:** Lisa Pay, LCSW

**Workshop Abstract:** Session will present a convergence model of cognitive precepts and Judeo-Christian spiritual principles that can be utilized to inform one's interpersonal and professional growth. Emphasis on forming our identity and engaging others to heal from sexuality centered shame will be demonstrated through model.

**Workshop Number:** 20181114 -

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

- Explain the convergence of cognitive theory with Christian precepts of self through experiential activities.
- Articulate within a framework of identity based on Judeo- Christian spiritual principles to engage sexual shame in personal and professional arenas.
- Participants will actualize a cognitive/spiritual process to discern and respond to thoughts and emotions regarding issues of sexual shame within relationships.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Our struggle in relationships is captured well in the old rock song, "I want you to want me, I need you to need me." Where did this originate and is there a holy design for healing encoded in our God given wiring of the 4 stages of the sexual arousal response cycle? This session will look at paradigms of what occurred in Genesis with the Curse for both men and women and the struggles around Gender and Sexuality that were put in place and remain apparent in today's culture. Concepts of interdependence, detachment, dying to self, appropriate responses and engagement with shame around the use of pornography, and the application of spiritual transformation found in Romans 12:2 will be highlighted with experiential opportunities to illustrate the Convergence Model of Identity. A theoretical context will be provided and engaging techniques will be modeled for application in both personal and professional settings. Whiteboard demonstration and worksheets during session will allow immediate utilization of the model by utilizing examples of performance, co-dependency, fear of abandonment and pornography based issues that often plague relationships in the area of sexual intimacy. Tools for understanding the design for reconciliation in the bonds of marital intimacy will be explored with an emphasis on forming our identity apart from outside influences such as performance, opinion of others, entitlement, and past and future circumstances. Focus on facilitating self discovery to support spiritual formation of others will be paramount in the context of relationships and healing from shame around sexuality.

**Presenter Bio (s):** Lisa is a licensed clinical social worker with 28 years professional experience including her current position of 17 years as a Professor of Social Work at Anderson University. She graduated with her MSW from IUPUI in 1989. Lisa directed the Counseling Center at the University for 10 years prior to teaching. Lisa has implemented several Christ based 12 step recovery programs for churches and organizations, such as Celebrate Recovery. She is a sought after speaker for church workshops and sermons, college convocations, counseling seminars and youth groups. She teaches the college course Thought Life and Spiritual Growth based on Cognitive Theory (CBT) and Christian Spiritual Principles of Identity. She teaches Human Sexuality and other clinical courses within the Sociology and Social Work department. She is in private practice with Lives Transforming Counseling in Fishers, Indiana.

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**Workshop Title:** Raising Consciences-Interreligious Dialogue, Social Work and the Church

**Workshop Presenters:** Julia Pizzuto-Pomaco, M.S.W., M.Div., Ph.D.

**Workshop Abstract:** Social Workers have historically been prophetic voices addressing issues of racism, classism, sexism, homophobia and other prejudices. Today we have a responsibility to become conversant in interreligious dialogue in order to educate our congregations to recognize and avoid religious discrimination. The church needs to engage all of its neighbors.

**Workshop Number:** 20181245 -

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

- Participants will identify the meaning of religious bias and pluralism. They will consider whether those concepts reflect prejudices in their own practice and life.
- Participants will learn of several major religions in our nation and be exposed to a framework for engaging in interreligious dialogue personally and in a group.
- Participants will identify and brainstorm social work skills that will help them to educate and teach interreligious dialogue in their congregations and community.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Headlines scream across our screens...topics of terrorism, migrants and American pride stream daily. As social workers we are called by the NASW Code of Ethics to the betterment of society. In 6.04 (d) social workers are charged to respond to prevent and eradicate discrimination of any form which

includes religious diversity. How is a Christian in social work guided by this code when they are in their place of worship? It is each person's responsibility in the community of Christian faith to carry out the gospel as instructed through Matthew 22:39's command to "love your neighbor as yourself". This workshop will educate social workers, students and community representatives to recognize the biases they carry against people of different religious traditions. This workshop will also equip participants to use social work skills and perspectives to help people within their church settings acknowledge and work through their own religious biases. Jesus calls us to love and care for our communities, period. We are not called to consider if the person we help is first a Christian before we serve them. We are not called to simply convert the "pagans" and disregard people's needs, stories and histories. We are not called to turn a blind eye to people in need because we only have enough resources for "our own". These ideas may sound harsh and perhaps many will not believe that they exist in their own community. However, if that is the case why then are US churches often so reluctant deeply engage and serve the communities in which they are located? Better yet, why do such Christian communities often move out of urban neighborhoods as they become "upwardly mobile"? The issue of religious diversity is only one problem (racism, classism, and other prejudices are all involved). Yet for our purposes that is where we will focus. Thus we will explore the following: 1) meaning of religious bias and pluralism and consider our own prejudices 2) learn about several of the largest religions that exist in our nation beyond Christianity 3) learn a framework for interreligious dialogue as we engage in relationships with diverse peoples 4) identify social work skills that can be used to share this knowledge within our church communities 5) brainstorm ways we can raise the conscience of Christians in our churches and in our nation Through this workshop we will be exposed to sources and educators that will assist participants in their learning about diverse religions and interreligious dialogue. The work and resources of Dr. Leonard Swidler of Temple University, Dr. Diana Eck of Harvard University and the Interfaith Youth Core will all be explored. Ultimately the hope of this workshop is to raise the conscience of individual social workers regarding their own biases and the need to engage and listen to the stories of our brothers and sisters of different faiths; as well as to help participants carry this message forward into their own communities.

**Presenter Bio (s):** Rev. Dr. Julia Pizzuto-Pomaco Associate Professor and Director of Field Education, The University of Valley Forge B.S.W. 1991 and M.S.W. 1992 Temple University, M.Div. Palmer Seminary 1997, Ph.D. New Testament and Social/Cultural Context, 2003, University of St. Andrews, Scotland "Social Workers Assisting the Church: A Lesson in Hurricane Katrina"• at the NACSW Annual Meeting, October 2006, Philadelphia "Poverty and Justice: Social Workers Helping the Church to Respond:"• at the NACSW Annual Meeting, March 2008, Orlando "Interreligious Dialogue and Social Work"• at the NACSW Annual Meeting, 2017, Charlotte, NC Rowan University -Panel Participant in "Religion and Oppression in America: An Interreligious Dialogue Between Scholars,"• April 2016; "Finding Faith in Flint"• for World Water Day, March 2016, Panel Participant -Women's Panel on Religion, March 2017, Interreligious Dialogue Panels

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**Workshop Title:** Community Collaboration for Social Change

**Workshop Presenters:** Mary Anne Poe, MSSW

**Workshop Abstract:** This workshop will explore the benefits and challenges of community collaboration for social change. Using a college collaborative mentoring program as a case example, this presentation will explore service-learning as an effective method for community engagement.

**Workshop Number:** 20181223 -

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

- Acquire one model of community collaboration centered around volunteerism and service-learning.
- Examine a process of assessing needs and resources in communities to enact effective social change.
- Explore some of the benefits and challenges in community collaboration, and possible solutions to those problems.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Volunteerism in organizations such as food pantries and homeless shelters often have a low-impact on communities, and overwhelm the organizations with volunteers needing jobs or with donations that may or may not be usable. These volunteers may also displace low-income workers (Lupton, 2011). Switching from a mindset of charity to justice is necessary to enact effective and empowering community change. Service-learning is one strategy to effect this change in mindset. Local colleges and universities are well suited for implementing such change (Marullo & Edwards, 2000). Integrating community service and class work is highly beneficial as it actively involves students in the learning process and benefits the community. Many colleges or universities are using service-learning programs for community engagement as they have resources that nonprofits and government organizations may lack, such as access to research, leadership, and highly organized volunteers (Weiler et al., 2013). MentorU is a collaborative service-learning project involving five colleges and their local public school system. Mentors are recruited from the five local colleges and meet every other week after school with a middle school student. Each college also hosts a "campus day" one time during the academic year. During the campus days, students are exposed to college life and career opportunities. Mentor U began in 2015 after a community assessment. The fact that the local school system has one of the worst rankings in the state, due to both academic achievement and to behavioral issues, was a primary impetus for the program (Tennessee District

Rankings). Mentoring at-risk students has been shown to be an effective intervention to help students succeed later in life. A caring adult and role model in the life of a child can make all the difference (Núñez, Rosario, Vallejo, & González-Pienda, 2013). President Bill Clinton said, "People who grew up in difficult circumstances and yet are successful have one thing in common...at a critical junction in their early adolescence they had a positive relationship with a caring adult" (Lauland, 1998). This workshop will offer a model of assessment and intervention for communities, examine a case study of one institutional collaboration as a model for practice, and will consider the benefits and challenges to such collaboration.

**Presenter Bio (s):** Mary Anne Poe is Dean of the School of Social Work and Director of the Center for Just and Caring Communities at Union University in Jackson, TN. She has published Instructor Resources for Christianity and Social Work for the last three editions and Instructor Resources for Congregational Social Work: Christian Perspectives. She has also contributed chapters and case studies to other books. Poe earned a BA from Vanderbilt University, an MDiv from The Southern Baptist Theological Seminary, and an MSSW degree from the University of Louisville. Prior to joining the faculty at Union University, Poe served as a congregational social worker in churches in Minnesota and Kentucky.

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**Workshop Title:** Racial Justice and Reconciliation: A College Collaborative Experience

**Workshop Presenters:** Mary Anne Poe, MSSW Rhonda Hudson PhD

**Workshop Abstract:** The proposed workshop will explore a project between two Christian colleges---one historically Black and one predominantly White--- which included faculty dialogue and a jointly offered class for students. The workshop examines the experience of the two faculties and students, assessments of the class offered, and plans for future collaboration.

**Workshop Number:** 20181175 -

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

- Explore one approach to university collaboration addressing racial justice and reconciliation.
- Examine pedagogy that can assist students as they explore racial history, difference, and conflict with an end goal to become advocates for justice
- Articulate the challenges and benefits of inter- institutional collaboration.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Recent tragedies across the country have offered painful reminders that racism continues to plague our culture. A number of these calamities have occurred on college campuses. According to Hurtado & Ruiz (2012), underrepresented students experience more racial discrimination at low-diversity institutions. Hurtado & Alvarado (2015) report that the college environment is an ideal environment for students to grow in awareness and appreciation of racial/ethnic differences and develop positive citizenship values of equality and justice. Hurtado & Alvarado believe this is best accomplished in a racially/ethnically diverse learning environment, and conclude that students need opportunities in classrooms and co-curricular experiences to interact with others from different backgrounds, perspectives, and beliefs. Previous research has also established a link between campus climates, variety of student outcomes, and that campuses must develop and employ proactive strategies to ensure that students are educated in, and with diversity, and that faculty and staff are skilled to facilitate learning across difference (Bowman, 2010, Dyson, 2017, Johnson, Soldner, Leonard, Alvarez, Inkelas et al. 2007, Kiyama, Museus & Vega, 2015, Longman, 2017, Rankin & Reason, 2005, Ryan, Kurtz, Carter & Pester, 2014). Against the backdrop of racial tension in the United States (ex. DiAngelo, 2011, Dyson, 2017), and research such as that cited above, two ethnically diverse Christian college faculties—one from a historically black college and one from a predominately white institution—convened joint faculty conversations, read and discussed common texts, and collaborated in developing a classroom experience offered as a co-taught course for students from both schools. Both institutions are self-consciously Christian in orientation and espouse a commitment to the integration of faith, learning, and service in their mission. Faithfulness in Christian belief and practice are important pedagogical elements in the work of faculty, staff, and administration and helped to shape the project. Theological and biblical understanding of racial justice and reconciliation offered a substantive foundation. The project aimed to model for the larger faculties of the two schools a way of inter-institutional and intra-institutional relationship, research, and education, as well as advancement in the understanding and commitment to racial justice and reconciliation. Perhaps most importantly, the project hoped to lead students who took the course to be formed and transformed by the experience in such a way that they would provide leadership for the sake of racial justice and reconciliation in their own communities in the future. The proposed workshop will explore the background to this collaborative project, the experience of the two college faculties and students, assessments of the class that was offered, and plans and opportunities for future collaboration.

**Presenter Bio (s):** Mary Anne Poe is Dean of the School of Social Work and Director of the Center for Just and Caring Communities at Union University in Jackson, TN. She has published Instructor Resources for Christianity and Social Work for the last three editions and Instructor Resources for Congregational Social Work: Christian Perspectives. She has also contributed chapters and case studies to other books. Poe earned a BA from Vanderbilt University, an MDiv from The Southern Baptist Theological Seminary, and an MSSW degree from the University of Louisville. Prior to joining the faculty at Union University, Poe served as a congregational social worker in churches in Minnesota and Kentucky.

Dr. Rhonda Hudson joined Union University in 2006, and currently serves as Professor of Social Work, and a certified Quality Matters Peer Reviewer for online courses. She teaches in the BSW programs in Jackson and in Germantown.

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**Workshop Title:** Thriving Social Work Program for Adult Learners: Faith Implications

**Workshop Presenters:** Sonia Pranger, LCSW, PPSC Jon Clark DSW

**Workshop Abstract:** Modalities of social work education continue to evolve. Schools of social work have the unique opportunity to meet the changes in the composition of students seeking degree completion. Formulation of faith perspectives in addressing the needs of adult learners is discussed as a response to the evolving contexts of higher education in social work.

**Workshop Number:** 20181201 -

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

- Understand adult learners (ALs) and barriers to learning; strategies in supporting ALs and integrating faith elements in curriculum for Adult Learners (AL).
- Identify issues that impact adult learning across a variety of contexts. Discussion of a multi-systems approach to ethical faith integration in degree completion.
- Assessing AL experiences and how to effectively provide field instruction. Faith Integration in field experiences for students who don't have religious backgrounds.

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** There is a present need to respond to the changing contexts of adult learners who are seeking programs of social work that can meet their unique learning needs. In the article, Social Work Students, "'Juggling' Field Placement, Hemy (2015) states, "In recent decades, there has been a growth in diversity of the social work student population with the inclusion of older students, many of whom are returning to education." Students who are either working in the field of social services or have life experiences that would classify them as adult learners, often face barriers to completing their bachelor's degree. Studies demonstrate that adult learners have specific learning needs that present challenges in attending traditional programs of higher education. Schools of social work have the innate values and skills to accommodate such students. Programs of social work would benefit from exploring and discussing with other institutions the development of establishing a thriving educational format that would meet adult learners' needs. Further work needs to be done in

strengthening approaches in teaching adult learners, as trends continue to display an increase in adult learners returning to higher education to complete their degrees. In addition, a multi-system approach to developing effective programs is essential in the delivery of educational formats for adult learners. In the study, *Age Differences among Adult Learners: Motivations and Barriers to Higher Education*, Kimmel, Gaylor, & Hayes (2016) state, "Kasworm (2003) summarized four attributes which attract adults to accelerated learning as institutions work to reduce barriers and enhance motivation: supportive structure, family-like relationships with other learners, student identity, and adult beliefs about learning." Christian universities can be best suited to employ the attributes suggested, by nature of having biblical perspectives embedded in the culture of learning within its degree completion programs. Field education can prove to present areas of strengths and challenges in implementing field placements. Adult learners may come to programs of social work with existing social services experiences that yield dynamic learning within a cohort model, but require careful attention to placement selections that do not duplicate existing skills. In addition, field directors are charged in providing creative placements for students who present with complex schedules and multiple responsibilities outside of school. Strategies implemented to address these barriers will be discussed. Faith integration in a social work program that does not require its' students to subscribe to any religious affiliation, is examined and discussed. A multi-system approach in ethical faith integration is presented.

**Presenter Bio (s):** Sonia Medina Pranger, LCSW, PPSC is a Clinical Faculty member and Field Coordinator at Fresno Pacific University in California. Pranger has seventeen years of social work practice experience in a variety of settings. Pranger has an MSW from CSUFresno and a Pupil Personnel Service Credential (2001). She has over eight years of teaching social work courses. She has worked with Fresno County Department of Children and Family Services and with the Fresno Unified School District as a School Social Worker. Pranger received her LCSW and has worked with Veteran's Hospital as an On- Call Clinical Social Worker. Pranger volunteers her time teaching Sunday School and mentoring young girls for over 20 years at her church. She is also involved in leadership team committees for Safe Families and Project Purple, non-profit organizations. She is a member of NACSW, NASW, BPD, and NANFED. Jon Clark, DSW, is the FPU program director in the Degree Completion format since 2014. Under his leadership, program growth has been substantial his contacts with professionals in the Central Valley have opened pathways.

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**Workshop Title:** Update on the Moral Injury Research Study

**Workshop Presenters:** Harry Quiett, MA.MDiv. Rita Nakashimi Brock PhD

**Workshop Abstract:** The presenter received a grant from Bristol Myers Squibb to do academically based research on Moral Injury and its treatment. The year long study includes a panel of well known academicians and practioners who are involved in treating moral injury, particularly in military and veterans.

**Workshop Number:** 20181162 -

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

- Define Moral Injury:
- Analyze approaches and content of treatments surveyed
- Assess recommendations for further study and development of treatment plans

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders

**Workshop Description and References:** The presentation will be designed to present findings of a research study on moral injury. Many issues are related to this problem that have been identified first among veterans, but now is recognized as having impact in other areas of trauma. The presenter will offer a summary to the nature of the study, the method used, the participants and the findings. A particular focus of the study has been treatment. To that end the study looked at several particular methodologies that have shown positive results in isolated settings. The goal is to determine if a generalized treatment method can be developed and made available to all practitioners.

**Presenter Bio (s):** The Rev. Harry Quiett is a graduate of Duke Divinity School. He leads the Ministry of Service of Volunteers of America, a non denominational Christian communion/human service organization. He presented on VOA's research and training program on Moral Injury led by Dr. Rita Nakashima Brock. His career spans pastoral as well as social justice work for several denominations and organizations. Dr. Rita Nakashimi Brock is a well known theologian and activist. She formed the Soul Repair Center at Brite Seminary to study issues around Moral Injury and Veterans. She has published several books of theology .

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**Workshop Title:** Full Employment: Social Work Implications Amidst Talent Upheaval

**Workshop Presenters:** William Raymond, LMSW

**Workshop Abstract:** The economy continues to be a challenge. We have officially been out of the great recession for a few years, but the recovery has not benefited all equally. This workshop focuses on how social workers can have a positive impact in helping address the talent and training needs of businesses and job seekers.

**Workshop Number:** 20181173 -

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

- Interact with the federal workforce system and partners to create opportunities for employment and training for marginalized populations
- Understand the biblical foundations of work and a theology of work that supports a just society.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** The US economy continues to be a challenge in many regards. We have officially been out of the great recession for a few years, but the recovery has not benefited all equally. Companies around the US are desperate for skilled talent and have open positions going unfilled. In some cases, they are turning down lucrative contracts because they don't have the personnel to deliver product. This workshop will focus on how social workers can interact with a wide range of educational institutions, workforce, economic and community development organizations and legislative initiatives to help address the talent, training and development needs of both businesses and job seekers. Social workers are not typically the first talent group that comes to mind in workforce development. After working in a variety of clinical, administrative and workforce/economic development settings, the presenter has concluded that trained social workers can play a critical role in this arena, especially in relation to those segments of society that are too often left out of the robust economic opportunities that, theoretically are available to all. Some of the social work settings and skill areas that can be brought to bear on the employment and workforce situation are: foster care, especially young adults aging out of foster care; life skills training, prisoner re-entry programs; urban and rural community development practitioners/community based organizations that work with low-income populations; public assistance social work; etc., congregations in transitioning neighborhoods, housing assistance organizations, older workers, veterans services, substance use/addiction, mental health, and developmental disabilities, among others. The workshop will focus on a variety of scenarios, case studies and issues related to the disconnect between businesses finding talent and job seekers struggling to find suitable employment. Topics will be interwoven throughout the workshop and will include the following (not necessarily in this order): Overview of faith-based approaches and the role of work in society Misconceptions surrounding 4-year college degrees versus skilled trades opportunities, including Career & Technical Education Innovative options for assisting low-income individuals with barriers to employment such as Business Resource Networks and mining data regarding "ALICE" households Advocacy for innovative and creative educational programming such as early/middle college opportunities Population trends that impact the economic/employment situation The role of training/re-training in developing talent The challenge and opportunity of Artificial Intelligence and Robotics in developing the present and current workforce The role of Internships, apprenticeships and On-the-Job training . Unique challenges for both urban and rural areas. What role does a coherent national immigration policy play in talent development? Brief, interactive case studies are reviewed.

**Presenter Bio (s):** William (Bill) Raymond, LMSW is currently the CEO of the Upward Talent Council/Michigan Works!. Prior to that position he was Executive Director of the Ottawa County Michigan Works! & Community Action Agency in Holland, MI for 10 years. Other positions include Chief Operating Officer of I.N. Network USA in Hudsonville, MI and Executive Director of Good Samaritan Ministries in Holland, MI. He also has his own consulting firm, FaithWorks Consulting, LLC. He holds a Master of Social Work Degree with a focus on Policy, Planning and Administration from Western Michigan University and a Bachelor of Arts Degree in Psychology from Temple College, Chattanooga, TN. He has a wide range of experience in private and public human services, including clinical social work and supervision, teaching, program administration and organizational development and leadership.

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**Workshop Title:** Psalm 85:10: A Multidimensional Framework for Reconciliation

**Workshop Presenters:** Lawrence Ressler, PhD

**Workshop Abstract:** Psalm 85:10 provides a multidimensional framework identifying four factors required for reconciled relationships: Truth, Mercy, Justice, and Peace. The workshop will explore individual, family, and group dynamics that create conflict and result in alienation as well as strategies to move them from alienation to reconciliation.

**Workshop Number:** 20181138 -

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

- Explore the basic causes of conflict.
- Describe a fourfold framework of factors required for reconciliation.
- Develop strategies to move from an alienated relationship to one that is reconciled.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** Conflict is an often misunderstood state of being. Put most simply, conflict can be defined as differences that create tension. Tension, like hunger, is a God-given sense that provides a clue that something is needed, food in the case of hunger, and conversation in the case of tension. When experiencing tension, individuals, families, or groups can either become alienated or be reconciled. This workshop is designed, first, to assist mediators and counselors in understanding the nature and dynamics of conflict. It is also designed to understand help individuals, families, or groups move from being alienated to being reconciled. The workshop will be based on a multidimensional framework consisting of four factors identified in Psalm 85:10: Truth, Mercy, Justice, and Peace and elucidated by John Paul Lederach (Building Peace: Sustainable Reconciliation in Divided Societies, Eastern Mennonite University,

1994). Included in the workshop will be an exploration of the interplay of Truth and Mercy as well as Justice and Peace. In addition, the consequence of violating any or all of these factors (e.g. lying, revenge, oppression, separation) will be discussed. Finally, strategies for helping individuals, families, or groups move from a state of alienation to reconciliation will be explored. Two examples of conflict from the book of Genesis will be used as case studies in the workshop, Jacob and Esau, and Joseph and his brothers. The presentation will include an analysis of the broader family dysfunction of the family of Abraham, Isaac, Jacob, and Joseph will be with the inter-generational pattern of lies, revenge, injustice, and need for separation. An exploration of how the alienation of Jacob and Esau as well as Joseph and his brothers developed will be presented as well as the changes that resulted in very powerful and inspiring examples of reconciliation.

**Presenter Bio (s):** Lawrence Ressler is a professor of social work at Cairn University with a master's degree from Temple University (Philadelphia) and a PhD from Case Western Reserve University (Cleveland). In addition to teaching social work and serving in administration for many years, he has done direct practice as an individual and family counselor and is a trained mediator. He has served on the NACSW Board of Directors and is a previous vice-president and president of NACSW.

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**Workshop Title:** My Brothers' Keeper: Engaging Black Males in Social Work

**Workshop Presenters:** Telvis Rich, PhD, EdD, MSW, LSW

**Workshop Abstract:** A growing number of Christian Black males are seeking social services. However, there are limited number of Black males entering the profession to serve this client population. To promote the social work profession, the presenter has conducted research on the strategies to engaging Black male students towards pursuing, and completing degrees in social work.

**Workshop Number:** 20181172 -

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

- Explore how Black male students use Spiritual Coping in social work classes
- Examine how Christ-centered Black males in practice use transformational leadership to promote social justice for all
- Engage in discussion on the value of Christian Black males entering the profession as advocates, champions, and leaders addressing the diverse issues

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** How do we engage our Black male colleagues as Christians in social work practice and education? Let's get to know our brothers in Christ. Yes, Black males in social work education and practice are sparse. Yet, Black males have established a strong practice, teaching, research, and service presence through the use of interprofessional relationships for sustainability. This sustainability requires a good sense of self, knowledge of other disciplines in the academy and practice, and the ability to create partnerships to promote social justice for underserved Black male clients. While historically integrated into the academy, but unequal in decision making processes (Bonner, Marbley, Truitt, Robinson, Banda, & Hughes, 2015; Christian, 2012), Christian Black males are essential to 21st Century social work. Therefore, it is paramount to understand how Christ-centered Black male academics, students, and practitioners excel as advocates, champions, and leaders in expanding best practices upon the least of them. Further, as senior faculty and practitioners prepare for retirement, the need to hire and retain diverse social workers, Christ-centered Black males in particular, is paramount. To address this emerging issue, the presenter will share the findings concerning Christian Black males use of spiritual coping and transformational leadership models for collaboration, and promotion of social justice to increase presence of Black males in practice.

**Presenter Bio (s):** Dr. Telvis M. Rich is the current Director of the Social Work Department at Kean University. He holds degrees BSW, MSW degrees from the University of Georgia, a doctoral in Theology, and a Doctorate in Human Development and Organizational Leadership from Northeastern University. Dr. Rich has served as a school social worker, CEO of a non-profit, case manager, and college administrator for over 20 years.

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**Workshop Title:** Simulation in social work: A tool for the development of Faith Integration

**Workshop Presenters:** C. Jean Roberson, MSW, LICSW

**Workshop Abstract:** This presentation will examine simulation as a teaching strategy for the integration of faith in social work students and beginning practitioners. Participants will explore leveraging learning styles to develop simulations that require experimentation and reflection on the processes of faith integration in social work practice.

**Workshop Number:** 20181117 -

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

- Articulate the key components of simulation as a pedagogy, including theoretical foundation, planning elements, and assessment measures.
- Identify behavioral indicators of ethical faith integration in practice in their contexts.

- Create simulation experiences and evaluative measures appropriate to their contexts which call for ethical integration of spirituality

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** As with the social work competencies identified by CSWE, simulation can be key in assisting social work students and beginning practitioners in the development of ethical faith integration. With the adoption of the 2015 EPAS, CSWE accepted simulation as a means for students to earn field hours, signaling the efficacy of simulation in facilitating the application of knowledge to practice (CSWE, 2015). Simulation is a teaching strategy where experiences are created using realistic scenarios and standardized clients, allowing students to practice skills (Gaba, 2007). Simulation is a form of experiential learning. Experiential Learning Theory (ELT) posits that learning is holistic and process-oriented, the collection of thoughts, feelings, perceptions, and actions (Kolb & Kolb, 2005). The theory asserts the pivotal role of experience in an individual's learning process, identifying four parts of the learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Cheung & Delavega, 2014). These parts of the learning cycle are characterized by learning preferences (Almeida & Mendes, 2010). Unlike frequently used strategies such as didactic teaching and role-playing, simulation engages the thoughts, feelings, perceptions, and actions of students, incorporating all four of the learning preferences as outlined by ELT. Immersion occurs through the realistic settings, scenarios, and use of standardized clients, forcing the student to fully function in the professional role without risk to clients (Gaba, 2007). This may be key to understanding the efficacy of simulation as a teaching method (Bogo, Katz, & Rawlings, 2014; Forgey et al., 2013). Leveraging these parts of the learning cycle, educators and supervisors can utilize simulation to create scenarios which call for the spontaneous, ethical integration of faith. Such an experience requires the student or practitioner to engage in conceptualization, experimentation, and reflection and thereby create a path for continued growth and development. The low stakes nature of simulations allows students and practitioners to struggle with appropriate integration of faith in practice with minimal risk. This requires the educator, the practitioner and the student be intentional in the identification of internal dialogues and behavioral indicators characteristic of faith integration. The presentation will review the theoretical foundation of simulation, current research on the pedagogy, and key elements of a simulation experience. Drawing on original, qualitative research on simulation in social work education, the presenter will discuss simulation as a tool for facilitating the integration of faith in students and beginning practitioners. Identifying behavioral indicators of faith integration appropriate to various contexts, the presenter will facilitate the development of simulations and assessments appropriate to conference participants' contexts.

**Presenter Bio (s):** Jean Roberson serves as Instructor and Director of Field Education for the MSW degree program at Samford University in Birmingham, AL. She received a MSW degree and a Certificate in Theology in 1996 from the Southern Baptist

Theological Seminary in Louisville, KY, and is a licensed certified social worker in the state of Alabama. Roberson is currently a Doctorate of Social Work candidate at the University of St. Thomas/St. Catherine's University, anticipating graduation in 2019. Roberson has spent 16 years in social work practice with the majority of her career in a faith-based context and has presented at a number of conferences across the country. Prior to her work at Samford University, Roberson served as Adult Division Director and Consultant for National Woman's Missionary Union, overseeing the publication of church-based curriculums and volunteer social and missions efforts.

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**Workshop Title:** I lash out when I'm angry --- Anger management training for abusers

**Workshop Presenters:** Jonathan Robinson, Ph.D.

**Workshop Abstract:** Anger management training is a staple for counselors and therapists. Typically, such treatment focuses on calming strategies to effect anger control. We would better serve our clients by including both mindfulness and empathy, along with calming strategies, in the healing process, turning the abuser's perspective from power to relationship.

**Workshop Number:** 20181155 -

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

- Identify 16 specific triggers of uncontrolled anger outburst and 10 behaviors that are physically and/or emotionally abusive.
- Develop and practice at least 2 calming strategies through role play, including progressive relaxation and QR strategies, and visual imaging to identify mindfulness.
- Explore demonstration and role-play to practice empathy, teach clients active listening, move family interaction from power to relationship, from surviving to thriving.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** This presentation will provide context and perspective on anger control as a treatment issue. A review of literature will show how unchecked anger and aggressive behavior leads to failed relationships at home and work. A lengthy list of triggers will be identified, as well as the adverse impact of antisocial personality disorder on anger management. The conclusion will be offered that intense anger distorts thinking, judgment, and rationality, leading to cognitive distortions that fuel emotional intensity. The neurophysiologic and organic substrates of these distortions will also be reviewed. While helping clients embrace and utilize calming techniques is foundational in the healing process, in and of itself, they are insufficient. Calming

strategies attend to the immediate, physiological components of an emerging anger outburst, but not to the underlying mindset and relational disconnect. Adding mindfulness promotes self-awareness skills to help clients stop over-reacting to anger triggers. In instances of physical child abuse, the abusive parent adopts an authoritative parenting style at the expense of relationship. Mindful parenting is middle ground between authoritative and permissive parenting styles. Adding empathy to the healing strategies promotes healthy relationship and moves the interaction from "me" to "us." Promoting active listening in the anger management protocol helps the abuser calm down and move from a power perspective to a relational perspective. While hearing is a physical process, listening requires attention and focus. Case study and role play will be extensively used to provide participants with treatment tools with which to return to their counseling/agency setting. Participants will learn how to de-construct the precipitating event that led to their referral for anger management training. Participants will learn how to convey to clients how their focus on power and control only serve to fuel their explosive anger. A key element for connecting with your client is to help them identify the feelings hidden by their explosive anger. Participants will practice modelling active listening in the counseling role play. When therapeutic alliance is maintained, participants will role play behavioral and cognitive behavioral treatment techniques, such as the development of a quieting response for calming, visual imaging for mindfulness, and active listening to move from power to relationship. The value of therapeutic prescription will be reinforced with participants, with tools for helping clients continue to practice treatment techniques between counseling appointments. Participants will learn to pace the counseling process, stay in the moment with clients, and move through progressive steps toward increased healing and lower recidivism. The goal is to equip both counselor and client to help clients move from surviving to thriving as a family.

**Presenter Bio (s):** Dr. Robinson has been a licensed, private practitioner of clinical psychology for over 40 years, His Ph.D. from U.VA. in 1978 gives him expertise in school-clinical child psychology, child development, and ED/LD special education. He has presented on 2 previous occasions for NACSW annual conferences. He has authored multiple papers on child and adolescent psychotherapy and one book, Teachable Moments: Building Blocks of Christian Parenting. He has extensive consultative experience with child protective service, family system, and abuse recovery agencies.

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**Workshop Title:** Incarnational Living: Ethical Implications for Social Workers

**Workshop Presenters:** Elizabeth Roe, PhD, LISW-S Lanny Endicott D.Min, MSSW, LCSW, LMFT

**Workshop Abstract:** This presentation will compare and contrast the incarnational model of Christian Community Development with social work skills and ethics. Participants will learn the value of these combined models, while working to resolve the ethical dilemmas that exist for social workers desiring to live incarnationally in loving their neighbors as themselves.

**Workshop Number:** 20181198 -

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

- Understand the principles of Christian Community Development (CCD) as they relate to social work principles, values and ethics.
- Analyze ethical challenges that exist when involved in Christian Community Development.
- Utilize principles of ethical reasoning to draw conclusions on how to resolve ethical dilemmas while maximizing the values of social work and CCD work.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** When we look back at the history of the development of the social work profession, we see examples of early social workers living in diverse communities with those they served, working to fight against social and economic injustices at the micro, mezzo and macro levels of society. Yet, as social work has become more professionalized, social workers who desire to live out a Christian calling through incarnational living in diverse neighborhoods often face personal and ethical dilemmas. This presentation will compare and contrast the incarnational model of Christian Community Development (CCD) with Social Work principles and ethics. Participants will be challenged to think critically about how social workers of Christian faith can maximize the values of social work and community development in order to live out a gospel calling to love their neighbors as themselves and work towards social and economic justice. This presentation will begin with a brief overview of the history of social work's focus on intentional living and community development leading up to modern day social work principles, practices, values and ethics. Next, the Christian Community Development Association (CCDA) principles and philosophy will be presented, including the core principles of relocation, reconciliation and redistribution. This model will be compared and contrasted to the NASW Code of Ethics in order to discuss both areas of overlap and areas of potential conflict. This ethical discussion will include, but not be limited to discussing our ethical obligation to the broader society, the issue of dual relationships, and confidentiality at the mezzo and macro level. Finally presenters will discuss case studies from their own lives, personal faith journeys, and communities of practice, giving examples of the real life dilemmas that exist, including ways they have personally worked to resolve some of these conflicts. Participants will have the opportunity to share their own stories and questions with the goal of helping them to discover how to live out principles and values of social work in the context of Christian Community Development and incarnational living. The goal of this presentation is to engage participants in learning how to maximize the values and practices of social work with Christian Community Development as they love their neighbors as themselves in working towards social and economic justice in diverse communities.

**Presenter Bio (s):** Elizabeth Patterson Roe is an associate professor of Social Work at Malone University in Canton, Ohio. She has her MSW from Roberts Wesleyan College and her PhD from Memorial University in Canada. She is a Licensed Independent Social Worker in the State of Ohio. Prior to teaching, Elizabeth was involved with Community Development work in Romania. She is currently living intentionally in the Summit Lake Community of Akron involved in Christian Community Development. Lanny Endicott is Director of the Social Work Program at Oral Roberts University. He has been with the university for 44 years. He has degrees from University of Missouri (MSSW), Southwestern Baptist Theological Seminary (MRE).

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**Workshop Title:** Premarital counseling: Collaboration between social workers & clergy

**Workshop Presenters:** Rev. Torin Sanders, Ph.D, LCSW

**Workshop Abstract:** Divorce and marital distress remain significant issues within the U.S. Premarital counseling is an effective prevention strategy. However, many clergy report they are unprepared to engage in this work. This session will explore the potential for collaboration between clergy and social workers in the delivery of this vital but underutilized service.

**Workshop Number:** 20181128 -

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

- Identify effective premarital counseling models.
- Participate amongst themselves and members of the clergy regarding the provision of premarital counseling.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders

**Workshop Description and References:** Divorce and marital distress remain significant issues within the United States. In fact, the United States has the highest divorce rate of any Westernized country (Kayser & Johnson, 2008). Every year in the United States, almost one million couples, possibly more, divorce (Tejeda-Vera & Sutton, 2009). Since the 1990s, a substantial body of literature has developed on the subject of premarital counseling. That literature provides solid evidence of the effectiveness of premarital counseling as a tool in reducing the odds of divorce. In spite of this evidence, usage of premarital counseling by prospective couples is relatively low. Additionally, several studies have reported that clergy by and large feel unprepared to engage successfully in this type of service. The profession of social work is actively involved in marital and family therapy, helping to repair the effects of marital and familial conflict. Yet, social work is bypassing the role it could play in prevention with regards to divorce

and marital distress. This session will explore the potential for collaboration between clergy and social workers in the delivery of this vital but underutilized service. The results of a study conducted in 2009 will be presented. The purpose of the study was to examine the attitudes, beliefs, knowledge and practices of social workers regarding premarital counseling in an effort to assess and describe the readiness of social workers to promote the usage of premarital counseling as a tool to prevent divorce. Using a web-based, self-administered survey called the Social Worker Premarital Counseling Survey (SWPCS), social workers in Louisiana responded to 34 questions. 183 subjects responded. 67% of respondents were White and 31% were Black. 86% were women and 62% possessed the highest level of licensure (LCSW). Respondents resided in either the Greater New Orleans area or the Greater Baton Rouge area. Overall, subjects in this study revealed a high degree of readiness. Results showed that social workers in this sample believe divorce is a major problem, they believe premarital counseling helps couples to stay together, they are willing to be providers, they are willing to accept referrals from clergy, they feel comfortable doing premarital counseling, and they are willing to promote it in a variety of ways. Specific examples as to how this collaboration may occur between individual pastors and social workers and/or between groups of clergy and social work organizations will be explored.

**Presenter Bio (s):** Torin Sanders, Assistant Professor of Social Work, Millie M. Charles School of Social Work, Southern Univ. at New Orleans. Earned MSW (1988) and Ph.D. (2009) at Tulane University. He is a licensed clinical social worker. This is my first time presenting at NACSW. Currently a pastor in New Orleans for over 20 years. Served as Vice-President of Volunteers of America and Program Coordinator at the Children's Bureau of New Orleans.

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**Workshop Title:** Using the IDI to Teach Cultural Competence to Undergraduate SW Majors

**Workshop Presenters:** Lissa Schwander, LLMSW, PhD

**Workshop Abstract:** This presentation provides an overview of the Intercultural Development Inventory® as a tool for teaching cultural competency to undergraduate social work majors. Presentation will include results from initial research conducted on two cohorts of students utilizing the instrument to further develop their cultural competency.

**Workshop Number:** 20181218 -

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

- Understand the Intercultural Development Continuum
- Discuss the usefulness of the Intercultural Development Inventory® (IDI®)

- Identify gaps in their curriculum related to intercultural development and cultural competency.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Educators

**Workshop Description and References:** Social work programs teach students to engage diversity and difference in practice; to be culturally competent. Measuring cultural competence, however, is difficult. This presentation provides an overview of the Intercultural Development Inventory® as a tool for measuring cultural competency and its usefulness to social work programs in guiding curriculum development.

**Presenter Bio (s):** Lissa Schwander is an assistant professor in the social work program at Central Michigan University. She has a MSW from Rutgers University and a PhD in Sociology from Michigan State University. She has previously presented at NACSW on various topics including the role of faith based organizations in the delivery of social services in Jamaica, building community partnerships through community based research and the art of healing, a collaborative research project between art and social work faculty. She has been teaching for 18 years and prior to teaching, worked in housing and homeless services in New Jersey and Michigan. Lissa is a certified administrator for the Intercultural Development Inventory.

**Workshop Title:** LGBT+ Seventh-day Adventist Millennials: How Spirituality Connects to Risk

**Workshop Presenters:** David Sedlacek, PhD, LMSW Rene Drumm PhD, MSW

**Workshop Abstract:** This presentation highlights findings from a study of LGBT+ millennials raised in Christian families. The presentation explores the respondents' spirituality and various risk and protective factors associated with depression, suicidal ideation, and suicide attempts. We conclude with suggestions for Christian social workers working with LGBT+ youth

**Workshop Number:** 20181145 -

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

- Describe the challenging spiritual journey that many LGBT+ individuals are forced to face.
- Analyze the relationship between religiosity or spirituality and depression, suicidality, substance abuse and unprotected sex.
- Articulate the types of interventions that could be helpful to LGBT+ individuals and their families when navigating the biblical vs lived dissonance.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** While scholars offer important recommendations for social work practice with LGBT+ youth, little has been written specifically for practitioners to address the needs of LGBT+ youth coming out in conservative Christian homes, where family rejection is often rooted in a Biblical tradition that views being LGBT+ as sinful and immoral. While the official position of the Seventh-day Adventist (SDA) Church is that it is not a sin to be LGBT, the practice of homosexual behavior is sinful (SDA Church, Official Statement on Homosexuality, 2012). Therefore, SDA LGBT millennials are left in a position where the only choice for them that is not considered sinful is biblical celibacy (Hill et al., 2016). This is related to the belief among many conservative Christians that homosexuality is chosen as opposed to a genetic or biologically-based predisposition (Drumm, et al, 2014). Data for this presentation come from a study of 310 SDA millennials. Researchers developed a survey instrument to investigate family acceptance and rejection of LGBT+ youth in Christian (specifically Seventh-day Adventist) families. Standardized instrument items included self-esteem (Rosenberg, 1965), social support (Zimet, Dahlem, Zimet & Farley, 1988), depression (Kroenke, Spitzer & Williams, 2001), substance abuse (Johnston et al., 2015), high-risk sexual behavior and suicidal thoughts/behaviors (Ryan et al., 2009). The respondents identified as Male (45.8%), Female (44.1%), Transgender (2.9%), Intersex (1.0%) and Other (9.8%). Over one-third (37.9%) identified as Gay, over one-fourth (28.8%) selected Bisexual, one-fifth (20.3%) selected Lesbian, with the remaining 13.1% selecting Other. Over 75% of the respondents in this study said that they came from very religious or spiritual homes. Nearly 42% still consider themselves Seventh-day Adventist. Thirty-two percent of our respondents consider themselves religious while 73% consider themselves spiritual. This presentation will report on acceptance/rejection quantitative findings related to spirituality and also examine whether spirituality or religiosity in this sample is a protective factor against depression, suicidal thoughts/behaviors, substance abuse and high-risk sexual behavior. It will also explore the spiritual journey of SDA LGBT millennials in their own words through their responses to qualitative questions. Finally, this presentation will offer suggestions about how Christian social workers and family members can assist an LGBT person to navigate the tension between their sexual orientation or gender identity and their Christian faith (Yarhouse, 2010; Sprinkle, 2016).

**Presenter Bio (s):** David Sedlacek received his doctorate in social welfare from the Mandel School of Applied Social Sciences at Case Western Reserve University in 1979. He has over 45 years of clinical experience and has been teaching for nearly 20 years. He holds an LMSW from the State of Michigan. He facilitates a care group for LGBT+ students at Andrews University where he teaches in the SDA Theological Seminary. Ren   Drumm serves as the Associate Dean for the College of Health and a professor of Social Work at the University of Southern Mississippi. Dr. Drumm holds a PhD in sociology with an emphasis in family studies from Texas Woman's University .

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**Workshop Title:** On Christian Scholarship and the Future of Social Work Research

**Workshop Presenters:** Michael Sherr, PhD, MSW   Amy Mitchell MSW

**Workshop Abstract:** This presentation continues the discussion from the 2017 NACSW educator's forum on Christian scholarship in social work. We evaluate the state of social work research through the primary theses of several Christian philosophers. We then offer a new paradigm to guide the future of social work research. Engaging dialogue will be encouraged.

**Workshop Number:** 20181154 -

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

- Evaluate the state of social work research through the influences of a few key Christian theologians and philosophers;
- Create and implement a new paradigm/methodology for social work research inquiry
- Articulate a Christian-informed focus for social work research

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** A primary takeaway from the 2017 NACSW educator's forum was the need to articulate a direction for research from Christian social work researchers and scholars. The call for a direction for Christian research and scholarship is not new. Prominent thinkers such as George Marsden, Arthur Holmes, Alvin Plantinga, Nicholas Wolterstorff, Alasdair MacIntyre, George Grant, and others, provide enough evidence in their scholarship to support the need for research and scholarship from Christian scholars throughout the university. Plantinga (1994), for example, calls Christian educators to "step up" in the need for producing Christian scholarship. He provides a chilling and sober assessment of the realities of the two primary epistemological paradigms that pervade all life and thought in universities (Naturalism and Anti-realism" now in extreme form, Postmodernist thought), then describes the need for a third way, a different way, Christian Scholarship. Grant (1969) also urges the need for Christian scholarship in social work and other "practical sciences" as a way to regain reverence of thought that he sees as being overrun by technology. He suggests that deep Christian thought might be regained by those "immersed in understanding the immediacies of the public world; reverence discovered in the psychiatric researches" (p. 132). A few scholars in social work have also called for Christian Scholarship. Patterson (1986) describes the need for Christian scholarship to articulate a distinct worldview to address what he sees as the "untenable dilemma" of

social work. He posits that social work rests on a dual foundation of knowledge and values that are perpetually at odds. Knowledge is rooted in scientific discovery, theory, empirical testing, demonstration, and replication. Values are rooted in principles and attitudes in which the profession requires of its practitioners that have no scientific support (e.g., self-determination, human dignity, and rights of individuals). More recently, Bowpitt (2000) asserts that it is time for an over-arching theoretical view of human nature based on Christian theology and an articulation of a Christian approach to social work research. The historical and current call for a direction for Christian research and scholarship is clear. We seek to nudge the conversation forward with this presentation by beginning to articulate a new paradigm to guide Christian research and scholarship in social work. We posit the application of Christ-Phenomenography Theory as a distinct approach for Christian social work research and scholarship. We define Christ-Phenomenography as an approach to research/scholarship that puts Christ-awareness at the center of examining all experiences and relating to the world, from an individual-awareness perspective and a collective-awareness perspective.

**Presenter Bio (s):** Michael Sherr, PhD, is chair and professor of social work at Cedarville University. Dr. Sherr is an internationally recognized scholar with more than 4 million in externally funded research and 80 publications, including three books. He is currently writing his fourth book with Oxford University Press. He is editor-in-chief of the Journal of Human Behavior in the Social Environment. Dr. Sherr was an NACSW board member. He also is the author of *On Becoming a Christian Educator in Social Work*. He has years of practice experience serving in behavioral health, hospital, and hospice settings. He has been married to his wife Stacey for 28 years and they have three children: Brandon, Noah, and Grace

Amy Mitchell, MSW, is a 2nd year PhD in social work student at The Catholic University of America, Washington, DC. She received her MSW from the University of South Carolina in 2002. Amy is a therapist with Diamond Healthcare, provider of intensive outpatient behavioral health services for adults 18 and older with mental health diagnoses. Amy also has 22 years experience as a music ministry director in various church traditions, is a classically-trained vocalist and plays piano, guitar and flute. She has been married for 30 years to the Rev. Peter Mitchell, an Anglican priest, and they have two sets of twins: Sam & Fiona (14) and Bruce & Anna-Justine (11). They live in Woodstock, Virginia.

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**Workshop Title:** Examining the Intersections of Social Justice, Moral Development & Theology

**Workshop Presenters:** Eydie Shypulski, D.Min., LICSW

**Workshop Abstract:** An examination and overview of the relationship between moral development, theology and social justice. Explore the disconnect which exists regarding how people of faith apply personal moral and theological perspectives to public policy and social justice issues. Further examine the implications of violent theologies and non-violent theologies.

**Workshop Number:** 20181232 -

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

- Understand the impact of theological violence in marginalized populations and communities.
- Articulate the basic constructs of nonviolent atonement theology as an alternative to traditional theologies.
- Recognize that high levels of moral development in individuals or groups does not always translate into decision making that supports human rights or social justice.

**Level of Presentation:** Basic

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** One of the great tragedies of the human spirit is its inability to conform its collective life to its individual ideals. There is in fact, an observable misalignment between what people believe and how people act. At the heart of Christianity is the idea that the human mind, heart and imagination can be radically transformed by and through an intimate relationship with God the Creator. Theoretically, this should mean that each and every thought and action (private or public) should be predicated on the transformative power of Christ's love for humanity. All too often, this is not the case. In order to survive in a competitive economic market, people's decisions are often driven by context and circumstance. What compels an individual to act against her/his ethical principles? What happens when a human being is treated as means to an end? How do we reconcile violence and love as coexisting characteristics of God? This is the work of Christian social ethics which is intricately connected with theories of moral development. High levels of moral development (according to Kohlberg's standardized measures) do not necessarily translate into a capacity to make decisions that uphold the human dignity and worth of all people and move towards social justice. Decision-making is also informed by conscious and subconscious theological suppositions and beliefs. This presentation will explore intersections of moral development, theology and social justice. It will provide an overview of the classical understanding of moral development from the perspectives of Aristotle and St. Thomas Aquinas. It will take a deeper dive into the exploration of the protestant imagination and Reinhold Niebuhr's concept that sin is the assertion of self against others. Additionally it will explore nonviolent atonement theology to examine how the concept of a violent God impacts those who are marginalized and oppressed. Finally, the presentation will explore and create space to discuss the implications for social work practitioners and educators.

**Presenter Bio (s):** Dr. Eydie Dyke-Shypulski LICSW Department Chair, Program Director, Assistance Professor Dr. Eydie Dyke-Shypulski (LICSW) is the chair of the social work department at Bethel University, program director and assistant professor. She hold an B.A. in English Literature from Asbury University, an MSW from St. Louis University and a doctorate from Bethel Seminary. Her practice experience includes work

with people experiencing co-occurring medical and mental health diagnoses, homelessness, refugees, veterans, children and families, substance abuse and domestic violence.

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**Workshop Title:** Heart, Head, and Hand: Leadership Development using the Enneagram

**Workshop Presenters:** Jon Singletary, PhD

**Workshop Abstract:** Head, heart, and hand are symbols of thinking, feeling, and doing. The Enneagram is an ancient symbol related to nine distinct personality types organized around these three centers. The Enneagram teaches how balancing the centers provides a foundation of Christian spirituality for strengthening leadership.

**Workshop Number:** 20181229 -

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

- Share dimensions of human personality and leadership development as well as of organizational well-being.
- Develop an understanding of the role of the Enneagram in Christian spiritual formation as a resource for leaders.
- Promote strategies to balance thinking, feeling, and doing dimensions of personality for strengthening leadership effectiveness

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** A search across various fields of study consistently highlights different versions of the same three concepts related to healthy human functioning, organizational well-being, and leadership development: thinking, feeling, and doing. Head, heart, and hand are symbols of these intellectual, emotional, and instinctive centers of psychological human functioning (Heifetz & Linsky, 2002; Hollinger, 2005). Leadership literature, such as that focused on adaptive leadership, states that whole leaders utilize three brains of leadership: head, heart, and gut (Bradberry & Greaves, 2012; Soosalu & Oka, 2012; Soosalu, 2015). Organizational literature focuses on cognitive, affective, and instinctive dimensions of well-being, which is another way of talking about the same three concepts (Dotlich, Cairo, & Rhinesmith, 2006). From the perspective of Christian spirituality, the Enneagram is an ancient symbol related to nine distinct personality types; these are organized around these intellectual, emotional, and instinctive centers (Chestnut, 2017; Rohr & Ebert, 2002). The Enneagram is known for its psychological and spiritual approaches to understanding personality and has value for leadership development (Cron & Stabile, 2016). Based on a pilot study of 20 nonprofit and church leaders, this workshop highlights evidence-informed leadership principles for developing the center that functions at the lowest level

in a person's life and promotes balance in the use of the centers. This workshop uses the Enneagram to understand how thinking (head), feeling (heart), and doing (hand) provide a foundation of Christian spirituality for strengthening leadership

**Presenter Bio (s):** Jon Singletary, PhD, MDiv, MSW, was appointed dean of the Diana R. Garland School of Social Work in 2016 after having served as Associate Dean since 2011. He has held the Diana R. Garland Endowed Chair in Child and Family Studies in the School since 2010 and first joined the faculty in 2003. Dr. Singletary received his B.A. in Communications from Baylor in 1993. He received his M. Div. from the Baptist Theological Seminary at Richmond, and his M.S.W. and Ph. D. in Social Work from Virginia Commonwealth University.

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**Workshop Title:** Assessing undergraduate student crisis intervention skill development

**Workshop Presenters:** David Skiff, PhD, LMSW MDiv. Rebekah Crofford PhD, LCSWR

**Workshop Abstract:** This interactive presentation examines the assessment results of BSW students who participated in an interprofessional trauma simulation with nursing and criminal justice students. Using a simulation lab with audio and video recording capabilities led to the development of a new video training tool in inter rater reliability.

**Workshop Number:** 20181164 -

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

- Experience with observation and rating of student crisis intervention performance
- Apply simulation in a creative inter-professional experience
- Gain new ideas on how to develop and use assessment tools in their programs

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** The 2015 CSWE Educational Program Accreditation Standards have added as a new practice the use of inter-professional collaboration as appropriate to achieve beneficial outcomes. One way that programs are meeting this new practice component is through inter-professional simulation. The body of knowledge regarding the use of simulation is exploding across the country as more and more programs are discovering the benefits that it provides to the social work educational experience. An earlier paper (Manning, Skiff, Santiago and Irish, 2016) describes the history and development of an inter-professional simulation lab between nursing and social work in an undergraduate BSW program in upstate NY. This presentation

examines the assessment results of BSW students who participated in the same inter-professional emergency room trauma simulation with nursing students and with the added dimension of including criminal justice students. With the availability of a state-of-the-art 12 bed simulation lab, complete with audio and video recording capabilities, led to the development of new training tool referred to as the decision making matrix. This tool assists in the training of our social work observers and increases the effectiveness of using inter rater reliability to strengthen and to validate the assessment of student crisis intervention skill development. Participants will gain first hand experience in with observing and rating student performance.

**Presenter Bio (s):** Dr. David Skiff is the chair of the department of social work at Roberts Wesleyan college. He is licensed social worker in NY. He has presented numerous times with NACSW, BPD and APM national social work conference. He has also previous served as a pastor and as a private Christian practitioner. Rebekah Crofford, PhD, LCSWR, RPTS has been in the field of social work for more than 20 years. Throughout her career she has worked predominately with children and families where there are multiple risk factors.

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

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

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

**Workshop Number:** 20181119 -

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

- Understand basic knowledge on normal brain development, followed by an explanation of how trauma affects brain development.
- Intervention strategies for clinical practice with children experiencing trauma is provided
- Adult intervention strategies are implied

**Level of Presentation:** Advanced

**Target Audience:** Social Workers

**Workshop Description and References:** Recent research on the developing brain has shown that trauma disrupts normal brain activity. These children are often treated utilizing traditional cognitive behavioral techniques which are ineffective because they do not address the underlying brain neurotransmitter levels. This workshop will educate the

audience on very basic brain development. Followed by a discussion on how long-term and acute trauma adversely affects brain development in children. In addition, clinical techniques will be introduced to assist practitioners in working with trauma exposed children.

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

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**Workshop Title:** The Impact of Religiosity and Political Ideology on Values

**Workshop Presenters:** Lori M. Sousa, Ph.D., LCSW David K. Pooler Ph.D., LCSW

**Workshop Abstract:** This workshop presents the results of an exploratory study that exams the interactions between core values, religiosity, and political ideology. The study investigates whether religiosity and political ideology contribute to differences in core values.

**Workshop Number:** 20181196 -

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

- Understand the role of religiosity and political ideology in individual value systems.
- Utilize information on value selection to inform their client-centered value-sensitive social policy practice.

**Level of Presentation:** Advanced

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

**Workshop Description and References:** Much of the social work literature on the interaction between religiosity, political ideology and values centers around professional and personal value conflicts in social work practice or on the theoretical role of religion or political ideology in social policy. There is, however, little research that extends beyond these parameters. Additional research is needed to explore the interactions between individual core values, religiosity, and political ideology. This workshop presents the findings of a study that builds on previous scholarship, to address this lacuna in the research. Using data contained in the 2012 General Social Survey (GSS) merged data, an exploratory study was conducted to examine the following central question: Do religiosity and political ideology contribute to the differences in core values and does this effect differ across groups with varying levels of religiosity or among people with diverse

political ideologies? With data provided in the GSS 2012 MD, A two-way ANOVA was conducted to examine the effects of religiosity and political ideology on the higher order values of conservation and openness to change. The results of the analysis suggest that there is a significant difference in these value clusters. These differences, however, vacillate among values. These results suggest that religiosity and the impact of political ideology on values may be value-specific with some values being more susceptible to the influence of political ideology, and some values being more vulnerable to religiosity.

**Presenter Bio (s):** Dr. Sousa is currently an Associate Professor of Social Work at Roberts Wesleyan College where she teaches courses on Public Policy and Community Practice. She holds an MSW from Syracuse University, a BA in History and Political Science from St. John Fisher College, and a Ph.D. from Baylor University. Dr. Sousa's research the role of spirituality, religion and core values in social policy practice. Dr. Sousa is passionate about education and social justice. She has over twenty five years of practice experience in community practice. She has worked with the faith community in upstate New York to create an environment where the faith and community based organizations are empowered to work together in serve to their community. Dr. Pooler has more than 15 years of social work practice experience with several different populations including at-risk and abused children, adults with severe and persistent mental illness, persons with addictions, and homeless men.

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**Workshop Title:** Caring for yourself: Professional boundaries in the helping process

**Workshop Presenters:** Amandia Speakes Lewis, PhD, LCSW

**Workshop Abstract:** In the social work profession taking care of yourself while maintaining professional boundaries is crucial to the helping process. Understanding challenges and one's role of social worker is effective in successfully caring for self as social work and the vulnerable population we serve.

**Workshop Number:** 20181222 -

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

- Understand professional boundaries based in the helping process, while incorporating boundary decision making techniques.
- Articulate the role of social worker in effectively caring for clients and maintaining professional boundaries.
- Define self-care and identify strategies for managing personal and work stress.

**Level of Presentation:** Basic, Intermediate, Advanced

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

**Workshop Description and References:** In the helping process social workers utilize expert knowledge to engage in purposeful relationships with clients. This professional relationship is the basis of helping clients who are often times coming from a vulnerable place. Understanding the importance of professional boundaries in a worker/client relationship sets the stage for effective treatment. Professional boundaries allow for the social worker to know when it is time to step back and care for self and not overlook warning signs that can boarder on an ethical dilemma. The nature of social work practice makes it possible for the social worker to become a significant person in the client's life. The level of shared personal information from the client can lead to the need to humanize the experience, and the potential for a long-term relationship with clients and family members can lead to role confusion and possibly threaten professional boundaries. Boundaries are limits within professional relationships that allow for safe connections based on the needs of individuals (Jacobson, 2002). Using boundary decision making as way to identify challenges in the helping process is important to maintaining roles. This workshop will explore professional boundaries in the help process and incorporate the context of boundary decision making. Strategies for reducing and managing personal and professional stress will be identified.

**Presenter Bio (s):** A committed clinician and educator for the past 25 years, Dr. Speakes-Lewis is a New York State Licensed Clinical Social Worker with a Masters degree and PhD in clinical social work from Stony Brook University and Adelphi University. She is an Associate Professor and Coordinator of the Gerontology/Aging Studies at Molloy College. Her extensive knowledge base and research agenda is stress management, burnout, perceptions, human behavior and health care.

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**Workshop Title:** Spirituality and Trauma Dimensions in Social Work and Pastoral Care

**Workshop Presenters:** Rev. Dr. Frederick (Jerry) Streets, MDiv., MSW, DSW, LCSW

**Workshop Abstract:** This workshop will explore the impact of trauma on the meaning of spirituality for those who have gone through a traumatic event and the implications for social work practice and the pastoral care ministry of the church.

**Workshop Number:** 20181149 -

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

- Understand some of the basic characteristics of trauma from a theological, spiritual and psychosocial developmental framework.
- Explore social support networks for referring parishioners needing additional assistance with addressing their concerns due to traumatic experience.
- Identify collaborative ways and the mutual knowledge and skills social workers and the clergy can bring to assist those suffering from trauma

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** A traumatic event may profoundly impact a person's sense of self, spirituality, religious faith and their beliefs about God as well as their understanding of justice and mercy. Social workers, the clergy and other pastoral care givers seek to be healers. There is an increased need for pastoral care providers and social workers to collaborate in sharing their knowledge, skills and wisdom to assist those who have been traumatized. Social workers, clergy and lay religious leaders with all levels of experience and interest in this issue are welcomed. Participants will, in a confidential workshop setting, explore some of the characteristics of a social work trauma informed ministry and a ministry informed social work practice.

**Presenter Bio (s):** Frederick (Jerry) Streets, MDiv., MSW, DSW, LCSW Associate Professor, Pastoral Theology, Yale Divinity School Associate Professor, Columbia University School of Social Work Senior Faculty, Global Mental Health, Harvard Program in Refugee Trauma Senior Pastor, Dixwell UCC, New Haven, CT.

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**Workshop Title:** The Power of Connection: Effecting Change through Difficult Conversations

**Workshop Presenters:** Allison Tan, MSSA, PhD

**Workshop Abstract:** Social workers face daily the challenge to enhance the well-being of clients while navigating an increasingly divisive society. This workshop pulls from existing research, known models of evidence-based practice, and even the words of Pope Francis to point us to perhaps the singlemost important strategy for effecting community change: CONNECTION.

**Workshop Number:** 20181244 -

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

- Participants will be able to identify what the Code of Ethics says about Connection
- Participants will learn what existing research on stigmatized populations and evidence-based practice models show us about Connection
- Participants will identify one area of their current life or practice that could be impacted by conversations aimed at genuine Connection

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** In our increasingly polarizing society, it seems that nearly every field of social work practice is wrought with division and disagreement. Whether it is social work practice with a particularly stigmatized population of clients, or a field of practice reliant upon funds tied up in political complexity, or work with a community impacted by an issue of social injustice, social workers are daily trying to effect change in what feels like "uphill" battles - at best. In this workshop, we will look into how several different sources (all of which hold great weight within the social work profession) might all be arriving at the same conclusion: Perhaps the best - and only - way to effect change is through the "power of connection". Simply put, the "power of connection" is the recognition that what changes the hearts, minds, attitudes, and behaviors of people most significantly is the opportunity to connect with people who present and represent diversity of thought and experiences. What does the Code of Ethics have to say about Connection? What does the research say about Connection? What evidence-based practice approaches to achieving meaningful Connection exist? What does the Church say about Connection? As we review the answers to each of these questions, we will then dialogue together about how this conclusion can and should impact the ways we go about our own practice - in the classroom, in social work practice, in our churches, and in our communities.

**Presenter Bio (s):** Allison Tan, MSSA, PhD is currently an assistant professor of social work at Trinity Christian College. Prior to academia, she worked for nearly a decade in the areas of HIV/AIDS and substance abuse as well as Christian community development. Her research interests and attention have centered on the intersections and tensions between LGBT issues and the Christian community. She currently serves as the President of the NACSW Board.

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**Workshop Title:** Using Case Studies in Teaching Values & Ethics to BSW Students

**Workshop Presenters:** Allison Tan, MSSA, PhD Cini Bretzlaff-Holstein DSW, LSW Mackenzi Huyser

**Workshop Abstract:** Remember the first time you realized that your personal values and the Code of Ethics don't always line up? For many BSW students, this is an area of both interest and anxiety. We hope that this workshop will be a time to reflect upon ways we can bring meaningful discussion of personal and professional values and ethics into the BSW classroom.

**Workshop Number:** 20181132 -

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

- Explore ways curriculum can bring Competency 1 to life for BSW students, in theory and practice.
- Understand the use of case studies as a key pedagogical approach to teaching values and ethics in the classroom.

- Acquire insight into resources teaching the integration of the Code of Ethics and Christian faith traditions, from presenters and each other.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Educators, Students

**Workshop Description and References:** The first competency in the 2015 EPAS says that BSW programs must ensure that our students "demonstrate professional and ethical behavior". How and where does your BSW program include ethics in the curriculum? Certainly, professionalism and ethical practice are topics to be addressed throughout the curriculum, but what would it look like to dedicate a stand-alone course to the building of ethical decision-making skills? This workshop presents the development and pedagogy behind a course entitled Social Work Values and Ethics, taught as an introductory-level BSW course at one Christian college. This two-credit course covers ethical decision making models, an in-depth look at the NASW Code of Ethics, and the development ethical behavior through experiential learning using a case study approach. For many BSW students, especially at Christian colleges, the integration or (and occasional tensions between) one's personal values and the values of the social work profession can be both interesting and anxiety-producing. Providing space for BSW students to read about, reflect upon, and then apply key ethical concepts like self-determination, informed consent, conflicts of interest, professional boundaries, confidentiality, competence, professionalism, and nondiscrimination helps to build their "ethical fitness" (Strom-Gottfreid, 2014). The use of both written case studies and case examples from professors and peers throughout this course is integral in helping students see complex issues in new ways. Join us in this workshop as we present our course and experiences, learn from one another other approaches to teaching ethics in BSW programs, and share resources available to augment existing curriculum in the areas of personal values, Christian faith traditions, and social work ethical decision making.

**Presenter Bio (s):** Allison Tan, MSSA, PhD is currently an assistant professor of social work at Trinity Christian College. Prior to academia, she worked for nearly a decade in the areas of HIV/AIDS and substance abuse as well as Christian community development. Her research interests and attention have centered on the intersections and tensions between LGBT issues and the Christian community. She currently serves as the President of the NACSW Board.

Cini Bretzlaff-Holstein, DSW, LSW serves as the BSW Program Director and Department Chair in the Social Work Department at Trinity Christian College. The majority of her professional background is in the areas of child welfare and church social work.

Mackenzi Huyser, Ph.D., MSW serves as Executive Director of Chicago Semester. Prior to serving in her role at Chicago Semester she served as BSW Program Director and Professor in the Social Work Department at Trinity Christian College.

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**Workshop Title:** Building and Restoring Relationships with Incarcerated Women using AOI

**Workshop Presenters:** Debbie Teike, LCSW, MSW Katti Sneed PhD, LCSW, MSW, LCAC

**Workshop Abstract:** The disease of addiction has devastating effects on relationships. This workshop provides an overview and specific tools to utilize when working with incarcerated women through the Art of Invitation, a faith-based relationship building psychoeducational approach.

**Workshop Number:** 20181174 -

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

- Gain practical tools and techniques enabling participants to teach others how to build and restore relationships, specifically, persons in recovery.
- Challenge attendees to explore their own biases and stereotypes when working with incarcerated persons or people different from themselves.
- Distinguish between the communication styles of invitational, presentational, and confrontational.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Social Workers

**Workshop Description and References:** The disease of addiction has devastating and crippling effects on relationships. The entity of addiction, whether it be chemical or process, becomes central over significant loved ones and self. The byproduct of this reality leaves all involved feeling deceived, abandoned, and hurt. Yet, during the recovery process, these intimate persons are significant in the addicted individuals' success in maintaining a sober lifestyle. Additionally, some have a desire to reconnect with a spiritual and religious community of choice and are not sure how to accomplish this objective. Often, insider/outsider tensions exist as individuals reenter society. Incarceration creates social exclusion which can be overcome with a purposeful invitational approach to others and to oneself. The Art of Invitation (AOI), a faith-based relationship building psychoeducational offering, connects key Judeo/Christian teachings with evidence-based approaches to provide participants with tools and concepts for use in their everyday lives. One application of the Art of Invitation is presented in a substance abuse residential treatment program, both therapeutic and correctional in focus. AOI is a voluntary weekly option for participants and has provided for the past 4 years. Approximately fifty-five to sixty individuals have participated since it began. This workshop will provide an overview of the purpose and scope of AOI as it pertains to its use in a county correctional facility for incarcerated women in a medium-size Midwestern town. Included in the presentation will be an explanation of invitational, presentational, and confrontational approaches, three keys to invitation, the second

thought process and four barriers to overcome where insider/outsider tensions can be overcome. Suggested outcomes of AOI will also be explored.

**Presenter Bio (s):** Debbie Teike, Licensed Clinical Social Worker, is the founder of the Art of Invitation, a psychoeducational approach to relationship building. Previous to AOI, she worked in church based social work, hospice, long-term care, and elder abuse and neglect. She earned her Bachelor's Degree from Southern Illinois University- Carbondale in 1979 and her M.S.W. from George Warren Brown School of Social Work, Washington University-St. Louis in 1983.

Dr. Katti Sneed is the Director Social Work at Indiana Wesleyan University. Her area of expertise is Trauma and Addiction Counseling, where she has written and presented at both the national and state levels.

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**Workshop Title:** Neurodiversity: The New Cultural Competency in Social Work

**Workshop Presenters:** Katie Terry, LISW-S

**Workshop Abstract:** This presentation explores a new cultural competency, neurodiversity, that has arisen from the autism community. Neurodiversity is the notion that autism stems from neurologically-based differences and highlights the strengths of cognitive abilities found in those with ASD. Implications for social work education and practice will be discussed.

**Workshop Number:** 20181150 -

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

- Understand the historical treatment of those with cognitive disabilities from the social work field.
- Discuss the idea of neurodiversity by examining the four conceptual theories that underlie neurodiversity.
- Explore the implications in social work education, curricular development and practice of understanding how to interact with those with autism.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This workshop will briefly trace the historical conceptualizations of social work practice with people with developmental disabilities and define a new cultural competency, neurodiversity, which has arisen in recent years to describe how persons with autism see themselves. This presentation will examine four ideas that underpin the neurodiversity framework: Gardner's theory of multiple intelligences and the subsequent work of Thomas Armstrong, who examines the positive aspects of the neurological differences in those with autism. The strength-based

perspective advanced by Dennis Saleeby and Critical Disability Theory are also major contributors to the conceptual framework of neurodiversity. This presentation will briefly describe how social work education has addressed the issues of those with developmental disabilities, paying special attention to the The Council on Social Work Education's competencies for cultural practice. This presenter suggests that a new curriculum on cultural competency for those with autism is warranted and practical given the increase rates of autism in our society. Implications for curricular development in both an infused curriculum and topically devoted curriculum will be examined.

**Presenter Bio (s):** Katie Terry, LISW-S is a social worker with 24 years of experience and is currently pursuing her Doctorate in Social Work from the University of St. Thomas/St. Catherine. Katie is currently an adjunct professor in the social work departments of Youngstown State University and the University of Akron. Katie's scholarship is around practice with persons with autism, and her dissertation research is examining this topic. She has worked as a trainer with the Ohio Child Welfare Training Program for 20 years, where she has taught foster parents, caseworkers and adoptive parents strategies to work with child mental health issues, attachment, and autism. Katie has presented twice for NACSW, most recently on the Christian Perspective on the Grand Challenges of Social Work.

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**Workshop Title:** Educating Generation Z to Meet the Challenges of a Changing World

**Workshop Presenters:** Houston Thompson, Ed.D., MSW, LSW

**Workshop Abstract:** This presentation continues to explore the attitudes and behaviors of Generation Z with a focus on educational objectives and outcomes. Presentation topics include: 1) understanding Generation Z; 2) knowing their career goals; 3) connecting to their educational pursuits; 4) and the influence of faith on their dreams and ambitions.

**Workshop Number:** 20181139 -

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

- Develop a basic understanding of Generation Z and how their attitudes and behaviors, including their faith, influences their dreams and ambitions.
- Discuss Generation Z's educational and career pursuits.
- Educators will be challenged to think about the changing landscape of education for Generation Z.

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** This presentation continues the conversation about the attitudes and behaviors of Generation Z specifically focused on understanding their educational interests and career goals. Academic institutions are challenged with being progressive and relevant while remaining true to their mission. Generation Z is changing the paradigm and challenging the way academic institutions teach and train students. Generation Z is focused on employability and upward mobility. The pathway for making this happen may not be a traditional college degree, but the development of a skill set that makes it possible. Consequently, the time, energy, and expense of earning a college degree is questioned by this generation. For Generation Z, finding pathways to skill development that fulfill their educational objectives and leads to their career goals may be very different than what traditional academic programs offer. In this rapidly changing world, the educational environment demands institutions, including social work programs, to look at their pedagogical approaches and consider ways of building social work skills that resonate with Generation Z. This presentation will describe the attitudes and behaviors of Generation Z and how those attitudes and behaviors influence their educational objectives and their career goals. Time will be spent on understanding how their faith influences their worldview and informs their educational and career pursuits. Social work educators will find value in understanding Generation Z and understanding the pedagogical changes on the horizon if this generation is to find social work education a valuable pursuit.

**Presenter Bio (s):** Dr. Houston Thompson serves Olivet Nazarene University as an administrator, currently serving as the Dean of the School of Engineering which houses the departments of Engineering, Computer Science, and Cybersecurity and Networking. As a licensed social worker in the State of Indiana, Dr. Thompson served as a public school social worker and executive director of not-for-profit social service agency. Combined with his pastoral ministry, Dr. Thompson was engaged in community development and positive youth development initiatives. He holds a MSW from Spalding University in Louisville, KY (1999) and a Doctor of Education in Leadership and Professional Practice from Trevecca Nazarene University (2007). His research focuses on generational attitudes and behaviors. He presents often on topics related to the generations, social ministry and outreach, and on leadership.

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**Workshop Title:** Christian practitioners' experiences providing mindfulness based therapies

**Workshop Presenters:** Regina Trammel, PhD, LCSW

**Workshop Abstract:** Mindfulness is the practice of present-moment awareness with non-judgment (Kabat-Zinn, 2011). Mindfulness-based therapies draw mostly from secular or Buddhist frameworks. This workshop will focus on results and implications of a descriptive phenomenological study of Christian social workers and mental health practitioners.

**Workshop Number:** 20181192 -

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

- Understand the difference between mindfulness and Christian foundational assumptions
- Gain insight into how Christian social workers and mental health practitioners use mindfulness in therapy as an asset for clinical insight for both self and client.
- Identify practical tools and practices based on the study results to equip social workers who are interested in mindfulness-based interventions in clinical practice.

**Level of Presentation:** Advanced

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

**Workshop Description and References:** Mindfulness is the practice of present-moment awareness with non-judgment (Kabat-Zinn, 2011). Mindfulness-based therapies draw mostly from secular or Buddhist frameworks. Including other religious traditions that also incorporate mindfulness assists in skill attainment. In this workshop, I will present results of a descriptive phenomenological study exploring the lived experiences of nine Christian mental health practitioners while drawing down implications for Christian social workers who are interested in enfolded mindfulness into their clinical interventions with clients. Often, the emphasis is on the practice skills of mindfulness and its therapeutic impact on issues of stress or mental health such as depression, trauma, and anxiety (Goodman & Calderon, 2012; Hopkins & Proeve, 2013; Jazaieri, Goldin, Werner, Ziv, & Gross, 2012). However, little is known about the practitioners' experiences in using mindfulness. For the purpose of this workshop, results of a qualitative study on Christian practitioners who use mindfulness-based therapies will be presented. The experience of providing therapy using mindfulness-based interventions is noteworthy as mindfulness is known to be influenced by Buddhist thought (Ih-Ren Mong, 2015; Maex, 2011; Trammel, 2017). Is it distracting for the practitioner to use skills related to mindfulness when they cannot believe the foundational philosophical or religious assumptions? Some Christian psychologists negotiate and attempt to find meaning in mindfulness-based therapies by drawing from the wells of their Christian faith identity and history (Hathaway & Tan, 2009; Siang-Yang Tan, 2007; Symington & Symington, 2012). In addition to the questions I asked study participants, I requested that all the participant practitioners take and provide a photograph that symbolized what they thought about when integrating their faith with their mindfulness work with clients. The rationale for incorporating photographs is in keeping with the phenomenological methodology of this study. Photovoice is a research methodology that has been used in capturing abstract concepts, such as spirituality and its symbols (Harley & Hunn, 2015). Photographs have the added benefit of conveying an experience without words, and arguably, more powerfully than words, which supported this study's phenomenology focus. The research question was: How do these Christian practitioners integrate their Christian faith with mindfulness, which is rooted in a different religious framework? Three themes of the study resulted: a

divine presence in session guides and affirms practitioners' work; practitioners' increased attunement to clients in clinical work; integration of the sacred and the secular in treatment. One photograph will be shared to convey the results of the study. Implications and practical clinical tools will also be provided to enhance therapeutic praxis.

**Presenter Bio (s):** Regina Chow Trammel, Ph.D., LCSW, is an assistant professor in the Master of Social Work program at Azusa Pacific University. She has spent more than a decade in private practice in the Chicago area, as well as experience in psychiatric and medical social work settings and has presented her research on mindfulness in various professional and academic settings including a TEDx talk entitled, "Using Mindfulness to Deal with Everyday Pressures"

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**Workshop Title:** An examination of strategies to bring awareness to human trafficking

**Workshop Presenters:** Lara Vanderhoof, DSW, LMSW

**Workshop Abstract:** This workshop will take participants through how to engage community members to engage and mobilize to bring awareness and education to human trafficking through grassroots efforts. Learning how to effectively gain individual's perspective, voice, and understanding are crucial in combating human trafficking.

**Workshop Number:** 20181143 -

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

- Mobilize community members to determine how to address the issue of human trafficking in one's community.
- Utilize interview and focus group tools to collect data from one's community.
- Gain basic knowledge of how Participatory Action Research is conducted.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This presentation will provide participation an opportunity to learn about a faith-based approach to addressing human trafficking one's local community the lens of participatory action research. The purpose of this study was to explore how individuals within the faith-based organization in a Midwest town, could bring about awareness and education regarding human trafficking to individuals in the local community. The community that was studied is geographically located in the center of the United States, along major highways leaving the entire community at risk of human trafficking. The primary research participants are members of the local Midwest "Free Now" (pseudonym) group consisting of approximately 10 individuals who are college students, professionals and retirees. The organization's mission is to end modern-

day slavery. Participatory Action Research was the method used in this study. PAR offers community members and the researcher a collaborative relationship in which interviews and focus groups are conducted to address the concerns of human trafficking. These qualitative methodologies are strategies utilized in the field of social work. An anticipated outcome of this study was to mobilize community members to engage and learn how to bring awareness and education about human trafficking by transforming how individuals respond to this social injustice. In addition, this research study was to inform individuals and help strengthen their voices. This study can help guard families and individuals from this human rights violation. A recommended potential intervention was that the local group would collaborate with service providers to develop strategies to bring awareness and education on the issue of human trafficking.

**Presenter Bio (s):** Lara Vanderhoof is an Assistant Professor of Social Work and Social Work Program Director at Tabor College. Holding a Doctorate of Social Work from Capella University(2015) and Masters of Social Work from Roberts Wesleyan College (1997), BSW from Roberts Wesleyan College (1992), she is a licensed social worker in the states of Kansas and New York. Lara has presented at the Combating Human Trafficking Conference and Head Start Conferences. She has over 25 years of experience including working with mental health, child welfare, sexual abuse, failure to thrive, higher education and juvenile justice. Lara's doctoral research examined the issues related to human trafficking in Kansas. Lara is an active member of the Set Free organization in McPherson, KS. She is an active volunteer with McPherson Offender Victim Ministries helping first time youthful offenders have a second chance.

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**Workshop Title:** Sound The Alarm Ending Mass Incarceration a call to Faith Based Communities

**Workshop Presenters:** Brenda Westberry, MS

**Workshop Abstract:** Assessing the controversial issues surrounding race, ethnicity, crime, and criminal justice in society can be a monumental task. When we examine the research findings, interpretations, issues and realities of race in the administration of criminal justice, Mass Incarceration rates are a driving force and faith based communities must take action.

**Workshop Number:** 20181116 -

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

- Identify strategies as a faith based community that can be used in prevention and treatment of individuals who are impacted by Mass Incarceration.  
Analyze the nature and root causes of inequality in the criminal justice system and the prevalence of mass incarceration.

Explore the different theoretical explanations for the racial and ethnic gap in offending and victimization.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Church Leaders, General Audience

**Workshop Description and References:** The goal of this workshop is to provide a foundation for critically assessing the often-controversial issues surrounding race, ethnicity, crime, and criminal justice in society. We will discuss racial differences in crime and violence and racial and ethnic disparities in the criminal justice system that leads to Mass Incarceration. In addition we will fully examine institutions that affect crime and carry out the application of justice for offenders. In order to address and solve problems that contribute to Mass Incarceration we must take an in-depth look at the role and function of faith based communities and how they can effectively contribute to helping solve these issues. A variety of topics will be addressed such as; faith based initiatives for offenders returning from a period of incarceration, current research, major institutions that affect crime and carry out justice, racial disparities in punishment such as the death penalty and correctional problems surrounding the overrepresentation of minorities in American prisons.

**Presenter Bio (s):** Brenda holds a Masters' Degree in Sociology and a Bachelors' degree in Justice and Law Administration. Brenda is the founder and President of Westberry Consulting which specializes in providing workshops, trainings and diverse course offerings throughout the country. Brenda is a professor in the Sociology, Criminology, Social Work and Anthropology Department at Eastern Connecticut State University. She is a faculty member for the ATTC-NE at Brown University, Faculty member of the New England School of Addiction Services and school of Best Practices. Brenda has spoken to over 300 audiences over the past 25 years and has received the Alan Shawn Feinstein Women of Distinction honor through the University of Rhode Island. Brenda is a retired Chief Probation Officer from the State of Connecticut.

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**Workshop Title:** Integrating Spiritual Formation into the Counseling Setting

**Workshop Presenters:** Stephen Wright, MA, LCPC, RDDP      Juliet Caceres, Psy. D.

**Workshop Abstract:** Spiritual formation can be seen as movement from self-oriented thought and behavior to altruism. Suffering and pain can become obstacles to this growth by focusing the mind on how much it hurts without seeing others. This seminar explores the impact of pathology on spiritual development and offers insight and interventions to help clients heal.

**Workshop Number:** 20181106 -

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

- Gain understanding of spiritual formation concepts in counseling.
- Experience interventions related to gratitude and purpose.
- Gain insight into the literature related to purpose, meaning and gratitude.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Integrating Spiritual Formation into the Counseling Setting focuses on understanding the spiritual development of individuals along a continuum from self-oriented to altruistic. Altruism can be defined as the behavior of a purposeful life. Emotional, mental, and physical pain often impairs the development of altruistic behavior and living a purposeful life and clients can become "stuck" in their pain. This seminar explores those topics and offers a first steps look at incorporating gratitude into the process of therapy which can support individuals with mental health issues including substance abuse disorders, eating disorders and other debilitating issues to find hope and meaning. This seminar will explore some of the research that describes the benefits of both purpose and gratitude and present several interventions that have the potential to help "rewire" a client's brain to become more resilient, healthy and hopeful. Participants will experience a gratitude activity and interact with the material.

**Presenter Bio (s):** A former minister, Steve Wright served in many churches over a 25-year period working with youth and families. During that time, he also earned a Master of Arts in Teaching and a Master of Arts in Community Counseling, and then spent several years in the behavioral health field. He worked in residential treatment as a therapist, supervisor, coordinator, and program director first in the substance abuse field and then in the eating disorder field. He is currently at Timberline Knolls and serves as a primary and family therapist and leads groups that help promote personal and spiritual growth. Steve is a Licensed Clinical Professional Counselor in Illinois. He is also a Registered Dual-Disorder Professional.

Dr. Cáceres is a licensed clinical psychologist, Certified Eating Disorder Specialist (CEDS) and Approved Supervisor, and currently serves at Timberline Knolls as Director of Spiritual Care. Dr. Cáceres provides leadership and direction on the clinical integration of spirituality into Timberline Knolls programming as core to recovery and wholeness. She also provides leadership for Christian program development, and supervision and training for clinical staff.

**Workshop Title:** Talking about Research

**Workshop Presenters:** Leslie Wuest, PhD

**Workshop Abstract:** This workshop offers participants an opportunity to share information about their research ideas and encourage each other to design, implement,

and publish research. All those interested in research are invited, from seasoned researchers to students who would like support as they design projects.

**Workshop Number:** 20181136 -

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

- Articulate the role of research in contributing to the knowledge base of the social work profession.
- Identify research topics that are particularly relevant to the NACSW membership.
- Describe ways that research by Christian social workers can contribute to discussion of issues relevant to the larger social work profession.

**Level of Presentation:** Basic, Intermediate, Advanced

**Target Audience:** Educators, Students

**Workshop Description and References:** One recurring theme at the Educator's Forum is our desire to encourage quality research by NACSW members. Thoughtful research on topics related to the intersection of Christianity and social work contributes to the general knowledge base and gives our organization new vitality in terms of evidence-based knowledge for social work practice. As Christian researchers publish well-designed studies they may also establish the credibility necessary to have a voice in discussions occurring within the larger social work profession. The purpose of this workshop is to encourage research and publication by NACSW members. It will be a highly interactive forum for discussion of member's research projects, whether in the early stages of development or ready for publication. There will be an opportunity to get feedback, share ideas, and encourage each other to design, implement, and publish research. Doctoral students are encouraged to come, whether just developing their ideas or thinking about how to finish their research. Possibilities of collaborative research can also be explored.

**Presenter Bio (s):** Leslie Wuest obtained her MSW from the University of Georgia and PhD from Portland State University in Portland Oregon. She is currently an assistant professor in the MSW program at George Fox University where she teaches research and statistics to MSW students. Her research focuses on the inclusion of spirituality in social work education. Leslie is keenly aware of the value of support and feedback from respected peers when developing and completing research projects.

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**Workshop Title:** Cultivating Compassion in Social Work Education and Practice

**Workshop Presenters:** Kwiryung Yun, PhD.

**Workshop Abstract:** Compassion is neither clearly defined in social science literature nor does it have a clear place in social work education and practice. This presentation

introduces a compassionate catalysts framework to cultivate compassion among students and practitioners so that they can be a change agent for their clients and experience self transformation.

**Workshop Number:** 20181238 -

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

- Understand the definitions of compassion and related constructs, such as empathy and altruism.
- Comprehend the processes and dimensions of compassion with respect to its affective, cognitive, behavioral, and commitment aspects.
- Understand the implications of compassion for social work education based on a Christian faith.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Though compassion is an important agent that can provoke critical changes in the life of clients as well as of social workers, it is neither clearly defined in social science literature nor does it have a clear place in social work education and practice. Compassion is often used interchangeably with empathy or altruism. This lack of clarity deters the goal of motivating and sustaining compassionate practice in social work. Compassion is discussed as a multi-dimensional process that involves emotional, cognitive, behavioral, social, physical, and spiritual factors. Recent developments of neuroscience have added scientific evidence to the discussion between emotion and brain: by showing the connection between the capacity for empathy and neural pathway that is activated by direct experience or by observing others (Lown, 2016). The purpose of this presentation is to introduce a compassionate catalysts framework in order to cultivate compassion among students and practitioners, especially among those within the Christian faith, so that they can be a change agent for their clients as well as experience transformation within themselves. Also, understanding compassion as "suffering with" or "enter into places of pain"(Nowen, 1982) can help social work students and practitioners discover their meaning and purpose, enhance effectiveness and satisfaction, and increase their commitment to their work. This presentation 1) offers definitions of compassion and related constructs, 2) discusses the process and multi-dimensions of compassion, 3) discusses impacts of spirituality on compassionate social work practice, 4) identifies behaviors and outcomes related to compassion including recent neuroscience discoveries, and 5) discusses implications for social work education.

**Presenter Bio (s):** Dr. Kwi Yun is a Professor and Dean of the School of Social Work at Nyack College in New York. She holds a PhD.in Social Welfare from University of Wisconsin-Madison and is a licensed social worker (LMSW). She has experience in mental health as counselor. After developing an international service learning course in

2006, she has lead the students annually to the Philippines. This trip provides students with opportunities to enhance skills and knowledge for describing, understanding, evaluating, and promoting human well-being in the international context.

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**Workshop Title:** Assessing the Factors Impacting Parental Grief Among Older Chinese Parents

**Workshop Presenters:** Yongqiang Zheng, PhD

**Workshop Abstract:** This presentation will examine the effects of attachment style, coping strategy, social support and spirituality on the prolonged grief of older Chinese parents. The goal is to present a comprehensive analysis model by multiple critical factors. The implications for culturally competent interventions and policy changes will be explored.

**Workshop Number:** 20181183 -

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

- Articulate the unique experiences of the understudied population, older bereaved Chinese parents, and their cultural and policy settings in where they are grieving.
- Increase cultural competence in social work education and research in the field of grief study.
- Identify intervention approaches or policy advocacy strategies that may work with the population.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** Parental grief has been recognized as the more intense and overwhelming of all grief and among all the parents who experienced the death of a child, those who are of advanced age are more vulnerable. However, very limited research has focused on the increasing aging population who are grieving. Furthermore, most modern grief theories, knowledge, and clinical working models are constructed in the context of Western culture. The effectiveness or explanatory power of those theories and models have not been fully tested in other cultures, especially through a more complex statistical model. This presentation will explore multiple variables simultaneously in order to gain a better understanding of the complexity of older bereaved parents' grief. Based on the new knowledge discovered in the presentation, social workers will be able to develop treatments or interventions integrating the relevant factors. By testing a structural equation model, the presentation will highlight the link between the empirical model building and the theoretical assumptions about parental grief. The discussion about the strength and limitation of the model building will lay a

foundation to address the gap between theory and research in the field of grief. The presentation will aim to increase social awareness of parental grief within the cultural and policy context. Specifically, the presentation will discuss the unintended consequences of the one-child policy's 30-year implementation in China and the cultural stigma associated the death of an adult child. Understanding these societal factors have put a profound stress on bereaved older parents will help social workers to develop culturally competent skills to help the clients work toward an achievable post-loss psychosocial adjustment goal. Lastly, the presentation will examine the construct of spirituality and how it works with this particular population in their responses to the death of a child. It will provide a broader and more diverse perspective for Christian social workers to reexamine the role of spirituality and faith working with grieving clients.

**Presenter Bio (s):** Dr. Yongqiang Zheng is an assistant professor of social work at the George Fox University. He obtained his MSW and Ph.D. from the University of Louisville, Kent School of Social Work. Previously, he taught at the Department of Social Work at Shandong University of Finance and Economics for 6 years. In addition, he is licensed social worker in China since 2009 and his research field is in gerontological social work, long-term care, and end-of-life care.

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**Workshop Title:** Forgiveness as Part of Spiritual Change Following Homicide of a Loved One

**Workshop Presenters:** Brooks Zitzmann, LCSW, PhD Candidate Shannon K. Johnson PhD

**Workshop Abstract:** Following the homicide of a loved one, many survivors undergo a process of spiritual change. The role of forgiveness in this process is contentious, presenting healing for some and barriers for others. This workshop will present themes of forgiveness among homicide survivors, spiritual dimensions of forgiveness, and clinical implications.

**Workshop Number:** 20181216 -

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

- Understand the roles of forgiveness and the importance of forgiveness as a choice among homicide survivors.
- Explore the spiritual and religious dimensions of forgiveness in the process of change following the homicide of a loved one.
- Discuss if, when, and how to use forgiveness in their practice when working with survivors of homicide.

**Level of Presentation:** Advanced

**Target Audience:** Social Workers

**Workshop Description and References:** The surviving loved ones of homicide victims (i.e., homicide survivors) experience a complicated mix of trauma and grief during bereavement. However, they are commonly overlooked as a group of trauma survivors. Current clinical grief interventions have limited effectiveness in addressing homicidal bereavement. As such, there is a need for research that explores various aspects of grief after homicide and can be used to inform services to the homicide survivor population. This study focused on forgiveness as a component of spiritual change among homicide survivors. This study was a secondary analysis of forgiveness as a component of spiritual change among homicide survivors. Data was initially collected via individual interviews as part of a grounded theory study of post-homicide spiritual change (N = 30). Of the initial sample, 18 participants reflected on the theme of forgiveness. For the current study, the researchers conducted a thematic analysis of the data provided by these 18 participants, using the five steps of thematic analysis articulated by Braun and Clarke (2006). Findings highlighted the central importance of forgiveness for many homicide survivors while also underscoring variability between survivors in the role of forgiveness in spiritual change. For many participants, offering one's forgiveness generated personal benefits, chiefly emotional healing. Religious beliefs, spiritual experiences, and participation in prison ministry emerged as common facilitators of forgiveness. Indeed, many participants identified their own need for God's forgiveness as part of a healing process inherent to spiritual change. Participants also encountered barriers to forgiveness, including grappling with the traumatic nature of murder and the desire for accountability. Some participants expressed a desire to forgive, yet remained unable to overcome their preoccupation with the violent nature of their loved ones' murders and their intense need for a sense of justice. The findings of this study generate important clinical recommendations. For instance, the data indicate that forgiveness is a choice that must be made freely by the survivor, suggesting that forcing forgiveness upon a client could be therapeutically detrimental. At the same time, if a client chooses a path of forgiveness, it may be clinically beneficial for counselors to support this process.

This workshop will provide a description of the variety of ways in which forgiveness arose in the process of spiritual change following the homicide of a loved one. Each theme will be explored using thick descriptions as conveyed by participants. Clinical implications of each theme will be explored, and discussion will be encouraged to consider potential interventions with homicide survivors.

**Presenter Bio (s):** Brooks Zitzmann is a doctoral graduate student at the Catholic University of America's School of Social Service. As a research assistant, she works with Dr. Shannon Johnson on topics pertaining to the processes of spiritual change following homicide of a loved one. Her doctoral research focuses on issues of environmental justice, particularly engaging American Catholics in climate change mitigation. Brooks is a Licensed Clinical Social Worker in the state of Louisiana, where she worked as a university mental health counselor after earning her MSW at Tulane University. She also holds a Master degree in Science and Religion from Oxford University. Shannon Johnson is an Assistant Professor at the Catholic University of America's School of Social Work. She earned her PhD at the University of Texas at Austin in 2016. Her scholarship focuses on spirituality and homicidal bereavement.

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**Workshop Title:** Living with Addictions: A First Person Account

**Workshop Presenters:** Bob Zylstra, EdD, LCSW

**Workshop Abstract:** While textbook information about addictions is helpful, the experience of living with addictions can best be understood by talking with real people living in the real world. This presentation will focus on a recorded conversation I had with my good friend Chris: physician, university professor, published author and recovering addict.

**Workshop Number:** 20181156 -

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

- Gain a better understanding of addiction as a medical illness.
- Increase awareness of the many ways society promotes substance abuse.
- Appreciate the struggle of addicted individuals in their efforts to "just quit."

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Living with Addictions: A First Person Account while textbook information about the process and progression of addictions can be very useful, the experience of living with addictions can best be understood by talking with real people living real lives in the real world. This presentation will focus on a recorded conversation I had with my good friend Chris, an exceptional individual who is a physician, a university professor, a published author and a recovering addict. During the course of this interview Chris describes how he first started taking opioids, his unexpected realization that they provided much more than simple pain relief, and his subsequent journey from addiction to sobriety. He talks directly about the way the drug hijacked his brain and altered his sense of reality. He describes how the addiction, and also the treatment process, threatened his personal as well as professional life. He shares candidly his belief that the only way to recovery is by following a spiritual pathway that allows addicted individuals to forgive others as well as themselves. Using this conversation as a catalyst I hope to encourage the audience to explore issues related to addiction, such as: What are some of the common stereotypes we have about individuals struggling with addiction? Why is it we treat depression in the mental health system and addiction in the criminal justice system? What are the essential elements of treatment for addicted individuals? Why is it that so many successful treatment programs, such as AA, require acknowledgement of a spiritual connection to a "higher power?" Objectives for this presentation include: Gain a better understanding of addiction as a medical illness. Increase awareness of the many ways society promotes substance abuse. Appreciate the

struggle of addicted individuals in their efforts to "just quit." Explore personal attitudes and misconceptions related to substance abuse and addicted individuals.

**Presenter Bio (s):** Dr. Bob Zylstra, EdD, LCSW, is Professor and Director of Behavioral Medicine at the University of Tennessee College of Medicine Campus in Chattanooga and Adjunct Instructor for the University of Tennessee at Chattanooga BSW program. As well as being an educator and practicing clinician, Dr. Zylstra serves on the medical ethics committees for a large community hospital and a nearby rehabilitation facility. In addition to his involvement with family medicine, he has worked as a home health care social worker, supervisor of a community hospital's social work department, and business manager for an outpatient medical office. Dr. Zylstra grew up in Michigan where he earned his Master of Social Work degree from the University of Michigan. He earned his Doctorate degree in educational psychology from the University of Memphis.

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**Workshop Title:** Roundtable Conversation About Gun Violence

**Workshop Presenters:** To Be Determined

**Workshop Abstract:** This conversation will provide opportunity for participants to wrestle with the topic of Gun Violence alongside others with similar and different perspectives. As we share our own experiences and understandings, we will consider how this topic and our positions on it relate to our personal values, our faith, and our social work values. Participants will walk away from the discussion with new insight into the nuances and complexity of this social issue.

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

- Articulate their own stance on gun violence in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on gun violence that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Students, Clergy, Human Service Workers

**Presenter Bio (s):** To Be Determined

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**Workshop Title:** Roundtable Conversation About Immigration

**Workshop Presenters:** To Be Determined

**Workshop Abstract:** This conversation will provide opportunity for participants to wrestle with the topic of Immigration alongside others with similar and different perspectives. As we share our own experiences and understandings, we will consider how this topic and our positions on it relate to our personal values, our faith, and our social work values. Participants will walk away from the discussion with new insight into the nuances and complexity of this social issue.

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

- Articulate their own stance on immigration in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on immigration that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Students, Clergy, Human Service Workers

**Presenter Bio (s):** To Be Determined

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**Workshop Title:** Roundtable Conversation About Racial Identity

**Workshop Presenters:** To Be Determined

**Workshop Abstract:** This conversation will provide opportunity for participants to wrestle with the topic of Racial Identity alongside others with similar and different perspectives, experiences, and identities. As we share our own experiences and understandings, we will consider how this race and the way we experience it impacts our faith and social work values. Participants will walk away from the discussion with new insight into the nuances and complexity of race and racial identity in America today.

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

- Articulate their own stance on racial identity in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on racial identity that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Students, Clergy, Human Service Workers

**Presenter Bio (s):** To Be Determined

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**Workshop Title:** Roundtable Conversation About Religious Freedom in a Social Work Context

**Workshop Presenters:** To Be Determined

**Workshop Abstract:** This conversation will provide opportunity for participants to consider the ways in which our religious values and our call to the social work profession interact. At the crux of this conversation is the missional question of NACSW: What does it mean to be a Christian social worker? As we share our own experiences and understandings, we will consider how the answer to this question relates to the issue of Religious Freedom in America today. Participants will walk away from the discussion with new insight into the nuances and complexity of our call to be Christians in social work as we learn from others who share and challenge our perspectives.

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

- Articulate their own stance on religious freedom in a social work context in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on religious freedom in a social work context that he/she learned in the course of listening to others.
- Consider ways to utilize this approach to conversations on difficult and divisive issues in his/her own practice and/or educational settings.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Students, Clergy, Human Service Workers

**Presenter Bio (s):** To Be Determined