***Workshop Session Descriptions***

**NACSW Convention 2019**

***Indianapolis, Indiana***
November 7-10, 2019

# Convention 2019 Workshop and Roundtables Information

The following presents a preliminary listing of workshop and roundtable presentations that will be included in NACSW's Convention 2019 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**: Intergenerational Learning in Social Work Education

**Workshop Presenters**: Kristen Alford, PhD, MSW, MPH

**Workshop Abstract**: This presentation will discuss the benefits, challenges, and results of inviting older adults to participate in the lifespan section of a human behavior and the social work environment (HBSE) class. Preliminary findings include richer discussions, opportunities to life process experiences, and opportunities to value the wisdom of older adults.

**Workshop Number:** 20191303 -

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

- Describe the benefits and challenges of intergenerational learning in social work education both for "traditional" students and older adult learners
- Discuss other opportunities for intergenerational learning in social work education
- Articulate how intergenerational learning promotes thriving in human relationships

**Level of Presentation**: Basic

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

**Workshop Description and References**: This presentation will discuss the benefits, challenges, and results of inviting older adults to participate in the lifespan section of a human behavior and the social work environment (HBSE) class. In this model, in both the fall and spring semesters (2018-2019), 10 older adults participated as co-learners along with approximately 20 "traditional" college social work students in 5 class sessions. Topics ranged from trauma in early childhood to harm reduction for adolescents to cancer in adulthood to grief and loss. Previous literature suggests intergenerational learning is both beneficial to older adults and traditional college-age students. Some benefits include increased social connectedness (Borrero, 2015; Teater, 2016), enhanced opportunities for learning (Dorfman, Murty, Ingram & Evans, 2015), development of positive attitudes for working with older adults (Borrero, 2015; Dorfman et al., 2015), and opportunities to build social capital (Kerka, 2003). In a Christian context of social work education, we emphasize the importance of building community as demonstrated by the Trinitarian relationship. The Trinity shows community as an expression of the nature of God and we are called to connect in relationship with others. In the college classroom, we often can miss opportunities to promote human flourishing. After one semester of implementation, benefits include richer discussion, increased opportunities for all members to process experiences, and opportunities to value the wisdom of older adults. Students appreciated learning from older adults and applying their knowledge to actual experiences. For instance, in final course

evaluations, several students wrote how having older adults in the classroom provided new perspectives and real-life examples. In fact, they requested having the older adults in the classroom for more of the time and wanted those classes to be even heavier on discussion and activity so they could learn more from the adults. Anecdotally, several of our older adult learners discussed how they were able to now understand their experiences more richly through our materials on trauma, disease, grief and loss, etc. Challenges included recruitment of older adults as well as consistency as the class meets twice a week but older adults only joined once a week for 5 weeks. Pre- and post-tests were completed with students and older adults. Overall, intended outcomes for the project are for older adults and college students to learn from each other while promoting social connectedness, health and well-being. The primary goal for students is to have better grasp of the content area. The primary goals for older adults will be improvements in well-being and social connectedness. Data analysis will be done following the completion of the spring semester. Project findings will be shared at the presentation along with anecdotal responses gathered in student course evaluations.

**Presenter Bio (s):** Kristen Alford is an Associate Professor of Social Work at Calvin College in Grand Rapids, Michigan. She specializes in gerontology, health, and social well-being. Her current research interests are in clean water initiatives, intergenerational learning, and evaluating racial and ethnic diversity trainings in child welfare settings. She primarily teaches courses in human behavior, policy, public health, and also serves as the social work field education coordinator. She previously worked for the New York State Department of Health in the area of chronic disease. She has a PhD in social work and a MPH from Michigan State University, and a MSW from University of Albany, State University of New York.

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**Workshop Title**: Increasing Cultural Intelligence in a Faith-based University Classroom

**Workshop Presenters**: Denise Anderson, PhD, LSW

**Workshop Abstract**: Cultural competence is an integral part of social work education (NASW, 2015). It is practiced within a social justice perspective to address the dignity and worth of all persons (CSWE, 2015). This workshop presents one model for teaching and measuring cultural intelligence while integrating one's faith in a gen ed human diversity classroom.

**Workshop Number:** 20191299 -

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

- Understand one model for teaching cultural competence while integrating own's faith in social work education
- Identify how this model for teaching cultural competence could be applied in one's own classroom or university.
- Learn about measuring cultural intelligence in the classroom with social work and general education students.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Engaging in diversity and difference in practice is a required competency for social work students to achieve prior to graduation. While the mastery of cultural competence is not likely achieved during one's undergraduate studies, it is critical that students gain self-awareness, understanding of their personal biases and become learners of other cultures (CSWE, 2015). Olivet Nazarene University's social work program requires a Human Diversity course that is cross-listed as an International Culture course. The course was recently redesigned to implement an experiential in and out of class model of teaching. The intent of the course has been to help students better understand and integrate their own understanding of faith and spirituality while stepping outside of their comfort zones both in and out of the classroom through required field learning, in-class experiences as well as in-class and online discussions. Since the course has been listed as a General Education course (and counts as an International Culture option), the course fills to its 60-person capacity. Initially, the instructor saw this as a deficit but turned the large number of students from diverse majors into part of the experience. Each class begins with Scripture that relates to the topic of diversity and encourages students to better integrate their understanding of faith into several aspects of diversity. For the past three years, students have been learning about and practicing aspects of diversity from race, ethnicity, disability, socioeconomic, religious, gender identity, etc. throughout the semester through a variety of methods. At the end of each semester, the feedback about how the activities have increased the awareness of diversity among the students led the professor to give a cultural competence/cultural intelligence both for the student and the professors benefit. This workshop presents both the model for the class, successes and challenges as well as the outcome of the first class of pre-test and post-test results based on the surveys given before the class began and again at the end of the semester. Implications and suggestions for utilizing this

model for teaching social work students and other general education students will be shared. An opportunity for the audience to share their own experiences and/or ask questions will also be provided as this model is just one of many that effectively meets the need of effectively training students to be culturally competent while integrating their own faith.

**Presenter Bio (s):** Denise Anderson Professor, Social Work Northwest Nazarene University 2014 PhD University of Maryland 1995 MSW Temple University 1989 Shippensburg University 1988 LSW, IL Presented at past NACSW and other conferences Missionary x 10 years Professor at Shippensburg University x 13 years Clinical Social Worker x 5 years

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**Workshop Title**: White Privilege, White Fragility and Afrocentricity.

**Workshop Presenters**: Parris Baker, PhD, MSSA

**Workshop Abstract**: Workshop participants will engage in a group simulation exercise to experience and discuss white privilege and white fragility. Afrocentricity, based on the assumption that faith and spiritual aspects of humans are epistemologically valid (Asante, 1988; Schiele, 2000), will help participants identify why the stories of African Americans regarding chronic racism must be heard, validated, and believed so individual and community healing can begin(Oluo, 2018).

**Workshop Number:** 20191431 -

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

- Define and explain white privilege
- Define and explain white fragility
- Articulate how Afrocentricity uses faith and spirituality to develop epistemic trust and enhance healing with persons hurt by race, oppression and discrimination.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: In his influential composition, The Souls of Black Folk, DuBois (1903) despondently proclaimed, " the problem of the Twentieth Century is the problem of the color-line"(p. 1). Now, more than one hundred years later, as the United States steams forward, accelerating with hypersonic speed into the first quarter of the twenty-first century, it appears once again our nation is being weighted by the friction of race. Polarized by partisan politics, disparate economic and education institutions, and jaundiced judicial systems, there are aggressive attempts by legal authorities to mute or muffle necessary national and local race-related discussions (DiAngelo, 2018). Race is the elephant (or donkey) in the room our nation would like to ignore or explain away. So why is it difficult for Americans to discuss race? From the White House, on college and university campuses, and in football arenas across the nation, Americans present cogent and unconvincing arguments; entrenched in heated conversations; guided by ideologies that generally never find common ground. Lost in the noise is the reality of the common good, the need to foster trusted relationships, and our interracial interdependence (Schiele, 1997; West, 1993). Workshop participants will engage in a group simulation exercise to experience and discuss white privilege and white fragility (DiAngelo, 2018). Afrocentricity, based on the assumption that faith and spiritual aspects of humans are epistemologically valid (Asante, 1988; Schiele, 2000), will help participants identify why the stories of African Americans regarding chronic racism must be heard, validated, and believed so individual and community healing can begin(Oluo, 2018). Asante (1998) contends the historic and often celebrated presentations narrated in educational textbooks and other media are a derivation of history because those literatures do not fully represent the paradigms of Africans or African Americans. Hence, the dialectic discourse regarding documented history and education remain incomplete and undetermined. As a nation, Theoharis (2018) asserts, we need fuller histories " uncomfortable, sobering histories " that hold a mirror to the nation's past and offer a far-reaching lessons for seeing the injustices of our current movement and the task of justice today (p. xvii). Transforming communities occurs best through developed relationships. Developed relationships require honest and courageous people who understand human attachment occurs by establishing epistemic trust. Epistemic trust is a spiritual and psychological construct created within the interactions, and in time, experienced and discovered by the client. The central focus of the worker is to consider how to adapt the environment to the client and more importantly, how the worker must change their personal paradigm to become concentric with the client (Fonagy & Allison, 2011).

**Presenter Bio (s):** Parris Baker, Gannon University Social Work Program Director BA - Social Work Gannon Univerisity - 1992 MSSA - Social Science Administration - Case Western Reserve University, Mandel School of Applied Social Sciences - 1995 PhD - School of Social Work, University of Pittsburgh - 2007 Presenter: NACSW Conferences - February 2008;

November 2010 Presenter: CSWE Conferences - October 2007; October 2010 Diversity Trainer for Bureau of Police City of Erie; Erie Psychological Consortium Pre-doctoral Internship Program; Office of the Mayor, Erie's Strengthening Police Community Partneship (SPCP). Director, Abba Fathers Support Group.

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**Workshop Title**: Role of Religiosity in Relation to the Mental Health of College Students

**Workshop Presenters**: Alina Baltazar, PhD, LMSW, Amanuel Mekuria BSW, Twyla Smith

**Workshop Abstract**: Depression and anxiety rates among college students are increasing. This presentation will examine results of a mixed method research study focusing on mental health challenges conducted on a Christian college campus. Participants will learn about the positive and negative influence religion has on the mental health of Christian college students.

**Workshop Number:** 20191382 -

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

- Become aware of the increasing rates of depression and anxiety among college students and the fact that Christian colleges are not immune to this trend.
- Be able to identify positive and negative role religion plays in the mental health and development of college students.
- Know what Christian social workers can do to improve the emotional health of college students within the Christian context.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Recent surveys have found alarmingly high rates of mental health issues among college students. A recent American College Health Association survey reported 42% of college students felt so depressed that it was difficult to function and 63% reported overwhelming anxiety in the last 12 months (ACHA, 2018). There are concerns the current and near future generation of young adults are suffering from higher rates of

depression and anxiety than previous generations (Twenge, 2017). There are multiple theories as to possible causes. A limited amount of studies have examined the unique role religion plays in the mental health of college students, none were found focusing on Christian students published recently (Buzdar, Ali, Nadeem, & Nadeem, 2015; Hou, et al., 2018; Nadeem, Ali, & Buzdar, 2017). A health risk behavior survey was conducted on a Christian college campus Spring of 2018 (n=650). The Depression, Anxiety, and Stress Scale was used to calculate mental health issues. In addition, in the Fall of 2018 there were five follow-up focus groups conducted with students from the same campus to explore wellness behaviors (physical and mental health) of Christian college students in order to explain the results of the survey (n=39). Researchers used the constant comparative method for coding and analyzing the data. This presentation will focus on the depression and anxiety and religiosity variables in the survey and focus group data. Results from the survey show a significant portion of participants had moderate or higher levels of depression and anxiety (24% and 19%). Feeling pressured to share faith with others, attend church, and pray were correlated with higher rates of depression and anxiety, though the relationship was small. Chi squares found a statistically significant relationship with different levels of commitment to Christ and depression. The lowest and highest level of commitment had lower rates of depression (16% and 19%) and the mid levels of commitment had higher rates of depression (47% and 33%). The follow up interviews with the students highlighted the complex nature of religiosity and its effects in the development of young adults. The results from qualitative analysis of the focus groups revealed some common themes in regards to religion and wellness behaviors. Religion sets standards/values of behaviors that relate to health, but it depends on a person's internalization of those values as part of his/her faith development. When a person hasn't internalized those values it can lead to guilt within the Christian context. Another common theme found is the cultural stigma still experienced among Christians in regards to mental health and getting professional help when needed. This presentation will conclude with recommendations for social workers and educators who work with Christian college students, especially students who attend Christian colleges, with a goal of improving their mental health outcomes.

**Presenter Bio (s):** Alina M. Baltazar, PhD, MSW, LMSW, ACSW, CFLE is the MSW Program Director and Associate Professor in the Social Work Department and is the Director of Prevention Education at the Institute for the Prevention of Addiction at Andrews University. She received her PhD from Michigan State University in the area of Human Development and Families Studies in 2015, her Master of Social Work from University of Michigan with a focus on Aging in 1995, and her BA in psychology from Andrews University in 1994. Dr. Baltazar currently teaches clinical social work courses and a personal relationship course at Andrews University. Dr. Baltazar has published and presented research in the areas of parental and

religiosity's influence on youth health risk behavior, parenting, pastoral family stress, domestic violence, and mental health. She has worked as a licensed clinical social worker for over 23 years.

Amanuel Mekuria, BA is a current Advanced Standing MSW student and Graduate Assistant at Andrews University. He received his BA in Social Work from Addis Adaba University, Ethiopia in 2015. He has experience as a data collector for a non-profit children's program in his home country of Ethiopia. Amanuel assisted with conducting and analyzing focus groups for the purpose of examining wellness behaviors of Christian college students.

Twyla Smith, MSW, is an Assistant Professor and Director of Field for Andrews University in the Social Work Department. She received her BA in psychology and MSW from Andrews University in 1993 and 2008. Mrs. Smith has almost 25 years experience in the Health and Human Service sector. Prior to joining the faculty as the Director of Field Education for the Department of Social Work, Mrs. Smith was the Deputy Director of Southwest Michigan Community Action Agency (SMCAA) for 6 years and responsible for human resources, organizational and program development, resource development and outcomes evaluation. She has given presentations in the areas of white privilege and microaggression, social media usage of social work interns, and marriage preparation programs.

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**Workshop Title**: Teaching Each Other: Interprofessional Simulation for Social Work & Nursing

**Workshop Presenters**: Lolly Bargerstock, PhD , Sarah Neal DNP , Lisa Pay

**Workshop Abstract**: Social work and nursing faculty describe experiences in developing and implementing interprofessional simulations. Discussion includes roles of both students and faculty, preparation of students for simulation, debriefing methods, and lessons learned. Presenters will also offer strategies for incorporating spiritual assessment and intervention.

**Workshop Number:** 20191376 -

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

- Articulate benefits of inter-professional simulation for developing social work and nursing practice skills.

- Understand and apply a process for developing and implementing effective inter-professional simulations.
- Identify ways in which to integrate spiritual assessment and intervention into inter-professional simulations.

**Level of Presentation**: Intermediate

**Target Audience**: Educators, Students

**Workshop Description and References**: Interprofessional education (IPE), a conjoint learning experience including students from two or more professions, has developed as an important pedagogical tool within health care professions including social work (World Health Organization, 2010). Research studies suggest IPE increases collaborative skills as students strive to communicate with, learn from, and appreciate other professional perspectives (Bridges et al, 2011; Nimmagadda & Murphy, 2014). One specific type of IPE, interprofessional simulation, is particularly powerful in providing a safe environment for students to practice professional competencies and the collaborative skills needed for positive client outcomes. Self-efficacy has been shown to improve with the use of interprofessional simulation (Watters et al, 2015). Simulation exercises also push students to become active learners, as well as provide opportunity for students to experience complex, nuanced client/patient scenarios that cannot be duplicated through other pedagogical methods (Svinicki & McKeacie, 2011). For example, students might encounter a family member who speaks for the client while the "social worker"¥ is trying to complete a mini-mental status exam. Or a social work student might be required to navigate both time and physical space in a client's home as they provide an intervention while a nursing student is starting an IV. Healthcare simulations also offer natural opportunity to ethically engage in spiritual assessment and interface with religious beliefs and values that differ from one's personal religious beliefs. This proposed presentation focuses on the experiences of social work and nursing faculty in developing and utilizing interprofessional simulation to build competency and collaboration. Description of home health care and emergency room simulations will be provided. Discussion will include important components of faculty collaboration, roles/functions of both students and faculty, preparation of students for simulation, the vital practice of debriefing, and lessons learned. In addition, presenters will offer strategies for incorporating spiritual assessment and intervention into simulations.

**Presenter Bio (s):** Lolly Bargerstock, MSW, PhD is Professor of Social Work and the Social Work Program Director at Anderson University (Anderson, IN). She earned her Master of Social Work degree from Indiana University and a PhD in Inter-disciplinary Health Sciences at Western

Michigan University with a research focus on professional and religious identity integration among undergraduate social work students. Dr. Bargerstock teaches lower division practice courses, as well as macro-focused courses. She has practiced social work in the fields of mental health, aging, hospice, and home health care.
Dr. Sarah Neal has spent the past 20 years in nursing education at Anderson University, following a Bachelor's Degree in social work and subsequent degrees in nursing with a specialization in Community Health. Dr. Neal teaches both nursing and social work students about the effects of the physical and social environment upon health outcomes as they pertain to various population groups. Additionally, she teaches nursing ethics using a case-based approach. Her research interests include the use of inter-professional education with social work and nursing students to affect the social determinants of health in population groups.
Lisa Pay, MSW, LCSW has over 30 years of professional social work experience, including her current position of 19 years as social work faculty at Anderson University. She directed the Counseling Center at the university for 10 years prior to teaching. Professor Pay is the Field Director of the Social Work Program and teaches upper division practice classes. She has a private practice with Lives Transforming Counseling in Fishers, Indiana and specializes in addictions work and trauma informed care with adults and adolescents.

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**Workshop Title**: Social Work Students, CBPR and Faith Based Organizations

**Workshop Presenters**: Darla Beaty, PhD, LCSW

**Workshop Abstract**: This session describes involvement of social work students who are practicing Community Based Participatory Research (CBPR) in the context of faith based organizations. Three case examples will be discussed, detailing the application of service learning, policy, research and practice content.
**Workshop Number:** 20191408 -

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

- Define and Identify the key components of Community Based Participatory Research
- Describe how social work students have applied CBPR with faith based organizations.

- Apply CBPR concepts to the contexts of their home communities

**Level of Presentation**: Basic

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

**Workshop Description and References**: Community Based Participatory Research (CBPR) is an approach which involves community members in the identification of issues, the development and implementation of the study of health and social problems. Alford, Zuverink and Zandee (2018) described the challenges of Christian social work in overcoming barriers in health care settings. Other researchers have studied the CBPR approach to health care settings (Marshall& Rotini, 2001; Macauley, Hickner & Sherwood, 2006) and this approach has been found to be effective with indigenous peoples in Canada, the U.S. and developing countries. This workshop will describe a social work undergraduate CBPR approach to applying theories and skills of social work to community settings. Students are grouped and are matched with community and work with them throughout the final two years of their undergraduate education. Community members help identify issues which the students can explore and research. Students start to explore the topic through service learning class and engagement hours. They investigate policies related to their community partner issues, write a policy brief and discuss the information with legislators or participate in rallies. They design, with their community partner, a research project and seek IRB approval, if appropriate. They conduct the research with the full participation of their partnering organization. The last semester of their BSW education, they finalize a portfolio of information, including a grant proposal or program development based on the research that was conducted. Several of those organizations are faith based and student projects have evolved around issues which these organizations have championed, such as immigration, women's issues and housing for returning citizens after incarceration. The workshop will describe how the students have negotiated the ethical issues in these settings and balanced the academic elements of the projects with the Christian driven missions of the agencies..Participants will have the opportunity to consider and apply these concepts to their community setting.

**Presenter Bio (s):** Darla D. Beaty, PhD, LCSW is an Assistant Professor of Social Work at Tarleton State University. She has been a licensed clinical social worker in Texas for 27 years. She practiced as a Master level social worker for 25 years in a variety of settings, including hospital, home health, dialysis, geriatric psychiatric outpatient, substance abuse treatment, and private practice. She returned to school in 2005 to get her PhD to educate the next generation of social workers. Her interest in Community Based Participatory Research started with her

dissertation research and  is now relevant as she involves students with community agencies, including several faith based organizations. She has presented at numerous social work conferences during the past 12 years.

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**Workshop Title**: Stories that Bring Change

**Workshop Presenters**: Joyous Bethel, PhD, Leonora Foels PhD, LCSW, LICSW ,  Ling Dinse

**Workshop Abstract**: "Every number has a name; every name has a story; & every story matters to God"(Noble, 2013). Telling our stories creates meaning and connect with others. Presenters utilize Bell's (2008) storytelling theoretical framework to foster awareness. The power of storytelling is essential to challenge the status quo replacing them with stories of equity.

**Workshop Number:** 20191386 -

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

- Differentiate between various types of stories (status quo, secret, resistance, and counter stories)
- Identify two strategies to create environments for owning our stories
- Identify and describe how to implement storytelling in our personal and professional lives.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Scripture is a collection of divinely inspired stories, all contributing to tell the One Story of our great God and His great love. Peterson writes that the "stories show us God working with and speaking to men and women in a rich variety of circumstances" (p. 15, The Message). We are reminded in hymns and spiritual songs, both old and new of the importance of stories: "I heard an old, old story, how a Savior came from Glory", "I love to tell the story, twill be my theme in Glory, to tell the old, old story, of Jesus and His love"This is my story, this is my song, praising my savior, all the day long.", "If I told you my

story, you would hear hope that wouldn't let go". Perry Noble, in his blog, posits "Every number has a name; every name has a story; and every story matters to God"(Noble, 2013). Stories are narratives and telling them creates meaning and community. Storytelling is a tool to understand our own past and present situations as well as those of others. Bell (2017) asserts "Storytelling is a universal human experience through which we learn, maintain culture and community, and bridge collective realities with individual experiences"(para. 2). Abels (2000) offers that stories, "connect people; they are steeped in mystery, life's tensions and drama"[a] [stories] have the capacity to aid us to see one another as fully human" (p. 2). In a real way, social work is story work: we listen to people, hearing their stories. We combine community stories and cultural stories with the personal narratives to make meaning; transforming diverse storylines into narratives for social justice. Social justice is not achieved spontaneously but rather through a self-reflective process examining contradictions between our values and lived experiences (Spencer, 2008). We are called to justice work, not only by our profession, but also by our faith. Psalm 82:3 instructs us to "vindicate the weak and fatherless". Social work demands knowledge and competencies to address social problems emerging from the global society (Healy, 2008). Presenters utilize Bell's (2008) storytelling theoretical framework to foster awareness. The power of storytelling is essential to challenge the status quo replacing them with stories of equity. To make this possible, hidden agendas (secret or concealed stories) must first be brought to light. Some secret stories are actually stories of resistance, which must also be recognized and owned. Then, new stories may be created and enacted with powerful results. These new stories (counter stories) allow for the possibility of intentional and inclusive communities. Participants will engage in deliberate conversations to build community through storytelling. The necessary skills for building an inclusive storytelling community require developing a common language, integrating all voices progressively, and maintaining momentum through the dynamics of difference in our shared stories.

**Presenter Bio (s):** Dr. Bethel teaches social work at the undergraduate and graduate levels at Millersville University and also taught social work for 13 years at the University of Southern Mississippi. She earned her BA and MSW from The University of Oklahoma and her PhD, in social work, from Barry University. She has extensive experience in hospice care and congregational social work. Her interests are complicated mourning, trauma, spirituality, creativity, wellness, and diversity. Dr. Bethel has presented at numerous national and international conferences. She is also a frequent presenter at NACSW.
Dr. Leonora Foels is an Associate Professor at Millersville University (MU) in the school of social work where she has taught since 2009. Dr. Foels teaches a variety of courses at BSW, MSW, and DSW levels. Dr. Foels earned 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, spirituality, creativity, social work education issues, and using technology in education. Dr. Foels is an experienced presenter at national and international conferences, including NACSW.
Dr. Ling Dinse teaches at Lancaster Bible College and has done so for four years. She is licensed in PA and has experience as a congregational social worker for 15 years. She has presented at numerous social work conferences, including NACSW. Her research interests include racial reconciliation, human trafficking, and integration of faith and social work.

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**Workshop Title**: Embracing Autoethnography as a Social Justice Research Methodology

**Workshop Presenters**: Wendy Bilgen, PhD, LISW-S

**Workshop Abstract**: Social workers are increasingly choosing autoethnography as a research methodology that fulfills the important social function of giving space to marginalized voices while modeling holistic social work values. This workshop helps participants gain a better understanding of the study of personal experiences for scholarly reasons and benefits.

**Workshop Number:** 20191414 -

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

- Consider how their personal stories might function as opportunities for representing, breaking, and remaking social realities through research
- Understand the unique characteristics of the autoethnographic research process and how it represents a vital form of critical social inquiry
- Articulate parallel values between social work research and autoethnographic inquiry

**Level of Presentation**: Intermediate

**Target Audience**: Educators, General Audience

**Workshop Description and References**: The telling of one's own story, both in social work practice and autoethnographic research, allows space for attention to physical experiences, thought, feeling, emotion, and the spirit (Hendry, 2009; Poulos, 2010). Attention to one's whole self, including the spiritual, is seldom regarded as important in traditional research methodologies. But holistic practice, being vulnerable in telling one's own story while keeping the focus on how one's story can shape social change, is a social work value highlighted through the autoethnographic research process. While cultural analysis is at the center of autoethngraphy, autoethnographers delve into topics that are deeply personal, often controversial, and psychologically, spiritually, and emotionally evocative. Social workers engaging in autoethnographic practice could help to re-align social work education and research toward an orientation to social inquiry that intentionally critiques cultural practices, upsets the status quo, and compels a response from others toward social change. Witkin's (2014) book Narrating Social Work through Autoethnography, captures the relevance of autoethnography for social workers by observing that social workers have been using various autoethnographic approaches in research and practice for years. For example, social work educators typically encourage students to use their own experiences of a social issue for robust personal and social critique, as well as to build empathy and collaboration with others who live within the social structures under investigation. Likewise, narrative story telling in autoehtnographic practice connects people to each other empathically in order to stimulate social change (Boylorn & Orbe, 2013; Holman Jones, Adams, & Ellis 2015; Witkin, 2014). The willingness to use one's own story for the purpose of stimulating emotional and spiritual connection and then a social response is a guiding principle of social work and autoethnography. Ultimately, the better positioned as social worker is to understand their own story as it exists in particular social contexts, the better prepared they are to engage with the story of others for the purpose of social healing and change. The proposed session consists of 3 components: 1) a methodological discussion focusing on the development of autoethnography as a qualitative research method, methodological characteristics unique to social workers, concerns, and potential benefits; 2) a presentation of one research example that represents a solo autoethnography as it was used by one social worker as the methodology for her Ph.D. dissertation and 3) a hands-on praxis focusing on choosing an autoethnographic research topic, autoethnographic data collection, analysis, and interpretation exercises.

**Presenter Bio (s):** Wendy Bilgen, Ph.D., LISW-S. Reformed Church in American Global Mission Partner and Adjunct Faculty member at Cornerstone University Professional and Graduates Studies (PGS)program, Grand Rapids, MI. Wendy presently resides in Turkey where she does leadership coaching, crisis and trauma intervention and resilience training with individuals and teams working throughout Eurasia. She also teaches online courses through the

PGS program at Cornerstone University. She has presented workshops in Turkey, Germany, and the U.S. on autoethnography as a research method, self-reflexive social justice leadership practice, and trauma, healing, and resilience on the mission field. She regularly works with refugee populations as well as local and foreign personnel of humanitarian and missions organizations in the region.

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**Workshop Title**: Sankofa: Social Justice by Faith for Black Women Pioneers and Contemporaries

**Workshop Presenters**: Kesslyn Brade Stennis, PhD  Christa Gilliam PhD, MSW

**Workshop Abstract**: This presentation considers Black women political leaders and social justice. Specifically, it uses historic and cultural lenses to examine generational intersections of faith, race and gender of former and current social justice political activists to consider best practices for empowering women and girls.

**Workshop Number:** 20191316 -

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

- Describe how historical context and lived experiences affect the work of political activists
- Compare and contrast the intersections of faith, race and gender for Black female political vanguards with those of contemporary Black women political leaders
- Communicate best practices that evolve from an understanding of Black women's spiritual, racial and gender-related experiences which may empower emerging leaders

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Literature Review:  The literature provides a plethora of documentation which notes the historic challenges faced by women of color who hold dual

membership in a marginalized ethnic and gender group (Karenga & Tsuruta, 2012; Nsonwu, Casey, Warren Cook, Busch Armendariz, 2013; Sanchez-Hucles & Davis, 2010). Yet, despite being marginalized and oppressed, several Black women have overcome the generational and systemic challenges, and have been a catalyst for change (Carlton-LaNey, 2001; Rodgers, 2017). Propelled into the limelight, political leaders like Shirley Chisholm and Dorothy Height served as social justice advocates amidst significant opposition (Chisholm, 1970; Height, 2003). Several scholars suggest that these and other vanguards for social justice who were also women of faith paved the way for contemporary activists and political leaders such as Stacey Abrams, Kamala Harris and others (Love, Booysen, and Essed, 2015; Cohen and Jackson, 2016; Silliman, Gerber Fried, Ross & Gutierrez, 2016; Vakalahi, H.F.O., & Peebles-Wilkins, W., 2009). Yet, others note the need and perhaps cultural mandate to prepare an emerging group of Black women leaders who understand social justice and the dynamics of the intersectionality of faith, race and gender (Bent-Goodley, Nichols Fairfax & Carlton-LaNey, 2017; Mallinger, Starks, Tarter, 2016; Hicks Tafari, Arongo Ricks and Bates Oates, 2016;Jones, Rotabi, Levy and Gray, 2012). Theory: Guided by Womanist Theory, Critical Race Theory and Empowerment Theory, the presenters will explore the philosophy of Sankofa by (1.) examining the historical context and lived experiences of Black Women vanguards like Shirley Chisholm and Dorothy Height and contemporary political Black Women activists like Stacey Abrams and Kamala Harris (2.) considering their intersections of faith, race and gender as they relate to social justice, and (3.) conveying best practices that emerge from noted examinations and considerations in order to prepare the next generation of social justice activists. Methodology: Content Analysis of auto-biographical communications shared by former and contemporary Black female political leaders including Shirley Chisholm, Dorothy Height, Kamala Harris, Stacey Abrams and others will be utilized to thoroughly capture relevant themes related faith, race and gender which connect to social justice and leadership Results: A cursory review of the content suggests that former and contemporary Black women leaders continue to embrace African principles and practices including ubuntu (service), ujima (collective work and responsibility), ujamaa (Collective Economics), nia (purpose), imani (faith) and several of the guiding principles of Maat including justice, balance and compassion. These preliminary findings concur with some of the spiritual principles identified by Martin & Martin (2002). Although preliminary results are noted, more detailed findings will be presented during the session.

**Presenter Bio (s):** Kesslyn Brade Stennis is Chair & Associate Professor of Social Work and Executive Director of the Dr. Dorothy I. Height Center for the Advancement of Social Justice at Coppin State University. She holds a PhD, MDiv and Certificate in Women's Studies from Howard University and a MSW from The Ohio State University. Kesslyn's research interest addresses women's holistic health, intimate partner violence, and African American faith

communities. She has served for years on the NACSW Board of Directors and is a regular presenter at the Annual NACSW Convention.
Christa C Gilliam, PhD, MSW, is an Assistant Professor at Coppin State University in Baltimore, MD, and has more than 17 years of experience in both the public and private non-profit sectors serving children and families. She has had experience teaching social work on both the Bachelors and Masters levels. Her experience spans across the areas of child welfare and protection, organizational leadership and development, domestic violence specializing in the treatment of batterers, parenting education, case management, and emancipation services for foster youth. Christa's research interests include social work workforce development, leadership development, professional mentoring, and social work policy and practice in urban communities.

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**Workshop Title**: Improving Encounters with Persons Who Hold Contentious Differences

**Workshop Presenters**: Morgan Braganza, MSW, PhD(c)

**Workshop Abstract**: Encountering persons holding contentious differences can be difficult. This workshop will examine four frameworks for improving encounters: the inclusion/exclusion, hospitality, anti-oppressive practice frameworks, and the presenter's own framework. The implications of using each in Christian and secular social work settings will be discussed.

**Workshop Number:** 20191366 -

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

- Describe the AOP/IGD, exclusion, and hospitality frameworks including their benefits and limitations.
- Describe a new conceptual framework developed by the presenter.
- Describe the implications of the presented frameworks for encountering persons holding contentious differences in a variety of social work settings.

**Level of Presentation**: Basic, Intermediate

**Target Audience**: Social Workers

**Workshop Description and References**: Accommodating diversity in Christian and secular social work settings is important. However, some differences (e.g., religion, sexual orientation) can create contention. North American research suggests people struggle to encounter some differences: they evoke discomfort, fear, and even hostility (Allport, 1979; Burke & Ng, 2006; Davidson, 2015; Dentato, Craig, Lloyd, Kelly, Wright, & Austin, 2016; Folger, Poole, & Stutman, 2013; Goffman, 1963; Guilfoyle & Pierre-Hansen, 2012; Hodge, 2002; Parker, 2018; Shapiro, 2017; Tajfel & Turner, 1979). Encounters for this project are purposeful or accidental meetings (Goffman, 1956) between small groups of two or more people. In response, scholars have studied and offered approaches for better encountering persons holding contentious differences. I explored three different frameworks. First, I explored the anti-oppressive practice (AOP) framework using the intergroup dialogue (IGD) pedagogy as a vehicle. Regularly used in secular academic settings, the AOP/IGD framework's objective is to improve tense intergroup relations (Dessel & Ali, 2015; Stephan & Stephan, 2001; Nagda, Spearmon, Holley, Harding, Balassone, Morse-Swanson, & de Mello, 1999; Z, Nagda, & Sevig, 2002). The second framework focuses on social exclusion, a concept frequently used in secular social work to understand the processes that exclude those labeled as "different"(Mor-Barak & Cherin, 1998, p. 50). This framework's aim is to eliminate exclusive processes in the classroom, scholarship, and practice (International Federation of Social Workers, 2012; Sheppard, 2006). The third framework is the hospitality framework. While this religious framework is not utilized in social work, it can offer insights different from social sciences-informed frameworks. I explored it from Christian and Islamic perspectives. In this framework, being hospitable involves finding ways to engage in loving dialogue despite real or perceived tensions (Amhad, 2011; Kearney & Taylor, 2011; Nouwen, 1986; Pohl, 2012; Siddiqui, 2015). In the first part of this presentation, I will provide an overview of these three frameworks, including their strengths and limitations in relation to encountering persons holding contentious differences. The hospitality framework will be discussed in greatest detail including how it might be applied in various social work contexts and the implications of its usage. In the second part of this presentation, I will introduce a framework that I developed after studying the three frameworks. More specifically, I drew upon their strengths and limitations to develop the Encountering Contentious Differences conceptual framework (Blumer, 1954; Jabareen, 2009; Nilsen, 2015). It is comprised of five sensitizing concepts (Bowen, 2006; Patton, 2015) that signal key issues to pay attention to when thinking about encountering contentious differences. I will introduce it and discuss how it might be used in future thinking and practice.

**Presenter Bio (s):** Morgan E. Braganza is a doctoral candidate at Wilfrid Laurier University's Faculty of Social Work in Kitchener, Ontario, Canada. She earned her MSW from Wilfrid Laurier University in 2009. Her program of research focuses on encountering persons who hold

contentious differences. She has several published and forthcoming articles on integrating religion in social work education and practice. She has been the lead researcher on projects covering topics like collaboration, poverty, and violence against women. She has presented at conferences across Ontario, Canada such as at the Canadian Association for Social Work Education conference in Ottawa, Ontario. She is currently an adjunct instructor in the Social Work Bachelor of Arts degree program within the Department of Applied Social Sciences at Redeemer University College, a Christian University in Hamilton, Ontario, Canada.

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**Workshop Title**: 2nd Gen. CPTED: Where Community Organizing and Crime Prevention Meet

**Workshop Presenters**: Kevin Brown, PhD, LCSW

**Workshop Abstract**: Many high crime neighborhoods look to policing strategies to ameliorate the problem. However, law enforcement responds to crimes that have already occurred. In contrast, crime prevention requires concerted action by neighborhoods to prevent crimes BEFORE they occur. 2nd Gen. Crime Prevention through Environmental Design is one such strategy.

**Workshop Number:** 20191254 -

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

- Distinguish between law enforcement and crime prevention as competing and sometimes conflicting paradigms.
- Understand how collective efficacy in a community can effectively reduce crime and violence.
- Gain a working knowledge of an emerging paradigm in crime prevention with implications for macro social work and faith-based community organizing.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Widespread disappointment with law enforcement strategies reflects a misunderstanding of the role of the police, whose role is to respond to crimes after they have occurred. In contrast, prevention strategies target neighborhood problems that predate crime. Thus, crime prevention strategies which organize communities and create collective efficacy have potential to greatly reduce criminal activity before it occurs. Second Generation Crime Prevention through Environmental Design is one such strategy. This technique, also known as SafeGrowth, teaches community residents to work conjointly to determine crime hotspots, define a community agenda for change, engage the police and politicians, enact community priorities, and assess the effectiveness. Based upon work previously done in New Orleans, this presentation will showcase one example of the model as an illustration of the principles that effectively and substantively reduced criminal activity in one high-crime community.

**Presenter Bio (s):** Dr. Kevin Brown is Associate Professor of Social Work and Associate Dean of Prison Extension Centers. He received an MSW from Univ. of IL at Chicago (1986), and the MS/PhD in Urban Studies from the University of New Orleans (2016). He is licensed as a Clinical Social Worker in Louisiana (LCSW). Previously the Executive Director of Trinity Christian Community, a faith-based community development organization in New Orleans, he was previously the Director of Children and Family Services with the Minirth-Meier Clinic of Wheaton. He is the author of several books, has been a radio talk show host, and is a frequent speaker on a variety of topics, ranging from micro to macro.

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**Workshop Title**: Parents' Experiences of SDA LGBT+ Children Coming Out: Struggles and Growth

**Workshop Presenters**: Nancy Carbonell, PhD Rene' Drumm PhD, MSW David Sedlacek Curt VanderWaal, PhD, MSW.

**Workshop Abstract**: Qualitative and quantitative research was conducted on parents of Seventh-day Adventist LGBT+ children to explore their experiences of their child's coming out to them and their adjustment over time to this event. This workshop will explore parental responses and make recommendations for social work practitioners.

**Workshop Number:** 20191300 -

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

- Describe the struggles faced by Christian parents to reconcile their religious beliefs with their child's disclosure of their sexual orientation or gender identity.
- Discuss the process of adjustment that parents make over time to their child's coming out.
- Discuss the particular forces that either helped or hindered these families during the challenging time when their young person chose to come out.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**:

**Presenter Bio (s):** David Sedlacek is Professor of Family Ministry and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University. He received his Master's and Doctorate in Social Work from Case Western Reserve University in Cleveland, Ohio. He has worked in various settings, both public and private, as a clinician, researcher, teacher, pastor, and administrator. He has worked extensively in the areas of addiction, abuse, relationships, marriage and family. He is a Certified Family Life Educator and a Licensed Masters Social Worker and currently directs the MA in Youth and Young Adult Ministries program. He has been the Principal Investigator of studies of both SDA LGBT+ millennials and the parents of SDA LGBT+ children. He co-facilitates a care group for LGBT+ students on the campus of Andrews University.

Rene' Drumm serves as the Associate Dean for the College of Education and Health Sciences and a professor of Social Work at the University of Southern Mississippi. Dr. Drumm has served in higher education for over 25 years and holds a PhD in sociology with an emphasis in family studies from Texas Woman's University and the Master of Social Work from Michigan State University. Dr. Drumm's research focus centers on the intersection of religion and social issues such as intimate partner violence in faith communities and sexual orientation among conservative Christians. Rene' enjoys walking, sun and sand, and anything related to chocolate.

Nancy Carbonell has a Ph.D. in Counseling Psychology, and has specialized in family/child/adolescent therapy for the past 30 years. She is a fully licensed psychologist in Michigan and maintains a private-practice in Berrien Springs, Michigan. She works as Professor at Andrews University where she teaches in the Ph.D. and M.A. programs in psychology and

counseling, coordinates the CACREP accredited M.A. in Clinical Mental Health Counseling. In 2010, she started, and continues to guide, an off-campus support group for LGBT+ students attending Andrews University (a Christian university). She has learned from this involvement about the challenges and experiences of Christian LGBT+ young people and their families in a unique way. Her research interests lie in factors that aid or hinder LGBT+ and family adjustment.

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**Workshop Title**: Adverse Childhood Experiences & The Role of the Faith Community.

**Workshop Presenters**: Nola Carew, PhD, LMSW

**Workshop Abstract**: Adverse Childhood Experiences may very well be the largest unaddressed public health issue of our time. This workshop will provide a foundational understanding of ACEs and its pervasive impacts. Participants will learn ways to intervene and address ACEs with specific emphasis on the role of the faith community in becoming trauma-informed.

**Workshop Number:** 20191405 -

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

- Understand and explain ACEs and the role they play in long term health and mental health outcomes.
- Identify strategies to develop trauma-informed practices in their respective organizations / communities.
- Identify avenues to support the faith community in developing trauma-informed practices.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Adverse Childhood Experiences may very well be the largest unaddressed public health issue of our time. This workshop will provide a foundational understanding of the ACEs study and its pervasive impacts. Participants will learn ways to

address ACEs with specific emphasis on the role of the faith community becoming trauma-informed. Adverse Childhood Experiences have powerful and pervasive impacts on the developing child and far reaching impacts across the lifespan (Anda & Porter, 2015). ACEs are common with research indicating that 26% of the population has experienced at least one ACE and 16% had experienced four or more ACEs (Anda & Porter, 2015). ACEs have been linked to poor health and mental health outcomes across a broad spectrum of areas (Felitti et al., 1998; Gilbert et al., 2015). Understanding, intervening and addressing ACEs is vital in tackling this public health issue. This presentation will provide a foundational understanding of ACEs and their impact on health and mental health outcomes. The development of trauma-informed systems of care has begun to take hold with promising results in reducing the poor outcomes (Larkin, Felitti, & Anda, 2014). Child welfare systems are working to become trauma-informed in their service delivery (Hanson & Lang, 2016). Health care providers are developing screening tools to better assess and treat patients with ACEs (Burke Harris, et al., 2017). Mental health professionals are utilizing ACEs research to inform their intervention practices (Larkin, Felitti, & Anda, 2014). Educational providers are working on the integration of trauma sensitive school systems (Sporleder & Forbes, 2016). And, the justice system is also developing programs and practices that integrate a trauma-informed lens in understanding the populations they serve (Cannon, Y., & Hsi, 2016). Even whole communities are joining together to build healthy systems of care (Hall, Porter, Longhi, Becker-Green & Dreyfus, 2012). The faith community plays a pivotal role as well in addressing ACEs as well (Brewer-Smyth & Koenig, 2014; Jung, 2018). "Community, faith, and cultural processes has been identified as one of the three core protective systems that "interact and guide positive adaptations" to ACEs (Anda & Porter, 2015). Given our understanding of the important role of religion and spirituality in addressing health and mental health conditions, it makes sense to consider the integral role of the church in addressing this massive public health issue. Its safe to assume that a significant number in our church pews are struggling with the long term impacts of ACEs, that ACEs are occurring in our midst, and that the church can promote healing through trauma-informed engagement with its parishoners as well as with the broader community. This presentation will explore avenues for the faith community to developing understanding of ACEs and support healing.

**Presenter Bio (s):** Nola Carew, PhD, LMSW is an Associate Professor of Social Work and the Director of Field Education at Cornerstone University. She earned her doctorate in Social Work at Michigan State University in 2016 and her BSW and MSW from Grand Valley State University. Nola is a licensed clinical and macro practice social worker in the state of Michigan. She has been teaching in social work education for the last 18 years. Prior to teaching, Nola has worked in family preservation, wraparound services, clinical practice with adults, children, and families, as well as in program development and intervention with traumatized populations. Nola

completed her dissertation research on secondary trauma and has provided trauma trainings at the local, state, and national level. She currently serves as a master facilitator for the statewide Michigan ACE initiative to help communities become trauma informed.

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**Workshop Title**: The Research Domain Criteria: Implications for Violence Prevention Research

**Workshop Presenters**: Kingsley Chigbu, Ph.D.

**Workshop Abstract**: The National Institute of Mental Health (NIMH)'s Research Domain Criteria initiative (RDoC) was introduced in 2013 and specifies seven domains of consideration for mental health research. This presentation will demonstrate how to apply the framework for effective research and practice outcomes, with a focus on faith -informed violence prevention.

**Workshop Number:** 20191314 -

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

- Assess the development of the NIMH Research Domain Criteria (RDoC) and its implications for social work research related to violence prevention.
- Learn how to apply a social work specific RDoC based framework in addressing practice needs through research.
- Critically examine ways social work researchers and practitioners can apply the RDoC with faith integration in violence prevention research.

**Level of Presentation**: Advanced

**Target Audience**: General Audience

**Workshop Description and References**: The National Institute of Mental Health (NIMH)'s Research Domain Criteria initiative (RDoC) was introduced in 2013 (Stoyanov, Correia, & Cuthbert, 2019). The RDoC specifies seven domains of consideration for mental health research (McCoy, Pellegrini, & Perlis, 2018). Since its launch, researchers and practitioners in health-related disciplines have continued to use the domain to uncover and address issues related to mental health and well-being (Cuthbert, & Insel, 2013; Stoyanov, Correia, & Cuthbert, 2019;

Insel, Cuthbert, & Garvey, 2010). However, despite the increasing use of the RDoC in research and practice advancement in other disciplines including medicine and psychology, Social Work researchers and practitioners have yet to fully integrate the RDoC into their research and practice framework. One reason for this gap might be a lack of clear road map for integrating the RDoC in social work research and practice, which might be due to the extra-social work pathways integrated within the framework. This presentation, using an algorithmic approach demonstrates how social work researchers and practitioners can implement the RDoC in a way that integrates faith and violence prevention. Implications for advancements in social work research and practice are addressed.

**Presenter Bio (s):** Kingsley Chigbu, Ph.D. is Assistant Professor and the DSW Assessment Coordinator at the University of St Thomas, Minnesota. His research focuses on violence, trauma, and injury prevention and mitigation.

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**Workshop Title**: Engaging with the Council on Social Work Education (CSWE)

**Workshop Presenters**: Rebecca Coleman, DSW, MSW, LCSW David Sherwood PhD, MSW

**Workshop Abstract**: This panel presentation encourages social work faculty, practitioners, administrators, and students to consider involvement with the Council on Social Work Education (CSWE). In doing so, we advocate for the inclusion of faith-based curriculum and values in accredited social work programs.

**Workshop Number:** 20191436 -

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

- Articulate the need for Christian social work educators, practitioners, administrators, and students to increase involvement in CSWE
- Describe opportunities to become more active in CSWE activities

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: The Council on Social Work Education (CSWE) began to serve social work education in 1952. Today, the membership of CSWE comprises over 750 accredited BSW and MSW Programs (CSWE, 2019). Other members include social work educators, practitioners, and agencies. Together, the membership works to support social work education grounded in the advancement of social, economic, and environment justice. CSWE is the gatekeeper for nationally accredited social work program in the United States (CSWE, 2019). In addition, CSWE offers leadership and professional development initiatives, activities, and centers. This panel presentation encourages social work faculty, practitioners, administrators, and students to consider involvement with the Council on Social Work Education (CSWE). In doing so, we advocate for the inclusion of faith-based curriculum and values in accredited social work programs. This session highlights the opportunities to participate in CSWE activities, such as serving on commissions and councils, presenting at conferences, and serving as a site visitor.

**Presenter Bio (s):** Rebecca received her DSW (Doctor of Social Work) degree from Saint Catherine University University of Saint Thomas, Minneapolis-St. Paul, Minnesota. She graduated with a MSW degree from Indiana University School of Social Work in 1989 and a BS degree in Music Therapy from Indiana University in 1982. She is the MSW Program Director at Southeastern University, Lakeland, FL. Prior to her current position she was the BSW Program Director at the University of Saint Francis, Fort Wayne, IN. Her academic interest include interprofessional education and care, health and mental health care, social justice, and leadership. Her clinical practice specialized in working with children, women, and families experiencing child abuse and neglect and interpersonal violence. Rebecca has presented at NACSW, IASWG, CSWE, BPD, and NASW Conferences.

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**Workshop Title**: Catholic Social Teaching: Empowering Women Through Community & Partnerships

**Workshop Presenters**: Rebecca Coleman, DSW, MSW, LCSW

**Workshop Abstract**: This session examines Catholic Social Teaching in relation to empowerment approaches for working with women. An ethnographic storytelling approach will share the work of Women Partnering a network of women from diverse backgrounds who respond to the unmet needs of financially vulnerable women and children.

**Workshop Number:** 20191406a -

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

- Articulate the relationship between Catholic Social Teaching and empowerment of community.
- Describe women empowerment approaches.
- Examine how Catholic Social Teaching and empowerment approaches support women and children who are financially vulnerable.

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

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

**Workshop Description and References**: According to Catholic Social Teaching, the call to family, community, and participation is a social responsibility for all people (United States Conference of Catholic Bishops, 2005). Our participation in society should focus on developing the common good and well-being of everyone. We do so through collaboration and service with the most vulnerable and poor (Beyer, 2014; McCarty, 2012). A Christ-like service cares for others by walking the journey with them and building a supportive community (Beyer, 2014; McCarty, 2012). Franciscans refer to this concept as nurturing fraternitas (Cirino & Raischl, 1995). They do so by creating a spiritually and socially connected community. In addition, Mardones & Marinovic (2016) discuss the need for communities to develop a sense of civic friendship and family fraternity through social cohesion, trust, and social capital. Social workers refer to this community building process as personal and collective empowerment (East & Roll, 2016). More importantly, social workers strive to empower those who are most vulnerable for oppression through socioeconomic experiences (NASW, 2017). Empowering relationships use collaboration to develop self-efficacy, promote personal solutions to life challenges, and encourage community advocacy (East & Roll, 2016). For women from diverse cultures who are experiencing financial vulnerability, an empowering community promotes well-being (East & Roll, 2016). This session examines Catholic Social Teaching in relation to empowerment approaches for working with women especially those vulnerable to financial struggles. An ethnographic storytelling approach (Cherot, 2009) will share the work of Women Partnering a network of women from diverse backgrounds who respond to the unmet needs of financially vulnerable women and children.

**Presenter Bio (s):** Rebecca received her DSW (Doctor of Social Work) degree from Saint Catherine University-University of Saint Thomas, Minneapolis-St. Paul, Minnesota. She graduated with a MSW degree from Indiana University School of Social Work in 1989 and a BS degree in Music Therapy from Indiana University in 1982. She is the MSW Program Director at Southeastern University, Lakeland, FL. Prior to her current position she was the BSW Program Director at the University of Saint Francis, Fort Wayne, IN. Her academic interest include interprofessional education and care, health and mental health care, social justice, and leadership. Her clinical practice specialized in working with children, women, and families experiencing child abuse and neglect and interpersonal violence. In addition to presenting at NACSW conferences, Rebecca has presented at IASWG, CSWE, BPD, and NASW conferences.

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**Workshop Title**: How the Use of Electronic/Digital Devices Change a Child's Brain

**Workshop Presenters**: Sybil Coleman, M.Ed., MSW, LISW

**Workshop Abstract**: The effect of technology on a child's brain is a relatively new area of inquiry. Many studies have revealed notable changes in a child's brain as a result of electronic/digital device usage. Positive and negative affects on a child's communication skills, social, emotional, cognitive/executive function and spiritual development will be reviewed.

**Workshop Number:** 20191400 -

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

- Identify the areas of the brain most affected by electronic/digital device usage.
- Conceptualize the tangible positive and negative effects of electronic/digital device usage on children.
- Identify areas of influence that increase healthy and unhealthy usage of electronic/digital devices related to the well-being of the whole child.

**Level of Presentation**: Intermediate

**Target Audience**: General Audience

**Workshop Description and References**: Without question, the use of electronic/digital devices by children has "exploded". An individual can actually purchase a crib with a built-in iPad. This presentation will explore challenges created by the accelerated use of such devices, the influence of parental modeling on children, the value of free "play" time on personal development and how the changes in a child's brain effects their social, spiritual, academic and emotional development. Some challenges include trying to identify the differences between healthy and unhealthy usage and where influences to use are located. Scripture speaks of the importance of guarding one's heart for from it comes our thoughts and the values upon which decisions and choices are made (Proverbs 4:23). Psalm 119 includes valuable guidance on the importance of youth holding scripture deep in their heart to gain God's wisdom and make wise decisions. Children are living in a culture of immediate gratification, confusing values, anxiety and depression. They are learning to seek comfort, pleasure, connection, and escape though the use of electronic/digital devices. They are learning to "trust" in the devices rather than looking to the One who created them and knows them best. The research conducted is referred to as Translational research. Therefore, a practical consideration is to identify where this information would be disseminated most effectively for the purpose of providing an informed understanding of the positive and negative effects on children as well as the spill over effects family and societal systems.

**Presenter Bio (s):** Sybil W. Coleman, Professor of Social Work ,M.Ed Salem State University, Salem, MA 1966; MSW University of Minnesota, Duluth, MN 1984 North American Association of Social Workers (NACSW) Annual Convention "The Past Does Matter: Generational Body Sculpting" October 19, 2013, Atlanta, Georgia. Director, Social Services Department, Lakeshore Lutheran Home, Individual and FamilyTherapist. Duluth, MN 1975-1989. Social Worker, Lakeshore Lutheran Home, Duluth, MN Counselor, Coon Rapids Senior High School, Coon Rapids, MN Director of Women's Athletics and Physical Education Instructor, Gordon College, Wenham, MA. Teacher of Music, Carleton County Public and Private Schools, Carleton County, New Brunswick, Canada.

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**Workshop Title**: Beyond the Classroom Walls: Online Field Orientations

**Workshop Presenters**: Cynthia Colyer, MSW, CSW

**Workshop Abstract**: This workshop will introduce participants to online field orientations, teleconferences within the course, and how to integrate faith into finding the "perfect" field

placement, resulting in student empowerment. Participants will be provided examples of how faith, engagement, and networking are embedded within an Online Program.

**Workshop Number:** 20191371 -

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

- Implement strategies of which online orientations can be utilized as a means for student empowerment and integrating faith.
- Describe at least two components of how faith, engagement, and networking are embedded within an Online Program.
- Apply two time-saving techniques using field orientations within an online field program.

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: Faith, engagement, and interaction of faculty influence the connection students have regarding their education. Using technology for communication opportunities within an online field program creates a positive and empowering social change. Students have a sense of belonging, field agencies are connected, and faculty are networking with ease, thus resulting in an overall greater engagement and empowering process, which debunks the myth: engagement is missing in an online program. Using Field Orientations to tie the core competencies together, a social work program can create a more empowering student experience. Communication between the student, field supervisor, and field instructor during orientations not only create networking and engagement but also provides a time to discuss each competency, expectations of each participant, and discussion around reconciling Christian beliefs when placed in a secular placement. Field Orientations with a group of students or a group of field supervisors also provide a time for clarification, questions and answers, and sharing of ideas in how students can better integrate their faith, gain social work knowledge, ethics, and enhance skills for each competency. This workshop will introduce the concept of online field orientations, their importance in student engagement, networking with field agencies, how to integrate faith, and time saving efforts within a growing field program. Handouts will include various types of orientations, examples of orientation agendas, scheduling recommendations, overcoming barriers, and feedback from students.

**Presenter Bio (s):** Cynthia Colyer, MSW, CSW, earned a Masters of Social Work from the University of Kentucky in 2004, a Bachelors of Social Work from Eastern Kentucky University in 2000, and CSW licensure in 2017. Cynthia began her career working in Kentucky's Child Protective Services for nearly 20 years. She served in front line casework, supervising social work students, and ten years in administration as a clinical associate and administrator associate. The last five years she supervised over 80 staff/ten counties of social workers. Currently, Cynthia is an Assistant Professor at the Carver School of Social Work with Campbellsville University. In this position, Cynthia is the BSW Director of Field and teaches Field Seminar classes. Her passion includes working with students and teaching Faith Based Social Work courses and leading student groups on mission trips.

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**Workshop Title**: Integrating Spirituality into Healthcare at the Macro and Micro Level

**Workshop Presenters**: Zach Cooper, LMSW, CADC-II

**Workshop Abstract**: Social Workers often discuss the biopsychosocial-spiritual model of health, but the healthcare delivery system still functions from a primarily biomedical model. There are many changes that need to be made to address psychological, social, and spiritual determinants of health. This presentation will explore methods for spiritual integration.

**Workshop Number:** 20191261 -

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

- Identify the importance of spirituality and healthcare.
- Assess the current healthcare system and the gaps related to spiritual determinants of health.
- Explore various assessment tools, interventions, and macro practices that integrate spirituality into healthcare.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: The presentation will provide a general overview of the importance of spirituality and our overall health. To start, there will be an overview of statistics from Koenig and others exploring the prevalence of spirituality in patients as well as data which correlates spiritual practices with positive health outcomes. After providing this context, the presenter will then explore the intermediate structures of spirituality that facilitate positive healthcare outcomes. What I mean by that is that we will explore the psychological, social, and even biological benefits of spiritual practices. There is much research on contemplative prayer, meaning making, connection to a spiritual community, and how interventions such as these positively influence our health. On the other hand, spiritual struggles, existential suffering, and detachment from community can negatively impact our health. This section will survey the literature and provide a case study to flesh out how spirituality impacts our health. The following section will overview micro/clinical interventions that can be utilized with patients. For example, Michelle Pearce has a Christian-CBT manual, there are practices such as spiritual direction, Eric Johnson has written two manuals regarding the intersection of Christianity and mental health practice, and there are Acceptance and Commitment therapy manuals for Christian clients. In addition to micro/clinical interventions, I will spend this chunk of time exploring macro level interventions to include institutional collaboration with churches and other faith based agencies, coalition development for Christian therapists as well as pastoral counselors, and so on. There are a number of opportunities for social workers to equip church infrastructure and for the church to support social work practice, and this section will include strategies for that. The final section will summarize the current state of our healthcare system, the lack of psycho-spiritual interventions and support for patients, and why it is important for social workers to lead the charge in this area. Writer will provide the group with a summary of interventions they have performed within the health clinic where they work, the church the attend, and the relationships that have been established with other Christian social workers, pastors, and mental health providers

**Presenter Bio (s):** Zach Cooper is a behavioral health provider at a faith based federally qualified health center. He has an MSW and has his LMSW as well as a CADC-II. Zach has presented for Medical Campus Outreach, First Presbyterian Church of Augusta, and for various community events. He has also presented as a Rural Integrated Behavioral Health Scholar. In addition to working in primary care, Zach has over 3 years of experience within community mental health where he has worked with an Assertive Community Treatment team and as an outpatient counselor.

**Workshop Title**: Sarah and Me: Toward An Understanding Female Reproductive Challenges

**Workshop Presenters**: Krista Cooper, PhD, LLMSW  Philadelphia-Ruth Cadette BA, Psychology

**Workshop Abstract**: This workshop proposes to discuss the realities of women living with reproductive challenges and the silence and shame that often accompany their journeys. Reference will be made to Sarah's story of infertility and subsequent pregnancy in the Bible, and findings of a study conducted with women living with symptomatic uterine fibroids (SUF).

**Workshop Number:** 20191434 -

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

- Be provided with overview of current data on reproductive issues as well as research on women living with symptomatic uterine fibroids (SUF).
- Understand the reproductive narratives in scripture.
- Discuss the importance of utilizing a holistic approach in working with women living with reproductive health challenges.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Summary and Key Topics:  In a December 2015 article entitled, "2015 Was the Year of the Period, and We Don't Mean Punctuation", Malaka Gharib of National Public Radio discussed the taboo regarding the display and discussion of menstruation. In 2018, in article featured in Vogue Magazine, singer Beyonce Knowles recounted her traumatic labor and delivery of her twins and her journey with her body  after delivery (Aggeler, 2018).  In February 2019, a documentary entitled, "Period. End of Sentence" won an Oscar (Zehtabchi, 2018). This documentary features a village in India that obtains a machine that enables the women of the village to make sanitary napkins, provide education, and combat erroneous cultural ideologies surrounding menstruation. Even with such unprecedented progress in film, television, social media and society, prevailing societal norms that link female identity to the home, childrearing and supporting the family (Blackstone, 2003), can make discussion of female body and reproductive challenges difficult for many women. Furthermore,

in many Christian communities, discourse surrounding these issues can be even more challenging. This session will detail a study undertaken with women living with symptomatic uterine fibroids. Uterine fibroids are tumors that often grow in the uterine cavity and forming in the muscular tissue. They may also grow in the lining of the uterus. These growths can be present for years and present little to no symptoms for some women, yet for others fibroids can grow and obstruct the uterine cavity and the surrounding organs. When the latter occurs, health complications such as anemia due to chronic blood loss, fatigue, physical impairment, hormonal imbalances, incontinence, and loss of ability to work (Brito, et al., 2014; Mauskopf, Flynn, Thieda, Spalding & Duchane, 2005; National Women's Healthcare Network, 2015). In addition, fibroids are one of the leading causes of gynecological surgeries that may lead to removal of reproductive organs in the United States (Brito et al., 2014). This qualitative inquiry queried women ages 18-60 on a number of domains related to early education surrounding the female boreproduction, body image, symptomology, coping techniques, faith and spirituality, support networks, impact on intimate relationships and overall perception/meaning of the experience. Throughout the presentation, Biblical narratives will be interwoven alongside the participants' stories, especially as it pertains to women who reported that faith was an important part of their journey and conceptualization of the meaning of living with symptomatic uterine fibroids.

**Presenter Bio (s):** Krista Cooper PhD, LLMSW. Assistant Professor of Social Work BA- English and Spanish, Oakwood College (May 2002) MSW- University of Michigan (December, 2003) PhD- University of Alabama (August 2014). Limited License Social Worker (MI) Andrews University (2012- present) University of Alabama (2007-2012)- Graduate Assistant Mental Health Center of Madison County, Hunstille, AL Geriatric SW (2006-2007) PRN Social Worker, Tennessee Christian Hospital (2005) Curriculum Development and Staff Support, Hope Seventh Day Advenist Church, Hartford, CT (2005) Assessment and Intake Social Worker, London, UK- Borough of Enfield (2004) Substance Misuse Social Worker- Borehamwood, United Kingdom (2004)
Philadelphia- Ruth S. Cadette Graduate Student, Community and International Development BA- Psychology MSW- May 2019 Has not presented previously at NACSW.

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**Workshop Title**: The Balancing Act: Caring for an Elderly Relative and Keeping the Faith

**Workshop Presenters**: Shannon Cousineau, DSW, LICSW

**Workshop Abstract**: Caring for an elderly relative, while maintaining some kind of balance is quite challenging. Being able to face the challenges presented when caring for someone with mental health and medical co-morbidities can weigh heavily on prayer, self-care, humor and tears. This is one social worker's experience and journey searching for that balance.

**Workshop Number:** 20191332 -

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

- Understand the unique challenges related to boundaries, spirituality and professionalism faced by social workers who are also caregivers to family members.
- Identify gaps in services for someone with medical and mental health co-morbidities, gaps for care givers and self-care needs of said persons, and the barriers faced
- Recognize the relationship between mental health and medical concerns that includes the natural progression of such illnesses and the merging of both systems

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

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

**Workshop Description and References**: It is common now that many people are faced with caring for aging parents or other family members at home. Often there are challenges faced by the care givers related to their own health and mental health. These challenges can lead to spiritual emergencies, lack of self-care, employment issues, personal relationships declining, and more. Sometimes professionals in the helping fields have enough knowledge to balance all of these life domains, other times it is a learning opportunity life provides. This presentation is the journey of one social worker's experience managing the mental health, medical, social service and other systems as a family member and care giver of an elderly person. The unique challenges that are faced by care givers, especially those that are social workers (because of their innate helping persona), will be discussed. The presentation will discuss the balance of care giving, keeping the faith, maintaining a professional presence, and managing the progressive decline in health, mental health, and relationships along the way. It will provide a description of the strengths and supports of the social worker, through the use of humor and real life experiences. Topics will include mental health diagnoses, the progression of these illnesses,

including the toll they take on the elderly person, and the long term effects of these diagnoses. Additionally, the care givers and their ability to manage the changes in mental health presentation, and gaps in services to the person and care givers. Another topic discussed will be the medical health challenges that can complicate the mental health diagnoses. The walls between both systems, gaps in services, and the care giver as advocate. In addition, guardianship and self-determination will be covered in this area. The focal topic of the presentation will be that of the care giver and social worker. It will discuss the balance between maintaining professional boundaries, self-care for the social worker and care giver, challenges in keeping faith and spirituality. The presentation will give practical information about this balance and the developmental journey of the social worker and caregiver. It will provide a realistic view to the barriers and strengths needed to be in such circumstances. The presentation will tell the story of the care giver and family member to provide participants with information regarding the topics, engage them in discussion of their own thoughts and practices, as well utilizing real life experiences to enhance the learning. The presentation will assist participants in understanding how to support caregivers, regardless of their given profession.

**Presenter Bio (s):** Shannon Cousineau, DSW, LICSW, Assistant Professor of Social Work, joined the faculty of Anna Maria College in July, 2018. She is a Licensed Independent Clinical Social Worker with more than 20 years of practice experience, with specialization in crisis intervention. Shannon has practiced with a number of populations including children and youth in protective services and foster care, children and youth with disabilities, service men and women in the United States Navy, domestic and intimate partner violence, and medical social work and hospice. She has worked as an administrator and assistant program director of outpatient and community based services, fatherhood programs and emergency mental health. Shannon has presented at several conferences over the years, including the IIRP World Conference, a poster at NACSW 2017, and more.

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**Workshop Title**: Utilizing Scientific and Traditional Views of Forgiveness in Clinical Work

**Workshop Presenters**: Eric Crowther, M.S.W., RSW David King MA, MSW, LMSW

**Workshop Abstract**: This workshop will present an overview of a scientific forgiveness model based on the work of Dr. R. Enright, and a traditional Christian counseling view based on the

work of D. Seamands and S. D. Wilson to help parishioners forgive in church and Christian Counseling settings.

**Workshop Number:** 20191307 -

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

- Identify and explain key aspects of forgiveness from a research based model.
- Compare and contrast key aspects of forgiveness from a Biblical and traditional Christian counseling model to a scientific model.
- Gain knowledge regarding key theological ideas important for working with Christian clients toward forgiveness.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: For centuries, the Christian faith and other major world religions have used forgiveness as a path to healing. However, social work has paid little attention to using forgiveness as an intervention, mainly because the profession has viewed forgiveness as lying within the domain of theology. This workshop will present views on forgiveness from a scientific forgiveness model based on the work of the psychologist, Dr. Robert D. Enright (2011), and a traditional Christian counseling view based on the work of Seamands (2005), Wilson (2010) and Tutu (2014) and their therapeutic implications. The workshop will include reviews of different aspects of forgiveness and how the presenters have blended the scientific and Christian models of forgiveness to help clients and parishioners forgive in church and Christian Counseling settings. The workshop presenters will also discuss the need to explore one's own spirituality (Canda & Furman, 2010), to study and master the meaning of forgiveness (Enright & Fitzgibbons, 2015), and the need to practice forgiveness oneself before using it as a "technique." (Jones, 1995; Coutts, 2016). The presenters will examine the Christian ideas of forgiveness as revealed in the Bible. Several exercises will then help participants reflect on what forgiveness means to them and the process of forgiveness itself. Participants will discuss the importance of forgiveness as a powerful therapeutic goal in counselling to overcome anger and bitterness and heal from emotional wounds and trauma, by drawing from case examples from the presenters' practices and by reviewing the current research on forgiveness.

**Presenter Bio (s):** Eric Crowther, M.S.W., RSW, Diplomate, Academy of Cognitive Therapy, has been practicing individual, family and group therapy since 1985. Eric is currently a Child & Family Therapist in a children's mental health centre in northeastern Ontario. Eric specializes in forgiveness therapy 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 NACSW conferences in Cincinnati and Hartford. He is a member of the Karl Barth Society of North America.
David King, MA, MSW is currently the Director of Field Education and Assistant Professor of Social Work for the MSW program at Indiana Wesleyan University. David is a licensed clinical and macro practice social worker in the state of Michigan. David completed his MSW from the University of Kentucky, an MA in pastoral counseling from Asbury Theological Seminary and is currently completing his doctor of social work at Walden University. Before working full time in social work education, David worked in the community mental health system, churches and private practice for over 25 years providing direct services and leading programs for children and adults.

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**Workshop Title**: Taking Care of Yourself: A Divine Mandate

**Workshop Presenters**: Desiree Davis, PhD

**Workshop Abstract**: In the fast paced world we live in too often we neglect ourselves as we try to be all things to all people. However, in order to be quality, capable Christian social workers for our clients, we must first be healthy, whole professionals prepared for the work of ministering to those who are seeking our services.

**Workshop Number:** 20191413 -

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

- Provide practical information on the importance of taking care of oneself in order to be an effective Christian social work professional to those we serve.
- Teach social workers' various coping strategies for handling stress that is Bible based integrating faith and spirituality in our daily practice of social work.
- Provide implications for social work practice and policy.

**Level of Presentation**: Basic

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

**Workshop Description and References**: Our society is full of demands from family, work, and other outside entities that force us as social work professionals to function in an intense ever changing environment which sometimes produces anxiety and depression not to mention health related illnesses. It is often easier to diagnose our clients than to evaluate ourselves and make changes in our lives that would be all around beneficial to us as individuals and professionals. When social workers must balance family and work, their responsibilities become even more difficult when there are employment issues that foster additional stress for them (Kalliath & Kalliath, 2014). It is important for social workers to develop a solid support system to help mitigate the impact of negative stress. A study by Kalliath et al. (2011) indicated social workers who received encouragement from their loved ones, in particular their significant other, felt reassured and a sense constancy in the family was provided. In this same study, social workers who received support from their co-workers experienced assistance in dealing with difficulties on the job. Davis, Gere, & Sliwinski's (2016) study indicated a connection between repetitive thought and adverse well-being effects on work-family discord which means there is a connection between the mind and body. A number of corporations have wellness programs that are effective in helping the reduction of workplace stress, while promoting exercise programs and mindfulness education for their employees (Khubchandani & Price, 2017). In addition to mindfulness training, other helpful tools could include increasing encouragement from work administrators who can help ease personal problems that have the potential to affect work performance. Negative management of an employee can intensify the impact of the situation, especially for female employees (Haggard et al., 2011). It is important that social workers practice self-care. Social workers are susceptible to getting stressed, burned-out and compassion fatigue (McLean & Andrew, 2000; Dollard et al., 2003). This presentation will highlight how we can be Christian social workers of "sound mind"¥ (1 Timothy 1:7, Kings James Version), have "perfect peace" (Isaiah 26:3, King James Version), and "guard our bodies as the temple of God" (1 Corinthians 6:19, Kings James Version) in order to be well grounded, effective Christian social workers integrating our faith and spirituality with our professional social work practice.

**Presenter Bio (s):** Dr. Desiree Davis is the BSW Program Director at Andrews University in Berrien Springs, Michigan. She has been a social worker for the past thirty years. She has taught at three institutions of higher learning an has experience in various areas of social work practice such as child welfare, medical social work, and private practice.

**Workshop Title**: Social Work Leadership: A Uniquely Better Way

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

**Workshop Abstract**: "Everything rises and falls on leadership."(Maxwell) That includes social work. Yet, there's a dirth of literature, texts, or classes in social work schools. The workshop will demonstrate how the social work ethos is a uniquely better philosophy of leadership, and what the profession must do to leverage that for the sake of the social work vision.

**Workshop Number:** 20191309 -

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

- Have greater appreciation for the social work ethic as a foundation for exceptional leadership.
- Compare and contrast social work leadership with other styles.
- See a vision for social work leadership development and deployment.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: The Social Work Vision. Current leadership training ideologies; the strengths and weakness of these models. The Social Work Ethos as a better leadership philosophy. Faith based perspective in leadership and how it fits with social work methods and models. Examples of great social work leaders and leadership. A proposal for making leadership training a cornerstone of social work education and service.

**Presenter Bio (s):** Robert Day, CEO Patrick Henry Family Services for 10 years. MSW and M.Div from The Southern Baptist Theological Seminary. I have presented three times before. I have pastored churches in AK, TN and KY. Taught social work classes at the University of the Cumberlands, Eastern KY University, and Liberty Universty. I've spent most of my social work experience in the area of child welfare.

**Workshop Title**: Understanding and Removing the Barriers to Exiting Commercial Sex Work

**Workshop Presenters**: Ling Dinse, DSW, LSW

**Workshop Abstract**: This qualitative study identified the barriers to exiting and factors contributing to the cycle of enter/exit/re-entering commercial sex work. The expanded knowledge from this study yielded insight for service providers to develop appropriate strategies and policies in support of individuals that have a desire to exit the sex industry.

**Workshop Number:** 20191262 -

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

- Identify the various barriers to exiting the commercial sex industry.
- Understand the reasons for remaining or re-entering the sex industry.
- Develop strategies in support of individuals that have a desire to exit the sex industry.

**Level of Presentation**: Intermediate

**Target Audience**: Social Workers

**Workshop Description and References**: The process of exiting the sex industry is full of obstacles, and the exiting process can be complex (Baker, Dalla, & Williamson, 2010). The lengthy and often repeated exiting process can be demoralizing and increase a sense of hopelessness among commercial sex workers that have a desire to leave the industry. Research has found a cyclical pattern of entering, exiting, and re-entering among street sex workers (Cimino, 2012). Benoit and Miller (2001) concluded that a complete exit from the sex industry took about two years to complete. The reasons for exiting the industry vary and can include factors such as homelessness, health issues, custody of children, incarceration, burnout, pursuing sobriety, and the risks of sex work (Benoit & Millar, 2001; Dalla, 2000; Dank, et al., 2014). A qualitative study using unstructured face to face interviews was conducted to collect data from ten individuals who have been or are involved in the indoor legal commercial sex industry in the State of Pennsylvania. This study found barriers in the individual, social,

relational, and structural domains. Societal stigma influenced multiple areas of a sex worker's life and posed significant barriers to the exiting process. Stigma limited employment opportunities, impacted interpersonal relationships, and negatively affected the sex workers' sense of self. Financial pressure was also commonly identified by the participants as the main factor for remaining in the industry. The lack of a livable wage from other employment prevented individuals from exiting the sex industry. An adverse childhood, substance addiction, strained family relationships, and social isolation were all identified as barriers among some of the participants. The findings suggested financial desperation, stigma, and role confusion were factors that perpetuated the cycle of enter/exit/re-entering the sex industry. The sting of stigma increased a sense of social isolation and heightened the challenges of adjusting to the new roles and values outside of the industry. Participants shared the fear of rejection and the fear of being judged by others kept them from interacting with others and stepping foot into any church. These women's reactions should cause the Christian community to reflect on how we respond to the marginalized groups in our society. Do we come across as judgmental and unwelcoming? Do we build walls instead of bridges and scare people away from our churches? Do we represent Jesus well when interacting with people that do not know God?

**Presenter Bio (s):** Ling Dinse is an Assistant Professor in Counseling and Social work at Lancaster Bible College (Lancaster, Pa.) and a licensed social worker in PA. She teaches research, human behavior and environment, diversity, human trafficking, congregational social work, and theology of suffering. Ling was the congregational counselor at Elizabethtown Brethren in Christ (BIC) Church for 15 years, serving the church and community. She is an active speaker in the areas of racial reconciliation, marriage enrichment, parenting, social justice, and poverty. Originally from Hong Kong, Ling attended Houghton College and completed her B.A. and MSW from University of Buffalo of New York in 1996 and earned her DSW in 2018 from Millersville University of PA. Ling and her husband, Dan, have two daughters, Erica (20) and Elaina (17).

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**Workshop Title**: Cross-Curricular Collaboration in Social Work Classes

**Workshop Presenters**: Lisa Doot Abinoja, MA, LCSW Cini Bretzlaff-Holstein DSW

**Workshop Abstract**: This workshop will present how one BSW program identified ways in which social work courses might partner together to meet individual course objectives and make

connections across courses. Participants will be invited to apply content and learning for their courses and programs.

**Workshop Number:** 20191341 -

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

- Learn about one BSW program's approach to curriculum design that includes collaboration between social work courses.
- Gain an understanding of four examples are utilized as a strategy for integrating and deepening student learning.
- Brainstorm opportunities within their curriculum (BSW and/or MSW) to implement this strategy into their program(s).

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: Various pedagogical approaches such as service learning (Petracchi, Weaver, Schelber, & Song, 2016), simulation-based learning (Craig, McInroy, Bogo, and Thompson, 2017), and interprofessional collaboration (Nimmagadda & Murphy, 2014; Schaefer & Larkin, 2015) are methods of experiential learning social work students can encounter prior to their field experience. While field education is the signature pedagogy of social work education (Council on Social Work Education, 2015), there are ample opportunities for social work programs to integrate these pedagogical approaches into their explicit curriculum as a preliminary exposure to field-like experiences. More specifically, social work programs can look for ways in which some of their courses might partner together in these approaches to meet specific course objectives while making connections between the content of those courses. This workshop will present how one BSW program has striven to do just that during the junior year with the four junior-level social work courses. During the fall semester, students engage in cross-curricular learning experiences between the Human Behavior and the Social Environment course and the Generalist Practice with Individuals course. Different faculty members teach each of these two courses. During the spring semester, these same two faculty members then teach and engage in cross-curricular learning experiences between the Diverse Populations course and the Generalist Practice with Groups and Families course. By these two faculty members working together in the BSW students' junior year course work, they are essentially engaging in a "co-teaching" approach for these courses. As there is only so much that

can be done separately in a course, co-teaching across two courses each semester has allotted for more opportunities to go deeper with course content, assignments, and experiences. It is argued that there are benefits of having faculty work together with each other's' teaching styles, pushing each other out of their comfort zone, and engaging in a willingness to take that extra leap to try something new. Also, the positionality of each professor within each course allows for them to be sensitized to different content themes in the shared learning space together, and help students make connections in their courses. This workshop will describe how one BSW program has structured its junior year with these collaborative elements of "co-teaching," service learning, simulation, and interprofessional collaboration. The objective is to look at the classes that students are naturally cohorted in together, and look for those opportunities to work together and help make connections between the separate courses & curriculum. These strategies are designed to lead into the students' senior year experience of both this particularly BSW program's Macro 3 community learning experience in the fall semester, and students' field experience in the spring.

**Presenter Bio (s):** Lisa Doot Abinoja, MA, LCSW serves as the Director of Field Education/Assistant Professor of Social Work at Trinity Christian College. Lisa received her Bachelor of Social Work degree from Taylor University (IN) in 2003, her Master of Social Work degree from University of Chicago's School of Social Service Administration in 2005, and is currently a Ph.D. student at University of Illinois at Chicago Jane Addams College of Social Work. Lisa is a licensed clinical social worker and worked for ten years in both clinical and administrative positions, primarily working in community-based health centers before 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 CSWE, SSWR, NACSW, and public health conferences Cini Bretzlaff-Holstein, DSW, LSW, FOCAE is the Bachelor of Social Work (BSW) Program Director, Social Work Department Chair, and an Associate Professor of Social Work at Trinity Christian College in Palos Heights, IL. Additionally, she is a licensed social worker in the state of Illinois. Bretzlaff-Holstein completed her Master of Social Work (MSW) degree at Baylor University Diana R. Garland School of Social Work in Waco, TX, and her Doctor of Social Work (DSW) degree at St. Catherine University-University of St. Thomas School of Social Work in St. Paul, MN. Bretzlaff-Holstein's scholarly interests include food justice, environmental & ecological justice, social work education & humane education, and the human-animal bond in social work. Also, Bretzlaff-Holstein accepted the invitation to become a Fellow of The Ferrater Mora Oxford Centre for Animal Ethics in August 2018.

**Workshop Title**: Teaching About Diversity of Values: Challenge for Christian Social Workers

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

**Workshop Abstract**: This presentation is based upon a research study that compared elements of the social service workers' value orientation. The issues related to value conflicts were in the context of social work practice. Areas of exploration included (1) life & death issues (2) lifestyle, domestic issues (3) conflict with the profession, and (4) personal responses.

**Workshop Number:** 20191284 -

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

- Know the five basic categories (types) of values as well as to explore the key elements of their personal value system.
- Identify the characteristics of a value conflict and to understand clusters in the belief system of various ethnic groups.
- Understand an appropriate professional response for Christians who encounter diverse values expressed by clients.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: This presentation is based upon a research study that included 110 (68 White/European Americans and 42 Black/African American) social service practitioners. The focus of the study was to examine or identify aspects of the respondent's core value system. The survey participants responded to vignettes, closed-ended items, scaled responses, as well as either-or type items. Some of the specific items measured were related to (A) abortion (B) homosexuality (C) religiosity (D) euthanasia, and (E) corporal punishment. The broader categories were (1) life & death issues, (2) lifestyle, domestic and social perspectives, (3) value conflicts with the social work profession, and (4) personal responses to value conflicts. The study results showed statistical significance on 26 issues as Africans participants were compared with White participants. This presentation will explore implications for Christian social worker practitioners working with clients that embrace diverse value orientations. A

practical model will be presented that represents how to work with a client when an obvious value conflict exists (while maintaining your integrity).

**Presenter Bio (s):** Dr. Andrew Edwards received his undergraduate degree in Sociology at William Jewell College in Liberty, MO and the MSW degree at The University Of Kansas in Lawrence, KS. His Ph.D. was earned at Kansas State University in the College of Education. His academic concentration was social science & higher education. Dr. Edwards is a retired social work educator (Cleveland State University,emeritus) who has taught courses at the undergraduate and masters' level related to human behavior & social environment, social work practice, mental health counseling for social workers, family studies, ethnic studies, social work research, social policy, and death & dying. His research interests include cognitive therapy, intervention with religiously committed clients, value conflicts and value orientation, human sexuality, and family therapy. Dr. Edwards is also an ordained Baptist minister (M.Div.).

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**Workshop Title**: What Were We Thinking? Lessons Learned from MSW Capstone Course Development

**Workshop Presenters**: Raquel Ellis, PhD Krystal Hayes PhD, LCSW Kendra Flores-Carter Dr. Viola Lindsey PhD

**Workshop Abstract**: MSW programs typically include a requirement for students to plan and carry out an independent project. The presenters will discuss lessons learned and key steps taken to plan and launch two Capstone courses. The plan to incorporate a faith integration strategy into the Capstone Project guidelines will also be discussed.

**Workshop Number:** 20191350 -

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

- Gain knowledge about course activities and assignments that facilitate the successful development and implementation of Capstone Projects.
- Learn strategies for incorporating a faith integration component in Capstone Projects carried out in secular community agencies and churches.

- Identify ways to overcome common challenges in meeting the expectations of participating agencies while maintaining adherence to Capstone course requirements.

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: MSW programs typically include a requirement for students to plan and carry out an independent project during their last two semesters. This project is intended to give students an opportunity to demonstrate the range of social work competencies learned. There are several different "Capstone" project models that have been adopted by MSW programs. One model includes a focus on the development and demonstration of leadership skills (Sevilla & Rawlings, 2016; Tangenberg, 2011). Other models focus on evaluation research, allowing students to work with community agencies to conduct evaluations of new or enhanced programs or services (Hall, Casstevens, & Fisher-Borne, 2013; Fisher-Borne, Hall, & Casstevens, 2014). Many other capstone models emphasize the student's development of research skills through an independent research project based on their area interest (Grahe & Hauhart, 2013; Peterson, Phillips, Bacon, & Makunda 2011). During the workshop, the presenters will discuss the process of reviewing different models and the selection of an agency-based "Quality Improvement" Capstone Project model for CBU's MSW program. The presenters will also highlight key steps taken to plan and launch of the Capstone courses with the first inaugural class. Such steps include convening a Capstone Student Orientation Meeting, developing a Capstone Project Manual, and creating various Capstone Assignments that facilitate the development and implementation of the Capstone Project. To incorporate the faith integration competency adopted by CBU's MSW program, students were equired to identify a faith integration strategy for their Capstone Projects. Essentially, students developed a plan that detailed how biblical principles will inform how they carry out their Capstone Projects. Students completed their Capstone Projects in a variety of settings including secular community agencies and churches. The presenters will describe examples of how students approached faith integration in these various settings. Student engagement of the community was critical to the identification of a Capstone Project that sought to meet an agency's need. The presenters will discuss this community engagement component as well as the collaborative approach of CBU's MSW Capstone Project Model that involved roles and responsibilities for the student, Capstone Instructor, Faculty Field Liaison, and Community Agency Representatives. Finally, the presenters will discuss lessons learned in the development

and launch of the two Capstone courses (Capstone I and II) and ways that challenges were overcome to maintain course goals and objectives.

**Presenter Bio (s):** Dr. Raquel Ellis is an Assistant Professor of Social Work and Assistant Director of Field Education for the MSW program at California Baptist University. She earned a MSW from California State University Long Beach and a PhD in Social Work from the University of Illinois at Chicago. She previously taught for Liberty University's BSW program and served as the Founding Director of Field Education. Her research interests include child welfare policy and practice and she is a program evaluation expert. She has directed several federally-funded evaluations of child welfare practice interventions. She has published several articles in scholarly journals and co- authored a book chapter in the Handbook of Child Maltreatment on the topic of child abuse reporting in the U.S. Dr. Ellis has previously presented at the CSWE APM and the National Conference on Child Abuse and Neglect.
Dr. Krystal Hays is an Assistant Professor of Social Work at California Baptist University. She is also a Licensed Clinical Social Worker with experience providing psychotherapy, and engaging in capacity building, in community mental health settings. As a social work researcher Dr. Hays focuses on reducing the burden of depression and other mental illnesses and improving mental health treatment outcomes for African Americans. Also, her research explores ways that religiosity influences mental health outcomes and suggests that increased partnerships between mental health professionals and clergy can improve mental and emotional well-being in African American communities. She has several refereed journal publications and is involved in community based research projects.
Dr. Kendra Flores-Carter is an Assistant Professor Social Work at California Baptist University and a Researcher in the Social and Behavioral Science field. Dr. Flores-Carter holds a Doctor of Social Work degree from UT Knoxville. An expert in Women's Health and Maternal Mental Health Flores-Carter has dedicated her research interests to include improvement of mental health interventions for women and children of color, including those experiencing maternal mental health concerns, domestic violence, child abuse, and health care systems disparities. She is the Co-Chair of the Inland Empire Maternal Mental Health Collaborative. Her primary areas of teaching include Capstone, Social Work Research, Counseling Psychology, Marriage and the Family. Dr. Flores-Carter is also a member of the International MARCE Society for Perinatal Mental Health and Postpartum Support International.

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**Workshop Title**: Social Work Response to the Emotional/Spiritual Care at Times of a Disaster

**Workshop Presenters**: James Ellor, Ph.D., D. Min., LCSW-S, BCD, DCSW, CSW-G

**Workshop Abstract**: Social Workers are key to community response to any disaster context. Both as emotional/spiritual counselors as well as community organizers, our understand of the person in context and the impact of trauma. Social Workers provide individual and group support as well as community response to assist individuals and community to grasp a new normal.

**Workshop Number:** 20191319 -

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

- Understand of the disaster Context in terms of emotional and spiritual needs.
- Identify specific skills that can be used to support persons and communities both before and after a disaster.
- Comprehend resources in the community and nationally for further information and support.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Social Work training at all levels, Bachelor, Masters and Doctoral offer critical resources at times of a disaster. Each disaster is unique and thus, social work planning skills are critical. Social Worker are sensitive to culture and gender issues that may not also be valued the the local community. Social Workers are critical mental health providers, many of whom are also sensitive to the faith concerns of survivors. As counselors, social workers are trained to understand trauma informed care. While specific disaster trauma training may be needed, social workers are trained in understanding the role of emotional coping and the impact of fight, flight and run survivor techniques. Short term intervention with referrals is often the best response to support survivors. If the Social Worker lives in the immediate are of the disaster, long term crisis intervention may be needed. As documented by (Ellor and Dolan,2016), mental health providers immediately encounter 3 subgroups of persons emotionally and spiritually impacted by the disaster. The first are persons with a history of mental health challenges who are already in the mental health system. Their cases may be closed, but they understand how to access the system and live with their challenge, at least until they are

disrupted by the disaster trauma. There is a second group who often present first to the medical community. They are persons who are on the edge of depression, divorce, addiction, high blood pressure, or other physical or mental health challenges. Finally, there are those who are "normal" prior to the disaster, but who are traumatized by the disaster event. This group frequently believes they don't need help until later in the recovery cycle. Different emotional contexts require the discovery of different emotional tools. Spiritually, some persons turn to God to support them in times of trauma, others turn away and often blame God. Each of these person requires the support of persons with therapeutic skills. Communities will also require the community organization skills found in Social Work training. Most leaders in Long Term Recovery do not have either community skills or sensitivity to community emotional response. These are Social Work Skills that greatly benefit the community. It should be noted that older adults are generally the most likely to loose their lives in a disaster, first to be challenged to evacuate and last to return to the community. Older adults along with all vulnerable groups need to be a part of the planning process for recovery. Each Social Worker has a contribution to make to support survivors as well as communities to find their new normal.

**Presenter Bio (s):** Rev. Dr. Jim Ellor is the Kronzer Endowed Professor in Family Studies at the Garland School of Social Work, Baylor University. He is a member of the Presbyterian Disaster Assistance, National Response Team and several local response teams as well as sitting on the Texas Disaster Behavioral Health Committee and Texas VOAD. He has been a Social Work Therapist for 42 years

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**Workshop Title**: Empowering Veteran Re-integration Via Service Center or "Bunker"

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

**Workshop Abstract**: Using a drop-in service center known as the "bunker," a Midwest city is empowering military veterans' successful return to the community. The bunker provides a place for service members to connect, share stories, and engage resources to assist re- integration. Workshop focuses on review of bunker services, suicide prevention, and moral injury.

**Workshop Number:** 20191404 -

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

- Examine the "bunker" model for providing comprehensive services to military veterans in their respective communities.
- Consider application of a "peer intervention plan" for dealing with suicidal military veterans.
- Comprehend moral injury incurred by military veterans and apply steps toward healing.

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

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

**Workshop Description and References**: Not long after the death by suicide of her Marine son, his mother reached out to the community for help with creating a service center for military veterans (or "military service members") to connect, share stories, and provide resources for successful reintegration. Since there was no such facility locally, nor military base nearby to help with reentry, the "bunker" was developed to address these needs of connection and resources to facilitate transition of military veterans to civilian life. This presentation focuses on three dimensions of bunker services. First, is a discussion of the bunker's mission as a drop-in center for service members (male and female) and their families providing: discussion groups, computer access, Wi-Fi, TV, and food. It provides a site to connect veterans with fellow veterans, educators, prospective employers, mental health providers, health professionals, religious personnel, VA staff members to gain benefits, volunteers to assist with resume preparation, and other services. Prospective veteran employees can be interviewed for employment at the bunker. Secondly is a discussion of the "peer suicide prevention model" where military peers are trained to help fellow service members with suicide ideation including hospitalization if needed and follow up to hospitalization and discharge when required. Staff and service member volunteers of the bunker present a healing strategy to community professionals and social agencies. Third is the discussion on "moral injury". Staff and volunteers are trained to engage service members suffering from "moral injury " defining what it is, recognizing the symptoms, and application of strategies on how to address it with veterans. Bunker staff also train community mental health and religious organizations on steps toward healing moral injury. Specifically discussed is a model for processing moral injury in a small group setting developed and co-led by a social worker and chaplain team.

**Presenter Bio (s):** Dr. Lanny Endicott is recognized Professor Emeritus after teaching and administering the Oral Roberts University Social Work Program for more than 40 years. He

remains a community activist in his retirement, planning services for military veterans, Tulsa's 61st and Peoria community, and serving on the board of the Community Service Council of Greater Tulsa. He provides consultation and debriefing services for Oklahoma Child Welfare and Osage Nation Social Services. He has taught social work classes in Russia and continues his work with orphan teenagers through Colorado based Orphan's Tree. He received both social work of the year and lifetime achievement awards from NASW Oklahoma Chapter. He is a frequent workshop presenter for NASW-OK, NACSW, and the Zarrow Mental Health Symposium.

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**Workshop Title**: Professional Boundaries, Technology, and Faith Based Ethical Dilemmas

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

**Workshop Abstract**: This presentation will address boundaries, dual relationships and technology in the NASW Code of Ethics for clinical practice and agency policy. Significant code updates in the NASW Code of Ethics will be highlighted. Faith based ethical dilemmas in clinical practice will be discussed using the decision-making framework of Frederic Reamer.

**Workshop Number:** 20191360 -

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

- Identify standards in the document of Standards for Technology in Social Work Practice set down by NASW, ASWB, CSWE, & CSWA.
- Establish clear ethical guidelines to address dual relationships, boundary setting and technology in clinical practice related to the NASW Code of Ethics.
- Identify faith based ethical dilemmas and explore possible solutions to each case study using the decision-making framework defined by Frederic G. Reamer.

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

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

**Workshop Description and References**: This presentation will address boundaries, dual relationships and technology in the recent NASW Code of Ethics for clinical practice and agency policy. The most significant code updates in the NASW Code of Ethics will be highlighted. The benefits of boundary setting and avoiding dual relationships to the therapist, client, and community will be discussed. Boundary setting, dual relationships and technology will be the focus related to writing sound agency policy. Particular attention will be given to maintaining confidentiality and informed consent while using technology in client services. Case studies that include faith based ethical dilemmas in clinical practice will be discussed using the decision-making framework defined by Frederic G. Reamer.

**Presenter Bio (s):** Dorothea Epple PhD; LMSW is an Associate Professor with SAU; a graduate from Loyola University MSW program and a graduate of the Institute of Clinical Social work. She has 20 years of clinical social work practice in Mental Health, Hospice, Addictions and 17 years of academic teaching. She served on the NASW MI Ethics Committee in the past.

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**Workshop Title**: Introducing a Subject Matter Expert Model

**Workshop Presenters**: Cynthia Faulkner, Ph.D., LCSW-S Marcie Cutsinger DSW, LMSW Shanel Bishop Dr. James Long, Jr.

**Workshop Abstract**: Accrediting bodies are increasing scrutiny of qualifications for faculty teaching. CSWE requires a clear link between faculty qualifications and the courses assigned to each person. This workshop will introduce a Subject Matter Expert Model for discipleship-based faculty mentoring and oversight of Christian-infused curriculum content

**Workshop Number:** 20191384 -

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

- Introduce the Subject Matter Expert (SME) Model as a response to key challenges in addressing accreditation standards.
- Define the roles and responsibilities of discipleship-based faculty mentoring by Subject Matter Experts.

- Describe the oversight of the faith-infused curriculum content managed by Subject Matter Experts.

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: This workshop introduces a model using Subject Matter Experts to manage Christ-centered curriculum and provide faith-based faculty mentoring. A subject matter expert (SME) is defined as individuals who have real-world experience and the most current knowledge on related topics (Klein & Trautman, 1993). In addition, this individual, who is considered an expert in particular content areas, guides other professionals on the content. The proficiency generally comes from their education, practice experience, teaching experience, trainings, certifications & licensing, research endeavors, or other criteria that the program deems important. In Christian education, subject matter experts must also be knowledgeable about Biblical truths and discipleship. This workshop will demonstrate how Indiana Wesleyan University's online MSW Program created a Subject Matter Expert Model for full-time faculty to supervise specific curriculum and mentor part-time faculty within their area of expertise. According to the "Guidance to Programs related to Faculty Qualifications and Regional Accreditation", the Council on Social Work Education receive numerous questions regarding regional accreditors' requirements for faculty qualifications to teach at the graduate level, (CSWE, 2018). When responding to accreditation standards, social work programs must provide a clear link between faculty qualifications and the courses assigned to each person, both full and part-time faculty is adherence to CSWE's EPAS Standard 3.2.4 Some regional accreditors now appear to be scrutinizing teaching faculty credentials more closely. More important than the actual degree is the expectation that institutions justify the decision to have specific persons teach specific courses. CSWE specifies the MSW and practice experience for teaching practice and field courses, but also values the MSW for teaching any course in the social work curriculum as determined by the program. With this in mind, there is a greater need to identify subject matter experts to manage curriculum content and provide faculty mentoring. In Christian Social Work education, providing curriculum content and faculty mentoring must also include discipleship. Discipleship is defined here as helping others in maintaining a healthy relationship with God through proclaiming and modeling the Gospel; shepherding a person toward Christlikeness and Kingdom mindedness, and holding each other accountable through sharing, serving and giving of ourselves. The SME Model presented in this workshop is based on discipleship-based mentoring using the seven areas identified by Wheeler (1992). In addition, this model includes supervision of faith-infused curriculum content that is

managed by Subject Matter Experts who interview and hire part-time instructors, manage revisions to curriculum, and evaluate curriculum outcomes based on their assigned content area.

**Presenter Bio (s):** Dr. Cynthia Faulkner is the MSW Program Director at Indiana Wesleyan University located in Marion. She received her BSSW from Kansas State University in 1984, her MSW from the University of Kansas in 1989 and her Ph.D. from The University of Texas at Arlington in 2001. She is an LCSW and approved supervisor in Texas. She has 35 years of practice experience, 20 years of teaching experience, and multiple publications including two recent textbooks from Oxford University Press: Addictions Counseling: A Competency-Based Approach and Research Methods for Social Workers: A Practice-Based Approach (3rd ed.).
Dr. Cutsinger is an Assistant Professor at Indiana Wesleyan University's MSW Program. She has a Doctorate in Education from the University of Missouri-Columbia and is an LCSW in Missouri. Her MSW degree is from the University of Missouri with an emphasis in mental health and she has a Bachelor of Science in Psychology with a minor in Social Work from Missouri Western State University. She has worked in the social work for 20 years providing services in community mental health centers, women's abuse shelter, sheltered workshops, alternative school and community college. She worked in a college setting for almost 16 years focused on student success, program development and program administration. Dr. Cutsinger has written and secured over four million dollars in grant funding to assist disadvantaged students to enroll and complete a degree in higher education.
Shanel Bishop is an Assistant Professor at Indiana Wesleyan University's MSW Program. She earned her Bachelors in Psychology, Masters in Social Work, and Doctorate in Social Work. Dr. Bishop is a Licensed Master Social Worker and is a Certified School Social Worker. She has a specialization in Children, Youth, and Families and has worked in various settings including community mental health; public, private, and charter schools; residential treatment facilities; and a Christian community youth organization. She has taught undergraduate and graduate courses at various universities. Dr. Bishop frequently presents to school personnel as well as at local, regional, and national conferences on topics related to the impact of mental health and education on school-aged youth, culture and diversity, self-care, as well as mindfulness and Christian social work practice.

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**Workshop Title**: Collaborative Strategy: Supporting the Local Church to Meet Human Needs.

**Workshop Presenters**: Michael Fleming, BSW

**Workshop Abstract**: Pastors are spread thin and are in great need of support to meet the needs of their congregations. How can we lighten the load for pastors and church ministries whose primary role is discipleship? Come and explore the dynamics of a ministry that provides direct support to churches in addressing poverty and crisis within their congregations.

**Workshop Number:** 20191313 -

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

- Be equipped with effective strategies for agency collaboration with local churches to meet needs within the community.
- This model of faith-based social work will offer participants an integrative perspective of social work practice with our call to evangelism.
- This workshop will prepare professionals to take on a supportive role in the body of Christ while allowing the local church to assume the role of discipleship.

**Level of Presentation**: Basic

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

**Workshop Description and References**: In Acts 6 we see the example of when the apostles were forced to regroup when they were confronted with the needs within their growing community. They were unable to personally address the conflicts arising over the distribution of goods and evaluate the many needs. That is not far from the current reality in the modern church.1 Tim. 5 also shows some details of how social work was done in the early church. We will address how we evaluate the needs of our guests and how we determine a plan for assistance from the lens of scripture. The Structure of the workshop will include three areas of primary focus; the scriptural foundations for Christianity in social work, Theory and approach and collaborative strategies. We will be navigating factors which influence and perpetuate poverty and how New Hope Ministries, a faith based social service agency, offers a bridge to stability and financial independence. Whether the avenue happens to be through one of our workforce training programs or our educational assistance programs, we are able to help to permanently change the reality for a struggling family. Our food program, Workforce training programs and financial assistance are other avenues we will explore in our goal to curb crisis and help to stabilize a family as we work with them toward achieving their goals. How do we engage guests on a spiritual level who come through our doors? What if they are not Christians, or

practice another religion? Spiritual emphasis is key in New Hope's outreach strategy which we maintain both on an individual level as well as in the public sector. We often come across guests who have been let down by church or have a distorted view of who God is. Tools will be provided to assist Christians in social work to navigate evangelism in the helping context and our role in connecting members of the community with the local church. New Hope is known for its non-denominational approach to expression of faith and how we work in conjunction with our supporting churches to connect members of the community to their ministries. This workshop will expound on our work in collaboration with local churches while also addressing the needs of the community at large. Over the years New Hope Ministries has developed programs to address root causes of poverty within our region that directly affect members of local congregations. The workshop will go over in detail the structure of those programs and the methodologies utilized in promoting participation within the community. One of the strongest strategies that New Hope emphasizes is accountability. Methods for maintaining accountability will be laid out for assuring the best possible outcome for the guest on their road to stability. This will lead us in our conversation concerning how this inspires collaboration between New Hope Ministries and the church that has referred the guest to us for services.

**Presenter Bio (s):** Mike Fleming received a Bachelors in Social Work from Eastern University in 2008. After graduating he moved to the Dominican Republic where he worked as a missionary for 3 years. Mike returned to the States and began working as Therapeutic Staff Support with children on the autism spectrum. He connected with New Hope Ministries in 2013 and has worked in several capacities with the organization before assuming his current role managing one of their centers. Mike is passionate about serving the poor and working with immigrant populations. He is fluent in Spanish and assists the organization in the translation of forms and helping guests who are Spanish speaking. Although Mike has previously attended the conference this will be his first year as a presenter.

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**Workshop Title**: Living Into the Prophetic Call: Nonprofit Organizations as Advocates

**Workshop Presenters**: Abby Foreman, PhD, MSW

**Workshop Abstract**: Nonprofit organizations play an essential role in civil society, seeking to promote individual and collective well-being. Nonprofits operate in a distinct way within civil

society through advocacy. This workshop will explore how and under what conditions nonprofits advocate for changes to public policy and how this fulfills their prophetic call.

**Workshop Number:** 20191416 -

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

- Identify the distinct roles of nonprofit organizations in civil society.
- Explore the biblical call to advocacy.
- Understand advocacy responsibilities of nonprofit organizations through examining current examples.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Civil society is a key concept to understand if we are to understand any activity done outside of the government, individual efforts, or economic systems. Civil society is a place for free association in which active organizations can work towards justice and flourishing, while also buffering the effects of government or the economy on family and community well-being (Skillen). Over the years, many nonprofits have become intertwined with governmental agencies through contract-for-services relationships. Nonprofit organizations have always played an integral role in social service delivery in the United States. Nonprofit organizations are central in civil society, distinct from both the state and the market, and yet interrelated with both (Boris, 2006; Smith, 2010). Boris states, "Nonprofits play prominent social, economic, and political roles in society as service providers, employers and advocates" (2006, p. 2). The nonprofit sector and its role and relationship with the government is difficult to define: "Nonprofit organizations interact with government in several different ways; these patterns of interaction vary over time and among different fields of service. In various contexts, nonprofits have served as privately supported supplementary service providers of public good, as complementary partners with government in public service provision, and as advocates and adversaries in the process of public policy formulation and implementation. Often, two or three of these roles are manifested simultaneously" (Young, 2006, p. 38). Young (2006) explores the history of US social welfare and finds historical examples of each strand "supplementary, complementary, adversarial" present in US history since colonial times. The role of the nonprofit as supplementary, complementary and adversarial to the government is important to remember in processing the implications and challenges present in the relationship

between government and nonprofit service providers. Not only is it a concern that nonprofits act as representatives of the state, but there is also concern that nonprofits, as a mediating force between state and community, no longer can adequately represent the interests of the community and individuals to the state (Guo, 2007). An organization heavily dependent on government funding may be less likely to engage in basic advocacy or to pursue new programs that are outside of the interests of their primary funder (Smith, 2010). These relationships have good aspects to them, but there is a concern that a nonprofit organization that is in a contracted relationship with a governmental agency may abdicate their responsibilities as advocates in certain situations. Along with these practical considerations, we will examine contemporary examples of nonprofit advocacy in areas of hunger, poverty and refugees and immigration policy. We will explore the biblical call to advocacy and how that might relate to nonprofit's tasks and duties.

**Presenter Bio (s):** Abby Foreman is a Professor of Social Work at Dordt College in Sioux Center, IA. She holds a PhD from the University of South Dakota in Political Science and Public Administration, an MSW from the University of Michigan with a focus on Management in Human Services, and a BSW from Dordt College. For the last ten years, Abby has also held administrative positions in addition to teaching in the Social Work program. She has presented before at NACSW and presents at other conferences of social work and public administration. Prior to teaching, Abby worked as an organizer for Bread for the World and also as a service coordinator in a subsidized housing program for seniors.

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**Workshop Title**: Wrestling with The Spirit: Moral Injury Among Military Social Workers

**Workshop Presenters**: Dexter Freeman, DSW, LCSW Samuel Odom PhD, ACSW

**Workshop Abstract**: This presentation will discuss and describe the lived experiences of uniformed military social workers who deployed in the service of the United States. These professionals joined and deployed for many of the same reasons as other soldiers. However, when they returned from war many of them found themselves wrestling with indicators of moral injury.

**Workshop Number:** 20191374 -

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

- Identify the role of spirituality in understanding moral injury.
- Differentiate moral injury from post-traumatic stress.
- Identify indicators of moral injury with military healthcare providers

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Uniformed military social work officers frequently wrestle with the aftermath of war just as other officers. As healthcare providers and warriors, military social work officers are empowered with the complex duty and responsibility of executing both roles in times of war and military conflicts. As Army social work officers return they often carry wounds as warriors, healthcare providers, husbands/wives, parents and human beings. Originally, moral injury (MI) was deemed as being associated with guilt that warriors were forced to live with as a result of upholding the mission and loyalty to their command over their own sense of morality. However, Litz et al. (2009) defined MI as more than a condition resultant from performing significantly regretful acts; they also recognized it as the failure to prevent or bearing witness to the acts that transgress one's deeply held moral beliefs and expectations; thereby adversely affecting an individual emotionally, psychologically, behaviorally, spiritually, and socially (p.695). Given this definition, MI could be experienced by bears the moral conviction and sense of responsibility to effect change or respond to a situation; moreover, directly or indirectly observing the atrocities of war and being helpless to do anything to prevent future occurrences. This describes the daily state of existence for many combat social workers. This presentation will review the results of a qualitative study that examined the indicators of moral injury experienced by uniformed military social work officers who deployed in support of Operation Iraqi Freedom during 2007- 2009. William James (1910/1968) postulated that spiritual influences are more significant than social influences in identity development. He theorized that everyone possessed a spiritual me that serves as the inner thinking and feeling self. James (1910/1968) further described the spiritual me as the true, intimate, ultimate, and permanent me that we all seek. Spiritual me multi-dimensional, universal, abstract, and deeply personal. One recognizes when he or she is functioning at the spiritual me level based upon the perspective of the individual. The spiritual me is the seat of the spirit or spirituality. Spirituality is typically described as a process or pursuit for meaning, purpose, and connection (Belzen, 2009). Bryant (2007) described spirituality as the search for authenticity, genuineness, and wholeness; transcending one's current persona; developing a deeper connection

with self, others, and community. When soldiers return from combat, it is not unusual for them to question some of the decisions they made, the things they saw, and who they really are now that they have violated some of the values and beliefs that they have used to define themselves. In essence they find themselves wresting with the spirit. This presentation will provide examples of how spiritual seeking impacts the experience of moral injury for military social workers.

**Presenter Bio (s):** Dexter Freeman is the Assistant Director of the University of Kentucky Master of Social Work Program at the U.S. Army Medical Department Center & School at Joint-base San Antonio, Fort Sam Houston, TX. Prior to his current position, he served as the program's director from its inception in 2008 until April 2013. Professor in the School of Social Work at Texas State University-San Marcos. Prior to taking this position he spent 20 years as a social work officer in the United States Army. Dexter has written a number of book chapters and articles on ethics, ethical decision making, gatekeeping in social work practice, spiritual development in violent offenders, and a number of articles and presentations emphasizing the importance of infusing spirituality in clinical social work practice.
Samuel Odom is an Assistant Professor in the Millie M. Charles School of Social Work on the campus of Southern University at New Orleans where he is currently a Faculty Senator and Faculty Senate Secretary. Prior to taking this position, he spent 24 years as a social work officer in the United States Army. He also was an assistant professor at Dillard University from January 2012 through May 201. Samuel is currently on the editorial board of the Military and Government Counseling (JMGC) Journal .He also has written a number of articles on trauma, suicide and PTSD and conducted presentations emphasizing the impact of trauma & PTSD among Veterans, opportunities in military social work, and military leadership.

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**Workshop Title**: An Experiential, Faith-Based Approach to Teaching Macro-Practice

**Workshop Presenters**: Julie Furj-Kuhn, MSW, ABD  Erica Sirrine PhD

**Workshop Abstract**: Two faith-based academic institutions provide discourse on the implementation of macro based, student-led learning. Discussion includes the creation, planning, and execution of a community social justice event. Social work theories, community and organizational practice relating to experiential learning and faith based practice will be explored.

**Workshop Number:** 20191340 -

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

- Identify the importance of utilizing experiential learning strategies to enhance educational outcomes in faith based macro-based social work courses.
- Compare potential challenges and successes when employing a completely experiential approach to teaching macro-practice.
- Discuss strategies for implementing experiential learning techniques, including a "Community Night" event, in their own macro-practice courses.

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: Macro-based practice is part of a three-tiered approach highlighted in our social work profession and is also an important component within generalist social work baccalaureate programs. Macro-based curriculum and teaching enables students to gain skills in community organization, social change, and advocacy of critical social work issues, both on a local and global level. Macro-based core curriculum is emerging in undergraduate programs. 2015 EPAS competencies require students to gain knowledge in the advancement of human rights; social, economic, and environmental justice; and engagement, assessment, and evaluation of organizations and communities. Furthermore, for the faith based social worker, biblical verses such as Isaiah 1:17, Zechariah 7:9 and Jeremiah 22:3 depict the the importance of integrating faith and community practice. Research shows that undergraduate students often approach macro-based courses with misunderstanding and ambivalence about engaging in the change process with community and organizational systems (Carey, 2007). Yet, providing education on components of organizational behavior as well as community organization, conflict, empowerment, and management theories proves to be invaluable for students regardless of their chosen field of practice. One way to bridge the gap between undergraduate students feeling overwhelmed and/or ambivalent towards macro practice is to incorporate techniques of experiential learning throughout the course. In this workshop, we will discuss ways of successfully integrating macro-level social work theory into macro-level social work practice by means of course project simply titled "Community Night". This workshop is designed to provide concrete examples of one approach to experiential learning in the classroom incorporating core elements of macro based practice. Two faculty members from faith based academic institutions will navigate the attendees through the curriculum, structure, approach, and outcomes of

experiential macro based learning through a spiritual lens. Presenters will discuss core social work theories related to practice within communities and organizations via the planning and implementation of a community-wide, social justice event which focuses on both local and global social topics. Topics utilized in the classroom that will be discussed in this presentation include child laundering, global censorship, organ trafficking, sex trafficking, mental and emotional health, domestic violence, pornography, child labor in the cocoa industry, and human rights in global sporting events. Students are encouraged to examine these critical topics from a faith based perspective through research, class discussions and advocacy. In addition, students are taught and actively employ skills such as fundraising, grant writing, budgeting, outreach, marketing, advocacy, and evaluation. They learn the importance of working together, for a common purpose, despite their differences.

**Presenter Bio (s):** In addition to 10 years in academia, Julie Furj-Kuhn directed the National Alliance on Mental Illness in Franklin County and coordinated the Penn Center for AIDS Research Community Advisory Board. Julie has social work experience in inner-city Philadelphia working with homeless, women with dual diagnosis. She also is one of the founding Board members of Safe Harbor House, a non profit and safe house that works with women who have experienced significant trauma. She has taught courses on nonprofit leadership, social work with communities and org's, social policy, and chemical dependency. She created and coordinated the International Field Experience curriculum for Cedarville University. She is a Ph.D. candidate, Memorial University, ABD M.S.W., University of Pennsylvania B.S.W.
Erica serves as the Dean of the College of Behavioral and Social Sciences at Southeastern University. She is the former BSW Director at Warner University where she successfully led its program through initial accreditation and was recognized as the 2011 Professor of the Year. In addition to 12 years in academia, Erica worked as the clinical manager of a bereavement counseling center where she provided group and individual counseling to children, adolescents, and adults. She is a Licensed Clinical Social Worker and Fellow in Thanatology and provides continuing education workshops on grief and loss throughout the United States. Erica was recognized as the 2013 Social Worker of the Year by the Heartland Unit of the Florida Chapter of the National Association of Social Workers. Ph.D. Social Work, University of South Florida MSW, University of Central Florida BSW, Florida State University.

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**Workshop Title**: The Role of Spirituality in the Treatment of Substance Use Disorders

**Workshop Presenters**: William Gilbert, PhD, MSW

**Workshop Abstract**: This presentation will discuss the role of spirituality as an important component in long-term recovery from substance use disorders. Spirituality will be reviewed as a traditional facet of Alcoholics Anonymous and as a research-supported intervention that can be integrated into treatment and social work educational programs.

**Workshop Number:** 20191378 -

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

- Define the construct of recovery capital and discuss its role in recovery.
- State the reasons why spirituality is a key factor in recovery from substance use disorders.
- Have tools to develop a plan to integrate spirituality at their treatment program or include spirituality in their social work school curriculum.

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

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

**Workshop Description and References**: A review of the current data on the prevalence of substance use disorders provides evidence of the growing crisis in our country. Over the past decade, research has provided evidence of the salience of spirituality in recovery. This poster presentation or workshop presentation will provide the participants information regarding the importance of recovery capital, in general, and spirituality (specifically)in the recovery process. Poster Presentation: The first panel will define recovery capital including a brief history of the concept. In the second panel, information regarding past research regarding the role of recovery capital in successful recovery will be presented. The presenter's own research findings on recovery capital will also be provided and how that research compares to past research on recovery capital. In the third panel data regarding the specific role of spirituality as an important facet of recovery capital will be presented. Quotes from respondents from the presenter's qualitative data will also be provided to further show the salience of spirituality in recovery. Workshop Presentation: The workshop will be an interactive presentation that will encourage participant interaction. It will begin with an overview of recovery capital including the original findings of Granfield and Cloud (1999) who first coined the term. Recovery capital encompasses

those factors that contribute to long term recovery including not only spirituality but also social support, 12-step participation, and physical capital (which includes but is not limited to financial resources). The presenter will then lead participants in a discussion of past and recent research regarding spirituality and recovery. This discussion will also include the presenter's recent qualitative and quantitative findings regarding recovery capital. After this initial discussion introducing the concept of recovery capital, the following topics regarding spirituality will be discussed: 1. A brief history of the role of spirituality as the foundation of Alcoholics Anonymous. This historical review will also include a discussion on the struggles faced by the founders of AA in proposing the relevance of spirituality in recovery. 2. With the importance of spirituality being supported by research, the presenter will engage the participants in a discussion of how to make spirituality an important component to a treatment program. Specifically, the presenter will discuss the role of twelve-step facilitated treatment in programs and the role of spirituality within that modality. 3. Potential obstacles in the development of a spirituality-based treatment program in non-faith-based programs. This will be followed with a group discussion on potential solutions to these obstacles. 4. The importance of recovery-based training at treatment programs including recovery capital and spirituality. 5. The role of social work education in promoting spirituality as key practice component.

**Presenter Bio (s):** William C. Gilbert, PhD, MSW is Assistant Professor of Social Work at Elms College in Chicopee, MA. He is also an adjunct professor at Eastern Connecticut State University and for the MSW program of Saint Louis University. Dr. Gilbert received his BA and MSW from Boston College ('88 and '90). He received his PhD in Social Work from University of Connecticut in 2015. He is a Connecticut Licensed Clinical Social Worker. Dr. Gilbert has presented at workshops and conferences sponsored by the Connecticut Department of Mental Health and Addiction Service and University of Connecticut,and at local panel discussions on the opioid crisis. He has worked at several social service agencies in Connecticut serving in both administrative and clinical positions including fifteen years in the addictions field. He is also currently working at Griffin Counseling,LLC as a private practice therapist.

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**Workshop Title**: Adolescent Identity Development within a Conservative Religious Community

**Workshop Presenters**: Erica Goldblatt Hyatt, DSW, LCSW, MBE

**Workshop Abstract**: While religion and spirituality may serve as a protective factor among youth transitioning into adulthood, some conservative religious ideologies and upbringings may pose problems in the development of identity. This workshop aims to provide an education regarding the more problematic outcomes faced by adolescents navigating the path to adulthood.

**Workshop Number:** 20191260 -

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

- Summarize the most popular approaches to understanding the development of identity during adolescence
- Recognize the unique ways in which adolescent identity development is challenged within a conservative religious vs. secular environment.
- Appreciate the unique challenges faced by sexual minority youth born and raised within a heterosexist environment.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: While religion and spirituality may serve as a protective factor among youth transitioning into adulthood, some conservative religious ideologies and upbringings may pose problems in the development of identity. With an overarching goal of creating cultural awareness among social workers providing clinical services to youth from religious backgrounds, this workshop is designed to provide an education regarding the more problematic outcomes faced by adolescents navigating the path to adulthood. The presenter will first provide an overview of classic and contemporary theories of identity development as well as a brief review of salient studies exploring the challenges of identity development within conservative religious ideologies. Next, the presenter will provide illustrative case examples from clinical practice highlighting the unique issues and concerns faced by teens in an insular and conservative Christian community. Particular attention will be paid to the mental health symptoms, socio-emotional, and spiritual struggles of LGBTQ youth coming of age in a heterosexist environment. Suggestions for intervention with youth will be provided, in addition to tips addressing how to manage reactions of spiritual countertransference among clinical social workers.

**Presenter Bio (s):** Dr. Erica Goldblatt Hyatt is the Assistant Director of the Doctorate of Social Work at Rutgers: The State University of New Jersey. She received her received her Master of Social Work (2006), Master of Bioethics (2006), and Doctor of Social Work (2011) degrees from the University of Pennsylvania. She is a licensed clinical social worker in the state of Pennsylvania and has experience working in the area of death and dying, spirituality, and adolescent mental health.

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**Workshop Title**: Resiliency, Reconciliation, and Peace: Implications for Social Work Practice

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

**Workshop Abstract**: This qualitative research project explores how "Gold Star Children" from Vietnam and the United States found peace forty years after the end of the Vietnam War. Data was gathered from participants of the 2 Sides Project, aimed at bringing reconciliation to American and Vietnamese adults whose fathers were killed in the Vietnam/American War.

**Workshop Number:** 20191406 -

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

- Articulate what it means to be God's ambassador in the ministry of reconciliation described in 2 Corinthians 5.
- Identify the impact of culture on the expression of grief in adult children from the U.S. and Vietnam.
- Articulate the feelings experienced by adult children whose father's were killed in the Vietnam/American War

**Level of Presentation**: Basic

**Target Audience**: Social Workers

**Workshop Description and References**: In 2018 the researcher traveled to Vietnam to gather data from participants of the 2 Sides Project. Eight sons and daughters whose fathers were Vietnam Martyr's met with six Gold Star Children from the United States for the first time. Data was gathered through a questionnaire and an audio recording of the meeting. This workshop will inform attendees of the impact of the meeting on the Vietnamese and American adults. Through carefully formed research questions, the researcher came to better understand the impact of culture on loss and grief, and the role that mother's played in the adult children's journey's. The purpose of this research study was explore how "Gold Star Children" from the United States and "Children of the Martyr's" from Vietnam found peace forty years after the end of the Vietnam War. This study will designed to fill a gap in the literature regarding resilience theory and factors that help children recover from parental loss (Walsh, 2002). The mission of the social work profession is to enhance the well-being of all people, specifically those who are vulnerable (Allen, 2008). This project gave a voice to a group of people deeply impacted by the aftermath of war whose voice is currently not represented in social work literature. Photos from the researcher's time in Vietnam will give the workshop attendees a visual picture of Vietnam today. Evidence of the war is still present yet much removed from the lives of the young people living in Ho Chi Minh City. A bachelor level social work student served as a research assistant in this research project. It is the goal of the presenter that each participant leaves the workshop excited about collaborative research projects. This workshop with equip social workers to better understand the struggles faced by individuals who lose a parent during childhood.

**Presenter Bio (s):** Dr. Lori Goss-Reaves began teaching as an adjunct professor at Indiana Wesleyan University in 2002. She joined the department full time in 2013. Lori worked for 26 years as a Licensed Clinical Social Worker in the areas of child welfare, juvenile justice, intellectual disabilities and school based services. She and her husband are the parents of five adult children. Their third son was born with Down syndrome and diagnosed with severe autism at the age of three. Dr. Goss-Reaves serves on the Prevent Child Abuse council of Grant County and is passionate about the welfare of vulnerable children. One of her greatest joys right now is loving on her three grandchildren!

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**Workshop Title**: Doing What's Right: When the Law, the Code, and Our Faith Collide

**Workshop Presenters**: Rachel Hagues, PhD, MSW

**Workshop Abstract**: As social workers, it is not uncommon that we find ourselves in situations where the law, our ethical code, and our faith collide. How do we work through these situations to develop a course of action? This presentation will cover best practice and give opportunity for application.

**Workshop Number:** 20191381 -

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

- Gain knowledge around social workers' responsibilities when application of the Code of Ethics and the law appear to be in conflict.
- Gain strategies for working through cases that could have different outcomes depending on whether the Code of Ethics or the law is applied.
- Learn strategies for making decisions with clients that are above reproach in light of their faith.

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

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

**Workshop Description and References**: As social workers, it is not uncommon that we find ourselves in situations where the law, our ethical code, and our faith do not align. For example, just recently, the National Public Radio reported a story that volunteers that have been aiding migrants crossing the Southwest border by leaving water are being taken to trial by the Federal Government "one even facing a felony charge (Rose, 2019). Our social work ethical code would say that leaving water so that someone does not die is just a matter of seeking justice for the vulnerable "a core value for social work" and a matter of helping meet basic human needs (National Association of Social Workers, 2017; Reamer, 2018). Christians would agree and would be able to justify such an act with scripture (Blind & Blind, 2018; Isaiah 1:17; Mark 9:41). Yet the Federal government would say this act of leaving water for migrants crossing the dessert is actually "encouraging illegal immigration" (Rose, 2019). Additionally, what if our work is in the context of a broken legal system, yet to pursue justice for our clients requires a report to the corrupt police? How do social workers work to practice "at the intersection of law and ethics" through the issues of law and law enforcement, as these are "a potential component of structural injustices social work seeks to address" (Blind, 2019). Additionally, how do we seek

our client's best interest "a core component of social work " when our client's best interest may be different than that of the law or conflict with what our faith would have us do? How do we work through type of situations to develop a course of action? The presenter will discuss best practices when it comes to working through such dilemmas. Legal cases that have set precedent for social workers will also be presented. Finally, case studies will be utilized, and opportunity for participant application will also be provided.

**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 teaches courses on Human Rights, Social Justice, Community and Global Development.

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**Workshop Title**: Narrative Research: Anti-Trafficking Strategies in Social Justice Framework

**Workshop Presenters**: Candace Hansford, Ph.D., M.S.W.

**Workshop Abstract**: Collaboration of churches, social workers, and law enforcement should happen to combat social problems, like human trafficking, which affects millions. This narrative research in a social justice framework examines the experiences of law enforcement handling the first human trafficking case in a rural area and presents antitrafficking strategies.

**Workshop Number:** 20191425 -

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

- Describe how a rural area can be affected by the first human trafficking case through the restorying of law enforcement's experiences.
- Produce a social justice framework for combating human trafficking in communities collaboration with churches and other community partners.

- Apply anti-trafficking strategies to communities; utilizing churches as primary place to begin.

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

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

**Workshop Description and References**: Interprofessional collaboration, from churches, social service agencies to law enforcement, is a necessity to build greater communities, especially in rural areas. Through many social problems, social workers, clergy, detectives and police officers have worked in collaboration to ensure the safety and protection of vulnerable populations. One social problem that most citizens would say has not reached them is human trafficking. However, human trafficking is everywhere and has risen as one of the foremost and horrendous social problems that transcends boundaries, and strips humans of their rights. It affects millions of people; as an emerging topic for domestic and global social work, there is a continued need for empirical research, especially micro level research, over various aspects of human trafficking (Hodge, 2014; Macy & Johns, 2011). This narrative research study done within a social justice framework examines the experiences of law enforcement handling the first human trafficking case in a rural area. For qualitative research, narrative studies fills a gap where the researcher can focus on the individual's life and experiences told through his/her own stories, focused within a structural context (i.e., rural area), to be able to garner themes from that experience. These can be utilized to develop strategies within the social justice framework to bring justice to communities and ensure human rights (Creswell & Poth, 2018). When doing research in a rural area and implementing a social justice framework, one has to understand how rooted oppression, power structures, whiteness, socio-economics, caste systems, and social constructs affect the population as a whole (Daley, 2015; Garcia & Van Soest, 2006). The first human trafficking case to hit law enforcement can leave many shocked and bewildered; this research presents just this scenario. For the methodology, focusing on oral history within the narrative research, the researcher gathered data of individual experiences from law enforcement through a collection of multiple interviews and class lectures (Creswell & Poth, 2018; Czarniawska, 2004). Thematic analysis was used for the restorying of the data. Those themes are: 1) law enforcement was unaware of the impact of human trafficking, 2) did not even consider it would happen in their area, 3) no one was equipped in the department to really "handle" the case, and 4) the detective assigned the first case was now the "human trafficking expert." After identifying those themes, social justice strategies were created to design anti-trafficking measures (Riessman, 2008). One strategy is to bring about awareness that human trafficking happening in the rural areas. One of the first places for that to happen is the local

churches. The pillars of rural communities are the churches and there needs to be a concerted effort of clergy and professionals to share that trafficking is happening to dispel the myths and stigma.

**Presenter Bio (s):** Candace Rhines Hansford, Ph.D. Dr. Hansford is currently a full-time Professor at Carver School of Social Work at Campbellsville University and her main assignment is teaching in the MSW program. Dr. Hansford received her Ph.D. from The Ohio State University in 2005 and was in the last graduating class of the Carver School of Social Work at Southern Seminary. Dr. Hansford received her BA in Religion from Cumberland College. Dr. Hansford has presented at numerous national, state, and local conferences from the Council of Social Work Education's Annual Program Meeting to the Society for Social Work Research conference. Dr. Hansford's areas of interests are human trafficking and anti-trafficking measures, international social work, and poverty.

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**Workshop Title**: Faith and Economic Justice for Women and Minorities

**Workshop Presenters**: Aprill Harmon, Phd, MBA, LCSW-S

**Workshop Abstract**: This workshop will explore root causes of economic injustice; the impact on women and minorities, and areas of opportunity for faith leaders and social workers.

**Workshop Number:** 20191282 -

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

- Recognize the impact of economic injustice on women and minorities.
- Identify the principles of economic justice.
- Apply the gospel to economic justice.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: Our economic policies determine how individuals earn a living, enter into contracts, conduct business, and more. Economic justice liberates individuals, families and communities to develop economic, psychological and human capital. Racial and gender discrimination has been proven in financial, housing, academic, healthcare, and public, & private institutions throughout history. In fact, remnants of Black Codes and Jim Crow Laws are still evident in many public policies. Consequently, both implicit & explicit bias have influenced the socioeconomic status and upward mobility of women and minorities. Pay inequality between women and men continues. Poverty rates for women and minorities continues to plague society. Human trafficking is on the rise. While social workers and faith leaders have been instrumental in working to resolve injustices related to race and gender; there is opportunity to also integrate faith and social work to empower clients to overcome economic injustice. The ultimate goal of economic justice is to create equal opportunities to self actualize and have a dignified, productive, and creative life. There are opportunities at every level, micro, mezzo and macro to help alleviate economic injustice.

**Presenter Bio (s):** Aprill Harmon, Social Work Supervisor ,PhD - Our Lady of the Lake University (Pending May 2019) MBA- University of Dallas (2010) MSW- University of Texas Arlington (2005) BSW- University of Texas Arlington (2004)
Associates - Paris Junior College (2002) . Licensed Clinical Social Work Supervisor - Active. Presented at Conferences, Workshops, Organizational Trainings, & Professional Development . Currently a Social Work Supervisor at VA North Texas Healthcare Center in the Permanent Supportive Housing Program serving chronically homeless Veterans. I have been employed with the VA 8 years, social worker for 15 years.

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**Workshop Title**: Is Mental Health First Aid Effective Among Congregants?

**Workshop Presenters**: Krystal Hays, PhD, MSW, LCSW Jennifer Costello MSW, LCSW

**Workshop Abstract**: Mental Health First Aid is an evidenced based intervention that is effective in improving knowledge, attitudes, and self-efficacy around identifying and addressing mental health problems in community settings. This study describes the implementation of Mental Health First Aid courses with members and leaders of congregations.

**Workshop Number:** 20191347 -

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

- Identify current gaps in church based support for mental and emotional problems
- Understand the components of Mental Health First Aid and its evidence base
- Describe the cultural adaptations required for Mental Health First Aid to be most relevant for Christian church leaders and members

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

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

**Workshop Description and References**: More than 35% of individuals with a severe mental illness do not receive any treatment (Substance Abuse and Mental Health Services Administration, 2017). Many individuals, particularly racial and ethnic minorities, are more likely to use religious coping and informal church support to manage mental and emotional problems than formal or professional services (K. Hays & Gilreath, 2016; Krystal Hays & Lincoln, 2017; Nguyen et al., 2018). However, many church leaders and members feel ill-equipped to address the multitude of mental and emotional problems presented to them (Payne, 2014; Pickard, 2012; VanderWaal, Hernandez, & Sandman, 2012). Mental Health First Aid (MHFA) is an evidenced based intervention that has been found to be effective in increasing knowledge of mental illnesses, attitudes about mental illness, and self-efficacy around identifying and addressing mental health problems in a variety of community settings (Mohatt, Boeckmann, Winkel, Mohatt, & Shore, 2017; Morawska et al., 2013; Svensson & Hansson, 2014). However, little is known about the use of MHFA in church settings as a strategy to better equip religious communities in supporting individuals with mental problems. This study describes the implementation of Mental Health First Aid courses with members and leaders of congregations. Although the curriculum was not formally modified, the authors describe how the program was tailored to increase its relevance for congregants. Participants included 29 individuals who were members or leaders of Christian church congregations in Southern California. Participants completed the 8-hour manualized training as well as a pre- and post-intervention surveys to determine changes in knowledge, beliefs, self-efficacy, and stigma. The majority of participants were female (80%) and half (50%) identified as racial/ethnic minorities (i.e. Hispanic, Asian, American Indian, or African American). A number of participants (40%)

identified themselves as leaders of their congregations and the overwhelming majority (93.3%) reported having recent contact with someone with a mental health problem. Results of the independent t-test revealed statistically significant improvement across all five domains of interest from pre- to post-test suggesting that the MHFA training was effective with church congregants. Further, 96% of respondents reported that the MHFA training was relevant to their role as a church leader or member. These results suggest that this intervention is useful for members of faith communities and may help address an existing gap in supportive services for individual with mental and emotions problems.

**Presenter Bio (s):** Dr. Krystal Hays is an Assistant Professor of Social Work at California Baptist University. She is also a Licensed Clinical Social Worker with experience providing psychotherapy and capacity building in community mental health settings. As a social work researcher Dr. Hays focuses on reducing the burden of depression and other mental illnesses and improving mental health treatment outcomes for African Americans. Also, her research explores ways that religiosity influences mental health outcomes and suggests that increased partnerships between mental health professionals and clergy can improve mental and emotional well-being in African American communities. She has several refereed journal publications and is involved in community based research projects. Dr. Hays has a passion for helping those who are hurting and a desire to train the next generation of social workers to do the same.
Prof. Jennifer Costello is an Assistant Professor and Field Director at California Baptist University. She is a Licensed Clinical Social Worker with experience in direct social work practice. Her research interests are focused on military/veterans and their families and integrated behavioral health. She seeks to understand how individuals seek mental health services from primary care and faith-based organizations so we can bring mental health services and interventions to those locations. She is committed to developing intervention that address both physical and mental health and can be utilized in non- specialty mental health clinics and helping build organizational capacity to address the mental health need of the community.

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**Workshop Title**: Connecting the Global Orphan Crisis, Child Trafficking and Social Work

**Workshop Presenters**: Ashlee Heiligman, MSW, LSW

**Workshop Abstract**: The U.S. abandoned the orphanage model in the mid-1900's due to the recognition that children need families. However, the American church continued to proliferate orphanages across the developing world. UNICEF and governments are seeking to close

orphanages but these institutions need increased social work capacity to transition children safely.

**Workshop Number:** 20191353 -

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

- Identify the history and status of the global deinstitutionalization movement led by UNICEF and how the global movement impacts children and the role of the American Church.
- Understand Christian social workers' role in advocacy within the American church, according to our code of ethics.
- Understand what is needed to keep children safe during care reform and how Christian social workers can get involved.

**Level of Presentation**: Intermediate, Advanced

**Target Audience**: Social Workers, Educators

**Workshop Description and References**: The global movement of care reform began upon the ratification of the UN Convention on the Rights of the Child in 1990, in which Article 9 gave all children the right to grow up in their own family. Since that time, UNICEF, along with other international players, has strongly advised governments to reduce the number of children in institutions and many governments are beginning to comply, however the lack of family services is an obstacle internationally. Because the orphanage model has been the first response for orphaned and vulnerable children, many contexts lack adequate family support services. Many orphanages also need increased social work capacity in order to safely transition children into families and to monitor and support those families after placement. The Global Social Service Workforce Alliance recently issued a "Call to Action" to the international humanitarian and child protection community, asking for organizations to sign on in a commitment to strengthening the global social service workforce. Their impotence highlights the great need for increase services because internationally, "social services remain severely under-resourced" and they go on to say "policy and decision-makers can demonstrate their commitment to ending violence against children by allocating budgets for the planning, development and support of the social service workforce" (GSSWA, 2018). Minnesota Department of Human Services (1995) outlined the history of the orphanage model in the United States in which they highlighted some important

findings that could be beneficial internationally as well. This article points out that the in 1909, after the White House's Conference on Children, President Roosevelt, declared that children should be placed in families as the first option instead of orphanages. Prior to that point, orphanages had been the first response for children in need and parents in poverty were even encouraged that an orphanage was a better option for their child's future. Despite Roosevelt's recommendation for care reform, the orphanage population did not begin to decline until 35 years later. It was not until 1944 that the population of children living in orphanages began to drop because of the increase in funding for family support services so families could care effectively for their own children. According to our professional code of ethics, we are called to speak up for children and families without a voice and there are many ways Christian social workers can practically do that. There is a need for local advocacy to educate the American church about child's needs, and the need to prioritize families, as it is God's design. Social workers can also volunteer their time to work with the staff in these orphanages internationally to equip them to better protect children. Global Child Advocates is partnered with SFAC to equip social workers to contextualize their skills to volunteer as global consultants.

**Presenter Bio (s):** Ashlee Heiligman is a licensed social worker, and her MSW specialty is Direct Practice w/ Children and Families. She leads a nonprofit called Global Child Advocates, which is focused on keeping children in safe, loving families. After working in residential treatment centers and serving with C.A.S.A in the U.S., Ashlee moved to Thailand in 2009 to work with grassroots organizations serving vulnerable children. She saw firsthand the harms of long-term institutional care on children, especially in the absence of social work capacity. Ashlee witnessed many faith-based orphanages without any form of case management or plans for permanency. Now, with the global DI movement, her passion is to see those orphanages empowered with the social work skills needed to transform their models of care to provide family-based care.

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**Workshop Title**: Am I My Brother's Keeper: Healthy Masculinity of HS and College Young Men

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

**Workshop Abstract**: From a Biblical perspective, this workshop is designed to equip social workers with awareness and strategies to help male, mainly first generation high school students and a men's group on the campus of a private liberal arts college learn about healthy masculinity, and the importance of building positive peer and healthy romantic relationships.

**Workshop Number:** 20191287 -

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

- Explore how high school aged and college aged young men define masculinity and how their definition of masculinity can help or hinder their development
- Have an understanding of male socialization and the importance of having high educational and social expectations for males
- Identify intervention needs in meeting the educational and social needs of urban males and develop plans/strategies for meeting these needs

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Then the LORD said to Cain, "Where is your brother Abel?" "I don't know," he replied. "Am I my brother's keeper?" Genesis 4:9 NIV. The presentation format will utilize as a foundation the scripture Genesis 4:9 and the importance of mentoring, molding, shaping and helping men to express their emotions and change their behaviors to be healthy, respectful partners, fathers, sons and men of character. As Christians, we must be concerned about the detrimental impact that toxic masculinity does to both women and men and the damage it does to human relationships. The Bible advises us to be concerned with the plight of others: "not looking to your own interests but each of you to the interests of the others"Philippians 2:4 NIV. This workshop will promote healthy, respectful manhood and healthy relationships; and discuss concrete ways to decrease language and actions that degrade women, girls and other marginalized groups; challenge harmful cultural and social norms; and decrease instances of dating violence, sexual assault, bullying and homophobia. There is much talk today in American society about toxic masculinity. One can think of school shootings, violence, drug and alcohol abuse, the heroin and opioid epidemic, violence against women, sexual assault, sexual harassment, homophobia, bullying and cyberbullying as issues that need to be addressed. This workshop is designed to equip social workers from a biblical perspective

with awareness and strategies to help urban students define both positive and negative attributes of masculinity, discuss how males are currently socialized in American society, and provide an overview of interventions that are instrumental in helping male students to pursue, attend, and persist in post-secondary education. The information presented is from a program in an urban school district that seeks to prepare low income, urban students to further their educational goals beyond high school. I will also discuss a male mentoring group on a college campus and discuss my work with them examining the topic of healthy masculinity and building positive peer, dating, and romantic relationships. In addition, I will showcase a variety of exercises, written activities, and popular media such as DVD's and YouTube clips as an educational tool to enhance participant engagement and deepen learning about this topic.

**Presenter Bio (s):** Anthony C. Hill, Ed.D., M.S.W., L.C.S.W. has extensive experience in both the fields of social work and education and has been employed as a clinician, school social worker, assistant principal, and principal. He currently works at Springfield College School of Social Work in Springfield, MA as a tenured, Associate Professor. He received his Master of Social Work degree from University of Pennsylvania in 1994, and graduated with his Doctorate degree in 2011 from the University of Massachusetts at Amherst. His doctoral dissertation examined secondary traumatic stress and the "cost of caring" for elementary educators working with traumatized students. He has presented at several NACSW conferences and is active in his faith community as well as sits on several community boards.

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**Workshop Title**: Racial Identity Development, Social Work and Faith

**Workshop Presenters**: Stacia Hoeksema, LMSW Jevon Willis LLMSW

**Workshop Abstract**: This workshop will explore racial identity development and how it intersects with our professional and Christian identities. Participants will be encouraged to examine ways their racial identity development impacts their work with clients and their functioning within their agencies/organizations.

**Workshop Number:** 20191419 -

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

- Understand the theory of racial identity development and how this connects to one's identity in Christ.
- Examine how racial identity development impacts participants personally and in their relationships with clients.
- Identify how racial identity development functions within participant's agencies/institutions.

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

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

**Workshop Description and References**: Racial Identity Development is often valued in social work circles. Yet, how often do social workers intentionally consider their own racial identity development process? This development can have a profound impact on Social Worker's relationships with their clients as well as the way they function within their agencies/institutions. Using research as well as professional and personal experiences in settings including churches, higher ed institutions, and community agencies the presenters will prompt participants towards recognizing and identifying their own racial identity development. Additionally, consideration will be given to the way that these racial identities mis-shape our identities in Christ and God's intention for the way we are to be in relationship with one another.

**Presenter Bio (s):** Stacia Hoeksema, LMSW is an Assistant Professor at Calvin College where she has taught since 2003. Stacia is also an anti-racism workshop facilitator through Congregations Organizing for Racial Reconciliation (CORR). She earned her BSW from Calvin College in 1994 and her MSW from the University of South Florida in 1999. Stacia's primary clinical social work experience has been in the areas of medical social work and grief and loss. Stacia is currently involved in research and coaching around the issue of racial dynamics in the workplace with a large social service organization in Grand Rapids. She is interested in the intersection of race, faith and social work both professionally and personally. Stacia is married and on the journey of raising four teenage children. Jevon and Stacia have previously presented together at NACSW as well as other venues.
Jevon Willis currently lives in Grand Rapids with his wife and four children. He serves as the Associate Director of the Center for Diversity and Inclusion at Hope College. Jevon has worked with teens, adults and other community stakeholders in Grand Rapids for over 18 years in residential, jail, clinical and community settings. Jevon has also worked as an adjunct instructor at Grand Rapids Community College in the Sociology Department and at Calvin College in the

Social Work Department. Jevon graduated from Ferris State in 2001 with a BSW and from Western Michigan University with a MSW in 2009. Jevon has previously presented with Stacia, a workshop on "Internalized Racial Identity" in 2016. In addition to his professional endeavors, Jevon worships at Madison Square Christian Reformed Church where he helps to lead "Community Conversations" with congregants and community members.

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**Workshop Title**: Using Social Media and Podcasting to Collaborate for Social Change

**Workshop Presenters**: Oxhandler Holly, PhD, LMSW Robert Vore MS, APC, NCC

**Workshop Abstract**: This workshop reviews ways helping professionals can utilize social media, podcasts, and websites to collaborate and disseminate research findings and novel ideas, particularly related to integrating clients' religion/spirituality into mental health treatment. The presenters will provide practical tips and implications for research and practice.

**Workshop Number:** 20191428 -

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

- Describe the importance of collaboration with other helping professionals, particularly related to integrating clients' spirituality in mental health treatment
- Identify innovative platforms to learn about interdisciplinary research findings
- Describe practical steps/strategies in using technology and social media to disseminate research

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: One of social work's strengths is our intention to collaborate with a variety of disciplines who are equally interested and invested in serving individuals, families, and communities. Indeed, service is recognized as our first ethical

principle, with a primary goal to "help people in need and address social problems" (NASW, 2017). Oftentimes, this may include learning from and/or connecting clients with specialized medical care providers, financial advisors, education specialists, local resource providers, or even faith leaders, depending on the client's unique circumstances and needs. While there are many ways to connect with these individuals, one bridge that has been more difficult to navigate is connecting clients with religious/spiritual resources when it may help them. This is especially important to consider given 77% of adults in the US consider religion to be at least somewhat important to them (Pew Research Center, 2015). However, only 13% of a national sample of LCSWs have taken a course on various elements related to integrating clients' religion/spirituality(RS) in practice (including connecting clients with religious/spiritual resources), and only 43% report linking clients to relevant RS resources when it may help them(Oxhandler et al.,2015). Likewise, a similar gap exists among faith leaders, such that, mental health concerns are typically first presented to faith leaders (Wang et al.,2003; Weaver et al.,2003;), but faith leaders are rarely trained to distinguish symptoms of mental illness from spiritual concerns or struggles, let alone to refer (Payne & Hays,2016). Though formalized higher education is ideal in addressing these gaps, recent growth in technology has resulted in novel platforms to disseminate innovative ideas and interdisciplinary research findings to those who may not have access to many academic journals(Schnitzler et al.,2016). Thus, this workshop will discuss the rationale for considering various platforms for disseminating research findings and building bridges between various helping professions, with a particular focus on mental health care providers and faith leaders. These platforms include social media (with a focus on TwitterTM), podcasts, and researchers' websites. Additionally, the presenters will share their experience with utilizing these platforms (including co-leading a weekly podcast) and offer tips for navigating social media as a helping professional, with a focus on learning about ethically integrating clients' RS in mental health treatment, building connections with other disciplines, and connecting with podcasts. As we continue to focus on "Empowering People, Healing Communities: Working Toward Renewals and Restoration," it is critical that we consider innovative ways in which we can learn from and collaborate with other helping professions, particularly via technology " including social media and podcasts " to disseminate research findings, ideas, and to serve our clients and communities.

**Presenter Bio (s):** Dr. Holly Oxhandler is the Associate Dean for Research & Faculty Development at Baylor University's Diana Garland School of Social Work. She received her MSW and PhD from the University of Houston in 2014 and has her LMSW. Her research focuses on the ethical and effective integration of clients' religion/spirituality in mental health treatment, and she is the cohost of the podcast CXMH: Christianity and Mental Health.

Robert Vore is an Atlanta-area counselor who works with youth, adolescents, and young adults; a certified QPR Suicide Prevention Instructor; and he offers trainings for churches, ministries, schools related to mental health. He received his Masters In Counseling from Mercer University and is the cohost of the podcast CXMH: Christianity and Mental Health.

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**Workshop Title**: Development in the Right Direction: HBSE and the Goals of Human Development

**Workshop Presenters**: Lisa Hosack, PhD, LMSW

**Workshop Abstract**: Social workers prioritize the theories of lifespan development and their environmental intersections, however, Christians in social work additionally have a rich theological framework to draw upon in understanding human nature. This workshop considers what we are developing for and how we can help others to develop in the right direction.

**Workshop Number:** 20191415 -

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

- Identify a perspective for integrating some key theological aspects of human nature in the work of understanding HBSE
- Be challenged to consider the purpose of human development and to apply this perspective specifically to their work context
- Learn about other resources and ideas for the integration of HBSE and core aspects of the Christian faith

**Level of Presentation**: Intermediate

**Target Audience**: Social Workers

**Workshop Description and References**: The goal of this workshop is to consider innovative strategies for integrating faith in HBSE courses, featuring my forthcoming text as well as other

tools and resources. The book presents a way of looking at human development and its environmental intersections from a perspective that prioritizes some key theological realities including our relational nature as persons, our fallenness, and our inherent need for agency (among others). These are considered in light of the largescale goals of human development which I suggest are ultimately development in the direction of healthy and interconnected relationships with God, ourselves, and other people. The goal of the presentation is not merely to promote the book, but to encourage participants to think more deeply about how their work fits into a larger narrative. To see how their work with persons or systems can rightly be understood as encouraging others toward their created purposes. This perspective not only captures, I believe, the essence of social work, but offers a framework that helps to sustain when tangible signs of progress or success are absent.

**Presenter Bio (s):** Lisa Hosack is an associate professor at Grove City College in western Pennsylvania where she recently launched an accredited BSW program. She is a licensed social worker who holds a MSW from University of Illinois-Chicago and a PhD from Michigan State University. Dr. Hosack has over twenty years of social work practice experience in a variety of settings and has been teaching HBSE courses for the past six years. She recently completed a text designed to assist students and practitioners in integrating a theological understanding of human nature with the core concepts of HBSE.

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**Workshop Title**: Preserving Self in a Sea of Trauma - Self-Care: Deeper Than You Think!

**Workshop Presenters**: Margaret Howell, MSW Donna Campbell MSW/MAYYAM Candidate

**Workshop Abstract**: In this presentation, we will identify indicators of overwork, overextension in social workers; recognize social worker self-care as an ethical issue; recognize the significance of self-care for the self, family, agency, clients; share various ways to self-care including one's faith.

**Workshop Number:** 20191410 -

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

- Identify indicators of overextension or overwork in social workers.
- Recognize the impact of social work overextension on all stakeholders and the ethics involved.
- Learn various ways to self-care, including recognizing one's faith as a part of that process.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Our world has become a sea of trauma with ever increasing demands on social workers, from greater numbers of clients to more complex cases and more and more complex systems to navigate. In the midst of this, social workers get stretched to the max, producing rapid turnovers, especially in the field of child welfare where the need is great. Social workers enter the field because they care and not with the intent of quickly exiting. In the meantime the demand for social workers continues to increase by 15% to 2026. Social workers are often overextended, worn thin. This not good for the self, family, agency or clients. Social workers and social work agencies need to be proactive in protecting social workers with proper selfcare. Ongoing prevention and intervention is needed. In the end this will be more cost effective for all. Trained workers will be retained. Clients will be better served. There will be less demand for sick time and out of work time and the agency will be better served. We will identify what it means to be an overextended social worker. Look at the impact of social worker overextension on all stakeholders. Recognize this as an ethical issue pertaining to clients and self. Indentify different ways to selfcare including recognizing one's faith as part of that process.

**Presenter Bio (s):** Margaret D. Howell, Assistant Professor of Social Work, Dual Degree Coordinator for Social Work and Theology, MSW, University of Connecticut, 1988. Theology, Northern Caribbean University, Jamaica, WI.1982. A frequent presenter at NACSW, presenter at CSWE and ACSSW. Howell has served as a clinical social worker in CT and in MA for more than 20 years working with children and families. She has been a social work educator since 1991 in MA and MI and has been a college counsellor, clinical supervisor and social work consultant.
Donna Daneel Campbell, Graduate Assistant in Theology and Social Work Departments, Library Clerk. BS in Management Studies, Northern Caribbean University, Jamaica, WI. 2009

**Workshop Title**: Case Study of an Evidence-Based Group Tasked to Transition a Beloved Pastor

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

**Workshop Abstract**: This workshop will present a case study of a social work evidence based group tasked to transition out a beloved pastor of 25-plus years, and bring in a new one, using Bowen's System's theory as a framework for a successful outcome for the membership and the surrounding community (Galindo & Mills, 2016; Danielson, 2001).

**Workshop Number:** 20191271 -

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

- Discuss the challenges of transitions for long term, longstanding pastors, and also the church members, and community.
- Learn an evidence-based group model for working with church members and community when a long-term, long-standing pastor transitions.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: Transitions for long serving pastors have been identified in the research literature, but not all pastoral transitions can be identified as being successful. Performing a basic search of "pastoral transition" yields a considerably long list of consultant firms and publications intended to help pastors and congregations navigate phasing out a previous leader, and bringing in a new one (Dollhopf & Scheitle, 2013). However, there is an equal number of publications that discuss how church memberships can greatly suffer and/or decrease during and after transition (Dollhopf & Scheitle, 2013), while others discuss the benefits and challenges of using an interim pastor while a new permanent successor is identified to pastor (Danielson, 2001; Strong, 2013); doing so is identified as being related to size of

membership, many times not considering the members, who also experience the transition(Graham, 2011). While this is subject of pastoral transition is identified in the research literature, it is also known that many transitions happen without considering the congregation. When transition happens, both the pastor and the members experience grief and loss. However, when members are not considered during a transition, chaos is likely to happen (Graham, 2011).This workshop will present a case study of a social work evidence-based group tasked to transition out a beloved pastor of 25-plus years, and bring in a new one, using Bowen's System's theory as a framework for a successful outcome for the membership and the surrounding community (Galindo & Mills, 2016; Danielson, 2001). It is hoped that this model will be useful for social workers to assist members and community members who experience grief and loss when a long-term or long-standing pastor transitions out, and a new one begins.

**Presenter Bio (s):** My name is Rhonda E. Hudson, PhD, LCSW, and I am a professor of Social Work, at Union University, Jackson, TN. I earned my MSW degree in 1998, and my PhD degree in 2006, from Barry University, Miami Shores, FL. I currently have an LCSW license from the state of TN. I have been a prior presenter at NACSW, for most years, from 2007 until 2018. I have been in my current position at Union University since 2006. My previous experience includes working as a research associate with a team completing research with HIV+ men and women in the Department of Psychiatry, at University of Miami School of Medicine, Miami, FL.

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**Workshop Title**: Breaking Down the Publication Process: An Introduction to Writing Opportunities

**Workshop Presenters**: Mackenzi Huyser, Jane Hoyt-Oliver

**Workshop Abstract**: This interactive presentation will break down the “smoke and mirrors” behind writing for publication. Educators and practitioners will discover topics and avenues for sharing their expertise with the broader field. It will outline the variety of articles that the journal Social Work and Christianity (SWC) publishes and provide the guidelines required for each type of article. Opportunities will be presented for ways to begin immediately. Come ready to participate and leave with next steps to take toward publication.

**Workshop Number:** 20191272 -

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

- Learn the language and traditions of scholarship and publishing in the academy
- Identify areas of expertise in teaching and/or practice that could shape one's contributions to the field of social work
- Build a plan with practices and action steps for submitting a presentation proposal, manuscript for publication, and/or other piece of scholarly work.
- Be presented with information regarding the steps for submission and the review process within the journal Social Work and Christianity (SWC).

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: This presentation will offer educators and practitioners a toolkit of creative strategies for launching some publishing opportunities. Drawing on our own experience as scholars and the experiences we've had working with educators and practitioners on scholarly projects, we'll share practices and ideas that can help educators and practitioners build a plan for engaging in scholarly work. Our presentation will introduce practitioners and educators to the language of scholarship, share innovative ways for sharing one's scholarship in peer reviewed outlets, and assist educators and practitioners in mapping out a plan to begin this work.

Especially in disciplines like social work, many educators enter academia through practice routes. For these practitioners-turned-educators, navigating systems like promotion and tenure can be overwhelming. Likewise, social work practitioners hold a wealth of knowledge about innovative and emerging best practices in the field that should be shared. This workshop will assist both of these groups in finding creative outlets to share their knowledge and expertise. This workshop will be presented in an interactive format as participants will be given various activities to complete individually and in small groups that demonstrate creative strategies for taking up the work of publication. In addition to these activities, we will share information about the variety of articles that the journal Social Work and Christianity (SWC) publishes and answer questions for both educators and practitioners. We will close our workshop with activities that allow participants to begin to develop their own personal goals for publishing with opportunities for follow-up and mentoring after the session. Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic writing success.* Thousand Oaks, CA: Sage Publications. Wolfer, T.A. and Huyser, M. (2010). *Grappling with Faith: Decision Cases for Christians in Social Work.* Botsford, CT: North American Association of Christians in Social Work.

**Presenter Bio (s):** Mackenzi Huyser, serves as Executive Director at Chicago Semester. She has nearly 20 years of experience teaching and mentoring college students from a wide-variety of disciplines. Her most recent roles in higher education included serving as an Academic Dean for Faculty Development and Academic Programs at Trinity and as Executive Director of Chicago Semester, an off-campus experiential education program that serves students from 26 different colleges and universities. Dr. Huyser's publications include *Grappling with Faith: Decision Cases for Christians in Social Work* (NACSW, 2010) and a variety of scholarly articles on gentrification and place published in *Christian Scholars Review*, *Human Service Organizations: Management, Leadership & Governance,* and the *Journal of Sociology and Social Welfare*. She serves as an Associate Editor of the journal *Social Work and Christianity*. Dr. Huyser is a graduate of Trinity (BA, Sociology), Grand Valley State University (MSW), and Andrews University (Ph.D., Curriculum & Instruction).

Jane Hoyt-Oliver, will serve as Editor-in-Chief for Social Work and Christianity beginning January, 2020.She recently retired from Malone University where she taught social work and General Education courses for 35 years. Dr. Hoyt-Oliver served as Chair of the Social Work Dept. for more than 20 years and was Director of MU's General Education Program for five years. Most recently, Dr. Hoyt-Oliver was the Principle Investigator and co-author of*: Parenting in Transracial Adoption: Real Answers to Real Questions (*ABC-Clio-Praeger, 2016).

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**Workshop Title**: A Christian College and K-12 Public Schools: Field Education Collaboration

**Workshop Presenters**: Erin Johnson, MSW  Peggy Gibbons MSW

**Workshop Abstract**: A partnership between a BSW program's Field Education and Macro Practice class and the local school district was developed to address student mental health needs. The partnership developed school based internships and a macro practice class project working to navigate the divide between public education news and Christian Social Work Values.

**Workshop Number:** 20191294 -

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

- Develop an active community partnership between small private Christian College BSW programs and a Public School System through an extensive internship program.
- Navigate challenging conversations and partnerships between Christian social workers and public, community agencies in our current polarizing culture.
- Identify ways to help Christian social work students thrive in internships and employment within community organizations and school systems.

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

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

**Workshop Description and References**: As a local school district found themselves looking for community agencies to help support the increased mental health needs of their students, a partnership with the local university's BSW program was established. This partnership was twofold; 1) Developing school based internships for BSW and MSW students to work alongside the school counselors and behavior specialists to support the students, school community, and families, and 2) provide an in-depth look at the current social problems facing the K-12 population through a Macro Practice Class community partnership project. The focus of this presentation will be on walking participants through the development of the collaboration between the two schools with a discussion on how the Christian College Faculty navigated the questions and barriers present in working with a progressive public school district. The presenters will share about how they have navigated responding to school districts questions about the readiness and ability of their Christian students to engage in public school settings which present a diverse population of students. Although being rooted in the NASW Code of Ethics and a commitment to Christian faith these conversations can be challenging to navigate due to the perceptions of community partners. The presentation will also discuss the current established aspects of the partnership as well as the goals for further growth and development over the next 3-5 years. This overarching goal of the presentation is to help Christian educators and practitioners prepare for collaborative partnerships within their own communities. The internship partnership between the school district and the Field Education program supports identified needs of the school district's students and community while creating safe environments that foster academic, social, and emotional learning. This partnership began with educating school district employees about school based social work and what social work interns could provide that is unique to social work. The presentation will discuss how this partnership has unique elements that are outside of a traditional internship partnership, including a collaborative orientation training that is hosted by the university and the school district. The focus of the

community project is to develop a community-based program or project to address an issue related to the identified school based social problem. The school district provided a list of the top social problems they are facing as a school district to the professor of the macro level class. The professor then shared the list with students who identified 6 social problems to focus on. Moving into the work of the project, the student groups created a proposal with the intent to present their intervention or program to school district officials. Groups worked in class and outside of class to create evidence-based proposals with integration of research from literature and demographic data.

**Presenter Bio (s):** Erin Johnson serves as the BSW Field Director and Assistant Professor at George Fox University. Erin earned her MSW from Salem State College in 2004. Prior to accepting a fulltime teaching position Erin worked in community nonprofit organizations as a mental health play therapist working with children who have experienced sexual abuse and other traumas. In her work she helped develop programs and supervise/manage programs focused on home-based family services. In her teaching Erin focuses on practice courses, field education, and trauma and recovery. With her teaching Erin works to integrate her Christian faith into her curriculum, helping students to navigate the connection and interwoven beauty of a Christian social worker.
Peggy Gibbons joined George Fox as an assistant professor of social work in 2018. Her focus is on macro practice, social policy, and field education. Previously, she worked extensively in healthcare and community development. A common goal in her previous jobs has been to develop programs which increase access to primary medical and mental health care for rural and underserved populations. This has been an important avenue for her to put her Christian faith into action. Peggy has also worked as an elementary and middle school counselor. She holds a Master of Social Work degree from Portland State University (1999) and a Bachelor's degree in Journalism from Northern Arizona University (1981).

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**Workshop Title**: We Can Work It Out: Empowering Restorative Conversations

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

**Workshop Abstract**: As the Beatles song suggests, there's hope amid our differences if we can keep talking receptively, but confusion, detachment, and perceived loss of power hinder our efforts. This workshop offers practical tools for equipping clients to skillfully facilitate restorative face-to-face conversations through self-management and empathic responses.

**Workshop Number:** 20191390 -

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

- Describe a relational framework that facilitates increased client competencies to regenerate adverse communication.
- Assess client autonomy and connection needs to inform skill-building strategies for engendering growth in both personal power and openness to others.
- Identify three go-to tools that will empower their clients for positive self-management in the midst of problematic conversations.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Working toward healing and renewal inevitably means having interpersonal conversations toward that end. However, restorative, face-to-face interaction can be difficult to achieve without the skills to manage the confusion, detachment, and perceived loss of personal power that impede our progress, leaving us self-absorbed and critical. As Christians in social work seek to faithfully serve God's principles, and the principles of healthy social interaction, empowering clients to successfully navigate these difficult conversations makes a direct impact on attaining the desired outcomes. Practitioners can play a pivotal role by assisting clients in building the personal skills needed for positive self-management and compassionate responses in the midst of problematic exchanges. This workshop will enhance professional development by introducing participants to the principles of conflict transformation theory that provide an effective foundation for gaining mastery in this arena. A relational approach will be utilized to show how participants can actively engage in supporting this personal transformation and will highlight practical skills for their clients' immediate application. Content is based largely on the transformative approach to conflict articulated by Bush and Folger (1994, 2005), which supports developing capacities for both strength of self and consideration for others in the midst of adverse communications. It is also informed by psychosocial research in differentiation of self and interpersonal conflict in both secular and Christian contexts. In addition to the theoretical discussion offered, there will be a presentation of cross-disciplinary connections to this intervention, as well as how the principles integrate with the Christian faith. The workshop focus will be on three specific skills that

empower clients to recognize their own capacities to positively influence their 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 private practice conflict transformation coach in Orlando, FL, who holds an MEd and PhD in her area of expertise. A returning presenter at NACSW, Kay is an experienced speaker on the transformative approach to conflict and its application to both national professional and faith-based contexts. In addition to her coaching, Dr. Julien has conducted pre-conference workshops, breakout sessions, and numerous training curriculum promoting clear one-on-one communication skills for successful conflict management. She is a veteran volunteer coach and instructor with various Orlando community non-profits, and has piloted a local conflict communication program with recovering trafficked women.

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**Workshop Title**: Lessons From a Systematic Review of Literature on Empirical Ethics

**Workshop Presenters**: Jeongah Kim, PhD

**Workshop Abstract**: The main purpose of this workshop is to clarify the meaning of empirical ethics, understand the major theoretical and applied debates of empirical ethics, and look at implementation challenges in clinical practice, with the emphasis on faith-based practice, by systematically examining previous literature published over the past 100 years.

**Workshop Number:** 20191412 -

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

- Describe the meaning, main features of empirical ethics in literature
- Understand and explain the major theoretical and applied debates of empirical ethics
- Ask relevant, critical questions about empirical ethics using a Biblical and culturally relevant approach

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

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

**Workshop Description and References**: The main purpose of this workshop is to clarify the meaning of empirical ethics, understand the major theoretical and applied debates of empirical ethics, and look at implementation challenges in clinical practice, with the emphasis on faith-based practice, by systematically examining previous literature published over the past 100 years. In many professional practices, there has been a growing interest in empirical ethics which attempt to combine "insights from ethics and the social sciences" (Musschenga, 2005). However, the multiplicity of "empirical ethics" often makes constructive and engaging discussions difficult and confusing. Difficulties are partly due to the fact that there are many different meanings attached to empirical ethics. The understanding of the notion of empirical ethics is critical because many helping professionals think that empirical ethics is an essential component of what they do or do not do when engaged in clinical practice (Jin & Hakkarinen, 2016). In order to have a better understanding of the concept, the present study examined concepts and applications of empirical ethics in previous literature. PRISMA was used as a guideline (Moher, Liberati, Tetzlaff & Altman, 2009). Rogers' evolutionary concept analysis approach (1993) guided the analysis. The articles included in the final list (54 peer reviewed articles) are examined by data mining techniques to identify concepts and applications ofempirical ethics including the keywords, characteristics and general categories of the content. The main findings of this paper are as follows. Previous studies tend to (1) examine the notion of empirical ethics from a more theoretical perspective, (2) view empirical ethics as a positive response to the problematic identification of the ethics as purely normative and of social sciences as purely empirical disciplines; (3) underline the importance of dialogue with a well-defined taxonomy with clear concepts where people can understand each other; (4) acknowledge the inevitability of limit of empirical ethics; and (5) emphasize the need for intentional efforts to clarity the nature of empirical ethics by avoiding basic meta-ethical fallacies (e.g. is- ought problem, the naturalistic fallacy, the fact-value distinction) (Brown, & McGee, 2014; De Vries, & Gordijn, 2009; Molewijk, & Widdershoven, 2012; Roberts et al., 2001). The results of the present study have important implications that Christian professionals need to cultivate this notion in terms of the quest for the whole truth, neither purely objective nor subjective, but rather interdependent and communal (Palmer, 1993). Also, it is important for us to take a leadership role in engaging people in processes which challenge our own assumptions, make our assumptions as explicit as possible, examine our own personal ethical values, and scrutinize why we believe what we believe.

**Presenter Bio (s):** Jeongah Kim is an Associate Professor of Social Work at George Fox University. She is responsible for teaching and training master level social work students. She earned her PhD in social work from the Ohio State University (2003). She has taught HBSE, social welfare policies, diversity, & research in both BSW and MSW programs over the last 15 years. She has had more than 20 publications in both national and international journals. NACSW conference is very dear to her as she got an opportunity to attend her first-ever professional conference through NACSW. She was very thankful for the opportunity to present her research and it was one of the best conferences she ever attended.

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**Workshop Title**: Tools for Teaching Students Integration of Biblical World View and Practice

**Workshop Presenters**: David King, MA., MSW

**Workshop Abstract**: This workshop will explore the results of a worldview survey of MSW students at an evangelical Christian university and its implications for implicit and explicit curriculum. Approaches to faith integration and specific models for teaching faith integration in the classroom along with specific case application will also be discussed.

**Workshop Number:** 20191266 -

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

- Define the core components of a worldview and explain its importance for social workers in decision making in practice.
- Identify and explain three approaches to faith integration in social work and articulate their impact on practice.
- Apply a clinical decision-making model to a practice case while exploring worldview implications and use in social work education and practice

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Individual worldview and ontological assumptions about the nature of truth and how it can be known underlie both ethical and practice decisions for social workers. Worldview is rooted in conscious or unconscious beliefs regarding human origin, meaning, morality and destiny and becomes the lens through which social workers see others and the process of change. Multiple authors have recently explored the importance of core beliefs and worldview in areas such as higher education and response to values conflicts (Morales, 2013; Neshama-Bannister, 2016; Schultz, & Swezey, 2013; Valutis, Rubin & Bell, 2014; Watson, & Simmons, 2017). Understanding student worldviews are especially important for teaching faith integration at Christian universities who seek to integrate beliefs with practice and professional ethics. However, social work programs frequently lack specific teaching tools and models to assist students with the integration of faith and practice or for identifying and critically examining worldview assumptions in policy and practice. Indeed, scholars have highlighted the paucity of training in curriculum for navigating spirituality and religion and for methods that teach strategies for faith integration (Eck, White, & Entwistle, 2016; Hunt, J., 2014; Husain, & Sherr, 2015; Morales, 2013; Neshama-Bannister, 2016; Paine, 2017; Senreich, 2013). In this workshop, I will discuss a rationale for incorporating a Biblical worldview intentionally in social work education at an Evangelical Christian University. Also, I will present findings from a university survey of MSW student worldviews and discuss implications for implicit and explicit curriculum. Participants will engage in discussions regarding the impact of worldview assumptions on social work practice and education. Models for integration of faith will also be presented, and participants will discuss the pros and cons of these approaches in social work education and practice. To demonstrate the application of Christian worldview thinking and integration of faith and practice in the classroom, I will further present a model comparing components of change emphasized in the Bible to theories used by social workers. I will also present a clinical decision making tree that can be used to help students and practitioners critically examine theories and practice approaches for alignment with a Biblical worldview. Participants will discuss the pros and cons of using these tools in social work education and practice and apply the model to a specific case example.

**Presenter Bio (s):** David King, MA, MSW is currently the Director of Field Education and Assistant Professor of Social Work for the MSW program at Indiana Wesleyan University. David is a licensed clinical and macro practice social worker in the state of Michigan. David completed his MSW from the University of Kentucky, an MA in pastoral counseling from Asbury Theological Seminary and is currently completing his Doctor of Social Work at Walden University. Before working full time in social work education, David worked in the community mental health system, churches and private practice providing direct services and leading programs for children and adults.

**Workshop Title**: Cultural Competency & Social Work Practice: Case Study with Burmese Families

**Workshop Presenters**: Taniko King-Jordan, DSW, LMSW  Phylis Lan Lin PhD

**Workshop Abstract**: I Peter 4:10-11 teaches us about the importance of using our gifts to serve one another and in doing so, God is glorified. In the state of Indiana, the Burmese community accounts for roughly 25,000 refugees. There are a plethora of challenges foreseen for members of the Burmese community, especially throughout the resettlement process.

**Workshop Number:** 20191432 -

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

- Understand the needs and experiences of members of the Burmese Community and the significance of spirituality for them
- Gain familiarity with the 9-social work competencies and to how competencies interlock with service delivery and best practices for the Burmese community
- Operationalize best practices when working with this population

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

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

**Workshop Description and References**: This presentation will utilize a Burmese family as a case study to explore the acculturative process this community contends with. There are a plethora of challenges foreseen for members of the Burmese community transition as they contend with language barriers, differing belief systems, parenting styles, and other cultural ramifications that codify their acculturative process. Other social problems include but are not limited to: poverty, racism, child abuse and neglect, structural and institutional violence, unequal or inequitable opportunities, housing discrimination, criminalization and

overrepresentation, substance abuse and unemployment Therefore, it is not enough for undergraduate social work students to only learn about cultural differences, it is critical for students and existing practitioners to be aware of their own cultural biases and understand the historical context of individuals and family practices that have contributed to layers of disenfranchisement. These experiences contribute to the distrust for individuals, organizations, and institutions that have repeatedly narrated their experiences and furthered their marginalization (Harris, 2014; Roberts, 2002). Understanding the role of spirituality in the lives of the Burmese community could help in identifying best practices that will be required to serve members of this population. The Council on Social Work Education (CSWE) developed a competency-based framework for disseminating education to students interested in serving as human service professions, specifically to the social work discipline. It is estimated that by 2024, social work will be the fastest growing practice profession in health and behavioral health (Browne, et al., 2017). Using the 9 core competencies specific to the field of social work, as tenants for illustrating the cultural knowledge and culturally responsive pedagogy to future social work practitioners and existing practitioners is the premise for this presentation. The ability to serve others is essential, learning more about protective factors and foundational spiritual principals may contribute greatly to understanding the intersections of their resettlement processes and the formation of their identity. Therefore, expanding lenses of cultural competencies, addressing disproportionality, culturally responsive pedagogy, and heightening familiarity of racial bias and disparity is best practice for all future social work practitioners (Harris, 2014; Roberts, 2002).

**Presenter Bio (s):** Taniko King-Jordan BSW Program Director/Assistant Professor
Doctor of Social Work, School of Public Service Leadership, Capella University, Minneapolis, MN. Masters of Social Work, Department of Social Work, California State University, Sacramento, CA. Bachelors of Art in Social Work, Department of Social Work, California State University, Sacramento, CA. Active Texas Licensure: LMSW Dr. King-Jordan work and interests lend itself well to intersectionality and social disparities that impact the overall development for communities of color. Dr. King- Jordan has over 10-years of cross-cultural clinical and community practice. She has worked in the government and non-profit sectors providing services and advocacy for those working towards finding their voice. Dr. King-Jordan has taught across the curriculum to prepare students for a life of service and impact work.
Phylis Lan Lin Professor Emerita PhD-Sociology. Dr. Phylis Lan Lin has published (author, co-author, and editor) more than 25 books in both Chinese and English on topics ranging from medical sociology, marriage and the family, stress management, service-learning, and organizational behavior. Dr. Lan Lin served the University of Indianapolis for 45-years. Dr. Lan

Lin continued her legacy work through her continued efforts of building international relationships. At the Chinese American Museum in Washington, D.C., Dr. Lan Lin serves as the chair of the Academic Advisory Board that is designing a scholarship program for students. The museum is slated to open in phases during 2019 and 2020.

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**Workshop Title**: Using Person Centered Approach to Influence Social Welfare Policy

**Workshop Presenters**: Sabrina Kiser, MSW

**Workshop Abstract**: The current political climate has re-affirmed that as social workers and Christians, we are called to be strong advocates for vulnerable populations. Learn how to use your direct practice skills and intimate knowledge of social welfare programs to impact system level policy change.

**Workshop Number:** 20191348 -

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

- Use direct practice theories for impactful advocacy.
- Craft a compelling example of policy's impact on people.
- Review tactics for successful face to face advocacy visits.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Are you feeling pulled toward advocacy amid this intense political climate? Not sure if you're doing enough by signing that online petition? As social workers and people of faith we are called to be strong advocates for vulnerable populations. Social workers in direct practice have all the skills they need to be impactful social welfare advocates. So how do you marry two disciplines? The knowledge that social workers possess on how policy impacts vulnerable populations is their strongest asset. Most legislators, regulators and their staffers have never had to navigate the systems they subject those they serve

to. It is the job of social workers to help decision makers better understand the reality of living in poverty or being part of an oppressed community. We will review how to make a compelling case for policy change using real world examples. Social workers are also better equipped to do this work than folks who only study policy because of our understanding of people. By using direct practice theories such as person centered approach, motivational interviewing, and eco mapping you will be a better advocate. After all, politicians are people too!

**Presenter Bio (s):** Sabrina Kiser, MSW, is the Assistant Director of Social Services and Public Policy Coordinator for The Salvation Army's National Headquarters. Kiser started her career in support services and case work moving to macro practice after receiving her MSW with a concentration in social change from George Mason
University. Kiser is responsible for the strategic planning of the policy efforts at The Salvation Army, including communication, event planning, and congressional outreach. Her main passion is advocating for policies that empower vulnerable populations to live a dignified and fulfilling lives. Kiser co-authored an entry on "Lobbying" in the Oxford Encyclopedia of Social Work.

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**Workshop Title**: Faith, Micro-Aggressions and Student Retention Among International Students

**Workshop Presenters**: Joseph Kuilema, MSW, PhD

**Workshop Abstract**: This session presents preliminary results from a qualitative study of the emotional and faith experiences of international students at a faith-based institution, including a discussion of which factors contribute to student success and retention, and the primary challenges international students themselves identify.

**Workshop Number:** 20191288 -

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

- Understand the particular challenges facing international students at faith-based institutions of higher education
- Reflect on the role of faith in both alienating and welcoming international students

- Consider how micro-aggressions may contribute to cultural and spiritual loneliness among international students

**Level of Presentation**: Basic, Intermediate

**Target Audience**: Educators, Students

**Workshop Description and References**: International students are navigating complex cross-cultural interactions on college campuses every day. The goals of this study are to examine the role of faith and emotions in such cross-cultural interactions, and whether such factors affect student retention for international students at a faith-based institution in the U.S. After years of steady, and occasionally dramatic, increases in the number of international students coming to study in the United States on F1 visas, 2016 and 2017 saw declines. The literature suggests that some of the drive to increase the number of international students, while often framed in terms of increasing diversity and ideas of global citizenship, was economic, and that international students are frequently subjected to micro-aggressions on campus. This literature, however, is not as developed for faith-based institutions, and there may be unique factors that shape the experience for international students. At the institution being studied, for example, the number of international students continues to rise, and now stands at 12% of the student body, and the retention rate for international students (89.4%) is comparable to the rate for all domestic students coming from Christian schools (89.3%). Is this overall picture of success an accurate portrayal of student experiences? This study is based on an in depth examination, based on qualitative interviews, of the emotional and spiritual dynamics that shape interactions between international students and their American peers, in order to better understand whether and how student-to-student, student-to faculty and student-to-staff interactions contribute to the success of international students on a faith based campus.

**Presenter Bio (s):** Joseph Kuilema is an Assistant Professor in the Department of Sociology and Social Work at Calvin College in Grand Rapids, MI, where he has taught since 2008. After graduating from Calvin College with a BSW in 2004, he obtained his MSW from the University of Michigan in 2006, followed by a PhD from Michigan State University in 2016. His practice interests are focused around racial justice, global social work, community organizing, and community development. Dr. Kuilema's research focuses on global social work, primarily in relation to and relationship with West Africa, social work history, social work and faith, and issues of ethnicity, race, and power. He has worked with departments of social work and taught social work courses in Liberia and Ghana.

**Workshop Title** Drugs and Society: Ethical Implications of Medical Marijuana Legalization

**Workshop Presenters**: Barry Lee, Psy D MSW LCSW CADC  Aubrey St. John BSW Candidate  Hannah Ahrens

**Workshop Abstract**: The duty of social workers is to advocate for a myriad of options in favor of societal well-being. Confined by its Schedule I classification, advocates of medical marijuana urge the government to reclassify the substance. Reclassification of medical marijuana sanctions broader exploration of both its benefits and ramifications.

**Workshop Number:** 20191268 -

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

- Understand the federal government's role in scheduling controlled substances and its impact on marijuana research.
- Identify the risks and potential benefits of marijuana legalization for medicinal purposes.
- Draw parallels between the history of alcohol legalization and possible ramifications of marijuana legalization.

**Level of Presentation**: Basic

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

**Workshop Description and References**: A growing number of states have legalized the use of marijuana for a limited number of medical purposes. However, in contrast to several prescription medications used to treat various medical conditions, relatively little research has been conducted on the use of marijuana to treat these conditions. Limited research is due to classifying marijuana as a Schedule I drug which identifies it as having the highest level of abuse potential & no accepted medical use. Research on Schedule I drugs is limited due to various factors such as requiring a DEA license and FDA study approval. Also, very few research centers exist where rigorous study can be conducted on marijuana. Limited study on marijuana suggests that it might possess qualities that could alleviate pain (e.g., associated with cancer) and enhance social skills with children on the Autism Spectrum. Advocates for medical marijuana legalization cite the

promise associated with these medical conditions and urge the federal government to classify marijuana as a Schedule II drug, as doing so would free marijuana from the current research restrictions associated with all Schedule I drugs. Advocates believe that thorough research on marijuana can facilitate greater understanding of its properties yielding more sophisticated data consistent with the phases of clinical trials. While the Bible does not appear to make specific reference to the use of substances that are derived from plants, Scripture does reference wine. Certain passages acknowledge wine as created by God and capable of contributing to a joyful heart (Psalm 104:4-15; Ecclesiastes 9:7), and in one passage its medicinal value is described (1 Timothy 5:23). However, the Apostle Paul cautions in the book of Ephesians (5:18) not to get drunk on wine which leads to debauchery. Drawing parallels between Scripture and the topic of marijuana legalization very likely are loose, at best; but plausible questions can arise as whether the Cannabis sativa plant can be viewed as possessing its own quality of medicinal value while never intended to be used in a manner that could lead to debauchery. The Preamble of the NASW Code of Ethics states that the "primary mission of the social work profession is to enhance the human well-being and help meet the basic human needs of all people" and "a defining feature of social work is the profession's dual focus on individual well-being in a social context and the well-being of society". One of the challenges facing social workers with regard to the topic of medical marijuana legalization is our call to advocate for our clients, some who could benefit from the reported therapeutic properties of cannabis, while also being mindful of the potential ramifications of a drug that has been viewed as being responsible for certain social problems ranging from educational impairment in high school students to drug trafficking to criminal penalties and subsequent incarceration among minority populations.

**Presenter Bio (s):** Barry Lee, Prof. of Social Work, has a Doctor of Clinical Psychology degree (Adler School of Professional Psychology, 2013), a Master of Social Work degree from the University of Illinois at Chicago (1993), & is a Licensed Clinical Social Worker and a Certified Alcohol & Drug Counselor. Barry has presented three times at Olivet and frequently with his prior employment with a local hospital system. In November 2018, Barry presented for the Chicago Central District, Church of the Nazarene, Cultivate 2018, on the opioid crisis and the impact of substance abuse on families. Prior to joining Olivet's faculty, Barry served in both inpatient and outpatient mental health settings, conducted various substance abuse assessments, responded to crisis situations, and maintains a part-time therapist position with a rural mental health center.

Aubrey St. John is a sophomore social work student at Olivet Nazarene University. She is seeking a BSW degree, has not yet qualified for licensure therefore, and her experience has been limited to classroom presentations.

Hannah Ahrens is studying social work and ministry at Olivet Nazarene University, therefore does not yet have a formal degree nor is eligible for licensure yet. Her presentation experience has been limited to classroom experiences.

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**Workshop Title**: Ready for Life: A Process Evaluation of a Faith-Based Program

**Workshop Presenters**: Joyce Litten, Ed,D, MSSA, LISW-S

**Workshop Abstract**: Faith-based organizations are essential providers of service to people who are experiencing homelessness. However, little evaluation is done on the process of service delivery related to outcomes versus outputs. This workshop describes the work done on a process evaluation of a program within Cherry Street Mission Ministries (Toledo, Ohio).

**Workshop Number:** 20191337 -

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

- Identify relevance of process evaluation as a critical method of inquiry.
- Understand the framework and "fit" of process evaluation in agency monitoring of program effectiveness.
- Describe the functions of process evaluation as a strategy for faith-based organizations to better articulate service delivery.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Although the impact of faith-based organizations (FBOs) has been well-document in units or outputs, the aspects of programs and services that drive behavior change or increases in self- efficacy are generally not well- identified, articulated or evaluated (Leeman, et al, 2015). To capture the role of the faith community in the social service arena, evaluative research needs to provide data that encourages the use of FBOs as providers in a range of service delivery (Zanis & Cnaan, 2006). Process evaluation increases

our understanding of key components of the diverse approaches and outcomes of services in these settings. This presentation analyzes the scope and scale of a process evaluation constructed for the Ready for Life (RFL) program of Cherry Street Mission Ministries (CSMM) in Toledo, Ohio. This systematic review of the construction and utilization of services a process evaluation - was conducted over 8 months on the CSMM RFL Program. Cherry Street Mission Ministries was founded in 1947 by a couple who felt their calling was to provide people in need with "sustenance for the body and nourishment for the soul". Named for its location on Cherry Street in Toledo, the mission provided meals, housing, and the proclamation of the Gospel of Jesus Christ for the poor and homeless. CSMM has expanded from providing basic services of food, clothing, and housing to include "purposeful and transformational mentoring through Biblically-based programs" including the RFL program that focuses on "positive life changes that allow individuals a path towards redemption and revitalization." Generally, the scope and scale of FBOs activities can be generally categorized as: (1) social services that usually focus on individuals as the unit of analysis (2) community economic development that primarily focus on larger aggregates of individuals in neighborhoods and regions and (3) community organizing with a focus on the development of human capital and the participation and political efficacy of individuals and local institutions (Fischer, 2004). One of the purposes of the process evaluation is to further CSSM's understanding of their work within these three categories. Historically, CSSM defined its mission in number of persons served, and provided community supporters with compelling narratives of individuals' salvation and appreciation. Within a new culture of public accountability and with expectations of more reliable and valid measure of service delivery, CSSM is challenged to report the outcomes of RFL. In addition, the evaluation sorted out service delivery as connected (or potentially correlated) to community impact. Leadership at CSSM supported this evaluation as a strategy towards evidenced based practice, as a means of reaching funders with data driven outcomes, and to build partnerships and opportunities that assist in the coordination of services for the community (Linnan & Emmons, 2012).

**Presenter Bio (s):** Dr. Joyce Litten teaches social work at Lourdes University and is an adjunct instructor at Bowling Green State University, St. Louis University, and The Umbra Institute in Perugia, Italy. She is an active participant in community research in northwest Ohio and a consultant on various projects related to homelessness and poverty, serving on several community and regional planning boards. In the past, Dr. Litten's practice included administering programs to people living with HIV/AIDS and directing home care and hospice services. She presented at prior NACSW conferences, the International Society for Teaching and Learning, and various NASW state and national conferences.

**Workshop Title**: Safeguarding The Future, Our Youth: Tackling Social Work Grand Challenge #1

**Workshop Presenters**: Amy Mitchell, MSW, LCSW

**Workshop Abstract**: "I believe the children are our future." Though this phrase has become cliché, it is true - today's children will outlive us to carry forth society. Adolescent access to marijuana, prevalence of adolescent mental health disorders and a dearth of guidance regarding healthy relationships are all factors which threaten healthy development for youth.

**Workshop Number:** 20191324 -

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

- Articulate the current prevalence of adolescent substance use, mental health disorders & relational deficits threatening youth well-being & future life quality.
- Describe the peer-reviewed literature of successful interventions and interventions that have not proven successful
- Outline 2-3 practical suggestions for positively impacting adolescents in practice and society in general will be presented with implications for future social work research

**Level of Presentation**: Intermediate; Advanced

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

**Workshop Description and References**: Although the impact of faith-based organizations (FBOs) has been well-document in units or outputs, the aspects of programs and services that drive behavior change or increases in self- efficacy are generally not well- identified, articulated or evaluated (Leeman, et al, 2015). To capture the role of the faith community in the social service arena, evaluative research needs to provide data that encourages the use of FBOs as providers in a range of service delivery (Zanis & Cnaan, 2006). Process evaluation increases

our understanding of key components of the diverse approaches and outcomes of services in these settings. This presentation analyzes the scope and scale of a process evaluation constructed for the Ready for Life (RFL) program of Cherry Street Mission Ministries (CSMM) in Toledo, Ohio. This systematic review of the construction and utilization of services a process evaluation - was conducted over 8 months on the CSMM RFL Program. Cherry Street Mission Ministries was founded in 1947 by a couple who felt their calling was to provide people in need with "sustenance for the body and nourishment for the soul". Named for its location on Cherry Street in Toledo, the mission provided meals, housing, and the proclamation of the Gospel of Jesus Christ for the poor and homeless. CSMM has expanded from providing basic services of food, clothing, and housing to include "purposeful and transformational mentoring through Biblically-based programs" including the RFL program that focuses on "positive life changes that allow individuals a path towards redemption and revitalization." Generally, the scope and scale of FBOs activities can be generally categorized as: (1) social services that usually focus on individuals as the unit of analysis (2) community economic development that primarily focus on larger aggregates of individuals in neighborhoods and regions and (3) community organizing with a focus on the development of human capital and the participation and political efficacy of individuals and local institutions (Fischer, 2004). One of the purposes of the process evaluation is to further CSSM's understanding of their work within these three categories. Historically, CSSM defined its mission in number of persons served, and provided community supporters with compelling narratives of individuals' salvation and appreciation. Within a new culture of public accountability and with expectations of more reliable and valid measure of service delivery, CSSM is challenged to report the outcomes of RFL. In addition, the evaluation sorted out service delivery as connected (or potentially correlated) to community impact. Leadership at CSSM supported this evaluation as a strategy towards evidenced based practice, as a means of reaching funders with data driven outcomes, and to build partnerships and opportunities that assist in the coordination of services for the community (Linnan & Emmons, 2012).

**Presenter Bio (s):** Amy Mitchell, MSW, LCSW received her MSW from the University of South Carolina, Columbia in 2002 & is in her 3rd year towards a PhD in Social Work at The Catholic University of America (CUA) in Washington, DC. She presented two workshops in 2018 entitled "The Use of Prayer as an Intervention for Clients Presenting as Christian" & "On Christian Scholarship & The Future of Social Work Research" (co-presenter). She is an online adjunct professor of social work (BSW and MSW programs) for Liberty University and CUA. Amy has 30 years experience in church ministry leadership, including 22 years as Director of Music Ministries. She is a Substance Use Therapist with Northwestern Community Services Board in Winchester, Virginia and has been married for 31 years to the Rev. Peter Mitchell, an

Anglican priest.  Amy & Peter have two sets of twins: Samuel & Fiona (15) and Bruce & Anna-Justine (12)

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**Workshop Title**: University/Agency Partnerships Bring Restoration to Hurting Communities

**Workshop Presenters**: Darrell Locke, MSW  Helen Mudd PhD., MSW  William Neal Caldwell

**Workshop Abstract**: This workshop will demonstrate how universities and community faith based agencies can work in partnership to bring restoration to hurting communities. A close examination of the strengths and weaknesses in building effective partnerships under the backdrop of impoverished and trauma-sensitive communities will be examined over a 15-year time span.

**Workshop Number:** 20191334 -

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

- Articulate innovative strategies designed to help universities and agencies develop collaborative partnerships
- Describe the benefits and challenges of university/agency partnerships based on 15 years of one university's experiences
- Complete a planning guide for a collaborative partnership at their particular university/agency

**Level of Presentation**: Basic

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

**Workshop Description and References**: When students work with community agencies, it creates positive outcomes for the student and for the community. Universities have valuable resources (students, faculty, classrooms, technology, and research expertise) that become

accessible to the community when partnerships address community needs (Bringle & Hatcher, 1996). From a university and a social work program perspective, it results in the strengthening of the university's relationships with leaders, stakeholders, agencies and communities. From the student's perspective, 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). A close examination of the strengths and challenges in building effective partnerships under the backdrop of impoverished and trauma sensitive communities; with specific cultural differences, will be examined over a 15 year time span. The presenters will share valuable lessons learned using a strengths-based approach to planning student project service opportunities. Participants will learn about approaches that can be beneficial in the formation and sustainability of partnerships that lead to meaningful learning opportunities. This presentation will highlight how service learning can effectively be utilized to bring restoration to communities. 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) 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). Christian Higher Education must consider its mission to be that of educating students to be that of Servant Christian Leaders rather than simply educating students for a career. A high quality service learning experience does not happen without thoughtful planning and intention. Likewise, collaborative partnerships must be carefully planned. During the workshop, the presenters will lead the participants through the beginning process of planning a collaborative partnership. Participants will create helpful planning documents to take back to their own colleges or universities. All participants will receive a Partnership Planning Guide. The planning guide will provide attendees with a checklist for laying the logistical groundwork developing partnerships.

**Presenter Bio (s):** Professor Darrell Locke is an Associate Professor of Social Work at the Carver School of Social Work at Campbellsville University. Professor Locke received his Bachelor and Master's Degrees of Social Work at Western Kentucky University. Professor Locke worked for 12 years in child protective services.
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. Dr. Mudd worked for 23 years in child protective services.
Neil Caldwell is an Instructor for the Carver School of Social Work at Campbellsville

University. Instructor Caldwell received his Bachelors and Master's Degree from The University of Louisville Kent School of Social Work. Instructor Caldwell is a Licensed Clinical Alcohol and Drug Counselor and has worked with the substance abuse population for the last 15 years.

**Workshop Title**: Introducing a Subject Matter Expert Model

**Workshop Presenters**: James Long, ThD  Marcie Cutsinger DSW, LMSW  Shanel Bishop  Faulkner, Cynthia, Ph.D., LCSW-S

**Workshop Abstract**: Accrediting bodies are increasing scrutiny of qualifications for faculty teaching. CSWE requires a clear link between faculty qualifications and the courses assigned to each person. This workshop will introduce a Subject Matter Expert  Model for discipleship-based faculty mentoring and oversight of Christian-infused curriculum content

**Workshop Number:** 20191384 -

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

- Introduce the Subject Matter Expert (SME) Model as a response to key challenges in addressing accreditation standards
- Define the roles and responsibilities of discipleship-based faculty mentoring by Subject Matter  Experts
- Describe the oversight of the faith-infused curriculum content managed by Subject Matter  Experts

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**:

**Presenter Bio (s):** Dr. Cynthia Faulkner is the MSW Program Director at Indiana Wesleyan University located in Marion. She received her BSSW from Kansas State University in 1984, her MSW from the University of Kansas in 1989 and her Ph.D. from The University of Texas at Arlington in 2001. She is an LCSW and approved supervisor in Texas. She has 35 years of practice experience, 20 years of teaching experience, and multiple publications including two recent textbooks from Oxford University Press: Addictions Counseling: A Competency-Based Approach and Research Methods for  Social Workers: A Practice-Based Approach (3rd ed.).
Dr. Cutsinger is an Assistant Professor at Indiana Wesleyan University's MSW Program.

She has a Doctorate in Education from the University of Missouri-Columbia and is an LCSW in Missouri. Her MSW degree is from the University of Missouri with an emphasis in mental health and she has a Bachelor of Science in Psychology with a minor in Social Work from Missouri Western State University. She has worked in the social work for 20 years providing services in community mental health centers, women's abuse shelter, sheltered workshops, alternative school and community college. She worked in a college setting for almost 16 years focused on student success, program development and program administration. Dr. Cutsinger has written and secured over four million dollars in grant funding to assist disadvantaged students to enroll and complete a degree in higher education.
Shanel Bishop is an Assistant Professor at Indiana Wesleyan University's MSW Program. She earned her Bachelors in Psychology, Masters in Social Work, and Doctorate in Social Work. Dr. Bishop is a Licensed Masters Social Worker and is a Certified School Social Worker. She has a specialization in Children, Youth, and Families and has worked in various settings including community mental health; public, private, and charter schools; residential treatment facilities; and a Christian community youth organization. She has taught undergraduate and graduate courses at various universities. Dr. Bishop frequently presents to school personnel as well as at local, regional, and national conferences on topics related to the impact of mental health and education on school-aged youth, culture and diversity, self-care, as well as mindfulness and Christian social work practice.

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**Workshop Title** Intervening in Families With a Transgender Member
**Workshop Presenters**: Sean Lynch, PhD, LCSW

**Workshop Abstract**: The dialogue on transgender people's transitions emphasizes the individuals experiencing it, while discussion of its effect on their families is infrequent. This workshop uses a case study approach based on the presenter's practice and lived experience to identify strategies to aid clinicians and church leaders to support these families.

**Workshop Number:** 20191257 -

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

- Gain an understanding about the family's perspective (i.e., ex-spouse, children, extended family members) in living with a transgender adult
- Learn how the gender transition of adults may affect communities of faith
- Discuss innovative strategies that integrate faith and practice in order to intervene with this population group

**Level of Presentation**: Basic

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

**Workshop Description and References**: Only in the past few years has there been increasing openness towards the discussion of individuals with transgender gender identities, and this change presents new challenges for social workers and church leaders. A recent estimate suggested that approximately 1.4 million adults (about 0.6% of the U.S. population) identify as a transgender person, a figure that represents twice the number that was reported and widely accepted just five years ago. Moreover, between 25-50% of transgender people report that they are parents, and individuals who come out at older ages report higher parenting rates than those who transition at younger ages. In addition to parent roles, while the proportion of transgender people who identify as Christians is small (<1%), nearly half of them indicate that they are "evangelical" and "born again" and they are more likely to attend church regularly than gay men, bisexuals, and lesbians. Most of the societal dialogue about the gender transition of transgender people in adulthood focuses on the individual going through the process. Therapy handbooks for clinicians are similar in this regard. However, discussion of the effect of the transgender person's transition on those around them in their families and churches is less common. How can behavioral health clinicians and church leaders best work with families and church members who are experiencing the transition process of someone near them? How might Christian values inform this process? There are no currently accepted traditions around expressing grief for the loss of a transgender parent's role when s/he transitions, and family members may experience disenfranchised grief. Community members may not recognize family members' grief over this loss and not express sympathy. Resources to assist family members to deal with the individual who is transitioning are generally oriented toward acceptance without addressing the grieving process and ambiguous loss. In addition to grief and loss, some family members of transgender people may experience depression or anger. These study findings suggest that family members and friends may encounter a parallel transition process as they rethink their relationship to the transgender person, especially if they have known that person for some time as his/her former gender. Using a case study approach, this workshop draws on the presenter's public health social work practice experience with transgender people as well as his lived experience of his

father's transition to a female gender identity several decades ago. His family was part of an evangelical church where his father was formerly a deacon, and cases like this continue to arise today. The workshop attempts to identify strengths and weaknesses learned from the response of churches and clinicians at that time and subsequent to the transition, which may be applicable to interventions that social workers and church leaders implement in cases they may be encountering now.

**Presenter Bio (s):** Sean Lynch, PhD, is a Licensed Certified Social Worker (LCSW) and a Behavioral Health Scientist in Rockville, MD. He was formerly a faculty member at the University of Florida-Jacksonville School of Medicine in the Department of Psychiatry. He has past experience working in an HIV and substance abuse prevention program located in West Hollywood, CA that served transgender people and gay men. He has been a co-author on more than 40 conference presentations and 25 invited lectures and presentations.

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**Workshop Title**: VITA: Student Learning from Agency and University Collaboration

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

**Workshop Abstract**: A nonprofit agency created a VITA site to assist low income families with free tax return services. Social work students serve as volunteers, utilizing knowledge on community resources to assist individuals transitioning from welfare to work. This presentation will involve the parties that participated in this collaborative effort.

**Workshop Number:** 20191312 -

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

- Learn from the students, the skills they have acquired in resource and referrals services as a result of assisting low-income clients with their tax return.
- Gain an understanding on how a VITA site can be developed in communities across the country
- See examples of how experiential learning results from collaboration between a local nonprofit agency and a social work education program.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Low income tax filers often receive refunds that easily total 20% of their total annual income. Most filers underestimate their refunds by $500 or more (Hall & Romich, 2016). Other filers fall victim to predatory lenders who offer pay ahead loans based off an anticipated tax return at a substantial interest rate. The Volunteer Income Tax Assistance (VITA) program stated in the late 1960's as an Internal Revenue Service (IRS) coordinated effort to educate and assist taxpayers with completion of their annual tax return. Successful from its beginning, the VITA program expanded rapidly through the efforts of volunteers from religious, educational, social, non-profit and other organizations (Price & Smith, 2008). The VITA site is a physical location where volunteers who are certified and have received training in tax preparation meet with clients. In Huntington, Indiana, a local nonprofit, community based agency called Pathfinder Services, set up a VITA site in 2011. Since that time, the staff have recruited volunteers from a wide range of areas to assist clients in completion of their tax returns. Pathfinder Services reached out to students at Huntington University early on to recruit them as volunteers. There are many reasons why a university would support their students volunteering as VITA workers This collaboration promotes a great potential for student learning from a wide array of disciplines. For example, accounting majors gain firsthand experience in tax completion, marketing students gain skills in marketing aspects of the program, foreign language students can serve as translators (Price & Smith, 2008). Social work students can provide valuable community resource information to clients who are struggling with housing issues, food, child care, health
care, etc. Social workers must strive to improve their knowledge of community financial resources to further the economic well-being of families with low incomes. Families surviving in stressful economic conditions often trust social workers to be knowledgeable regarding services that can help them to improve their financial status. People who are transitioning from welfare to work are often unaware of the incentives available to them (Lim, DeJohn, & Murray, 2012). Based upon the above references, Pathfinder Services and the Social Work department of Huntington University joined together to create an opportunity for students to become certified as tax preparers. The outcome has been three-fold, 1). Students have gained an understanding on how income taxes impact persons living in poverty, 2). Students have gained knowledge on financial literacy, and 3). Students have firsthand knowledge on the importance of being familiar with community resources. The exorbitant fees from refund anticipation loans (RALs) (Lim et.

al., 2012) and other associated predatory services rob lower income persons of a tax return that could serve as a jump start in the new year. This financial c

**Presenter Bio (s):** Carla J. MacDonald, Program and Field Education Director for Social Work Education, Huntington University. Licensed Social Worker in Indiana Education .Ed.D. in Organizational Leadership (2012), Indiana Wesleyan University, Marion, IN, Masters in Business Administration (1995), University of St. Francis, Ft. Wayne, IN., Masters in Social Work (1981), Indiana University, Indianapolis, IN, Bachelors in Social Work (1978), Manchester College, N. Manchester, IN, Employment History: Huntington University, (2005 " present), tenured Social Work Professor. Bowen Mental Health Center (2003 " 2007), contracted outpatient therapist. Pathfinder Services, Inc. (1978-2005), various administration position titles over the course of employment.

**Workshop Title**: Media and Justice: How Photography and Media Influence Public Opinion

**Workshop Presenters**: Melissa MacLean, MSW Timothy Chaddock MSW, PsyD

**Workshop Abstract**: It has been said that a picture is worth a thousand words. However, what happens when the thousand words disempower the subject of the photo? This presentation will explore the topics of social justice photography and the power of images through a personal, professional, and faith lens.

**Workshop Number:** 20191373 -

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

- Learn how rhetoric and photographic images influence perceptions of people and how these can be used for exploitation or empowerment.
- Develop awareness of messages we receive and perpetuate about others.
- Identify primary sources of positive and negative of images of people with whom we work.

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

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

**Workshop Description and References**: The presentation will provide a conceptual framework based on the concept of rhetoric and elements of photographic images that influence how one views the subject matter. The discussion about rhetoric will define the term rhetoric and specifically focus on the concepts of pathos, logos and ethos. Born out of the Sophists in Ancient Greece, rhetoric has been defined as the "the faculty of observing [in any given case] the available means of persuasion." However, modernity has since reshaped the meaning and art of rhetoric and persuasion. Rhetoric fuels our everyday lives, interactions, and culture as we know it, and can manifest itself beyond words and even through imagery. However, it can also be used to manipulate, dehumanize, and disempower social groups. In addition, the foundation will include discussion of how elements of making a photograph are used to bring specific attention to certain aspects of the subject while also deemphasizing other elements that the photographer does not to be part of the focus. Building upon the conceptual frameworks of rhetoric and

photography, photographic images will be utilized to demonstrate the power of images in creating visual rhetoric. This will include understanding how images we create of people can potentially focus on either problems or strengths in people's' lives. The potential for exploitation, bias and prejudice will be explored through the production and utilization through rhetoric and visual images. The last section will address the application of visual rhetoric to social work practice and faith. It is not only important to gain insight into the impact of our personal and cultural lenses, but also how it applies to faith. For instance, our lens and image of God influences our expression of faith. Likewise, it is important to recognize the impact of the iconography in faith and its influence on our faith lens. Lastly, an action plan is then needed on how to move forward in a society that filters thousands of images a day. Thus, a strategy plan should be developed to minimize the negative impact, while enhance the empowering impact that our lens can have.

**Presenter Bio (s):** Melissa MacLean is a recent graduate of Roberts Wesleyan College MSW Program, with an undergraduate degree in communications and international development from Houghton College. She is passionate about faith and justice and runs a freelance photography business on the side. She sees the camera as a vessel for empowerment and social change.
Tim Chaddock is a professor in the MSW Program at Roberts Wesleyan College. He teaches primarily in the areas of mental health, social work practice and Christian faith integration. He also has interest in international social work and the relationship between environmental concerns and social justice.

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**Workshop Title**: Churches and Agencies Working Together: A Panel Discussion

**Workshop Presenters**: Dave Marty, M.Div., LCSW Racelder Grandberry-Trimble, MACM

**Workshop Abstract**: When churches and social service agencies work together, it can benefit individuals, families, and entire communities. This panel discussion will include both church and agency leaders who will lift up examples of effective partnerships, explore unmet needs, and engage attendees in thinking creatively about new partnership possibilities.

**Workshop Number:** 20191368 -

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

- Articulate some of the current gaps and/or problems in church-agency relationships.
- Identify some agency-church partnerships that are working effectively and name some reasons why.
- State at least one or two challenges to, and/or possibilities for, such partnerships in their own local areas.

**Level of Presentation**: Basic

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

**Workshop Description and References**: All too often churches and social service agencies either view one another with suspicion or simply fail to understand what the other has to offer, with the result that needs and wants can sometimes go unmet. But when the two intentionally work to understand and appreciate one another, seeking those places where their mission, vision and values intersect, and where their respective assets can be brought together for the common good, it can greatly enrich the lives of all those involved, including entire communities. Thankfully, there are an increasing number of such creative partnerships being formed in both urban and rural areas. These range from very unique and "homegrown" partnerships between local entities to those that are encouraged and supported by much larger organizations (e.g. denominational social agencies or national networks such as Love in the Name of Christ). This panel discussion/workshop will bring together several participants from a variety of local congregations and social service agencies with the purpose of not only articulating some of the reasons why more and better church-agency partnerships are needed, but also lifting up various examples of where and how such partnerships are yielding positive results. he panel participants will share some of their own experiences -- the possibilities and pitfalls -- related to these issues, then engage the other attendees in exploring ways in which they themselves might work to foster healthy partnerships in their own settings. Indeed, the real richness of this workshop will be in the experiences and insights that ALL those in attendance bring to the discussion.

**Presenter Bio (s):** Dave is a local church pastor and LCSW with 20 years experience in pastoral ministry and 15+ years in social services, including direct counseling, residential services for developmentally challenged persons, and Healthy Families. He is a graduate of

Indiana University School of Social Work (1984) and Associated Mennonite Biblical Seminaries (2007).
Racelder currently leads her own outreach called Head & Heart Ministries, LLC, through which she works to foster health, healing and wholeness for individuals, women, children and families. Racelder, who received her Master's in Christian Counseling from the Methodist Theological School of Ohio in 2007, has done multiple presentations and workshops, and has also led several retreats, raising awareness on social justice issues and challenging Christians to respond boldly to Jesus' call to serve "the least of these".

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**Workshop Title**: Effects of Parental Incarceration on Children: A Grandparent's Perspective

**Workshop Presenters**: Cosette Mast, N/A Katti Sneed PhD, LCSW, MSW, LCAC

**Workshop Abstract**: In this workshop, attendees will have the opportunity to hear how grandparents perceive the effects of parental incarceration on the grandchildren they are raising. Practical tips will be presented to help guide Christian social workers as they work with grandparents and the children in their care who have experienced parental incarceration.

**Workshop Number:** 20191397 -

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

- Understand the effects of parental incarceration on children from the perspective of grandparents raising grandchildren due to parental incarceration.
- Gain knowledge of practical tips for working with grandparents and the children in their care who have experienced parental incarceration.
- Identify ways to ethically integrate Christian faith into practice when working with individuals affected by parental incarceration.

**Level of Presentation**: Basic, Advanced

**Target Audience**: Social Workers, Students

**Workshop Description and References**: Although the incarceration rate in the United States has declined some in the past twenty years, the United States still has the highest incarceration rate in the world (Carson, 2018; Walmsley, 2018). Children of incarcerated individuals are directly affected by the high incarceration rate in the United States and often find themselves displaced from the people and environment they know. Grandparents are one of the most common caregivers for children with incarcerated parents, second only to the parent who is not incarcerated (Glaze & Maruschak, 2008). For this reason, grandparents offer a unique perspective on the effects that parental incarceration has on children. In this workshop, the results from a qualitative study addressing the question, "How do grandparents perceive the effects of parental incarceration on the grandchildren they are raising?" will be presented. This study is currently in the process of being conducted; therefore, results are forthcoming. This workshop will also provide practical tips to help guide social workers as they work with grandparents and the children in their care who have experienced parental incarceration. A special emphasis will be placed on how Christian social workers can ethically integrate their faith into their practice when working with this population.

**Presenter Bio (s):** Cosette Mast is currently an undergraduate student at Indiana Wesleyan University. In May of 2020, she will be graduating with her Bachelor's degree in social work and honors humanities. Cosette is an assistant to the Director at The Training Center, an academic enrichment program serving underprivileged children and families in the community of Marion, Indiana.

Dr. Katti Sneed is currently the Director of the Social Work Program at Indiana Wesleyan University. She received her Bachelor's degree in Psychology and Sociology from Purdue University and received her Masters in Social Work from IUPUI School of Social Work. In 2006, she received her PhD in Human Services with a concentration in social work from Capella University. Dr. Sneed is a licensed clinical social worker and licensed clinical addiction counselor and has over ten years of experience as a psychotherapist. She teaches several research courses at both the graduate and undergraduate levels.

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**Workshop Title**: Teaching Graduate Social Work Online-Challenges and Lessons Learned

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

**Workshop Abstract**: This presentation will present the challenges and lessons learned from a social work faculty member's first journey into converting familiar in-class material into an online format. Offering online classes is no longer optional in today's competitive market.

**Workshop Number:** 20191321 -

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

- Feel more confident in converting in-class teaching to an online environment.
- Learn from each other about what works and what doesn't in an online environment.
- Learn the gains and losses of converting social work courses to an online environment.

**Level of Presentation**: Advanced

**Target Audience**: Educators

**Workshop Description and References**: This presentation is intended to relieve faculty anxiety when moving in-class courses onto an online environment for the first time. Many who have been teaching for an extended period of time fear losses of the eyes-on classroom environment. This presentation will share one professor's experience of moving a Psychopathology class he taught for many years in the classroom to an online format. Valuable lessons learned will be presented including: 1) How not to throw up one's hands in panic and give up when technology seems to have a mind of it's own. 2) How do I maintain a focus on the integration of Christian faith when I'm not a living, breathing example standing in front of students. 3) For synchronous classes how do you record presentations so students who miss class can make up the class? And...much more.

**Presenter Bio (s):** Dr. Meldrim is a Professor at Roberts Wesleyan College, where he has taught for 21 years. He is also retired, Lt Colonel from the active duty Air Force where he worked with military members and their families around the world. Dr. Meldrim has a PhD from Syracuse University in Child and Family Studies and his MSW is from St. Louis University. He has presented at NACSW in the past about an innovative model of teaching

Group Work, Responding to National Disasters and Conducting Custody Evaluations with the Seneca Nation of Indians. Dr. Meldrim has worked in various roles of clinical social work for 34 years including academia, international adoption, substance abuse, mental health and custody evaluations. He is beginning his latest adventure teaching MSW students online.

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**Workshop Title**: Why Study Ethics? Just Do the Right Thing!

**Workshop Presenters**: Helen Mudd, PhD., MSW

**Workshop Abstract**: Our Christian Worldview is a critical component of the context in which we deconstruct ethical issues. This workshop will provide an overview of social work ethics through a Christian Worldview lens. The interactive approach of this workshop will engage participants in ethical decision making using a variety of ethical decision making models.

**Workshop Number:** 20191355 -

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

- Engage participants in a dialog on Ethical Decision Making through a Christian Worldview Lens
- Articulate and deconstruct an ethical dilemma
- Identify and utilize ethical decision making Models

**Level of Presentation**: Basic

**Target Audience**: Educators, Students

**Workshop Description and References**: Ethics is a critical component of the educational experience of students pursuing their social work degrees. It is imperative that students understand the value context of social work. Our Christian Worldview is a critical component of the context in which we deconstruct issues. Every single one of us comes to our work profoundly influenced by assumptions, beliefs, values, and commitments, which we hold in part on faith

(Sherwood, 2016). Ethics are perhaps the most important aspect of our work. How we treat others, the rules by which we play, our true intent and actions are determined by our ethics. This workshop is an interactive overview of social work ethics. The target of the workshop is the BSW, MSW, and Ph.D student, however, the interactive approach of the workshop could be a learning experience for the professor or professional seeking to increase their skills in teaching ethics. Questions addressed in this workshop include, How do workers decide what is right? More deeply, is there right and wrong. How do we reconcile our Christian beliefs with our NASW Professional Code of Ethics? How can an instructor instill, inspire, or create an interest in contemplating the questions of right and wrong? What is the best way to teach ethics? What is an ethical dilemma? How does one deconstruct an ethical dilemma and then utilize an ethical decision making model to make an ethical decision. This workshop will highlight the ethical perils technology brings to our profession. With the growing use of technology in social work education, continuing education, and practice, social workers need to manage risks associated with the use of technology. We have embarked on a new period. Today's social workers can provide services online or via video counseling or text messages to clients, they never meet in person. Social work's pioneers, including Addams, Richmond, Grace Abbott, Edith Abbott, and Breckinridge, could not have forecast the evolution of social work ethics. Although some of the ethical challenges faced by today's practitioners resemble those encountered in the late 19th and early 20th centuries, others were unimaginable during the profession's earliest years. Social work ethics is a moving target. Practitioners cannot afford to become complacent, assuming that age-old tenets will suffice as we move forward (Reemer, 2014).

**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. Dr. Mudd is a licensed social work that has taught Ethics CEU courses for licensed social workers for the past 14 years.

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**Workshop Title**: Bringing Practice Into the Classroom to Empower Future Servant Leaders

**Workshop Presenters**: Dr. Kimberly Mudd-Fegett, DSW, MSSW Destinee Emmitt BSW Austin Tucker

**Workshop Abstract**: The practice experience of educators has a tremendous ability to take students beyond the walls of the classroom. In this workshop, a Christian servant professor will collaborate with Graduate and Undergraduate student to discuss the value of practice experience.

**Workshop Number:** 20191329 -

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

- Narrate their experiences to develop basic skills to empower others.
- Identify the benefit of using personal knowledge and practice experience to engage students.
- Utilize their own practice experience to empower their students.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: Social work, as a grassroots profession, was been built on Christian servants' successes & failures. Professional programs must prepare students to enter their chosen profession with knowledge & confidence. When professors are share their professional knowledge & experience, they are able to extend students' learning experience beyond the classroom (Wrenn & Wrenn, 2009). When Christian servant leaders (professors) share their experiences, they are able to demonstrate Christian compassion in practice scenarios that extend beyond the textbook. As Matthew 9:36 states, "When he saw the crowds, he had compassion for them, because they were harassed and helpless, like sheep without a shepherd" (NIV, 2019). In the classroom, as students witness the professor's Christian compassion for serving others, the student's desire to solve problems and alleviate pain of others is heightened (Berkowicz & Meyers, 2015). Students gain awareness from the professor's practice and experience that will aid in their development as social workers. Most importantly they are able to see the passion professors have for serving others. Hutchinson (2016) outlines that teaching is a highly challenging yet highly rewarding profession, professors literally see the future of the profession in the classroom. As educators, it is critical for students to learn theoretical knowledge from the classroom. However, it is imperative that through instruction and integration of practice they also gain the ability to apply theories to practice. When professors are able to integrate both theory and their own practice experience into course curriculum students are able

to understand curriculum in a deeper more meaningful manner (Wrenn & Wrenn, 2009). Social work practice is a moving target that has and should continue to prove, disprove and ensure professional activities occur (Farley, et al., 2009). Some of the essential skills professors teach students includes how to overcome adversity, learn from challenges and critical apply knowledge in a professional manner. These skills can be most adequately modeled in the classroom through practice experience. Self-awareness is a fundamental skill in the social work profession and the ability to teach this in the classroom is imperative to the success of students (Feize, 2018). In fact, when professors humble themselves to acknowledge both successes and failures, future leaders of our profession is empowered. Proverbs 11:12 states, "When pride comes, then comes disgrace, but with humility comes wisdom" (NIV, 2019). Likewise, the ability to engage in self-reflectiveness is a practice competence that aids in professional communication, maintaining professional boundaries and preventing burnout (Urdang, 2018). Halbert (1923), when defining the social work profession states that part of civilization is to educate how to perform in complex enterprises when families, schools and church families, schools and churches fail to accomplish.

**Presenter Bio (s):** Dr. Kimberly N. Mudd-Fegett is Assistant Professor of Social Work at Campbellsville University. Dr. Mudd-Fegett obtained her Doctorate of Social Work from Capella University in June 2016. 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 interviewer and employed with Silverleaf Sexual Trauma Recovery Center in Elizabethtown where she has completed over 700 forensic interviews. Dr. Mudd-Fegett teaches a vast array of courses in both the Undergrad and Graduate program to include; Child Abuse & Neglect, Introduction to Social Work, Leadership and World Problems. Dr. Mudd-Fegett has presented at numerous national conferences to include NACSW.

Destinee Emmitt is an undergraduate student at Campbellsville University majoring in Social Work. Destinee is originally from Cave City, Kentucky. Destinee is a member of Rowlett's Baptist Church. Upon graduation Destinee hopes to continue to education and obtain her Masters in Social Work. From a young age, Destinee knew she had a passion for working with children, especially those who have experienced abuse. Destinee hopes to one day become a forensic interviewer and work directly with children who have been sexually abused. Along with her education, Destinee has multiple family members who work in a social work related field who aid and support her in achieving her goals.

Austin Tucker is a 2018 Graduate of Campbellsville University with a Bachelor Degree in Social Work. Austin will also graduate from Campbellsville University in December 2019 with a Master Degree in Social Work. Austin is originally from Frankfort, Kentucky. During his time at Campbellsville University, Austin truly demonstrated the meaning of servanthood. Between

August 2014 and January 2018, Austin has traveled to Haiti eight times. The majority of these trips were funded by Austin himself and outside of any educational commitment. In addition to these trips, Austin has also traveled to Houston, Texas; Lynch, Kentucky and West Point to aid with hurricane/flood relieve aid. Austin truly demonstrates a desire to serve and love of people that reaches far beyond the classroom.

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**Workshop Title**: Spirituality in the Context of Vicarious Trauma

**Workshop Presenters**: Beth Muehlhausen, Ph.D., M.Div., LCSW, BCC

**Workshop Abstract**: A qualitative research project sought to understand the role of spirituality in vicarious trauma. Doctors, nurse practitioners and physicians assistants who work directly with trauma patients were interviewed regarding how their spirituality and work impacted each other.

**Workshop Number:** 20191269 -

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

- Articulate a beginning understanding of qualitative research, specifically phenomenology methodology.
- Identify spiritual patterns that aid in coping with vicarious trauma.
- Discuss implications for social workers and spiritual care departments in caring for front line staff who work with trauma patients and their families.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: This workshop will share findings from a qualitative research project that sought to understand the role of spirituality in vicarious trauma. Doctors, nurse practitioners and physicians assistants from across the United States who work directly with trauma patients were interviewed regarding how their spirituality and work impacted each other. The 36 participants included 23 Christians, 1 Conservative Jew, 1 Hindu, 1 Muslim and 10 "Nones." Physicians represented surgery, orthopedics, emergency, critical care/pulmonology and neurosurgery. Participants also included physicians who had seen active military duty as trauma doctors. The research project received Institutional Review Board (IRB) approval and oversight. Research interviews were recorded and transcribed verbatim. Hermeneutic phenomenology methodology was used to analyze interview transcripts in order to ensure academic rigor and trustworthiness. Spiritual patterns emerged across religions and specialties including: 1)spirituality as a guiding force 2)strong need for a support system 3)use of coping mechanisms and 4)vicarious growth. Implications for social workers, spiritual care leaders and departments who care for front line staff who work with trauma patients and their families will be discussed.

**Presenter Bio (s):** Beth Muehlhausen, Staff Chaplain/Researcher. Ph.D. in S.W. 2010 (I.U.-Indianapolis); M.Div. 2005 (Christian Theological Seminary-Indianapolis); MSW 1990 (I.U.-Indianapolis) Licenses - LCSW (lapsed) BCC - Board Certified Chaplain - Assoc. of Professional Chaplains. Ordained minister with Christian Church Disciples of Christ. Dr. Muehlhausen has been a chaplain with Ascension Health for the past seven years. She has lead several research projects, currently splitting her time as a staff chaplain for St. Vincent Hospital in Indianapolis and working as a spiritual care researcher for Ascension Health. She has presented her research at the North American Association for Christians in Social Work, Association for Professional Chaplains (APC) and Transforming Chaplaincy. She has lead webinars on spiritual care research for Ascension Health and National Ass. of Catholic Chaplains (NACC).

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**Workshop Title**:Effectively Incorporating Spirituality & Mindfulness in Leadership Styles

**Workshop Presenters**: Shebby Neely- Goodwin, PhD. MSW, LMSW

**Workshop Abstract**: This workshop will examine leadership styles and develop a productive style for members and their organizations. This workshop seeks to empower social work administrators to utilize spirituality and mindfulness as part of their leadership styles. By adding these two components, it will provide renewal and restoration to the field of social work.

**Workshop Number:** 20191392 -

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

- Examine the Efficacy of Various Leadership Styles in Social Work Settings in regards to motivating productivity among social workers and constituents .
- Effectively Analyze the Leadership Principles of Jesus.
- Promote opportunities of implementing Spiritual Leadership principles of Jesus in social work agencies. Thereby suggesting ways to promote renewal and restoration.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: As various communities and organizations are pierced with various undesirable and damaging fears and concerns that are challenging our clients and parishioners to maintain a sense of hope, social workers in administration must evaluate their leadership styles in guiding other social workers. This workshop will examine leadership styles and develop productive styles for members and their organizations. This workshop seeks to empower social work administrators to utilize spirituality and mindfulness as part of their leadership styles. By adding these two components, it will provide renewal and restoration to social work. This workshop will examine spiritual leadership, biblical leadership, task oriented leadership, charismatic leadership and human-oriented leadership. Spiritual leadership is one who voluntarily or willingly submits to the sovereign authority (lordship) of Jesus Christ to obey Him as directed for His benefit (Elliston, 1992). The leader is able to be effective only as he/she follows Jesus and his example, and is under his authority. Since biblical leadership is neither ascribed nor achieved many methods of granting leadership can be used and transformed. A second concern of biblical leadership is service as we see in Jesus' example of serving (Mt. 20:28) as a leader. There is no room for a leader who tends to misuse other or attempts to manage things by manipulating events (Ward 1984,). A serving leader is not out to control. "The Christian leader must not be dictatorial. Not lording it over those entrusted to you"(1 Peter 5:3)

(Sanders 1994). Rather the leader serves to empower and facilitate the others in living for God. (Dean, 2009). Authentic leadership is defined as "a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates. (Azanzaa, G., Moriano, J. & Molero, F. , 2013) Having a leader who radiates certainty may help to give a team direction and purpose, but may also cancel some of the positive effects in knowledge sharing situations by instilling uncertainty in employees who are willing to share or ask for information. In contrast with leader's supportiveness, leader's preciseness, and leader's assuredness, leader's argumentativeness may be the weakest variable with the leadership styles. Task-oriented leadership is much less strongly related to communication styles than charismatic leadership and human-oriented leadership. Charismatic leaders are characterized by an assured, supportive, argumentative, precise, and verbally non-aggressive communication style. (de Vries, 2010). This workshop will seek to examine leadership styles and provide ways to consider implementation of spiritual leadership principles in every realm of social work administration.

**Presenter Bio (s):** Dr. Shebby Neely-Goodwin, MSW, LMSW is the MSW Director of the Field Office with Norfolk State University. She received her Bachelors in Psychology from Winthrop University in Rock Hill, SC. Her Masters of Social Work degree in 1992 and her PhD. in social work in 2004, both from the University of South Carolina. She has experience as a clinician and administrator in social work. Dr. Neely-Goodwin has twenty-five years of experience as a social work practitioner. She has lectured nationally and internationally. Dr. Neely-Goodwin taught in academia for thirteen years teaching BSW and MSW courses; five of those years as the Director of Field Office. She has over ten years' experience in social work administration. She perfects her skills as a social work administrator and seeks to share her knowledge to incorporate social work leadership styles with spiritual leadership and mindfulness.

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**Workshop Title**: "I Hate My Body": Body Image Development and Dialogue in Girls and Women

**Workshop Presenters**: Erin Olson, PhD

**Workshop Abstract**: Women and Girls are taught by society and their peers to hate their bodies and to focus on their body's flaws rather than its strengths. Society, through advertising and

media, sets a high standard for the female body. Changing this body image dialogue could have significant impact on female self-confidence and self efficacy.

**Workshop Number:** 20191351 -

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

- Understand and apply theories of body image development adolescent and young adults.
- Utilize strategies of intervention for adolescents and young adults with poor body image.
- Recognize body image as an important component of social work assessment with adolescents and young adults.

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

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

**Workshop Description and References**: Women and Girls are taught by society and their peers to hate their bodies. Many girls learn from their mothers at a young age that it is normal to focus on their body's flaws rather than its strengths. The message they often hear is that our bodies are to be criticized and judged rather than honored and praised. Society, through advertising and media, sets a high standard for the female body that often reflects an impossible ideal. It is important to raise awareness about the impact of both dialogue and advertising on female body image perceptions in both adolescents and young adults. Social media has also changed the messages girls and women are receiving about their bodies--both for good and bad. Negative body image does not always manifest itself as an eating disorder, but many women and girls identify as having disordered eating or unhealthy ideas about eating and exercise. God has made our bodies and while they're not perfect and often fail us, we are also told in the Bible that our bodies are the "temple of the Holy Spirit" (1 Corinthians 6:19). While we have a responsibility to care for our "temple" we can also recognize that our bodies were impacted by the fall and can never be perfect in this life. God does not ask us to focus on our body's flaws or to be so focused on the "temple" that we miss how we can use our bodies to be doing His work in the world. Changing this body image dialogue both interpersonally and societally could have significant impact on female self -confidence and self-efficacy. Much of woman-to-woman conversation about our bodies is negative and women often do not know how to respond to a

woman who instead appreciates her body and prefers to highlight it's strengths. Changing the dialogue about the female body from negative to positive could potentially give many women and girls the mental space to focus on other things in their lives. Social workers have an opportunity to both work on changing the social structures which lend themselves to negative body talk on the part of women and girls, but they can also make body image a part of their client assessment process. Social workers can seek to understand how their female clients view their bodies and can, if concerns are identified, seek to make this also part of their planned change intervention.

**Presenter Bio (s):** Erin Olson is a Professor of Social Work and Social Work Department Chair at Dordt College in Sioux Center, IA. She earned her BSW from Dordt, her MSW from University of Nebraska-Omaha, and her PhD from Baylor University. She is a licensed independent social worker in the state of Iowa and has presented before at the NACSW conference in 2015 and 2016. Before academic, Dr. Olson worked in both community mental health and also as a hospital social worker.

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**Workshop Title**: Renewing the Profession Through Faith-Based Clinical Supervision

**Workshop Presenters**: Linda Openshaw, DSW, LCSW  Andrew McLane LMSW  Mayra Martinez

**Workshop Abstract**: This workshop will review the specific standards of practice and the NASW Code of Ethics requirements for supervision and discuss the importance of integrating spirituality into the supervision process to help supervisees understand the specific benefits derived from supporting clients' spiritual needs

**Workshop Number:** 20191323 -

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

- Understand supervision requirements of the National Association of Social Worker and state regulatory boards and how to integrate specific skills into supervision.
- Discuss the value of ethically integrating Christian faith and spirituality into the supervision process and into the supervisee's work.
- Review the importance of empowering supervisees to evaluate their own skills and focus on developing knowledge that they do not have during the supervision process.

**Level of Presentation**: Intermediate, Advanced

**Target Audience**: Social Workers, Students

**Workshop Description and References**: This workshop will review the specific standards of practice and the NASW Code of Ethics requirements for supervision and discuss the importance of integrating spirituality into the supervision process to help supervisees understand the specific benefits derived from supporting clients' spiritual needs. There is a dearth of information on the actual skills learned and knowledge gained during the clinical supervision process. Supervision is a two to four year commitment on the part of both the supervisor and supervisee. Completing supervision and becoming ready for clinical practice is an important step in a social worker's career. It is a time to develop specific clinical expertise and gain a perspective on clinical practice from a seasoned supervisor who is aware of the current standards of practice, and NASW and local licensure board regulations. Clinical supervision is the final step where one can learn to ethically integrate spirituality and role of Christian faith and other faith-based perspectives into social work practice. This presentation will provide an overview of the current NASW Standards of Practice and Code of Ethics regarding supervision and the importance of understanding the gatekeeping role the clinical supervisor must play. This is an interactive session which will include social work supervisees and their supervisor who will share personal supervision experiences and discuss the specific skills they learned during supervision. The supervisees will discuss opportunities they had to help integrate spirituality into practice and provide evidence of the benefits client's derived. The supervisees will discuss how their clinical knowledge and skills grew to the point that they have become prepared to conduct their own independent practice. This session will address the importance of finding a balance of promoting self-discovery, competence and confidence in clinical social work supervisees.

**Presenter Bio (s):** Linda Openshaw is Professor and MSW Program Director at Texas A&M University-Commerce. She has taught the LCSW Supervision course for the state of Texas for seven years and is currently clinical supervisor She has 17 year of clinical experience.
Andrew is an LMSW who is currently working for Hospice select in Dallas. He is nearly finished with his clinical supervision and is preparing for the LCSW examination.
Mayra Martinez, LMSW is currently working for Parkland Hospital. She is nearly finished with her LCSW supervsion and is preparing to take the LCSW examination.

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**Workshop Title**: Transforming the Trajectory of Trauma for African - American Girls

**Workshop Presenters**: Melody Pannell, MSW; M.Div., MACE

**Workshop Abstract**: These multifaceted and multilayered issues facing the harsh realities of the trajectory of trauma of African - American girls are noted to be at crisis proportions. However, little to no attention is being given to the outcry of this vulnerable population that continues to be marginalized and victimized by the broader society.

**Workshop Number:** 20191429 -

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

- Understand the concept of Post - Traumatic Slave Syndrome and how it relates to the mental health of African - American Girls.
- Explore the trauma cycle of victimization in African - American Girls utilizing the lens of "Historical Trauma".
- Learn how to utilize restorative justice practices to transform the trajectory of trauma experienced by African - American Young Women and Girls.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: "Pain that is not transformed is transferred." Richard Rohr. African - American Girls are disproportionately represented as victims of sexual assault, domestic violence and sex - trafficking. Psychologically, African - American Girls are experiencing higher levels of mental stress, emotional disturbance, anxiety , depression and suicide attempts at an alarming rate. These "acting - in" symptoms and diagnosis' are also correlated with "acting - out"behaviors such as substance abuse, risky sexual behaviors, verbal aggression and acts of violence. The percentages of African - American Girls being incarcerated for violent crimes are also on the rise as well as out of - school suspensions and high school dropout rates . This presentation begins the exploration of the trauma cycle of victimization in African - American Girls utilizing the lens of "Historical Trauma" and societal effect of the "Multigenerational Transmission of Trauma," and seeks ways to address and heal this victim cycle through the transformation of "Historical Harms."

**Presenter Bio (s):** Melody M. Pannell currently serves as Assistant Professor of Social Work in the Department of Applied Social Sciences at Eastern Mennonite University as well as Vice - President of the Faculty Senate and Chairperson of the Committee on Diversity and Inclusion. Melody M. Pannell received a Masters of Social Work from Fordham University, New York, NY in May 2000. Pannell also obtained a Masters in Divinity and Masters of Christian Education from The Samuel DeWitt Proctor School of Theology at Virginia Union University, Richmond, VA. in May 2015. Melody M. Pannell has presented on a national level at conferences such as the Mennonite USA Convention, Women Doing Theology and Virginia Sexual and Domestic Violence Action Alliance Biennial Conference " Radford University, to name a few. Previously, Melody M. Pannell served as the Director of Counseling Services at Virginia Union University.

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**Workshop Title**: Refugee Resettlement: Partnerships Between Social Work Organizations and Faith Communities

**Workshop Presenters**: Elizabeth Patterson Roe, Stephanie Spandl, Renee Vaughn, Beryl Cohen; Michele Schrougham

**Workshop Abstract**: Worldwide the number of displaced persons has currently surpassed that of even post-World War II. Both faith communities and social workers have key roles in shaping responses at macro, mezzo and micro levels. In this session a panel will share how social workers and faith communities are creating partnerships to address refugee resettlement effectively together.

**Workshop Number:** 998 -

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

- Articulate the difference between refugees and immigrants.
- Describe 2-3 concrete examples of successful partnerships between social workers/social services organizations and faith communities in refugee resettlement work.

- Outline 2-3 obstacles which provide challenges for effective partnerships between social workers/social service in agencies and faith communities in refugee resettlement work

**Level of Presentation**: Intermediate

**Target Audience**: Social workers; clergy

**Workshop References**:

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**Presenter Bio (s):** Sister Stephanie Spandl, MSW, LICSW, MAT is a School Sister of Notre Dame (SSND) and a clinical social worker from St. Paul, MN. She obtained a dual Master's

degree in Social Work and Theology at St. Catherine University/University of St. Thomas. Over the past 25 years, she has worked with refugees/immigrants in a variety of capacities, including generalist case management and clinical mental health services. She has a particular interest in exploring the biblical and theological foundations of care for refugees/immigrants and is committed to increasing the capacity of social workers and faith communities to respond effectively to their needs through offering trainings, teaching adjunct and engaging in mentoring/networking. She currently works full-time in vocation ministry for her SSND community and continues her work with refugees/immigrants on a volunteer/pro-bono basis.

Elizabeth Patterson Roe, PhD, MSW, LISW-S, teaches social work and global and international studies at Malone University. She is involved in both research and practice in international and local community development settings. In 2016 she completed a sabbatical working with World Relief in refugee resettlement. Dr. Roe conducted research that focused on developing an empowering model for refugee resettlement. In 2018, she co-edited a special issue of Social Work and Christianity on practice with refugees.

Renée Vaughn is a Medical Social Worker at St Vincent Hospital/ Ascension Ministries. I work 12 hr shifts on the weekends at Peyton Manning Children's Hospital and I also cover the Women's Hospital after 6pm until my shift ends. My duties include the Pediatric ER, Pediatric Intensive care, pediatric inpatients, Neonatal Intensive care, women's hospital triage, women's hospital inpatients, periodically as needed Adult ER and adult Trauma. In these settings sometimes there are refugee patients.I work as part of the medical team on cases. The team includes physicians, nurses, a nurse case manager and a social worker.

Beryl Cohen, MSW currently serves as the Executive Director of NASW Indiana Chapter. In this position, she is responsible for the day-to-day running of the chapter with approximately 2,000 members. Under her direction, the Chapter provides member services, training and educational opportunities for members and non-members around the state and works to ensure that state licensing laws are maintained in a way that supports the integrity and growth of the profession. Ms. Cohen has more than two decades of experience in public policy, advocacy and legislative work in Indiana. This includes working as the public policy coordinator at Prevent Child Abuse Indiana in the mid-90s as well as running a project at the Indiana Coalition on Housing and Homeless Issues, where her work focused on changing policies to better support families and individuals as they moved from welfare to work. She moved from working for non-profits to state government in the early 2000s and served under Governor O'Bannon and Governor Kernan running the majority of the state's poverty programs.

Michele Schrougham is the Supervisor of Resettlement Services for Catholic Charities Refugee and Immigrant Services Indianapolis. She has over ten years of experience resettling refugees in Indianapolis, serving in a variety of capacities before taking on a supervisor role in 2012. During her time with the program, Catholic Charities Indianapolis has resettled thousands of refugees from across the world, including Burma, Bhutan, Iraq, Iran, Afghanistan, Syria, Ethiopia, Eritrea, Somalia, Sudan, Democratic Republic of Congo, Central African Republic, and Cuba. In addition to her experience with Catholic Charities, she has spent several years working in the mental health field and in the prison system. Michele received her undergraduate degree from Anderson University and holds a Master of Social Work degree from The University of Tennessee. In her free time, you can find her sipping coffee with a historical fiction book in hand, binge watching tv drama, or laughing with her husband and three-year-old daughter.

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**Workshop Title**: What MSW Students Learned From Their Denomination About Mental Illness

**Workshop Presenters**: Jennifer Payne, PhD, LCSW

**Workshop Abstract**: Students enter graduate school with pre-formed beliefs about causes of mental issues, from religious (demonic possession) to biological (genetic) explanations. Fifty MSW students reflected on where they fall on the spectrum of belief about mental illness. The information uncovered can assist church leaders and faith-based educators.

**Workshop Number:** 20191275 -

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

- Church leaders can obtain a greater understanding of the impact on their parishioners when the topic of mental illness is discussed in church settings.
- Faculty can gain a greater sensitivity to the diversity of views on mental illness in their classrooms, depending upon the background of their students.
- Social work students can gain awareness of their own faith background and how it may have influenced their own views regarding mental illness.

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

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

**Workshop Description and References**: Clinical students in the second year of their MSW program at a faith-based university must take an advanced practice course in adult behavioral health. During this class, students opt to complete a five-page extra credit assignment to discuss their views on mental health, based upon their own religious denomination and upbringing. Given that research shows that there is a spectrum of belief about mental health causes, where strict adherence to a spiritual healing focus is on one end of the spectrum, and a strict medical or psychological focus is on the other end of the spectrum (Payne & Hays, 2016), students were asked to: 1) Discuss the specific faith community that they identified with, and discuss the details of their denominational thrust, if any. 2) Discuss the tenets or doctrine of the particular denomination that they were brought up in, in such a way that others would understand. 3) Discuss the beliefs of their faith tradition about the cause of emotional "disorder," and discuss any assumptions that members and leaders of their faith tradition make about mental illness. 4) Discuss their present position on the spectrum of belief about the causes of mental illness. Over fifty students wrote on the topic. The information obtained was de-identified and analyzed with a grounded theory approach, using Atlas.ti as an organizational tool (Glaser, 1999). It was discovered that some students had religious backgrounds and experiences that taught them from a spiritual healing focus of the spectrum. In some cases, their families, faith leaders, and church members believed that mental illnesses were due to demonic oppression (if not obsession), witchcraft, or spiritual weakness. Other students had backgrounds that led them to believe that mental illness was due to either mid spectrum or biological reasons. All students stated if their views had changed since being in graduate school, and if so, in what way. The information provided by these students can inform faith-based educators and church leaders. Research shows that a student's perceived benefit of seeking help for mental health issues is a prime predictor of whether or not they will seek outside help for anxiety, depression, or some other issue (O'connor, Martin, Weeks & Ong 2014). If they are receiving messages from church and family that the cause of mental illness is completely spiritual, they are less likely to reach out for help themselves or value giving that help to others. Through this presentation, church leaders can obtain a greater understanding of the impact on parishioners, based on how mental health issues are discussed in the Christian church. Also, faith-based educators can learn to be more sensitive to the academic (teaching) needs of students from belief traditions across the spectrum.

**Presenter Bio (s):** Jennifer Shepard Payne is an Associate Professor in the Department of Social Work at Azusa Pacific University. She received her Ph.D.from the UCLA School of Public Affairs in 2011. She is an LCSW with many years of experience in mental health clinical practice and administration. She is the Principal Investigator of the Urban Pastor's Project

(www.urbanpastorsproject.com) and the Clergy Depressive Counseling Survey, two studies that obtained data from pastors about their beliefs and treatment practices surrounding depression and mental health. She also provides mental health training and counseling services to churches in Los Angeles through her Christian private practice (www.dtgcounseling.com).

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**Workshop Title**: Interpersonal Neurobiology and Trauma: Towards a Science of Embodied Mind

**Workshop Presenters**: Don Phelps, Ph.D., LCSW

**Workshop Abstract**: Social workers are now extremely interested in clinical models that focus on the implicit affective communications transmitted "beneath the words" of the therapeutic relationship. This perspective requires that social workers are open to intuitive sensing of what is happening beneath the client's words and often beyond the client's conscious awareness.

**Workshop Number:** 20191325 -

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

- Learn the definition of interpersonal neurobiology and embodied mind
- Become aware of recent research that suggests a paradigm shift in clinical social work practice from conscious cognition to unconscious affect.
- Learn the importance of using a creative interpersonal neurobiological lens of attachment theory in the clinical process.

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

**Target Audience**: Social Workers, Students

**Workshop Description and References**: Social workers are now extremely interested in clinical models that focus on the implicit affective communications transmitted "beneath the words" of the therapeutic relationship. Understanding the invisible right brain to right brain communication expressed beneath conscious awareness in early attachment experience is essential in our work with children. The interdisciplinary trend towards the integration of the

psychological and biological realms is transforming clinical social work practice. Recent research has focused on emotions and psychobiological states and exploring the neurobiological mechanisms of emotion. The focus has shifted from pure cognitive development to emotional development. These studies suggest a paradigm shift from conscious cognition to unconscious affect. The psycho-biologically attuned, intuitive social worker is learning the nonverbal moment to moment rhythmic structures of the client's internal states and is flexibly modifying their own behavior to synchronize with that structure. This is the foundation of the therapeutic alliance. The interpersonal neurobiological perspective requires that social workers are open to intuitive sensing of what is happening beneath the client's words and often beyond the client's conscious awareness. Social workers must use a creative interpersonal neurobiological lens of attachment theory in the clinical process.

**Presenter Bio (s):** Don Phelps received his Ph.D. in social work from the University of Illinois in 1997 and is currently a Professor of Social Work at Aurora University. Since 1985, Dr.Phelps has worked as a youth and family therapist, clinical director, chief operating officer, and chief executive officer in behavioral healthcare. He worked as an adjunct faculty member for 9 years before coming to the university full time in 2001. In 2011, Dr.Phelps was granted a university sabbatical to study child trauma at the Casa Hogar Los Angelitos orphanage in Manzanillo, Mexico. He continues to provide clinical training and consultation for the orphanage. Dr. Phelps and three graduate students started a therapeutic play and expressive arts program for children at the second largest homeless shelter in Illinois. The program has served over 400 children in the last 11 years.

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**Workshop Title**: Efficacy of PYD After School Programs for At-Risk African American Youth

**Workshop Presenters**: Jason Pittman, MSW, MDiv

**Workshop Abstract**: Presentation Abstract:This presentation will provide a quick overview of Positive Youth Development (PYD) based after-school programs, explore current research on the efficacy of these programs, explore the integration of Christian programming, and will include applications from current research focusing on at-risk urban African American youth.

**Workshop Number:** 20191420 -

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

- Be familiar with the risk and protective factors for urban at-risk African American Youth and the basic concept of several Positive Youth Development theories.
- Understand how Christian teachings and programming can be integrated into PYD programming
- Become familiar with current research on after-school programs for urban at- risk African American youth and children.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: All humans grow and develop through childhood into adolescence and most transition into healthy productive adults. However, there are significant barriers to reaching those goals for low-income urban at-risk African American youth such as poverty and family situations, academic problems, poor mental and physical health, and living in high-risk violent-prone neighborhoods. Positive Youth Development (PYD) has emerged over the last twenty years as a predominant theory and practice for many after-school programs. This presentation begins with providing participants with a brief overview of the risk and protective factors affecting this population. A brief overview of different PYD theories will be presented with emphasis on the integration of Christian based teaching/programming into PYD. Finally, the workshop will present the results of the systematic review done by the presenter of the most current research on after-school programs and at-risk African American youth.

**Presenter Bio (s):** EDUCATION Ph.D. in Social Welfare, Florida International University, Miami, FL 2018 to Present. Master in Social Work, Baylor University, Waco, TX, May 2002. Major Field of Study: Health and Mental Health with specialization in Chemical Dependency Master of Divinity, Truett Seminary, Baylor University, Waco, TX, May 2002. Major Field of Study: Divinity with a concentration in Family and Community Ministry B.A., Psychology & Sociology, Baylor University, Waco, TX, May 1995 EXPERIENCE Touching Miami with Love CEO, Miami, FL 2005 to Present Cooperative Baptist Fellowship Coordinator of Urban Ministry, Detroit, MI 2002 to 2005 Mission Waco Director of Special Programs, Waco, TX 1995 to 2000 Past board member and Board President of NACSW

**Workshop Title**: Building Bridges Between Faith and Mental Health Treatment Communities

**Workshop Presenters**: Tracie Pogue, MDIV, STM, MSW, LCSW

**Workshop Abstract**: This is a report out of a September, 2018, expert panel meeting held by SAMHSA (a federal agency) in partnership with HHS/The Partnership Center - Center for Faith and Opportunity Initiatives. The meeting focused on engaging faith leaders in the care of people with serious mental illness in partnership with the mental health treatment community.

**Workshop Number:** 20191276 -

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

- Identify Effective Models to Educate & Engage Faith Leaders in the Care of People with Serious Mental Illness (SMI)
- Identify Challenges to Building Bridges Between the Treatment Community and the Faith-Based Community in the Care of People with Serious Mental Illness.
- Identify the Role of Faith Communities in Respect to Caregivers and those Impacted by Serious Mental Illness (SMI).

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

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

**Workshop Description and References**: In September, 2018, the Substance Abuse and Mental Health Services Administration (SAMHSA - a Federal agency) in partnership with the U.S. Department of Health and Human Services - The Partnership Center/Center for Faith and Opportunity Initiatives, held an expert panel meeting entitled "The Role of the Faith-Based Community as Bridge Builders to the Treatment Community for People with Serious Mental Illness (SMI)". Participants included those experiencing serious mental illness, families of people with serious mental illness, pastors, professors and faith-based counselors/psychiatrists. The purpose of the meeting was to develop a compendium of best practice models and resources

to address challenges to building relationships between the treatment community and the faith-based community. Meeting objectives included: 1) Identify effective models to educate and engage faith leaders in the care of people with Serious Mental Illness (SMI); 2) Identify challenges to building bridges between the treatment community and the faith-based community; 3) Begin to develop a priority list of resources to assist faith leaders in understanding crisis situations and appropriate referrals to professional treatment, and 4) Develop a plan to disseminate resources. Research reflects that the faith community is often the first identifier of mental health issues and that people often seek a faith leader when experiencing mental health issues before any other professional. Therefore, this meeting was conducted to demonstrate faith-based communities can be essential partners to the professional treatment communities throughout the mental health continuum of care for those with serious mental illness (SMI).

**Presenter Bio (s):** Tracie Pogue is a Public Health Analyst at SAMHSA, an agency of the Department of Health and Human Services. She works in the Office of the Chief Medical Officer. One of her roles is helping to inform the faith-based community of mental health and substance use services offered by SAMHSA and HHS. She received her Master of Divinity from the Southern Baptist Theological Seminary, her Master of Sacred Theology from Yale Divinity School and her Master of Social Work from Florida State University. She is a Licensed Clinical Social Worker in the state of Virginia.

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**Workshop Title**: The Path From Unforgiveness to Forgiveness

**Workshop Presenters**: Lawrence Ressler, Ph.D.

**Workshop Abstract**: This workshop will present a six step process developed by Dr. Everett Worthington, Jr. and colleagues at Virginia Commonwealth University to help individuals move from unforgiveness to forgiveness. The causes of unforgiveness will be explored with a evidence based process provided to help individuals move to an emotional state of forgiveness.

**Workshop Number:** 20191306 -

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

- Understand the characteristics and differences between decisional forgiveness and emotional forgiveness
- Learn the five steps in the REACH model developed by Dr. Everett Worthington, Jr. which will enable individuals to replace unforgiveness with forgiveness
- Be familiar with how to lead a workshop on achieving forgiveness using Dr. Worthington's materials.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: The harmful effects of negative emotions such as resentment and grudges are well documented as are the benefits of forgiveness. While the decision to forgive is relatively easy to do and can supported by numerous scriptures, letting go emotionally is much more difficult to accomplish. This workshop focuses on an evidence based process developed by Dr. Everett Worthington Jr. and colleagues at Virginia Commonwealth University to help individuals replace unforgiveness with forgiveness. The concepts and studies documenting the benefits of forgiveness and the REACH model are summarized in a popular book entitled Forgiveness and Reconciling (InterVarsity Press, 2003). The process to be presented is based on steps developed by Dr. Worthington and offered in workshops for several decades called the REACH model. Over 10,000 people have participated in workshops using Dr. Worthington's model. Numerous studies have found that the REACH model has been helpful to those who have followed the steps. The session will provide information about how to access workshop manuals developed by Dr. Worthington which he graciously has made available at no cost. The workshop manuals include versions for both secular and Christian individuals.

**Presenter Bio (s):** Lawrence Ressler is Professor of Social Work at Cairn University located in the Philadelphia area He has a Ph.D.from Case Western Reserve University (Cleveland, OH), an MSW from Temple University (Philadelphia, PA), and a BSW from Eastern Mennonite University (Harrisonburg, VA. He has presented at NACSW on numerous occasions including 2019 in Hartford, Connecticut. He has taught social work and served as an academic administrator for over 30 years. In addition, he has worked as an individual and family counselor and as a mediator and conflict management consultant.

**Workshop Title**: Social Support and Compassion Fatigue: A Systematic Literature Review

**Workshop Presenters**: Andrew Reynolds, MSW, LCSW, ABD

**Workshop Abstract**: How can social support protect against secondary traumatic stress or compassion fatigue for mental health providers? This systematic literature review explores what the literature says about who helps us cope best as professionals.

**Workshop Number:** 20191317 -

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

- Learn what the literature says about social support as a protective factor to compassion fatigue.
- Understand how different components of social support protect some study participants from compassion fatigue.

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

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

**Workshop Description and References**: A systematic literature review was conducted to examine social support and compassion fatigue related phenomena among mental health professionals. Method: Systematic literature review methods were used to search, retrieve, select, and analyze studies that met study inclusion criteria. Results: 46 citations were reviewed, 13 full-text articles were screened, and six studies were determined to be eligible by the criteria for review. Discussion: Many studies show evidence that working with clients who have experienced trauma can produce negative psychological effects. The role of social support is seen to be a protective factor in preventing against psychological distress often associated with compassion fatigue, secondary traumatic stress, and burnout, but no studies are capable to explaining why due to the studies being cross-sectional in nature. Further research should be conducted longitudinally to better understand the relationship of social support and compassion fatigue related constructs.

**Presenter Bio (s):** Andy Reynolds is an Assistant Professor of Social Work at his alma mater, Asbury University. He is an LCSW in the Commonwealth of Kentucky, and a frequent presenter at NACSW's annual conferences. Before joining social work academia in 2013, he was a community mental health therapist in rural central Kentucky. Andy is defending his dissertation for a PhD in Social Work from the University of Kentucky.

**Workshop Title**: Teaching Students to Incorporate Faith and Spirituality in Practice

**Workshop Presenters**: C. Jean Roberson, DSW  Rachel Hagues PhD  Rachel Copeland

**Workshop Abstract**: Presenters will discuss the importance of addressing faith and spirituality in social work education, providing current field and classroom-based examples. Participants will have the opportunity to strategically think through strategies of ethically implementing faith and spirituality in their work.

**Workshop Number:** 20191342 -

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

- Identify the role of spiritual integration in biopsychosocial-spiritual practice.
- Evaluate strengths and weaknesses of curricular approaches for integrating spirituality into practice using an ethics lens.
- Identify context-specific strategies for developing students' abilities to ethically integrate spirituality into practice.

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

**Target Audience**: Social Workers, Educators

**Workshop Description and References**: The Council on Social Work Education (CSWE) recognizes faith and spirituality as a dimension of individual diversity, shaping a person's identity and experiences in the world (2015). Spirituality provides a framework for creating meaning about life experiences and translates into intentional personal practices and rituals which give rise to cultures and community (Oxhandler & Giardina, 2017). Approximately 74% of Americans claim that religion is somewhat important in their lives, including 53% who

identify it to be very important in their lives (Pew, 2018). Clients seeking assistance with both health and mental health concerns are increasingly seeking treatment that integrates faith and spirituality (Barker & Floersch, 2010; Oxhandler & Giardina, 2017). Social workers require an ethical integration of faith and spirituality into their professional practices. Faith integration can be defined as having a thorough understanding of one's beliefs and worldview as well as an awareness of its influences on professional assessment, decision making, and actions (Sherwood, n.d.). Having a clear understanding of one's belief system and how it shapes perceptions and internal processes is vital to appropriately and ethically integrate faith and spirituality in social work practice. Studies show the majority of social workers have never received training on such integration. Thus, social workers avoid dealing with spiritual issues or rely on their personal spirituality to influence interventions, often without thought to ethical practice standards required when doing so (Oxhandler & Giardina, 2017; Senreich, 2013). In the 2015 Educational Policy and Accreditation Standards, CSWE calls for holistic competence: knowledge, values, skills, cognitive and affective processes. This broadened scope for social work educators, encompasses professional judgement and critical thinking, addressing both internal and external elements of social work practice. Social work educators are obligated to expand the curriculum to intentionally engage and make explicit the internal, implicit elements that influence practice. A social worker's spiritual framework is part of these internal elements that comprise holistic competence. Social work educators have a responsibility to support student development around awareness of how these frameworks serve as filters when in practice. In this oral presentation, two social work professors from a faith-based Master of Social Work Program will discuss integrating faith and spirituality throughout the social work curriculum in areas related to field education, diversity, international practice, macro-level practice, and complex social work issues. Use of reflection, self-awareness, simulation, and case studies in developing insight around students' faith or worldview orientations and how they can impact practice will also be discussed.

**Presenter Bio (s):** Jean Roberson serves as Instructor and Director of Field Education for the Master of Social Work (MSW) degree program at Samford University in Birmingham, AL. She holds a Masters of Social Work degree and a Certificate in Theology from the Southern Baptist Theological Seminary in Louisville, KY, and is a licensed certified social worker (LICSW) in the state of Alabama. Roberson is currently a Doctorate of Social Work (DSW) student at the University of St. Thomas/St. Catherine's University with anticipated graduation in May 2019. Roberson's dissertation topic is focused on the use of simulation in social work education.

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 teaches courses on Human Rights, Social Justice, Community and Global Development.

Rachel Copeland is an Assistant Professor of social work at Samford University in Birmingham, Alabama. She completed her PhD at New York University's Silver School of Social Work. Dr. Copeland has more than 15 years of experience as a clinical social worker specializing in treating a variety of problems, including trauma, attachment, anxiety, and conflict in marriages and families. Dr. Copeland began her career in Birmingham, Alabama working with children and adolescents in foster care. While working with traumatized children, she developed a specialization in treating attachment related problems in children and adolescents. This clinical passion informed her desire to research in the areas of attachment and trauma with children who have been adopted or who are in foster care.

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**Workshop Title**: Making Group Work Explicit in the Classroom Through Role Play Simulation

**Workshop Presenters**: Bobbye Roberts, MSW, LCSW

**Workshop Abstract**: Role play simulation is a creative and effective strategy to engage students in mezzo practice, allowing development of necessary skills to facilitate the group process in a safe environment. This workshop gives social work educators practical ideas to incorporate into a group course, including integration of faith with group practice.

**Workshop Number:** 20191421 -

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

- Identify the benefits of incorporating group role play simulation into a mezzo level social work practice course.
- Identify and apply active learning techniques, using the class as a group, including incorporating faith perspectives that will draw upon client strengths.

- Discuss the challenges of group role play simulations and other active learning techniques in the group classroom setting, and how to manage these challenges.

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: As a part of an undergraduate social work with groups, mezzo level practice course, students are challenged to facilitate a group role play simulation session with their class peers. First, the presentation will describe the need for and benefits of employing role play simulation in the group practice class. Most of the students whom social work educators attempt to engage daily are known as "i-Gen" or "Gen Z." Due to practically being born with a cell phone in their hands, these students are more likely to avoid in-person social interactions, instead, using technology to communicate with others. According to Twenge (2017), on average, Gen Z students are spending less time in person with friends and more time on social media. Citing Monitoring the Future studies from 1979-2015, Twenge (2017) reports that these students have fewer face-to-face interactions, even with their peers, than any other generation. Face- to-face social interaction has been replaced with screen time, which has impacted their ability to develop healthy social skills, and verbal communication skills. Thus, the way we educate this generation must be innovative and strategic, especially those who desire to become social workers and whose priority is to engage clients, forming effective professional helping relationships. A safe way to model and rehearse leadership and communication skills is in the context of role play in the classroom. Secondly, the presentation will demonstrate how to apply active learning techniques, using the class as a group. This will include teaching students how to incorporate activities that use faith perspectives to draw out client strengths. Students are assigned a group treatment "type," such as a self-help, support, or therapy group to name a few, and are randomly given beginning, middle, or ending stages. Over the course of the semester, as part of a master "Group Design" project, students lead one of their designed sessions, while peers act out the role of the group members. Prior to leading the group, students research the population and problem area or concern they are interested in, using evidence based research to inform their group interventions. Additional steps, assignments, class lectures and activities aid in preparation for the role play simulation and overall group design project. Finally, the presentation will touch on the challenges of group role play simulations, and how to manage these challenges in the classroom setting. Ultimately, the goal is to equip students to facilitate change, using group work along with a faith perspective as a means to empower clients, who will in turn produce change in their own lives, and in the environments and communities in which they function.

**Presenter Bio (s):** Bobbye Roberts, MSW, LCSW, is the BSW Program Director and Associate Professor of Social Work at Louisiana College in Pineville, LA, where she has served for 8 years. Prior to joining the teaching faculty, Bobbye worked for 16 years as an LCSW mental health therapist in both in-pt. and out-pt. settings, with children and adults of all ages, especially the geriatric population. In addition to teaching, Bobbye volunteers and serves on the Board of Directors for the Cenla CoC (Homeless Coalition). Bobbye is an active member of her church, and enjoys spending time with her husband and three boys.

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**Workshop Title**: Teaching Ethics: Promoting Moral Courage Through a Common Moral Framework

**Workshop Presenters**: Scott Sanders, PhD, MSW

**Workshop Abstract**: Despite claims that ethics education can enhance moral sensitivity and judgment, this does not guarantee ethical behavior. Recent conversations also call for the promotion of moral courage. This workshop introduces a practical framework, that can promote growth in these areas and aid Christian social workers in more thoughtful ethical dialogue.

**Workshop Number:** 20191293 -

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

- Demonstrate understanding of moral courage and its relation to moral sensitivity, moral judgment, moral motivation, and moral character.
- Demonstrate understanding of the common morality framework as a method of identifying moral issues and a method of decision making.
- Identify practical ways of implementing the common morality framework in promoting moral sensitivity, judgment, motivation, and character.

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

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

**Workshop Description and References**: There is a legitimate argument to be made that today's political climate is more hostile to the purposes and values of the social work profession than ever before. Political decisions threaten the marginalized and underscore social work's call to promote social justice. Hence, little surprise there has been increased attention to the idea of promoting moral courage as a desirable outcome of ethics education (Comer & Schwartz, 2017). The major purpose of this workshop is to discuss the relationship of an ethical decision-making model grounded in a theory of common morality (Gert, Culver, & Clouser, 1997) and four components that influence moral behavior (Rest & Narvaez, 1994) in order to ultimately promote a higher level of ethical competency and moral courage. The four components that influence moral behavior are moral sensitivity, moral judgment, moral motivation, and moral character (Rest & Narvaez, 1994). Moral sensitivity refers to one's awareness of what is and isn't an ethical issue. Moral judgement refers to one's ability to work through and justify ethical decisions. Moral motivation has to do with separating one's personal values from other moral criteria. Moral character has to do with one's resolve in doing what is right. Both moral motivation and moral character contribute to our understanding of moral courage. The common moral framework for ethical decision-making originated in bioethics and has been applied to social work and other helping professions (Bryan, Sanders, & Kaplan, 2016; Gert, Culver,& Clouser, 1997). The framework is grounded in Bernard Gert's moral theory which explicates the moral system. Gert and others contend that use of this theory enables helping professionals to better distinguish between what is and what isn't an ethical issue (moral sensitivity) as well as articulate reasonable justifications for ethical decisions which are made in the field (moral judgment) (Bryan et. al. 2016). Additionally, the common moral system takes into account morally relevant features that include the need for self- awareness and the willingness to go public with one's ethical decision and ensuing justification (Bryan et al., 2016). This approach has been shown to increase moral sensitivity and judgment (Sanders & Hoffman, 2010). It also supports concepts of moral motivation and character. Reviewing the framework, discussing its implementation in the classroom, and applying it to a case will allow participants to discuss important implications for moral courage development in social work. Additionally, participants will be invited to consider the relationship between the common moral framework, one's Christian worldview, and how it might aid in fruitful ethical discussions with believers and non believers alike.

**Presenter Bio (s):** Scott Sanders is the Program Director for Cornerstone University and has been involved in social work education for over 20 years. He received his PhD from the University of Kentucky in 2006 where he did his dissertation on the impact of ethics education in

social work. He has presented numerous times in various local and national venues on the topic of ethics and ethical decision-making in social work to both social work practitioners and educators. Dr. Sanders has also co-authored a textbook entitled, "The helping professionals' guide to ethics: A new perspective" published by Oxford University Press. He also serves as a site visitor for CSWE. Prior to working in academia, Dr. Sanders has experience working with youth and families in both residential and foster care settings as well as assisting in the development and implementation of an adventure based counseling program.

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**Workshop Title**: Workers in the Vineyard: Workforce Development and Faith

**Workshop Presenters**: Eric Saunders, MSW, LCSW

**Workshop Abstract**: In a time of record low unemployment, businesses are desperate to hire skilled workers. Why are so many people living in poverty? Why do so many jobs fail to provide a living wage? Come to learn about public employment programs, funding and partnership tips, and practical approaches agencies and churches can adopt to encourage employment.

**Workshop Number:** 20191290 -

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

- Understand the Workforce Innovation and Opportunity Act (WIOA) and how to access federal and state employment programs.
- Learn about proven strategies faith-based and nonprofit organizations can use to promote economic justice through workforce development.
- Understand how unemployment and under-employment impact people's lives and why employment strategies may be the most effective way to end poverty.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: In Matthew 20, Jesus tells the parable of the Workers in the Vineyard. Those who were chosen earned a day's wage. Those who were not chosen were also hired throughout the day and received the same. God as the vineyard owner in this story is shown through the metaphor of employment to be a God of mercy and justice. As Christian social workers, we are called to promote justice and to use our Christian faith to inform our social work practice. To quote from NACSW's Statement of Faith and Practice, "Christians in social work ought to work for the temporal and eternal well-being of all human beings, and for the redemption of human communities and social institutions." This workshop will offer a biblically centered perspective on why employment should matter to Christians and social workers in particular. The co-presenters of this workshop bring a history of federal workforce program administration and faith-based human service nonprofit experience in workforce development. This workshop will build on these perspectives to educate participants who may not be familiar with workforce development, why employment may be one of the most important tools to successful antipoverty work. Workshop participants will learn about the Workforce Innovation and Opportunity Act (WIOA) and how programs at state and community levels can help those who are unemployed and underemployed to build skills and obtain employment, will provide a review of current employment and wage statistics, and provide an employer perspective. Participants will learn about barriers to employment (and how to overcome them) and hear case studies of people who are unemployed and the working poor. Strategies such as employer engagement, pre-employment and job training, education, and how to provide effective case management and support to those pursuing employment will be discussed. There is considerable funding for workforce development training to help those using public assistance obtain needed work skills and jobs. A major component of the workshop will be program design and how to form a collaborative partnership between employers, government, nonprofits, and faith based organizations. Participants will be invited to bring their questions about workforce development and to share their experiences. This workshop can be truncated to fit any format length, but has an incredible wealth of potential training material and the presenters would prefer one of the longer workshop formats. Several workforce development workshops have been offered in past conferences, but have not received strong attendance, possibly due to the topic being unfamiliar to many social workers. The presenters would like to have an opportunity to present a poster presentation on the opening night of the conference to connect with potential attendees and make the connection why employment work is really all about social and economic justice.

**Presenter Bio (s):** Eric Saunders is the executive director of New Hope Ministries, a Christian social service agency in south-central Pennsylvania. Eric holds a bachelors degree in communication from The Master's College (1992), a Master's degree in social work from Indiana

University (2002), and is an LCSW. Eric has presented previously at NACSW as well as other venues on topics such as addictions, housing, hunger, and poverty. Eric has served as director of a residential childcare institution working with at risk teens.

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**Workshop Title**:Compassion Satisfaction (AKA Anti-Burn Out) for the Christian Social Worker

**Workshop Presenters**: Deborah Schultheiss, LCSW

**Workshop Abstract**: This interactive presentation will provide you with information and tools to self-assess your level of Compassion Satisfaction in your practice and lead to creation of a plan for self-care that can be implemented the same day! Be prepared to identify our responses to stressors and learn hands on strategies for coping and maintaining effectiveness.

**Workshop Number:** 20191272 -

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

- Define and explain the spectrum of Compassion Satisfaction and the negative effects of such stress on the mind, body, spirit and overall wellness.
- Demonstrate their understanding of where they fall on the Compassion Satisfaction spectrum through small group sharing/discussion.
- Define and identify strategies; create and implement a self-care plan to cope with effects of vicarious trauma often experienced in social work practice.

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

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

**Workshop Description and References**: This interactive presentation provides each participant with an assessment tool for self-scoring their current level of Compassion Satisfaction. We will identify and discuss various vulnerabilities that contribute to social workers' responses to stressors in the challenging work we do. Discussion of the impact on the social worker of vicarious trauma and strategies for coping with it's effects. Presentation and discussion of

individual protective factors and those that facilitate healing. Discussion and development of an individualized safety plan and a self-care plan that can be implemented right away, including Christian practices of prayer, worship, fellowship and Bible Study. Reinforcement of the material by discussing the benefits of self-care planning and Mindfulness practice. Additionally, we will discuss the needs that social workers and organizations have following a significant event and strategies for coping in the presence of such an event.

**Presenter Bio (s):** Deborah Schultheiss, LCSW is the Director of Caring Ministries at Doylestown United Methodist Church in Doylestown, PA. She earned her MSW at Marywood University, Scranton, PA in 2004. Deborah has presented at multiple state conventions of NASW, NAMI, and County Suicide Prevention Conferences. She has held a variety of positions in the field of Social Work over the past 30 years. Her experience includes: Child Welfare, Inter-generational Day Care, Early Intervention, Behavioral Health Services for Children, Adult Residential Programs, Community
Mental Health and Private Practice. Areas of focus include Post Trauma Treatment, Dialectical Behavior Therapy, Family Therapy, Self-Care, and Compassion Satisfaction Training for professionals. Deborah believes her position at DUMC allows her to more fully integrate her faith with her social work practice and service to the community.

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**Workshop Title**: Using Interprofessional Practicums to Address Social Justice With Students

**Workshop Presenters**: Ginny Schwindt, MSSW, LCSW Katrinna Matthews MSSW, LAPSW

**Workshop Abstract**: Field is the signature pedagogy of social work education therefore, social work field practicums should be rich with experiences that provide students with in depth interprofessional education that is embedded in interdisciplinary collaboration. IPE is critical to addressing the various ailments of society and ultimately alleviating social injustice

**Workshop Number:** 20191273 -

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

- Identify potential interdisciplinary collaborations within their college/university and in their community.
- Design social work field placements that provide students with interprofessional education (IPE) experiences.
- Recognize the importance of interdisciplinary field placements, and the impact of IPE on social justice within communities and society.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: The purpose of this presentation is to highlight the impact of interprofessional field placements on students' ability to recognize and address social justice issues, and to present suggestions that can be employed by field directors and social work programs in developing robust interdisciplinary practicums that will increase students' skill sets while addressing social injustices. CSWE recognizes the importance of IPE and encourages schools of social work to develop learning opportunities that integrate interprofessional content (Jones & Phillips, 2016). Research supports integrating IPE into field practicum as a primary means of introducing students to interdisciplinary collaboration and ultimately allowing students to develop skills necessary to function as effective members of an interdisciplinary team and to impact practice outcomes on multiple levels. The presenters will discuss identifying interdisciplinary opportunities that exist within current field practicums and identifying potential practicum sites that offer interdisciplinary opportunities. In addition, presenters will discuss assessing for community needs as it relates to social justice issues. Last, presenters will provide information on how to establish an interdisciplinary field practicum for social work students that will offer interdisciplinary collaboration, service learning, and alleviation of social aliments.

**Presenter Bio (s):** Ginny Schwindt Associate Professor of SW/Director of MSW Field Jackson campus BBS,SW Hardin-Simmons University 1990; MSSW University of Texas at Arlington 1995 LCSW Presented at NACSW, BPD and at local conference Clinical practice in a psychiatric hospital, home health, residential treatment facility, dialysis facilities, and group therapy for seniors in outpatient mental health setting are some of the areas that I have practiced.
Katrinna Matthews Assistant Professor/Director of MSW Field Germantown campus

BSSW University of Mississippi 2004; MSSW University of Tennessee 2007; and MEd University of Mississippi 2013 LAPSW Have presented at BPD and local conferences Practiced social work with Department of children and family services and in dialysis facilities

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**Workshop Title**: Parents' Experiences of SDA LGBT+ Children Coming Out: Struggles and Growth

**Workshop Presenters**: David Sedlacek, PhD, LMSW Rene' Drumm PhD, MSW Nancy Carbonell Curt VanderWaal, PhD, MSW.

**Workshop Abstract**: Qualitative and quantitative research was conducted on parents of Seventh-day Adventist LGBT+ children to explore their experiences of their child's coming out to them and their adjustment over time to this event. This workshop will explore parental responses and make recommendations for social work practitioners.

**Workshop Number:** 20191300 -

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

- Describe the struggles faced by Christian parents to reconcile their religious beliefs with their child's disclosure of their sexual orientation or gender identity.
- Discuss the process of adjustment that parents make over time to their child's coming out.
- Discuss the particular forces that either helped or hindered these families during the challenging time when their young person chose to come out.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: While research literature and practice guidelines concerning social work practice with LGBT+ youth abound (Morrow, 2004), little has been written specifically for Christian social workers to understand the needs of LGBT+ youth coming out in conservative Christian homes McCormick & Baldridge, 2019). Background In 2014, a team of researchers from Andrews University studied Seventh-day Adventist (SDA) LGBT+ Millennials' coming out experiences to their families, focusing on the impact of parents' acceptance and rejection on their children's emotional, social and spiritual wellbeing. In their new companion study, researchers in 2018 and 2019 studied SDA parents with LGBT+ children in order to explore the experiences of parents when their child came out to them. This workshop will provide a preliminary report on the qualitative and quantitative findings from that study. Objectives The objectives of the workshop are to report on the following research questions: 1) How do SDA parents of individuals who identify as LGBTQ+ experience the coming out process?; 2) What are the effects on family functioning that occur after a child comes out and identifies as LGBTQ+?; and 3) What adjustment processes do family members of LGBTQ+ people use after coming out occurs to reestablish family equilibrium or stability when needed? Findings Preliminary data analysis indicates that many parents experience disbelief, spiritual conflict, and concern for their child's future. There do not appear to be major shifts in family functioning. Most families appear to move to a more positive position of understanding their child's sexual orientation and gender identity over time. The quantitative study is currently being launched using the following guidelines: 1. The results of the qualitative study were carefully examined by the three researchers who conducted the qualitative interviews. The findings from the qualitative study were used in the development of the quantitative instrument to drill down more deeply into some of the findings. 2. Validated instruments related to parental responses to their LGBT+ children were incorporated into the quantitative instrument, including the Concerns of Parents of Lesbians and Gays (COPLAG) Scale (Conley, 2011) and the Family Assessment Device (Epstein, Baldwin, Bishop, 1983). 3.

Multiple items from the SDA LGBT+ Millennials Study by VanderWaal and Sedlacek were incorporated into the quantitative instrument so that the responses of the parents might be compared with the responses of the LGBT+ millennials. Data from the quantitative study will be shared in this presentation. Conclusions Christians in social work sometimes hold religious beliefs that pose dilemmas for them in their practice with the LGBT+ community and their families. At the same time, Christian social workers remain committed to the dignity and worth of all people and thereby desire their highest good. This presentation fills an important gap in research and practice.

**Presenter Bio (s):** David Sedlacek is Professor of Family Ministry and Discipleship at the Seventh-day Adventist Theological Seminary at Andrews University. He received his master's and doctorate in Social Work from Case Western Reserve University in Cleveland, Ohio. He has worked in various settings, both public and private, as a clinician, researcher, teacher, pastor, and administrator. He has worked extensively in the areas of addiction, abuse, relationships, marriage and family. He is a Certified Family Life Educator and a Licensed Masters Social Worker and currently directs the MA in Youth and Young Adult Ministries program. He has been the Principal Investigator of studies of both SDA LGBT+ millennials and the parents of SDA LGBT+ children. He co-facilitates a care group for LGBT+ students on the campus of Andrews University.

Rene Drumm serves as the Associate Dean for the College of Education and Health Sciences and a professor of Social Work at the University of Southern Mississippi. Dr. Drumm has served in higher education for over 25 years. Dr. Drumm holds a PhD in sociology with an emphasis in family studies from Texas Woman's University and the Master of Social Work from Michigan State University. Dr. Drumm's research focus centers on the intersection of religion and social issues such as intimate partner violence in faith communities and sexual orientation among conservative Christians. Rene enjoys walking, sun and sand, and anything related to chocolate.

Nancy Carbonell has a Ph.D. in Counseling Psychology, and has specialized in family/child/adolescent therapy for the past 30 years. She is a fully licensed psychologist in Michigan and maintains a private-practice in Berrien Springs, Michigan. She works as Professor at Andrews University where she teaches in the Ph.D. and M.A. programs in psychology and counseling, coordinates the CACREP accredited M.A. in Clinical Mental Health Counseling,. In 2010, she started, and continues to guide, an off-campus support group for LGBT+ students attending Andrews University (a Christian university). She has learned from this involvement about the challenges and experiences of Christian LGBT+ young people and their families in a unique way. Her research interests lie in factors that aid or hinder LGBT+ and family adjustment.

**Workshop Title**: Transforming an Urban Community: A Strategy for Change

**Workshop Presenters**: Dale Shaw, Pastor Dale Shaw

**Workshop Abstract**: The Brookside neighborhood on Indianapolis' eastside was once known as one of the most dangerous neighborhoods in the city. Once plagued by unemployment, generational poverty, and hopelessness, the Brookside community is being transformed through a five pillar strategy that has empowered lives, rebuilt the community, and provided hope.

**Workshop Number:** 20191333 -

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

- Understand the strategies used to transform the Brookside community
- Identify the five pillars that build strong urban communities
- Identify the five pillars that build strong urban communities

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: The Brookside neighborhood on Indianapolis' east side was once known as one of the most dangerous neighborhoods in Indianapolis. Referred to as, "the Swamp," it had one of the highest crime rates in the city and was plagued by generational poverty, unemployment, and systemic hopelessness. Recognizing a need to engage people with the gospel not only globally but also locally, College Park Church, a suburban church in Indianapolis, began reaching out to the people of the Brookside community. Using a five pillar strategy, College Park Church has partnered with those living in the neighborhood and with strategic local ministries to effect change. Through those partnerships, the gospel of Jesus Christ is bearing fruit and transforming lives, families, and the community as a whole. The simple five pillar model for building healthy communities include: A Culture of Place and Relationships" In the Brookside community efforts have been made to develop stability and familiarity, especially for the children. A sense of neighborhood has been fostered where people gather on front porches, families join together

for block parties, and share community gardens. Opportunities for Economic Development" Heart Change, is an umbrella ministry that includes a program for helping women gain parenting and personal skills, a preschool program for children whose mothers are involved in Heart Change, and Mother's University where women prepare for their GED and/or take a certified nursing assistant exam. Heartfelt Soaps provides work for women while Purposeful Design, a furniture business, offers men with work. Purposeful Design gives men skills and a stable source of income. Safe, Affordable Housing" Many derelict houses in the Brookside neighborhood have been purchased and rehabbed by Heart Change, LLC and then rented at an affordable cost to women who have graduated from the Heart Change program or Mom's University. These Covenant Community Houses, as they are called, not only offer safe, affordable housing but also provide Christian community with other women from Heart Change as well as some of the mentors. Strong Educational Choices" Recognizing education as a key to future success, The Oaks Academy, a private, Christ-centered school that is intentionally racially and socioeconomically diverse was founded in 1998. In 2012 a second campus was opened to serve elementary and middle school students in the area. In 2015, the student at the Oaks three schools collectively outscored student at every school in the state on the ISTEP scores. Christ-Centered Churches" Believing that Christ-centered churches are essential for healthy communities because only the gospel has the power to change lives, there are four Christ-centered churches that are partners in the Brookside community As the former chief of Indianapolis Metropolitan Police Department lauded the Brookside initiative, saying, "One by one, lives are being changed".

**Presenter Bio (s):** Pastor Dale Shaw has been at College Park Church in Indianapolis Indiana since March, 1985. He has been on staff for 20 years, and has served as Jr. High Pastor, Global Outreach Pastor, Local Outreach Pastor, Pastor for Assimilation, Campus Launch Pastor, and is currently Urban Outreach Pastor. He graduated from Cedarville College in 1981 with a degree in Elementary Education and was ordained in 2011 under the leadership of College Park Church. Pastor Shaw has been married to his wife Sarah for 38 years. They have four adult children, four adult children-in-laws, and five grandchildren. Dale and Sarah enjoy reading, exercising, traveling, and living in a front porch neighborhood.

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**Workshop Title**: Neoliberal Philosophy, Global Trends and Faith-Based Social Work Practice

**Workshop Presenters**: Eydie Shypulski, D.Min., MSW, LICSW  Samuel Zalanga PhD

**Workshop Abstract**: An examination of neoliberal philosophy through a faith based lens. A further exploration of the impact of global economic trends impacting individuals, families and systems in social work practice.

**Workshop Number:** 20191394 -

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

- Understand, from a faith-based perspective, the key elements of neoliberal philosophy and their implications for being human
- Identify the consequences of neoliberal philosophy on the availability and access to resources essential to healthy micro, messo and macro systems.
- Understand social work practice implications related to the consequences of neoliberalism on social systems.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**:

**Presenter Bio (s):** 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 in Global and Contextual Studies 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. Her research interests include the intersection of theology, environment, social justice and moral development.

Dr. Samuel Zalanga who received his PhD from the University of Minnesota is also a Fullbright scholar and a Carnegie fellow. His broad area of specialization is development studies and social change. His doctoral fieldwork focused on the comparative role of ruling elite coalitions in development policy formulation and implementation. He specializes in the study of the process and politics of neoliberal economic reforms and implementation. He

currently serves as the chair of the Sociology and Reconciliation Studies Department at Bethel University. He has published extensively and presented his work across the globe.

**Workshop Title**: Cross-Cultural Trauma-Focus & Faith: Working with Immigrant & Refugee Kids

**Workshop Presenters**: Ingrid Slikkers, LMSW  Geraldine Gomez B.A.

**Workshop Abstract**: In 2018 alone, over 50,000 unaccompanied children entered our southern borders seeking protection in the US. This workshop will discuss trauma focused, practical tools used by a faith based program with a federal contract. We will discuss intersecting faith with cross-cultural practices throughout assessment, treatment, daily care, and education.

**Workshop Number:** 20191383 -

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

- Increase hands-on skills in assessing, building rapport and working with traumatized children from diverse backgrounds .
- Define ways to appropriately address spiritual practices with clients following NASW standards for ethical practice as well as federal program guidelines.
- Understand immigration and unaccompanied children's policy and its potential impact further .

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

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

**Workshop Description and References**: Background: The summer of 2018 was a summer that scarred many children due to immigration policies regarding family separation and it brought to light some of the situations that had been happening at the border for years. In 2018 alone, over 50,000 unaccompanied children entered our southern borders seeking protection in the United States. Numbers are already higher for fiscal year in 2019. The Trafficking Victims Protection Reauthorization Act (TVPRA) is a law that was passed in 2008 that strengthened federal trafficking laws and added provisions that govern the rights of unaccompanied immigrant children who enter the United States. The law was passed with broad bipartisan support after careful consideration and debate. The bill was reauthorized in

2013. This act has enabled federal programs to care for the children on U.S. soil. During their time in care, the children are assessed, screened for legal protection, and decisions are made about their case. This time in care can vary from a few weeks to months. The unaccompanied immigrant children are then either deported back to their country of origin or reunified with parents or placed under the guardianship of sponsors in the US, many of which are now living within our own communities. Scope: One does not have to look far to read studies that show how family separation, journey to the US or situations in their country of origin have negatively affected children specifically with mental health, psychosocial and even academic outcomes (Lovato, K., Lopez, C., Karimli, L. Abrams, L. S., 2018). The social work and educational field provide many assessment and intervention tools; however, these have needed to be adapted (Howard, A. R., Parris, S. R., Nielsen, L. E., Lusk, R., Bush, K., Purvis, K. B., & Cross, D. R., 2014). Unaccompanied immigrant and refugee children come into care with no educational, medical, mental health, or family history ("Children Entering the United States", 2015). Specifics: This presentation will describe one program's attempt over the last 6 ┬" years to not only meet the daily needs of these children while in federal custody, but to also develop trauma-informed mental health and educational assessments that extend cross-culturally. In addition, behavioral techniques will be described that developed out of a TBRI framework as well as TF-CBT techniques that were expanded to be applicable for this population and program. Discussions of spiritual practices brought into everyday activities as part of meeting cross-cultural needs and specifics will be provided.

**Presenter Bio (s):** Ingrid Weiss Slikkers, LMSW, Assistant Professor of Social Work at Andrews University, is a member of the International Association of Trauma Professionals and has worked as a clinical social worker for over 20 years. She clinically supervises an immigrant and refugee program and advocates for culturally appropriate assessments and interventions.
Geraldine Gomez is a student at Andrews University earning her MSW. She earned her B.A. in Criminal Justice in 2011. She has been working with immigrant and refugee children as a teacher while implementing trauma-based relationship intervention and is currently a licensing specialist. She has been heavily involved in local state based ministries, working with men and women on parole, youth, and growing healthy churches.

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**Workshop Title**: The Nexus of Grace: When You Don't Know What to Do

**Workshop Presenters**: Aaron Smith, MTS, MA, PhD (cand.), RP

**Workshop Abstract**: Social workers often feel they must present as confident and competent. The reality, though, is that many if not most mental health practitioners often experience feelings of incompetence. This workshop explores subjects such as: feelings of incompetence; the role, practice, and posture of grace; and what to do when you don't know what to do.

**Workshop Number:** 20191289 -

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

- Describe what feelings of incompetence and self-doubt look like in social work practice.
- Identify various practices social workers can engage in when they do not know what to do.
- More fully understand the central role of grace in social work practice.

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

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

**Workshop Description and References**: Social workers often feel they must present as confident and competent. The reality, though, is that many if not most mental health practitioners often experience feelings of incompetence. This workshop explores subjects such as: feelings of incompetence; the role, practice, and posture of grace; and what to do when you don't know what to do. Research indicates that anywhere from 42 to 83.2% of social workers and therapists experience self-doubt and other feelings of incompetence (Mahoney, 1991 and Orlinsky et al. 1999, as cited in Th ├─riault & Gazzola, 2010). Others have likewise noted that feelings of incompetence are commonly experienced by both novice and experienced mental health practitioners (e.g. Kottler & Carlson, 2014; Urdang, 2010). While such feelings are normal, they can lead to numerous negative impacts on social work practice including, for example, ruptures to the therapeutic alliance, increased risk of burnout, an increase in practitioner stress and personal problems, and even a premature exit from the profession (Th ├─riault & Gazzola, 2010). Drawing from both various social work and Christian spirituality literature, as well as original findings, this workshop explores types of self-doubt and feelings of incompetence in social work practice, how to deal with feelings of

incompetence, and how the practice of grace, posture of grace, and God's grace can help when we don't know what to do.

**Presenter Bio (s):** Aaron Smith is an Assistant Professor of Counselling Studies at Emmanuel Bible College, and an Instructor in the School of Social Work at Renison University College at the University of Waterloo. Aaron has also taught counselling and social work courses at Wilfrid Laurier University and Briercrest College & Seminary. Aaron has graduate degrees in Theological Studies and Spiritual Care & Psychotherapy, and is a PhD candidate in the Faculty of Social Work at Wilfrid Laurier University. Aaron has worked in a number of settings providing mental health, domestic violence, and individual, couple, and family therapy. Aaron has received specialized training in Emotionally Focused Therapy, Sex Therapy, and Gottman Couples Therapy, and is a certified Compassion Fatigue Specialist, and a Registered Psychotherapist in the Province of Ontario.

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**Workshop Title**: Voices in Belonging: A Phenomenological Study of African American Students

**Workshop Presenters**: Katti Sneed, PhD, LCSW, MSW, LCAC Jayde Guy NA Jordan Peoples

**Workshop Abstract**: This workshop focus' on practical application stemming from results of a phenomenological study exploring the lived experiences of African American students on a predominantly Caucasian Christian campus. Specific qualitative themes will be presented allowing for deeper understanding of the protective factors and challenges of Black students.

**Workshop Number:** 20191380 -

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

- Gain a deeper understanding of the lived experiences of Black students attending a residential Christian predominately While university.

- Application of practical innovations in creating a culture of inclusion.
- Heightening self-awareness and exploring personal biases regarding cultural engagement.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: Christian universities are unique in their Christ-centered commitment by integrating faith into a liberal arts higher education. It is through this calling that Christian universities desire to be inclusive of all persons seeking an education. Yet, the retention and graduation rates of minority students are considerably lower than that for Caucasian students. According to the National Center for Education Statistics (2017), the graduation rate for African American students was 43.5 percent, this is more than 26 percent below their Caucasian counterparts. This workshop will present findings from and application of a phenomenological study exploring the lived experiences of African American students on a predominantly Caucasian Christian campus. Specifically, themes from upper-class students beginning with recruitment, admission process, first year, through current experiences in regards to belonging and adjustment are discussed. Through hearing the voices of students of color, workshop participants will apply practical techniques in establishing new initiatives, revise policies, and create an environment where all feel welcome.

**Presenter Bio (s):** Dr. Sneed is the Director of the Social Work Program at Indiana Wesleyan University. Her research interests and clinical practice is quite varied, including in the area of trauma, cultural inclusion, and addictions counseling, including spirituality, self-help, burn-out among counselors, self-disclosure in the counseling relationship, inclusion and belonging. She has spoken on the national, state, and local levels. Dr. Sneed holds a Doctorate of Philosophy (PhD) from Capella University. In addition, she has a Masters of Social Work (MSW) from Indiana University. Dr. Sneed is a Licensed Clinical Social Worker (LCSW) and Licensed Clinical Addictions Counselor (LCAC).
Jayde Guy is a current undergraduate BSW and BS student at Indiana Wesleyan University. She is expected to graduate in April 2020. She received a Lilly Grant for the "Phenomenological Study of Black Students at a Predominately Caucasian Christian University." She is currently one of Dr. Katti Sneed's research assistants for this study.
Jordan Peoples is a recent BS graduate from Indiana Wesleyan University. She is a Research Assistant for Dr. Katti Sneed involving a "Phenomenological Study of Black

Students at a Predominately Caucasian Christian University."

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**Workshop Title**: Transformative & Ethical Self Care: The Overlooked Core Competency

**Workshop Presenters**: April Steen, PhD, LCSW (will be graduating May 2019)
Winnifred Whittaker EdD, MSW, MBA

**Workshop Abstract**: The definition of transformative is "causing or able to cause an important and lasting change in someone or something" How do we strive to thrive in times of such uncertainty? Join us to learn some of the latest research on self-care issues, discuss the overlooked core competency: ethical practice of self-care, & develop a self-care/wellness plan

**Workshop Number:** 20191343 -

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

- Distinguish differences between compassion fatigue/secondary traumatic stress & burnout & outline the self-assessment of compassion fatigue & compassion satisfaction
- Identify ethical and best practices that effectively benefit clients and agencies by practicing active self-care & employ strategies to increase resilience
- Describe several self-care strategies for optimal personal & work function including deep breathing, prayers & meditation. Form a plan to reduce stress & burnout

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: Our workplace environments have intensified with competitive pressures, increased scrutiny from stakeholders and media, and calls for greater regulation. There is an increasing need for social workers to take the lead and be transformative. Now more than ever we have to pay attention to balancing compassion satisfaction and limiting burnout and compassion fatigue/secondary traumatic stress. Ongoing skill building is the key. The definition of transformative is "causing or able to cause an important and lasting change in someone or something"¥ (Merriam-Webster). Causing change is at the root of social work. Yet how do we strive to thrive in times of such uncertainty? Pyles and Adam in Holistic Engagement: Transformative Social Work Education in the 21st Century inform us that "skillbuilding opportunities that will help them to understand these complexities and develop skillfulness in this type of paying attention." It's time to pay attention to our code of ethics and be as compassionate towards ourselves as we are to our clients. Join us to learn strategies to promote enhanced health and well-being balancing personal and professional life, recognizing when stress is reaching dangerous levels, coping skills for the workplace, and the importance of healthy lifestyle choices. Relaxation techniques will be reviewed, including deep breathing techniques, imagery exercises, and self-guided meditations/prayers that can help social workers to better cope with their work life. Participants will be exposed to some of the latest research on self-care issues, discuss the overlooked core competency of ethical practice of self-care, use personal reflection activities to further explore these concepts, conduct an evaluation of their burnout potential, and develop their own self-care/wellness plan. Keywords- self-care management, wellness, mindfulness

**Presenter Bio (s):** As a young, intelligent & enthusiastic social work leader, April Steen, MSW, LCSW, ABD, is a licensed clinical social worker with a professional focus in military families, work life balance & trauma/compassion fatigue. April completed her BSW at Saint Leo University and her MSW at the University of South Florida. Her experience includes being a systems navigator/school social worker for a large school district, clinical practice, political advocacy, research, child welfare and domestic violence arenas. As an active member in the National Association of Social Workers (NASW), she has served as a student, former unit chair (Tampa Bay Unit),and past president (Florida Chapter). April remains active in several organizations. Upon completing her doctorate Spring 2019 at the University of South Florida, April hopes to bring the compassion fatigue literature to teacher education programs

**Workshop Title**: Education, Employment, and Faith: A Panel Conversation for SW Students

**Workshop Presenters** Carla Macdonald, David Sherwood, Kesslyn, Mary Ann Poe, Terry, and Regina Trammel

**Workshop Abstract**: This panel discussion will allow current students to hear wisdom, advice, and stories from a group of seasoned NACSW members, educators, and practitioners. Possible topics might include: choosing graduate schools, navigating the job search, beginning your career, and integrating Christian faith in a variety of social work practice settings. Come with your questions and learn from those ahead of you on the social work journey.

**Workshop Number:** 996 -

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

- Gain insights into the graduate school process.
- Hear from social workers in various fields talk about job prospects and ways to be marketable in the job search.
- Learn from the experience of seasoned professionals as they share their stories of integrating faith and social work practice.

**Level of Presentation**: Basic

**Target Audience**: Current Students

**Workshop Description and References**:

**Presenter Bio (s):**

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**Workshop Title**: Using Web Based Media to Build Bridges for Better Relationships

**Workshop Presenters**: Debbie Teike, MSW, LCSW

**Workshop Abstract**: As the public googles for answers, social workers are exploring web-enhanced techniques with careful attention toward quality, values, and ethics. This workshop shares how the Art of Invitation, a social work informed faith-based relationship building approach combines web-based and traditional approaches to promote personal growth and well-being.

**Workshop Number:** 20191372 -

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

- Understand how the Art of Invitation uses technology, sometimes characterized as dehumanizing, to enhance human relationships and social well-being.
- Identify three potential benefits and three ethical dilemmas from sharing educational content on a web- enhanced platform
- Gain examples for how a faith-based setting utilizes web based media for skill building and to increase social engagement

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

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

**Workshop Description and References**: A recent poll from the Pew Research Center (2018) finds 51 percent of American adults use Youtube to learn something new and almost 20 percent seek this platform to understand occurrences in the world. Therefore, exploring web-enhanced approaches is a timely pursuit for social workers who desire to fulfill the profession's mission of enhancing individual and societal well-being while helping meet basic human needs in a culturally relevant and engaging manner. The preamble to the Code of Ethics (National Association of Social Workers, 2008) states, "Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living." As the consumer is more and more likely to seek quick and accessible solutions to sometimes long term and complicated problems, timely and accessible resources are needed that do not compromise social work efficacy, ethics, and values. The significance of physical presence to relational health and well-being cannot be understated; however, technology is impacting human behavior by altering thinking, connecting, and belonging. Almost a contradiction in substance is the use of technology to strengthen human connection one to another and in groups. As technology is affecting human behavior, social workers engaging in the use of technology as a resource are best to consider values, ethics, and outcomes as advances are made. This workshop will share how one approach, the Art of Invitation, a social work informed faith-based relationship building approach uses a web-based platform to engage individuals, groups, organizations, and churches with tools, concepts, and skills to build bridges for better relationships. The Art of Invitation was created to address brokenness,

isolation, and lack of genuine connection through Christian-Judeo and scientifically grounded understandings of human behaviors and needs. Web-based media and traditional instructional approaches are combined so individuals and groups can experience more satisfying relationships and the church can be a more "invitational" environment for all.

**Presenter Bio (s):** Debbie Teike, LCSW, is the founder/facilitator of The Art of Invitation, a psychoeducational faith- based relationship building approach. Prior to AOI, Debbie worked in congregational social work, long-term health and hospice care. She graduated from SIU (BSW) and Washington University's Brown School (MSW). In 2010, she piloted AOI at Concordia Theological Seminary under the title, On Second Thought. The program expanded to include small groups, day long seminars, retreats, and not-for-profit trainings. Debbie completed two exploratory studies: "The Art of Invitation," presented at the NACSW Convention, 2012, and "Building Building and Restoring Relationships Using the the "Art of Invitation: An Exploratory Phenomenological Study" published in Social Work & Christianity, Winter 2018. Debbie and her husband Mark live in Columbus, IN; they have three children and two grandchildren.

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**Workshop Title**: Neurodiversity and Social Work Practice with Autism Spectrum Disorders

**Workshop Presenters**: Kathleen (Katie) Terry, DSW

**Workshop Abstract**: This presentation will highlight a new form of diversity that most social workers are unaware of: Neurodiversity, a new discourse on diversity. The results from a national survey of masters trained social worker's knowledge, attitudes and contact with people with ASD, and recommendations for social work practice and education will be shared.

**Workshop Number:** 20191279 -

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

- Understand how neurodiversity as a theoretical model is consistent with social work ethics and education.
- Examine the results of a national survey on social worker's attitudes and knowledge about autism.
- Understand the implications for culturally competent social work practice, education and research.

**Level of Presentation**: Intermediate, Advanced

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

**Workshop Description and References**: This workshop will present a new type of diversity: Neurodiversity as a new model of working with those whose brains are wired differently. Neurodiversity is the idea that neurological differences characteristic of ADHD, Autism Spectrum Disorders, Dyslexia and Alexithymia are indeed differences and not deficits. As such, neurodiversity also implies a level of cultural competency for social work practitioners, so some basic ideas of how to approach those with autism spectrum disorder and other differences will be offered. The field of social work has not developed curriculum pertaining to those with ASD. This workshop will highlight the results of a national survey of master's trained social workers on their knowledge, attitudes and contact with people with ASD. Even though the NASW requires that social workers are to disclose their areas of expertise, and not practice with populations in which they have no expertise, the survey showed social workers in the sample were in fact working with people with autism. Most social workers held positive attitudes about those with ASD, yet there is still room for improvement. The results of the survey and the implications for social work education, practice and research will be highlighted.

**Presenter Bio (s):** Katie Terry is a May, 2019 graduate from the University of St. Thomas, earning her Doctorate in Social Work. Katie holds an LISW-S social work license in Ohio. For the past 19 years, Katie has worked as an independent trainer and coach for Ohio Child Welfare Program. Katie's dissertation and research interests include Autism Spectrum Disorder and how social work could better address the needs of this population. Towards that end, she hopes to develop curriculum related to social work practice with people with ASD. Katie has presented at NACSW on the intersection of ASD with faith communities, and has presented at CSWE.

**Workshop Title**: Generation Z and Faith: The Cognitive, Experiential, and Praxis

**Workshop Presenters**: Houston Thompson, Ed.D., MSW Nikki Denton BSW Candidate Julia McQueen Fourth Presenter: Abby Groters Olivet Nazarene University Student

**Workshop Abstract**: Generation Z, those born after 1995, have been influenced by postmodernity and a changing worldview. This research discovers the attitudes and behaviors of Generation Z about their faith by looking at three aspects: 1) cognitive development; 2) personal experience; 3) expression and practice.

**Workshop Number:** 20191267 -

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

- Gain knowledge about how Generations Z interprets, experiences, and practices their faith.
- Understand how Generation Z's faith influences their context and culture.
- Develop a better understanding about how to work with Generation Z on matters where faith is part of the conversation.

**Level of Presentation**: Basic

**Target Audience**: General Audience

**Workshop Description and References**:

**Presenter Bio (s):** Dr. Houston Thompson is Dean of the Martin D. Walker School of Engineering and Director of the on-ground Doctor of Education in Ethical Leadership Program. Prior to this role, he served as Associate Vice President for Academic Affairs, dean of the School of Professional Studies, and chair of the Department of Social Work and Criminal Justice. A licensed social worker in the state of Indiana and an ordained elder in the Church of the Nazarene, his service history includes pastor in Nazarene churches in Wisconsin, Pennsylvania and Indiana; school social worker; and executive director of a faith-based social service agency. Nikki Denton, Julia McQueen, and Abby Groters are candidates for the Bachelor of Social Work degree at Olivet Nazarene University.

Nikki Denton is a candidate for the Bachelor of Social Work degree at Olivet Nazarene University. Nikki works for Olivet's Admissions Office and as a research assistant for this research topic.

Julia McQueen is a candidate for the Bachelor of Social Work degree at Olivet Nazarene University. Julia works for the local YMCA and as a research assistant for this research topic.

**Workshop Title**: Leveraging Belief and Unbelief for Reflective Learning in Social Work

**Workshop Presenters**: Regina Trammel, PhD,LCSW Jonathan Monteverdi MSW student Selene Boyd

**Workshop Abstract**: Christian and atheist students often do not understand each other's worldview, preventing empathic, or no responses in the classroom. Student and professor narratives are shared to explore these worldview differences in the classroom. An inclusive social work curriculum explores how these worldviews benefit each other within a Christian university

**Workshop Number:** 20191362 -

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

- Understand how Christian educators and practitioners have a professional responsibility to explore diverse ideologies and perspective in the classroom
- Identify how learning competencies are enhanced when students can explore ideologies and worldviews other than their own
- Examples of curricular tools are shared to encourage both social work educators and students to explore atheism and Christianity in the faith integrated classroom

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: The purpose of this presentation is to equip social work educators and students to discuss differences and shared values between Christianity and atheism as related to implications for social work practice. A participatory classroom culture reflects Christian and social work values, and fosters a sense of community in the classroom creating a more rigorous learning environment reflective of the goals of EPAS competency: Engage Diversity and Difference in Practice (CSWE, 2018). A rigorous learning environment is created due to the cross-influence between worldview, educator, and learner. Sherwood (2012) identifies how systems thinking influence how our interactions in the classroom are interrelated. Christian social work educators can take advantage of these moments where worldviews come into play. Educators should anticipate rising numbers of secular, atheist, agnostic and unaffiliated students in the classroom. The rise of the "nones"mmake up over 20% of the U.S. Population (Pew Center for Religion, 2018). In addition, the evangelical movement (#exvangelical) will likely grow in size and

impact (Onishi, 2018). Christian educators in social work are uniquely positioned in their roles to address the fundamental questions and criticisms that the "nones" and evangelicals have in regards to the failure of churches to address issues of systemic racism and injustice (Griswold, 2018). Franklin (2011) encourage educators to help students examine their reactions amidst complex practice issues. Bransford (2011) states that learning should focus on developing students' ability to "critically interrogate how [their] own identity has been shaped" (p. 935). Hence, the exploration and open criticism of belief is important in the Christian classroom where religions differ. The premise of professor and student narratives in this workshop is to identify how relationships between Christians and atheists are shaped by hostility between the two parties (Wong & Vinsky, 2009; Yancey, 2017). If this shaping is left unchallenged, an opportunity for classroom learning, reflective pedagogy, and these presenters posit--sacred conversations--are missed and an opportunity for the Christian community within and without faith is lost. As Christians, we believe in the transformative working of God in our lives through the Holy Spirit (John 14:26, Acts 1:8, Romans 5:5, Titus 3:5). Hence, these sacred conversations are the holy ground in the classroom where the aroma of Christ (2 Cor. 2:15) should waft. The real-life experiences and narratives of students as well their professor in Christian classrooms at Azusa Pacific University in the Masters of Social Work program are shared. Curricular tools will be shared to help social work educators feel confident in the use of a participatory model, including open criticism and dialogue, about religion and various intersectional identities that interact within the space: culture, age, generation, and gender.

**Presenter Bio (s):** Regina Chow Trammel, Ph.D., LCSW, is passionate about mentoring students so they can improve the lives of others as social workers. Her background is in clinical social work practice, which includes more than a decade in private practice in the Chicago area, as well as experience in psychiatric and medical social work settings. Her area of clinical focus has been in the treatment of depression, anxiety, postpartum mood disorders, sexual abuse history, family conflict, self-injury, and eating disorders, and her research focuses on the effects of a Christian-informed mindfulness intervention "as an alternative to traditional Buddhist-informed mindfulness" on stress management. Trammel has academic research publications on mindfulness, speaks on the topic, and recently delivered a TEDx talk called "Stressing Less: Using Mindfulness to Deal with Everyday Pressures."

Jonathan Monteverdi is a Master of Social Work student at Azusa Pacific University with a concentration in clinical practice. Jonathan completed his BA Degree of Sociology at Azusa Pacific University and has worked to integrate Christian perspective in all classes taken, which reinvigorated his passion for Christ in all aspects of life. This has given him a unique perspective in the discipline he studies as well as providing unique perspectives in the integration of Christian worldview with social work practice. In his free time, Jonathan enjoys debating therapeutic approaches and theories with his wife, who is an MFT.

Selene Boyd is a Masters of Social Work student at Azusa Pacific University with a focus in clinical practice. She has a special interest in religious integration in practice and increasing competency through the educational setting, stemming from her

nonreligious background. Her interest in research was developed during her time at UC Davis, where she had the privilege of working with talented professors on psychological research studies. In her free time, Selene spends time getting fluffy therapy from her dog, Copper.

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**Workshop Title**: Exploring Barriers to Congregational Belonging for People with Disabilities

**Workshop Presenters**: Shannon Trecartin, PhD, LMSW-C Terry Trecartin MS.Ed, MSW Student

**Workshop Abstract**: The Dimensions of Belonging framework will be used to explore church participation and experiences of belonging among people with disabilities. The presenter will draw on findings from the 2017/2018 Global Church Survey of Seventhday Adventists. Implications for improving congregations for persons with disabilities will be discussed.

**Workshop Number:** 20191370 -

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

- Describe the Dimension of Belonging Framework and expand it to all persons with disabilities.
- Explore results from the 2017/2018 Seventh-day Adventist Global Church Survey in the context of belonging.
- Identify strategies to increase belonging opportunities for people with disabilities in church communities.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: Twenty-six percent of adults in the United States live with a disability and as age increases, so does prevalence (Lauer & Houtenville, 2019; Okoro et al., 2016). In church congregations with increasing losses of young adults, the proportion of members who have disabilities will continue to grow. Without careful attention to the physical and social barriers often experienced by these members, feelings of marginalization and retreat from church life may occur. Sense belonging to a community is essential to overall wellbeing (Mannarini & Fedi, 2009; Roffey, 2013; Stewart et al., 2008). In contrast, the effects of social exclusion include low sense of self-worth, feelings of powerlessness, a tendency towards further isolation, and early mortality (Holt-Lunstad et al., 2015; Stewart et al., 2008). In light of these findings, religious communities have the

potential to combat the effects of isolation and contribute to wellbeing. Many people with disabilities (PWD) experience barriers in their communities and in their churches. These barriers are often social. The way one understands disability influences the way PWD are treated (Smart, 2009). A simple approach that reduces disability to a moral, medical, or social issue will result in further marginalization. The medical model of disability assumes that disability is pathological in origin, and the individual becomes the problem of focus (Burch & Sutherland 2006; Hayes & Hannold, 2007). In contrast, the social model of disability offers an explanation that helps explain the role of society in creating disabilities. The shift from viewing disability as an individual deficit to viewing it as a social barrier challenges congregations to consider their role in eliminating the the stigma, assumptions, and social limitations that decrease belonging. The Dimensions of Belonging framework, a multidimensional tool developed by Carter (2016) to explain sense of belonging among young church goers with intellectual and developmental disabilities, will guide this presentation. The ten dimensions of belonging include; being present, invited, welcomed, known, accepted, supported, cared for, befriended, needed, and loved. This framework was developed based on these assumptions; 1) "disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society" and 2) "churches are called to be places of welcome, belonging, and contribution for people with disabilities and their families," (pg. 167). We accept these assumptions, and extrapolate the dimensions of belonging to include all types of disability. In addition, we introduce data collected from the Seventh-day Adventist Global Church Survey (n= 1,923). Three dimensions of belonging are explored including "being present," "being needed," and "being cared for." Implications for church congregations are identified and strategies for increasing belonging among PWD are discussed.

**Presenter Bio (s):** Shannon Trecartin, Ph.D., LMSW-C, is an Assistant Professor of Social Work at Andrews University. Her research and practice are focused on the intersection of religion, aging, and disabilities with an emphasis on the social and built environment as contributors to well-being.
Terry Trecartin is a social work student at Andrews University. He has a Masters in Outdoor Education and a Bachelors in Religious Studies. In 2005, Terry was in a bicycle accident that resulted in a spinal cord injury and a traumatic brain injury. He now uses a wheelchair for mobility. Currently, he is interning for a religious-based youth group providing case management and advocacy for people with disabilities.

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**Workshop Title**: Remember Job's Wife: An Exploration of the Truama of a Woman

**Workshop Presenters**: June Tyson, PhD, LCSW-R,

**Workshop Abstract**: The biblical book of Job shows the suffering of a man who has lost all he has, with the exception of his wife and friends. For years, people have focused on the suffering of Job but has neglected the fact that his wife has suffered as

well. This paper focuses on her trauma, how she expressed her pain and how the world perceived loss.

**Workshop Number:** 20191326 -

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

- Understand the importance of looking deeper into the various dynamics of why people respond to different ways to trauma.
- Identify several responses to trauma.
- Identify various tools used to help those who experience trauma and loss.

**Level of Presentation**: Advanced

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

**Workshop Description and References**: The biblical book of Job clearly shows the suffering of a man who has loss all he has in the world, with the exception of his wife and friends. For years, people have focused on the suffering of Job but has neglected the fact that his wife has suffered as well. Without understanding that she loss all the things that Job did, we have judged her because of her response to her suffering. This is largely because the focus is on a positive way to respond to loss. Job's example shows us how to respond to trauma with faith and patience. However, there is a natural, human way to respond to trauma, which is how Job's wife responded. This paper focuses on her trauma, how she expressed her pain and how the world perceived her suffering. It also will provide the tools needed for social workers to help those who respond to trauma and loss in various ways so that we can treat them effectively. The strong feelings brought on by trauma and loss can cause extreme behavior. Sleep disturbance, withdrawal, detachment, nightmares, and feelings of helplessness are some effects that trauma victims experience. An individual's reaction to emotional trauma is complex and difficult to predict. A person's age, past exposure to trauma, social support, culture, family psychiatric history, and general emotional functioning are some of the variables related to individual response to trauma (McFarlane & Yehuda, 1996). Both lengthy periods of stress or exposure to traumatic events have been found to cause serious damage to an individual's health. The hormones of adrenalin and cortisol, released during stress, bathe the areas of the brain involved in memory and response to stress (Bremner, 2002). Although these hormones mobilize brain systems critical to survival in crisis, excessive or repetitive stress can lead to long-term changes in the brain systems of memory and the stress response in some individuals. For example, researchers have reported that cortisol may cause specific damage in the brain, such as damage in the hippocampus that can impair memory formation (Sapolsky, 1996). People respond to loss and trauma in different ways. Some are able to recover by using creative methods such as producing tributes and monuments to whom or what they have loss. However, others respond to loss and trauma in what some may understand as negative and unproductive, which is the way the world has interpreted Job's wife's response to her loss and trauma. "Counselors

and supervisors working with traumatized individuals need to understand both the emotional/behavioral manifestations of trauma as well as the physical impact of psychological trauma within the body" (Binkel, pg.1, 2009). In Christian Counseling, we must be able to look deeper than what we see on the surface, especially when it comes to loss. This requires us to have the skill to explore multiple aspects of the life of the person who is suffering.

**Presenter Bio (s):** Dr. June Tyson comes to you from Brooklyn, NY. She is an LCSW-R, ACSW and is practicing psychotherapy in Brooklyn. Her MSW is from Fordham University and her PhD is in Human Services from Capella University. She is an adjunct professor for the master's degree in Counseling Program at Liberty University. She enjoys traveling as a missionary to countries such as Thailand, Mexico, and Haiti.
She has taught teach English to students in these countries. Dr. Tyson is also a part of a Global Health Group, in which she travels sharing Social Work techniques with doctors and nurses of various hospitals and universities. She has done this in Nigeria. Dr. Tyson believes that as social workers, we should expand our horizons to reach the entire world, not simply our communities.

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**Workshop Title**: Seeking the Peace & Prosperity of the City Through Inquiry-Based Learning

**Workshop Presenters**: James Vanderwoerd, MSW, PhD Rachel Kloet Esther Vanderwoerd Funmilola Kuforiji, Liam Slagter, Ashley Van Harmelen,

**Workshop Abstract**: How can Christian social work students be equipped to "seek the peace and prosperity of the city" (Jeremiah 29:7) in an increasingly secularized world? The instructor and students in an innovative liberal arts capstone course will describe how social work students worked in interdisciplinary inquiry-based teams to solve realworld problems.

**Workshop Number:** 20191389 -

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

- Understand how inquiry-based learning in a liberal arts education can complement social work education and equip Christian social work students
- Develop a keener appreciation for the benefits of inter-disciplinary learning in social work education
- Imagine how inquiry-based learning can inspire Christian social work students to "seek the peace and prosperity of the city" in an increasingly secularized world

**Level of Presentation**: Intermediate

**Target Audience**: Educators

**Workshop Description and References**: How are we to live in an alien land? God's answer, through the prophet Jeremiah, to the people of Israel in exile in Babylon is also instructive for Christians today: we are to "seek the peace and prosperity of the city" (Jeremiah 29:7). How can Christians in social work education incorporate this idea to equip Christian social work students to work alongside others to "seek the prosperity of the city?" This presentation will describe an innovative approach situated within the liberal arts core curriculum of a Christian university. Liberal arts education has long been a foundational aspect of social work education (Reid & Peebles-Wilkins, 1991) and is increasingly recognized as important in developing emotional intelligence that is critical for success in today's employment market (Clark, Lovelock & McNay, 2016; Grant, et al, 2014). The presenters' college recently launched a new Core curriculum as part of its commitment to strengthen its liberal arts education. The new Core has four aims: Discover Our World; Transform Your Mind; Deepen Your Faith; Find Your Calling. The Core program consists of ten courses that all students take throughout their undergraduate education. This presentation focuses on the experiences of social work students participating in the final Core course, which is described as follows: "Core Capstone Experience: This course will place 4th year students in interdisciplinary teams to wrestle with current relevant issues and challenges. Students will utilize the various disciplinary tools acquired during their university education in order to carefully analyze and explore a problem or question and to present an innovative response. The course will focus on discussion, project management, teamwork, innovation, and entrepreneurial thinking." Twenty-two students representing all programs, including social work, were enrolled in the first offering of this course in Winter 2019. Students were placed in interdisciplinary teams of 4-5 and worked together to address real-world problems. The course was part of a unique collaboration between higher education institutions and the city known as CityLAB (www.citylabhamilton.com), which matches students with city staff to work together on problems facing the city. An inquirybased approach (Cooner, 2011; Zorn & Seelmeyer, 2017) was taken in which students, in dialogue with city staff, identified pressing questions (Vogt, Brown, & Isaacs, 2003) and developed project plans to address them. In the face of problems that often seemed overwhelming, students and instructor wrestled with how Christians can realistically make a difference in the world. This was aided by reading and journaling using Steve Garber's Visions of Vocation (2014). This presentation features an overview of this course and how it complements Christian social work education. In particular, social work students will report on their experiences and how the course has prepared them to "seek the prosperity of the city."

**Presenter Bio (s):** James R. Vanderwoerd, MSW, PhD is Professor of Social Work at Redeemer University College in Hamilton, Ontario, Canada. He has presented numerous times at NACSW Conventions including the 2014 Alan Keith-Lucas Lecture. His research and teaching interests are in prevention of violence against

women on college campuses, religion and non-profit organizations in social welfare, and social welfare policy and history.

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**Workshop Title**: Serving Pregnant Women with Opioid Misuse: Spiritual and Ethical Issues

**Workshop Presenters**: Cayce Watson, MSW, LAPSW, MAC April Mallory MSW, LCSW, MAC

**Workshop Abstract**: Serving pregnant clients in medication-assisted treatment creates ethical dilemmas and internal conflicts related to autonomy, least harm, and advocacy supporting the mother-infant dyad. Discerning faith principles and professional values through spiritual teachings, ethical frameworks, and a strengths-based lens provides space to seek resolve.

**Workshop Number:** 20191296 -

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

- Explore current evidence supporting a least harm perspective and the safety of medication-assisted treatment in pregnancy.
- Identify and discuss several ethical and spiritual dilemmas when working with pregnant women in medication-assisted recovery.
- Articulate the alignment of medication-assisted recovery with social work values, ethical standards, and Christian faith principles.

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

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

**Workshop Description and References**: The Centers for Disease Control recently reported a four-fold increase from 1999-2014 in opioid use disorder (OUD) among pregnant women at hospital discharge (Haight, Ko, Tong, Boham, & Callaghan, 2018). The increase of opioid misuse in pregnancy prompts social work practitioners to enhance their professional competence regarding evidence-based treatments for pregnant women and strategies to preserve the relationship between mothers and infants. Moreover, social workers have an ethical responsibility to uphold dignity and create an environment in which all individuals thrive (NASW, 2017). While the current recommended best practice for pregnant women with OUD is medication-assisted treatment (MAT), the risk of neonatal abstinence syndrome (NAS) cannot be eliminated (ACOG, 2017; SAMHSA, 2018). NAS can manifest in newborns exposed to both illicit and medically supervised opioids during pregnancy and presents as withdrawal symptoms including tremors, excessive high-pitched crying, and agitation (Kocherlakota, 2014). Negative perceptions about MAT are most often

related to genuine concerns for infant safety, incidences of NAS, and misunderstandings about the benefits of non-abstinence based treatments for substance use disorders. Because of this, pregnant women in MAT are often labeled as poor mothers, and they are frequently subjected to discriminatory policies that do not support the mother-infant bond. Structural inequalities, deep-seated stigma, and ideological disagreement regarding the affirmation of MAT as a legitimate recovery process contribute to poor neonatal outcomes and limit access to the full continuum of care for pregnant women with OUD. Christian social workers serving pregnant women with OUD may also experience internal conflicts related to the chasm between professional ethical responsibilities, least harm perspectives, and personal faith principles (Watson, Mallory, & Crossland, in press). Individualized world views and their faith components strongly influence both the recognition of ethical conflicts in practice and the lens by which they are processed (Sherwood, 1998). Practitioners can engage in a critical examination of personal faith principles alongside professional social work values, spiritual teachings, and a strengthsbased framework when approaching a least harm perspective with pregnant clients. Discernment of these concepts enables practitioners to weigh the benefits of a least harm perspective and creates space to view a pregnant woman within the context of her strengths. Practicing in this space honors the dignity and worth of both a mother and her baby. This perspective is primary to effectively engage clients, foster belonging, and sustain recovery. This workshop will explore the ethical and spiritual dilemmas that arise when working with pregnant women with OUD and provide opportunities to engage in a reflection of social work values, faith principles, and best practices through case application.

**Presenter Bio (s):** Cayce Watson is an an Associate Professor and the Coordinator of BSW Field Education at Lipscomb University in Nashville, Tennessee. She is a Licensed Advanced Practice Social Worker and Master Addiction Counselor with experience coordinating clinical trials serving pregnant women with opioid use disorder.
April Mallory serves as an Assistant Professor of Practice at The University of Tennessee College of Social Work in Nashville, Tennessee. She is a Licensed Clinical Social Worker and a Master Addiction Counselor who also serves impaired professionals at the Vanderbilt Comprehensive Assessment Program.

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**Workshop Title**: Community Programming: Restoring Faith between Churches and Communities

**Workshop Presenters**: Wanda Watts, JD,MSW,LCSW Michelle Meer MSW

**Workshop Abstract**: Communities across the country from rural to urban are looking for ways to reach out and give hope to the marginalized in their communities. Through collaborative outreach programs between churches and communities like the ones presented in this interactive workshop hope can be renewed and faith restored.

**Workshop Number:** 20191401 -

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

- Identify different community outreach program models which may benefit their communities, constituencies, and/or churches.
- Develop a "dream" outreach program ideas for their community, constituencies, and/or churches.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: This 90-minute workshop aligns with the 2019 NACSW conference theme "Empowering People, Healing Communities: Working Toward Renewal and Restoration." The format of the workshop will be to first present three community outreach models which have been successful. The second part of the presentation is an interactive session with participants. The three community outreach models were developed and implemented with churches and community partnerships. The Caring Churches Network was to assist local churches in the delivery of spiritual support and social services to those in crisis. Caring Churches Network strove to provide immediate financial aid and offer resource referrals to other social services in the Indianapolis area through collaboration, pooling of resources, and professional expertise. The crisis intervention model involved twelve churches and three locations. The "Benevolence Grants" model was developed to assist churches in marginalized areas develop outreach programs in their area which would renew hope and healing within the community. Benevolence grants existed to enhance the work of local congregations by making small grants available to congregations and faith-based groups working cooperatively within the greater Indianapolis area. The purpose of the grant program was to support projects that would increase and strengthen relationships and the sharing of resources, stories and cooperative ministries among churches, their church-related groups and the wider community. Finally, the Ecumenical Project for Reconciliation and Healing (EPRH) was initiated to make the community aware of each tragic death that occurred in the greater Indianapolis area, and to bring healing to the families including reconciliation with the perpetrators when possible and desired by the families. In the interactive part of the workshop participants will break into small groups. The groups will discuss the models presented as well as model they are familiar with in their own communities. From participants' discussions they will develop "hope and wish" outreach program ideas and plans to carry with them to their community partners, faithbased partners, and churches in hope of empowering their constituencies in working toward renewal and restoration.

**Presenter Bio (s):** Wanda K. Watts, JD, MSW, BSW, LCSW, is currently an Assistant Professor in the Master of Social Work program for The Phylis Lan Lin

Department of Social Work at the University of Indianapolis. She was previously an adjunct professor for The Phylis Lan Lin Department of Social Work at the University of Indianapolis, School of Adult Learning/Center for Aging and Community at the University of Indianapolis, and Indiana University School of Social Work, Indianapolis. She served in several macro practice roles for faith-based organizations. She has worked in a variety of clinical social work positions that allowed her to provide services to and advocate on behalf of children and families in faith-based, schools, community-based as well as residential settings. In her 30-year career in social work practice, she has worked with many diverse community organizations and populations.

Michelle Meer, MSW is an Assistant Professor and Director of the BSW program at Marian University in Indianapolis, IN. Michelle received her MSW from Indiana University School of Social Work and her BA in Psychology with a concentration in Business from Marian (College) University. In her 25 years of professional experience she has worked as an executive director at two not-for-profit agencies, one which was a faith-based adoption and residential agency. She also was a co-program director at a faith-based organization developing and overseeing community outreach programing. Over the years Michelle has worked with various populations and interfaith organizations and communities. Most recently, Michelle's career has taken her into social work education where she was field director for eight years before moving to Marian University to start a BSW program.

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**Workshop Title**: Faith Integration: Developing a Servant's Heart in Online BSW Students

**Workshop Presenters**: Michele Wells, PhD, MSW, LCSW Jessie Pablo MSW, LSW Robert Jesiolowski, MSW, LCSW; Janelle VerWayne, MSW,LCSW Indiana Wesleyan University Instructor

**Workshop Abstract**: BSW faculty in a fully online program share a model of faith integration and methods used in the online environment to "love students well" and assist them to integrate their faith in practice. Faculty share current research to develop service learning in the online curriculum that will challenge students to explore putting their faith in action.

**Workshop Number:** 20191365 -

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

- Understand how to balance upholding policies and standards while also extending grace and mercy to students.
- Identify three specific ways to integrate prayer into their online social work classrooms

- Articulate how incorporating Service Learning exercises in a Faith Integrated curriculum can improve student learning and spiritual growth.

**Level of Presentation**: Basic

**Target Audience**: Social Workers, Educators

**Workshop Description and References**: Christian social work educators continue to address the role that faith plays in the spiritual/personal and professional growth of students with ongoing efforts to determine how this integration might happen in the classroom. Due to the lack of face-to-face contact in online environments, this effort can be more challenging. Research has indicated that there may be insufficient education related to spirituality and religion in social work education; however, a mechanism for fostering this education is ongoing opportunities for the student to explore personal beliefs and the impact of their faith in practice. (Seitz, 2014; Wells, 2016). The workshop presenters are faculty in an online Bachelor of Social Work program. This workshop will present a model for integration using the tenets of John Wesley that contend we act in holy love; the love of God and the love of neighbor through good works as a means of greater personal growth and spiritual maturity (Collins, 2007). In her study of Christian students in social work programs, Barker (2013) found that students, even from faith-based institutions, felt unprepared to unite their faith and professional identity. Based on the model of integration, the presenters will use case studies to discuss program endeavors that assist students to align spiritual/personal and professional growth as a means of faith integration. Workshop presenters will discuss how Christian social work educators can "love students well." This part of the discussion will center on how we love students as it pertains to the balance between upholding policies and standards and extending grace and mercy. Presenters will describe what this balance looks like from a Christian perspective while also upholding the values and ethics of the social work profession. Presenters will share student experiences of how they have benefited and have been able to be successful because they were "loved well." Further discussion will address how "loving well" is applicable for students to practice in the field education experience with their clients. Presenters will also discuss the use of prayer in the online classroom to "love well." Lastly, service learning connects a student's professional development of direct practice Social Work skills with personal learning with regard to client populations and serving others while also easily drawing on the intersectionality of Holy Love, Social Responsibility, and Acts of Social Justice. The presenters will share the programs research project to identify key components of Service Learning curriculum in on-campus BSW programs and using that to develop an online Service Learning program with reflection assignments that challenge the BSW student to explore how it looks to see their faith in action within their social work practice.

**Presenter Bio (s):** Michele Wells is Program Director for the Online Bachelor of Social
Work program at Indiana Wesleyan University. Dr. Wells holds a BS in psychology from Indiana State University, a MSW from the University of Illinois at Chicago, and

a PhD in Organizational Leadership from Regent University. Dr. Wells' dissertation was "The Relationship of Professional Values and Spirituality with Motivation to Lead: The Mediating Effect of Social Justice Importance." Dr. Wells has previously presented on spirituality and leadership, field education, and gatekeeping non-academic issues in undergraduate programs at CSWE APM conferences and at NACSW. Dr. Wells has a LCSW in the state of Indiana and has more than 20 years of experience in the profession of Social Work. Her clinical experience is in the area of mental health counseling with children and families specifically, in the field of addictions.

Jessie Pablo is a LSW in Indiana. She received her MSW from Roberts Wesleyan College with a concentration in Child & Family Social Work. Her work in the field has been in the realms of child welfare, family service, case management, education, and prevention. She is currently a full-time professor for the online BSW Program at Indiana Wesleyan University, where she is also the Field Director for the BSW program. She enjoys the diversity of her role as she gets to work with students, adjunct instructors, and community agencies. She loves coming alongside people to help them reach their full, God-given potential. She is an advocate for those caught up in generational cycles and seeks to empower them to break free. Jessie serves alongside her husband in youth ministry and the two are currently doing a church plant in rural Indiana.

Robert Jesiolowski is a LCSW who appreciates witnessing the power of faith in people who strive to change their lives. For 23 years, Robert has worked with clients in mental health agencies, inpatient treatment centers, residential facilities, educational centers, outpatient programs, and prisons. He ran his own private Christian counseling practice for many years and has presented at local, national, and international conferences. Robert has worked as consultant with for County, State, and Federal law enforcement offices, as well as for the Indiana Department of Corrections and Governor of California. He is an assistant professor at Indiana Wesleyan University and adjunct faculty at Southern New Hampshire University and Liberty University. Robert has a Doctorate of Biblical Counseling from West Coast Seminary and completing his Doctorate in Social Work from Capella University

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**Workshop Title**: Is Addiction a Choice or a Complex Disease of the Brain?

**Workshop Presenters**: Hope Wilson, MA in Social Work and Public Policy

**Workshop Abstract**: This workshop will seek to start an important discussion about the increasing knowledge and understanding about addiction as a disease. The purpose of this workshop is to review the literature from a research done on addiction as a disease in order to gain a perspective on how this new shift in perception will or will not impact what we do.

**Workshop Number:** 20191278 -

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

- Understand what informs the new research on addiction
- Dispel myths about viewing addiction as a brain disease
- Increase understanding and strengthen capacity to serve clients

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

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

**Workshop Description and References**: Addiction is a complex disease of the brain and body that involves compulsive use of one or more substances despite serious health and social consequences. Addiction disrupts regions of the brain that are responsible for reward, motivation, learning, judgment and memory. It damages various body systems as well as families, relationships, schools, workplaces and neighborhoods. We will learn what the statement "addiction is a chronic disease of the brain"¥ mean and what it doesn't mean. Is the disease model simply a ploy to get insurances pay for services or is there real science behind this culture shift? Does the disease model erode personal responsibility and place an addict at per with someone suffering from cancer or diabetes? In this workshop, we will explore what constitutes a disease and provide information available to the importance of incorporating clinical aspects into addiction treatment and recovery.

**Presenter Bio (s):** Hope Wilson is the Senior Policy Analyst for Vulnerable Populations at TSA National Headquarters. Her recent priorities are the opioid crisis, mental health, and older adult issues. She has an MA in the Bible and the Ancient Near East from The Hebrew University, Jerusalem, an MA in Social Work and Social Policy from Trinity College, Dublin, and a BA in Anthropology and Peace and Justice from Wellesley College, Boston. She is fluent in English and Luganda and intermediate in Hebrew.

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**Workshop Title**: Helping SW Students "Grapple with Faith": Inside a Scholarly Project

**Workshop Presenters**: Terry Wolfer, MSW, PhD Mackenzi Huyser MSW, PhD

**Workshop Abstract**: This presentation will offer social work educators, including field instructors and adjunct instructors, information about a way to participate in social work scholarship that capitalizes on their practice experience. It will also provide a behind-the-scenes look at contributions to the second edition of the NACSW casebook, Grappling with Faith.

**Workshop Number:** 20191302 -

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

- Use decision cases for scholarship that capitalize on social work practice experience, and how to get involved
- Write decision cases and teaching notes for social work education
- Improve their ability to write decision cases and use in social work education

**Level of Presentation**: Intermediate, Advanced

**Target Audience**: Social Workers, Educators

**Workshop Description and References**: This presentation will offer social work educators, including field instructors and adjunct instructors, information about a way to participate in social work scholarship that capitalizes on their practice experience. It will also provide a behind-the-scenes look at contributions to the second edition of the NACSW casebook, Grappling with Faith (Wolfer & Huyser, 2010). Decision cases provide a method for introducing current practice dilemmas to the classroom (Andersen & Schiano, 2014; Barnes, Christensen & Hansen, 1994). The best cases are ones about which competent, ethical practitioners disagree because they invite and provoke stimulating discussions (Leenders, Mauffette-Leenders & Erskine, 2001; Lynn, 1999; Vega, 2013). These discussions require students to formulate the problem and decide on a course of action. In the process, students develop their critical thinking and problemsolving skills, integrate and apply their learning to practice situations, and practice professional judgment (Milner & Wolfer, 2014). In short, decision cases help students learn to think like experienced practitioners (Wolfer, 2006). Grappling with Faith specifically portrays dilemmas reported by Christians in social work that each, in one way or another, involve religion, spirituality, or faith. As such, the cases are especially selected and designed for social work programs in Christian colleges and universities. In this presentation, editors and contributors to Grappling with Faith will discuss: finding relevant cases from recent graduates, field instructors or other practitioners; conjoint interviewing procedures to generate rich case data; collaborative writing and reviewing procedures to create well organized, accurate, detailed and nuanced cases; development of teaching notes to guide case usage by educators; and editing and feedback strategies for maximum clarity and appeal. Finally, the editors and case contributors will reflect on their experience with the case writing project and its benefits for their scholarship and professional practice.

**Presenter Bio (s):** Terry Wolfer, MSW, PhD, is a Professor at the College of Social Work, University of South Carolina where he has taught for 24 years. A long-time member of NACSW, he serves as an Associate Editor of Social Work & Christianity and co-editor of Grappling with Faith: Decision Cases for Christians in Social Work (NACSW, 2010).

Mackenzi Huyser, serves as Executive Director at Chicago Semester. She has nearly 20 years of experience teaching and mentoring college students from a wide-variety of disciplines. Her most recent roles in higher education included serving as an Academic Dean for Faculty Development and Academic Programs at Trinity and as Executive Director of Chicago Semester, an off-campus experiential education program that serves students from 26 different colleges and universities. Dr. Huyser's publications include Grappling with Faith: Decision Cases for Christians in Social Work (NACSW, 2010) and a variety of scholarly articles on gentrification and place published in Christian Scholars Review, Human Service Organizations: Management, Leadership & Governance, and the Journal of Sociology and Social Welfare. She serves as an Associate Editor of the journal Social Work and Christianity.

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**Workshop Title**: Developing a Mentoring Network: Taking Responsibility for Learning Needs

**Workshop Presenters**: Terry Wolfer, MSW, PhD  Brittany Davis LCSWA

**Workshop Abstract**: Mentoring is lauded as a means for helping novices "whether new professionals, graduate students, or emerging leaders" successfully transition into new roles. This workshop will introduce a mentoring network model, an alternative to the traditional mentoring guru model, and provide concrete guidance to participants for starting and managing networks.

**Workshop Number:** 20191422 -

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

- Define and distinguish guru and network models of mentoring.
- Identify the primary and diverse needs of mentees that can be addressed through mentoring, and especially those related to integration of faith and practice.
- Create and begin to populate a personal mentoring network that includes Christians in social work.

**Level of Presentation**: Basic, Intermediate

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

**Workshop Description and References**: In many settings, mentoring is lauded as the means for helping novices "whether these are new professionals, graduate students, or emerging leaders" make a successful transition into new roles and responsibilities. As

a result, novices have either sought or been assigned individual mentors to: guide their professional orientation, growth, and development; make introductions and open doors of opportunity; provide professional feedback and support; and serve as advocates and sponsors. Despite good intentions and sincere efforts, however, these mentoring arrangements often end in disappointment and frustration for the novices, mentors, or both. Individual mentors may not be readily available, not always accessible, not well matched, lack particular expertise, or fail to follow through. As result, mentoring arrangements may generate limited or uneven success. To increase the likelihood of success, mentoring programs often focus on selected characteristics (e.g., gender, ethnicity, professional expertise, personality) for matching novices and mentors. Additionally, some mentoring programs mandate structures (e.g., methods of communication, meeting schedules, incentives). Because mentors do not always know what to do, a few mentor programs provide guidelines and training for mentors. For Christians in the social work profession, there are additional challenges (Bargerstock, 2016). They often find themselves studying or working in settings with few, if any, potential Christian role models or mentors. Without colleagues who are both Christians and social workers, they may struggle alone with how best to resolve conflicts and integrate their faith and practice or, more profoundly, how to integrate their religious and professional identities. Even in university or work settings that include potential mentors, the usual limitations of mentoring mentioned previously also apply. Against the prevailing wisdom and practice, however, Rockquemore (2013, 2016) argues that the traditional "guru"¥ model of mentoring is out-of-date and should be abandoned. She identifies several major problems with the guru model: it seldom exists in actual practice, it relies too much on a single person, and it is inefficient. Following Rockquemore and others, this workshop will describe a network model of mentoring that 1) begins by identifying multiple diverse needs, especially those related to integration of faith and practice, 2) shifts the locus of responsibility from mentor to novice, and 3) places the novice at the center of a mentoring network which evolves over time and includes Christians in social work. The workshop will provide a handout to guide participants in planning a mentoring network (National Center for Faculty Development & Diversity, 2011) and immediate opportunity and encouragement to begin creating their own networks. In addition, it will provide guidance for seeking and benefiting from mentoring.

**Presenter Bio (s):** Terry A. Wolfer, MSW, PhD, is a professor in the College of Social
Work at the University of South Carolina where he has taught for 24 years. He earned the MSW from The Ohio State University in 1984 and the PhD from the University of Chicago in 1995. He has presented numerous workshops at NACSW.
Brittany Davis, MSW, is a PhD student in the College of Social Work at the University of South Carolina. She currently serves as an Online Social Work Adjunct Instructor for Indiana Wesleyan University and an Online Sociology Adjunct for the University of
Northwestern Ohio. She earned the MSW from the University of Michigan. This will be Brittany's first presentation as a PhD student. She has ten years of social work practice experience, including serving as a youth crisis shelter, MST therapist, family

reunification counselor, workforce development specialist, social worker for the homeless population, and field supervisor.

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**Workshop Title**: Using E-Portfolios to Enhance BSW Students' Learning Experience in Field Ed

**Workshop Presenters**: Kendra Wright, MSW, LSW

**Workshop Abstract**: This workshop will invite educators to explore how the use of eportfolios can enhance BSW students' experiences in field. Using active learning strategies, workshop participants will learn how to organize an e-portfolio, building off students' learning contracts, and practice ethical standards for electronic documentation of field experiences.

**Workshop Number:** 20191417 -

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

- Articulate the benefit of an online portfolio for field instruction and assessment
- Identify how an online portfolio can enhance and build on student communication, engagement, and professional skills
- Practice and demonstrate knowledge of ethical standards for electronic documentation of field tasks and activities

**Level of Presentation**: Basic

**Target Audience**: Educators

**Workshop Description and References**: Learning contracts and field experiences can be difficult to monitor and evaluate, particularly if a field instructor or faculty liaison supervises remotely or if supervision is split between multiple individuals. E-portfolios can enhance this process. This presentation will explore one program's use of Google sites to build e-portfolios. With the portfolio, students can show completion of tasks in their learning contracts, demonstrate proficiency in the 9 CSWE competencies, articulate professional and personal growth in field, and display a visual representation of their semester's experience. Field instructors and faculty liaisons use the portfolio site to assess the student's learning progress and proficiency in the 9 CSWE competencies. Through this assignment, students also practice ethical standards for electronic documentation, prioritizing confidentiality and privacy of records. Research supports the efficacy of this model, particularly as students show a preference for more use of technology in their coursework. In their desire for more efficient and convenient access to content, communication and assessment, the online

portfolio offers students an option to document and display their learning progress and accomplishments without excessive printing or the cost of physical supplies, which can often be a burden for learners. The online portfolio tool can also be a particularly practical and poignant opportunity for BSW students to demonstrate how their faith supports their vocational calling, as many of our faith-based institutions include a 10th competency which focuses on the integration of faith and spirituality into our work. Tasks and evidence in this competency can be focused on active reflection of personal calling and values, as well as courageous and professional conversations about faith in the workplace. For institutions which do not include a 10th competency, the student still has an opportunity to include a personal faith or motivation statement in his/her online portfolio. Finally, the workshop will invite participants to share their own expertise on the topic of field evaluation, consider further opportunities for faith-based integration of the online portfolio assignment, and brainstorm other creative ideas for electronic communication and assessment.

**Presenter Bio (s):** Kendra Wright serves as the Director of the Social Work Program and Strategic Program Initiatives at Chicago Semester, an experience-based academic program that provides internship opportunities for undergraduate students from over 27 faith-based liberal arts college and university partners. Wright earned her BSW from Trinity Christian College in Palos Heights, IL in 2010 and her MSW from the University of Illinois at Chicago in 2011. Wright is a Licensed Social Worker in the State of Illinois. Prior to serving at Chicago Semester, Wright worked in a refugee resettlement agency with volunteers and English language learners and in a private high school work-study program. This is her first experience presenting at NACSW.

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**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:** 20191336 -

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

- Articulate the role of research in contributing to the knowledge base of the social work profession.
- Identify research topics that are particularly relevant to the NACSW membership.

- Describe ways that research by Christian social workers can contribute to discussion of issues relevant to the larger social work profession.

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

**Target Audience**: Educators, Students

**Workshop Description and References**: One recurring theme at the Educator's Forum is our desire to encourage quality research by NACSW members. Thoughtful research on topics related to the intersection of Christianity and social work contributes to the general knowledge base and gives our organization new vitality in terms of evidence-based knowledge for social work practice. As Christian researchers publish well-designed studies they may also establish the credibility necessary to have a voice in discussions occurring within the larger social work profession. The purpose of this workshop is to encourage research and publication by NACSW members. It will be a highly interactive forum for discussion of member's research projects, whether in the early stages of development or ready for publication. There will be an opportunity to get feedback, share ideas, and encourage each other to design, implement, and publish research. Doctoral students are encouraged to come, whether just developing their ideas or thinking about how to publish their research. Possibilities of collaborative research can also be explored.

**Presenter Bio (s):** Leslie Wuest obtained her MSW from the University of Georgia and PhD from Portland State University in Portland Oregon. She is currently an assistant professor in the MSW program at George Fox University where she has taught research and statistics to BSW & 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**: Spirituality in Grief Interventions: A systematic Review

**Workshop Presenters**: Yongqiang Zheng, PhD

**Workshop Abstract**: A systematic review of data from controlled studies of interventions for the bereaved was conducted. Results showed the changing role of spirituality in different types of grief interventions/therapies and the need to develop and implement more interventions/therapies embracing spirituality.

**Workshop Number:** 20191387 -

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

- Identify the key features of spirituality in existing interventions for the bereaved.
- Evaluate the quality of grief interventions including spirituality by utilizing the Cochrane Collaboration's tool for risk analysis.
- Identify the gap between the needs of the bereaved and existing grief interventions.

**Level of Presentation**: Intermediate

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

**Workshop Description and References**: The impact of the death of a significant other is profound, it affects an individual physically, emotionally and spiritually (James & Friedman, 1998). Clinically, when people continue to grieve for an extended period of time, they may exhibit symptoms of a state known as prolonged grief disorder (PGD) (Prigerson et al., 2009) or complicated grief (CG) (Prigerson et al., 1995). Symptoms of PGD include persistent and disruptive yearning, pining, longing for the deceased, trouble accepting the death, etc. PDG has been shown to contribute to worse physical and mental health (Lannen, Wolfe, Prigerson, Onelov, & Kreicbergs, 2008), more healthrisk behaviors (Kivima╠êki, Vahtera, Elovainio, Lillrank, & Kevin, 2002) and a higher level of suicidal ideation (Li, Laursen, Precht, Olsen, & Mortensen, 2005). Many are affected by grief in the United States. According to the CDC, the number of deaths was averagely over 2 million each year (Murphy, Xu, & Kochanek, 2013). The biopsychosocial-spiritual model of health care (King 2000; McKee and Chappel,1992) was introduced to grief intervention/therapy in 1990s, however, the role of spirituality and the effectiveness of grief interventions including spirituality were not fully addressed in a systematic way. To evaluate the utilization of spirituality in grief intervention and the effects of these interventions to support the bereaved population. A systematic review of data from controlled studies of interventions for the bereaved was conducted. Studies were identified using systematic searches of reported intervention results from 1990-2018. The methodological quality of included studies was assessed by utilizing the Cochrane Collaboration's tool for risk analysis. Although there is evidence of benefit from grief interventions including spirituality, the presentation will argue that there is a lack of grief intervention including spirituality. The presentation will indicate it is imperative to develop and implement more grief interventions include spirituality to improve mental, physical, and spiritual health of the bereaved. The presentation will discuss feasibility and effectiveness in existing grief interventions, appropriate timing and dose of the interventions. The presentation will also advocate for future intervention research to develop culturally sensitive grief interventions including spirituality for racial/ethnic minority.

**Presenter Bio (s):** Yongqiang Zheng is an assistant professor of social work at George

Fox University. He received his MSW and PhD from Kent School of Social Work at University of Louisville in 2016. Priory to it, he was a social work instructor and licensed practitioner in China for 6 years.

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**Workshop Title**: Compassion Care: Helping The Interdisciplinary Team Support Their Patients

**Workshop Presenters**: Lauren Zwirn, MSW, LSW

**Workshop Abstract**: Social workers are looked to for guidance when medical professionals are seeking to connect with their patients emotionally and spiritually. This workshop provides a guide for instructing medical professionals in compassion care and spiritual support towards their patients, while also discussing ways to communicate in the language of the listener.

**Workshop Number:** 20191377 -

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

- Discuss the importance of compassion care as a routine practice among all members of the interdisciplinary team, specifically in oncology settings.
- Articulate practical ways to implement compassion care with patients
- Utilize the presentation principles and research as a guide to providing compassion care education to their local medical social work settings.

**Level of Presentation**: Intermediate

**Target Audience**: Social Workers

**Workshop Description and References**: Few moments in our lives are as jarring as those linked to the news of a new cancer diagnosis. Whether this is the diagnosis of a friend, family member or a personal diagnosis, the news is shocking and can leave patients and their loved ones seeking not only medical guidance, but also emotional support. It is often the social work professionals working within the health care setting who are looked to for guidance and instruction when doctors and nurses are seeking to connect with their patients beyond the parameters of the medical model, to meet their needs emotionally and spiritually. The requirement for social workers to present this instruction thoroughly and in the language of the medical community can remain a challenge while working within the medical model. This workshop will walk through the identifying feelings of an individual after they learn of their diagnosis and their new status of "patient". Additionally, as those with the closest

relationships to the patient adopt a new role of "caregiver", they too must make adjustments and concessions towards what this journey will mean for them and for their lives. This workshop will address some of these areas of concern. This workshop will discuss the importance of emotionally supportive care from the interdisciplinary care team, covering the idea that "how" we care for our patients and families is just as important as question of "what" we do to care for them. Six specific ways for the interdisciplinary team to demonstrate kindness to patients and families will be discussed in detail. The presentation will not only provide a guide for instructing medical professionals in how to approach compassion care and spiritual support towards their patients, but will also touch on ways to communicate social work principles and values in the language of the listener, which in this case is the medical professional operating within the medical model. Workshop attendees will learn about the need for training in emotional and spiritual support in medical settings for all interdisciplinary team members, going beyond the knowledge to also learn practical ways to implement compassion care with their patients. Using the research and practice experience offered by the presenter, attendees may have the opportunity to guide and educate their own interdisciplinary team members to provide compassion care in their local health care setting.

**Presenter Bio (s):** Lauren Zwirn MSW, LSW Assistant Social Work Faculty at Indiana Wesleyan University. BSW - Indiana Wesleyan University - 2004 MSW - University of Michigan - 2005. DSW - Capella University - anticipated 2019 completion at time of writing I hold an LSW at the Master's level in the the state of Indiana Besides the routine presenting that accompanies the higher education setting, I have presented for local and regional venues, primarily in the medical settings as well as our local community college, to discuss end-of-life care and support for patients and families. I have also done some presenting on our university campus within residence halls in topics such as relationships and healthy boundaries for the college female. I have a background in geriatrics, hospice, palliative care and grief and bereavement before coming to my current position in social work higher education.

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**Workshop Title**: A Deeper Look at the Integration of Faith and Practice.

**Workshop Presenters**: Randy Zylstra, LMSW

**Workshop Abstract**: Do you ever question your career choice? Is it relevant? We need to package and articulate not only WHAT we do, but WHY and HOW. What career could possibly be more relevant than carving out territory for the kingdom of God? By way of stories, quotes, and theories of human development, this presentation will connect creative design with practice.

**Workshop Number:** 20191385 -

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

- Confidently answer the question, WHAT DO YOU MAKE? with something other than an amount of money. We make PEOPLE. We make DISCIPLES.
- More confidently articulate the foundational principles of the Social Work profession, specifically: WHAT IS TRUTH? RELATIONAL MUTUALITY as God's blueprint.
- Approach their work with renewed passion, remembering why they do what they do.

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

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

**Workshop Description and References**: This presentation will NOT provide: 1. The 10 or 12 markers that define a Christian practice. 2. A critical push-back against governmental interference with the practice of Christianity. 3. A coercive call to higher levels of either social justice or evangelistic emphasis. 4. Anything remotely political or denominational or tribal. In fact, this presenter contends, following many years of experience, Biblical reflection, and clinical study, that the practice of Christian Social Work just may be the gospel in its purest form. To very loosely and briefly paraphrase St Francis of Assisi, "We do not wish to codify, quantify, define, or even defend Jesus, we simply wish to be Jesus to others." As Christian clinicians and practitioners, our door of inclusion must be wider than anyone's. We seek to heal those who feel rejected or ignored by families, societies, and yes, even by the church. I love my church and have been a member and leader there for 40 years. But churches have ecclesiastical turf and doctrine to defend and protect. My particular workplace has 30-some different Christian denominations and a range of political preferences represented. We insist on keeping the gospel message to our clients pure. We all ascribe to the apostles creed, but when it comes to a unified message to clients, we leave doctrinal differences at the door. the message to clients must be pure: no faith statement required, no one doctrine is better than another,no particular behavior disqualifies one from receiving service. In social work, we are the first-responders: forgiveness, affirmation, deescalation, stabilization.
All of these assumptions are spelled out in the creative design narrative, in Christ's example, the inter-relational foundation of the Old and New Testament laws, and in developmental, human science models, particularly those of Erikson, Piaget, Kohlberg. Our social work values are clearly God's "social work" values. We are not just do- gooders. This win-win, mutuality principle of vertical and horizontal relationships is hard- wired into everything and it stems from the almighty's own relational, loving nature. And so researchers continue to speculate why people are leaving and or remaining disconnected from the church. I contend that they are leaving the institution of church and not necessarily the kingdom itself. We have

something to offer the church, which inevitably tends to operate from headquarters or the seminary laboratory. We, on the other hand, have no such luxury. We are the live proving ground and we operate from the bottom-up, where things are messy. We continue to cultivate territory for the kingdom. This is Christian Social Work. We need to spell it out and celebrate it.

**Presenter Bio (s):** Randy Zylstra is the President/CEO for Wedgwood Christian Services, a 500-employee child and family service agency in West Michigan. He earned his MSW from Western Michigan University and has served in various administrative posts for close to 35 years. He has done direct practice work in treatment foster care, substance use, marriage and family, and residential treatment services. He is a frequent lecturer for local university, church, and community groups and has served on a dozen different non-profit, school and church boards. His most recent presentation was offered at the Michigan Federation for Child and Family Service agencies at their annual leadership conference in the fall of 2018. He is described by colleagues as a strong but humble, gentle, hands-on leader. He is passionate about the integration of faith and practice.

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# Convention 2019 Roundtable Sessions

**Workshop Title**: Roundtable Conversation About Abortion

**Workshop Presenters**: Trained RSD Instructors

**Workshop Abstract**: This conversation will provide opportunity for participants to wrestle with the topic of abortion 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 abortion in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on abortion that he/she learned in the course of listening to others.
- Apply this structured dialogue 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

**Session Outline:**

10 minutes for introduction and overview
5 minutes for rules and guidelines in groups
55-60 minutes of dialogue
10-15 minutes of questions of curiosity

**Presenter Bio (s):** See above

**Session Bibliography:**

Black, L. (2008). Deliberation, storytelling and dialogic moments. Communication Theory, 18, 93-116.

Freedman, J. & Combs, G. (2009). Narrative ideas for consulting with communities and organizations: Ripples from the gatherings. Family Process, 48, 347-362.

Palmer, P. (2011). Healing the heart of democracy: The courage to create a politics worthy of the human spirit. San Francisco: Jossey-Bass.

Seikkula, J. & Trimble, D. (2005). Healing Elements of Therapeutic Conversation: Dialogue as an embodiment of love. Family Process, 44, 461–475.

Stains, R.R. (2014). Repairing the breach: The power of dialogue to heal relationships and communities. Journal of Public Deliberation, 10(1), 1-4.

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**Workshop Title**: Roundtable Conversation About Hate Crimes

**Workshop Presenters**: Trained RSD Instructors

**Workshop Abstract**: This conversation will provide opportunity for participants to wrestle with the topic of hate crimes 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 hate crimes in a way that is respectful of those holding alternative perspectives.
- Explain one of more differing perspectives on hate crimes 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

**Session Outline:**

10 minutes for introduction and overview
5 minutes for rules and guidelines in groups
55-60 minutes of dialogue
10-15 minutes of questions of curiosity

**Presenter Bio (s):** See above

**Session Bibliography:**

Black, L. (2008). Deliberation, storytelling and dialogic moments. Communication Theory, 18, 93-116.

Freedman, J. & Combs, G. (2009). Narrative ideas for consulting with communities and organizations: Ripples from the gatherings. Family Process, 48, 347-362.

Palmer, P. (2011). Healing the heart of democracy: The courage to create a politics worthy of the human spirit. San Francisco: Jossey-Bass.

Seikkula, J. & Trimble, D. (2005). Healing Elements of Therapeutic Conversation: Dialogue as an embodiment of love. Family Process, 44, 461–475.

Stains, R.R. (2014). Repairing the breach: The power of dialogue to heal relationships and communities. Journal of Public Deliberation, 10(1), 1-4.