



## *Liver Remote Workshop Session Descriptions*

### NACSW Convention 2021

November 18-20, 2021

### **Convention 2021 Live Remote Workshop Information**

The following presents a preliminary listing of live remote workshop presentations that will be included in NACSW's Convention 2021 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:** Grief and Loss: Shedding Light On Our Youth

**Workshop Presenters:** Kiana Battle, MSW, PhD, LMSW

**Workshop Abstract:** This presentation will expose the hidden impact that grief and loss have on youth, such as at-risk behaviors, trauma, mental health issues, issues of low self-concept, and many more. The presentation will also provide participants with best practice interventions for supporting youth who are impacted by grief and loss, such as group counseling.

**Workshop Track:** Direct Practice: Individuals

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

- identify key components of a trauma-informed approach.
- identify key elements, in constructing grief counseling groups.
- gain new insight on supportive resources for adolescents and youth impacted by grief and loss.

**Level of Presentation:** Intermediate

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

**Workshop Description:** This presentation will expose the hidden impact that grief and loss have on youth, such as at-risk behaviors, trauma, mental health issues, issues of low self-concept, and many more. The presentation will also provide participants with best practice interventions for supporting youth who are impacted by grief and loss, such as group counseling, youth development and other sources. As a Christian, I will incorporate the importance of using faith to support youth impacted by grief and loss. Research-evidence is provided in the presentation.

Summary: Recognizing the impact that loss has on adolescents, it is critical that adolescents be provided with interventions that can help them appropriately cope with their grief. Although counseling resources are often available for adults, fewer resources are available for grieving adolescents, who often must grieve alone or with limited support (Slyter, 2012). Grief counseling groups are positive interventions that can assist adolescents in developing healthier coping skills. These skills can empower them to process their grief in a positive way. Groups can provide an environment that promotes resilience which acts as a protective factor against the physical, emotional, social, and cognitive grief responses of adolescents. School social workers should be encouraged to address the needs of this population and provide meaningful and effective interventions that can buffer the effects of grief for adolescents. Providing grief group counseling programs and other strength-based programs for adolescents within the context of the school setting may help adolescents to engage in more positive behaviors. The death of a parent can affect children's self-esteem and can be associated with more behavior problems, high levels of anxiety, social withdrawal, and lower sense of self-efficacy (Worden, 1996). Evidence: The practice of group counseling is an intervention model used in the social work profession. In social work, the therapeutic benefit of group membership is conceptualized as stemming from mutual aid (Gitterman, 2004; Schwartz 1974; Shulman, 2008). However, the use of group counseling interventions is often underutilized. This is despite the fact that available research suggests that group participation may be particularly helpful in reducing social isolation and assisting bereaved individuals in moving through the bereavement process more quickly (Forte, Hill, Pazder, & Feudtner, 2004; Piper, Orgodniczuk, Joyce, & Weidman, 2011; Piper, Orgodniczuk, Joyce, Weidman & Rosie, 2007). Recognizing the possible issues associated with adolescents and grief, it is important to note the positive impact that group counseling can have on this population. According to Malekoff, those who feel connected are less likely to engage in high-risk behavior (Malekoff, 2004).

**Bibliography:** Dr. Kiana Battle is a licensed Master Social Worker She received a Ph.D. in Social Work Policy Planning and Administration from Clark Atlanta University. She also received a B.A degree in Sociology and MSW degree in Social Welfare from the State University of New York at Stony Brook. Dr. Battle is the owner of Dr. Kiana Battle, LMSW, LLC Professional Social Work Consultant (kbattleconsuting.com); she also serves as an Assistant Professor of Social Work. Dr. Battle is the co-author of Real Girls: Shifting Perceptions on Identity, Relationships, and the Media (2010) and Real Girls Reflections (2011). She is also the co-author of Grief Why Me? Why Not Me: A Journey of Self-Discovery (2015). Dr. Battle utilizes a strength-based and client-centered approach for all services, and she strives "to meet clients where they are". Dr. Battle also serves alongside her husband in ministry.

**Presenter Bio (s):** Dr. Kiana Battle is a licensed Master Social Worker She received a Ph.D. in Social Work Policy Planning and Administration from Clark Atlanta University. She also received a B.A degree in Sociology and and MSW degree in Social Welfare from the State University of New York at Stony Brook. Dr. Battle is the owner of Dr. Kiana Battle, LMSW, LLC Professional Social Work Consultant (kbattleconsuting.com). She also serves as an Assistant Professor of Social Work. Dr. Battle is the co-author of Real Girls: Shifting Perceptions on Identity, Relationships, and the Media (2010) and Real Girls Reflections (2011). She is also the co-author of Grief Why Me? Why Not Me: A Journey of Self-Discovery (2015). Dr. Battle utilizes a strength-based and client-centered approach for all services, and she strives "to meet clients where they are". Dr. Battle also serves alongside her husband in ministry.

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**Workshop Title:** Healing Racial Divides in Communities of Faith

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

**Workshop Abstract:** This session reviews the assumptions of Critical Race Theory (CRT) and offers a multidimensional CRT framework for empowering communities to integrate their racial, ethnic, and faith identities. Empowerment approaches include relationship building through respectful dialogue and development of mutual relationships.

**Workshop Track:** Faith & Justice

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

- 1. Articulate the underlying assumptions related to Critical Race Theory (CRT)
- 2. Explain how the multidimensional CRT model provides for the integration of social identities

- 3. Apply empowerment strategies to communities of faith in order to promote healing of racial divisions with a special emphasis on community reconciliation

**Level of Presentation:** Intermediate

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

**Workshop Description:** I. Articulate the underlying assumptions related to Critical Race Theory (CRT) (brief lecture - 5 minutes)

II. Explain how the multidimensional CRT model provides for the integration of social identities (brief lecture - 5 minutes)

III. Assess empowerment strategies for increasing dialogue and building mutual relationships within communities of faith (interactive presentation with discussion - 20 minutes)

IV. Formulate empowerment approaches for communities of faith seeking healing of racial division with a special emphasis on community reconciliation (small group participation - 20 minutes)

V. Questions and answers (10 minutes) Faith Component Informed by Relevant Social Work Literature

Critical Race Theory (CRT) promotes the social construction of racial identity based on oneself and social memberships (ASHE Higher Education Report, 2015). Digger (2014) advocates for the use of CRT to increase racial awareness in higher education while Perry & Whitehead (2019) propose a cultural competency training for college campuses. Their models use a CRT framework, specifically a critical conscious lens, for educating instructors and creating antiracist environments. In order to do so, they recommend facilitating meaningful discussions about race and oppression in higher education institutions. Historically, CRT focuses on the social construction of race. However, our current socio-political culture challenges our faith communities to consider our biases on racial identities. Dowland (2018) more pointedly suggests the racial bias of our church denominations are part of the politics of whiteness. Therefore, our current societal discourse begs the question about how social work students of color develop an integrated faith and racial identity. Fears (2019) promotes the use of CRT for spiritual formation with people of color. In support of Fears proposition is the underlying assumption of CRT related to the intersectionality of social identities (Johnston" Guerrero, 2016). One promising approach is the Critical Race Theory Model of Multiple Dimensions of Identity (CRT-MMDI; Abes, Jones, & Stewart, 2019). This model applies the intersectionality of social identities to the development of college students. In practical terms, the development of faith and racial identity for students of color is best when they share their stories (Friere, 1970). In CRT, this technique allows the students to share life experiences even if they offer a counternarrative (ASHE Higher Education Report, 2015). This presentation reviews the assumptions of CRT, introduces the CRT-MMDI framework, and proposes a similar CRT model using empowerment approaches for faith communities. The focus is on using the CRT model to heal racial divisions

within faith communities. Not only is this our professional responsibility but a call from God to love all people.

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Garcia, B., & Van Soest, D. (2006). *Social work practice for social justice: Cultural competence in action " a guide for students*. Council on Social Work Education.

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Dowland, S. (2018). The politics of whiteness: The racial bias of American evangelicals. *Christian Century*, 135(14), 26-31.

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Garcia, B., & Van Soest, D. (2006). Social work practice for social justice: Cultural competence in action " a guide for students. Council on Social Work Education.

**Presenter Bio (s):** Lyndal is an MSW post-graduate student at Southeastern University. He graduated with a sociology degree from Columbus State University in 2017 and received his ministerial credentials under the Assemblies of God denomination as a licensed minister. His scholarly interests are in mental health, grief/bereavement counseling, ministerial outreach, and community development work.

Dr. Coleman earned her DSW from the University of St. Thomas, Minnesota. She graduated from Indiana University with a BS, Music Therapy, in 1982 and a MSW in 1989. Her research interests are in interprofessional education, mutual aid groups, and social policy. Her clinical practice specialized in working with children, women, and families experiencing trauma. Her social work education experience includes work as the BSW Program Director at the University of Saint Francis, Indiana, and MSW Program Director at Southeastern University, Florida. She currently teaches with the online MSW Program at Campbellsville University, Kentucky

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**Workshop Title:** The Role of Faith in Meeting Across Difference in an Age of Polarization

**Workshop Presenters:** Morgan Braganza, PhD and Monica Chi MSW

**Workshop Abstract:** Polarization can cause social work educators, practitioners, and students to separate along lines of difference. This workshop will draw upon two novel frameworks, the faith-inspired praxis of love and the hospitality framework, to provide social workers with a Christian approach for avoiding polarization and better loving their neighbours.

**Workshop Track:** Research and Practice with Ethnically Diverse Populations

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

- Describe the faith-inspired praxis of love and hospitality frameworks.

- Describe strategies applicable for social work practice and education for avoiding polarization.
- Describe the place and contribution of Christianity for creating a more unified society.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Over the last century, Canadian society has become increasingly diverse. Differences due to ethnicity, language, sexuality and religion have increased (Statistics Canada 2013, 2015, 2016), yet Canadians regularly separate themselves along lines of difference. Canada is marked by its ideals of pluralism, social inclusion, and civic cohesion, but national news and empirical research shows that people are behaving toward "Others" with suspicion, polarization, and even tribalism (Braganza, 2020; English, 2019; "Five youths arrested," 2020; Shum, 2016; Stephan & Stephan, 2016). Historical anecdotes and research also shows that while many want to live side by side, they experience difficulty realizing this aspiration (Dessel & Rogge, 2008; Eger, 2017; Folger et al., 2013). This is true even of Christian social work professionals (e.g., educators, practitioners) and students (Braganza, 2020). During this workshop, the facilitators will draw from two novel frameworks, the faith-inspired praxis of love (Chi, 2018, Chi, 2020a; Chi, 2020b) and the hospitality framework (Braganza, 2018), to discuss the role that faith can play in informing Christian social work professionals and students how to better love their neighbours in their practice. During the first part of the workshop, the presenters will introduce the faith-inspired praxis of love and hospitality frameworks. In the second part of the workshop, examples will be offered of how people of faith are living out the call to love their neighbours through relationships and communities. Throughout the presentation, audience members will be asked to interact with the presented material by reflecting on discussion questions such as: Given the challenges of meeting across differences, how can the insights from the faith-inspired praxis of love and hospitality frameworks be used to support social workers in better meeting their neighbours? What implications do you see the frameworks having in your areas of practice and scholarship? How can our Christian faith inspire us to live in a way that helps love be a way of life? How can we embrace the Other while holding on to what is important to us? What is the role of Christianity in today's society, which is marked by polarization? In developing a new approach to creating a more unified society, it is worth considering the place and contribution of Christianity. This workshop will contribute to these aims by offering social work professionals and students pragmatic strategies and considerations for loving their neighbours while celebrating difference in an age of polarization.

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**Presenter Bio (s):** Morgan E. Braganza is an Assistant Professor in the Social Work Bachelor of Arts degree program within the Department of Applied Social Sciences at Redeemer University in Ancaster, Ontario, Canada. She earned her PhD from Wilfrid Laurier University's Faculty of Social Work in Kitchener, Ontario, Canada in 2020. 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 faith in social work education and practice. She has led research and program evaluation projects covering topics such as collaboration, poverty, and violence against women.

Monica Chi is a Professor in the School of Social and Community Services at George Brown College in Toronto. She is also a PhD Candidate in Social Work at Wilfrid Laurier University. Through her thesis, she developed the faith-inspired praxis of love framework which articulates the motivation of those inspired by their faith to engage in helping and caring work. Her research interests include refining the faith-inspired praxis of love framework through case studies involving contemporary sites of practice.

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**Workshop Title:** Biblical Counseling: Reaching the Heart and Effecting Long-term Change

**Workshop Presenters:** Jeff Bryant, MSW, LCSW, CABC

**Workshop Abstract:** Using a biblical paradigm for change, this workshop will provide counselors with an effective means of helping clients find long-term solutions for life's problems. Means include defining Biblical Counseling, getting to the heart of the counselee's problem, establishing trust, and helping effect long-term change using the tools of grace and truth.

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

- understand what Biblical counseling is in reference to other forms of Christian counseling.
- understand the conceptual difference between behavior change and heart change
- understand basic factors that inhibit the success of this method of counseling

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Counseling that affects change at the heart level offers a dynamic modality for long-term change with counselees. Not only does this form of counseling empower clients with the knowledge and tools to overcome any life problem in a positive manner, but it also provides them with an understanding of how to deal with other problems in the future. Additionally, this method of counseling offers the added benefit of potentially reducing by a significant amount the time a client is seen for counseling. Using a biblical paradigm for change, this workshop will provide counselors with an effective means of helping clients find long-term solutions for life's problems. A rubric for getting to the heart of a counselee's problem, establishing trust, and helping effect long-term change will be presented. This workshop will help counselors look beyond the behavioral, emotional, or cognitive reasons a client has sought counseling and discover the heart issues that are driving their ineffective or destructive responses. Some attention will also be given to using this modality to help counselees who have suffered abuse or other trauma. The difference between heart change and behavior change will be discussed as well as how to effect long-term change through the vehicles of grace and truth. How to empower counselees with the knowledge and tools for navigating future problems will also be discussed. The presenters will explore the role of the Holy Spirit as the agent of change and the counselor's role in the change process. They will also discuss necessary requirements for making this counseling method a viable option as well as factors that inhibit the effectiveness of this counseling modality. With a combined total of more than 15 years' experience using this method of counseling with outstanding outcomes, the presenters will utilize case examples to help attendees better understand the concepts presented.

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Bryant, Jeffrey T., Bryant, Pamela L. (2020) :Biblical Counseling: The Hope for Lasting Change" National Training of Caseworkers for the Salvation Army, Hope Wilson, January 22, 2020.

Bryant, Jeffrey T., Bryant, Pamela, L., Shaw, Mark, D.Min., CADAC II. (2019). "Help and Hope for Addictions: A Biblical Paradigm for Treatment." Preconvention Institute. Presented at the 69th Annual National Convention of the North American Association of Christians in Social Work conference, November 7-10, 2019.

**Presenter Bio (s):** Jeff Bryant, MSW, LCSW, and CABC is a licensed Clinical Social Worker who received both his Bachelor Degree in Social Work and a Master's Degree in Social Work from Indiana University. He is an Associate Tenured Professor of the Phylis Lan Lin Department of Social Work at the University of Indianapolis where he teaches macro social work classes in both the BSW and MSW programs. Bryant has been a presenter at international symposiums on service-learning and served on the symposium planning committees. Bryant with his wife, Pam, provide biblical counseling at College Park Church in Indianapolis. He is a Commissioned Addictions Biblical Counselor (CABC) from The Addiction Connection. He is the current president of the NACSW Indiana Chapter and has presented at their national conventions.

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**Workshop Title:** Jesus and Dissociation

**Workshop Presenters:** Paul Felker, PhD

**Workshop Abstract:** Dissociation is an innate, God-breathed capacity in all people. Dissociation is a tuning out of external stimuli. Dissociation can be used as a lens to interpret the somewhat challenging verse in Matthew 15:23 when the Canaanite woman asked Jesus to heal her daughter and it says "Jesus did not answer her a word." Dissociation enhances relationships

**Workshop Track:** Direct Practice: Groups and Communities

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

- 1. Overview the research literature on dissociation and augment it with a strengths-based perspective.
- 2. Examine the intersection of the research on dissociation and the Christian faith.
- 3. Describe the application to direct, clinical work with people, with a particular focus on relationship building.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Originating in a concern that pathologizing views of dissociation may stymie attention to the adaptive functions that dissociation can serve, Dr. Felker's research explored the associations between adverse events, relational health events, and dissociative tendencies in youth. Following a multi-stage quantitative analysis of a global clinical sample of 638 youth (ages 11-18), Dr. Felker found that the strongest predictor of a youth's place on a dissociative symptom severity continuum was a score on a scale combining adverse and relational health event factors. Lower degrees of adversity across a higher number of adverse events, and lower degrees of relational health across a lower number of relationship health events together were associated with lower (i.e., less problematic) dissociative continuum scores. This research is noteworthy for its use of a data set comprising clinician-generated ratings of youth in clinical treatment settings. The findings provide support for Dr. Bruce Perry's (2006) claim that "states make traits," that is, that conditions and circumstances encountered in early stages of development influence attributes, or traits, demonstrated in subsequent stages. This research may be helpful in understanding the biblical verse in Mark 9:42 which states "And if anyone causes one of these little ones who believe in me to sin, it would be better for him to be thrown into the sea with a large millstone tied around his neck." This verse can be seen as harsh yet when we understand child development, the impact of early life experiences, and the resulting patterned behavior, the warning makes sense as a reasonable caution. A core competency in social work is practice-informed research and research informed practice (EPAS, 2015). This workshop will examine Dr. Felker's research and its intersection with scripture. Practical applications will be made for the clergy, laity, and professional social workers who work with people, with particular attention paid to dissociation and its capacity to build relationships. Relationships are the central vehicle through which change occurs, therefore this research can serve to enhance relationship building.

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**Presenter Bio (s):** Paul Felker - Assistant Professor of Social Work - PhD, Widener University, Chester, PA 2017 - I have presented at many conferences and led many CEU seminars. I have 30 years of practice as a clinician and educator.

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**Workshop Title:** Building Positive Multi-Cultural Identity: A Longitudinal Case Study

**Workshop Presenters:** Justen Gross, MSW, LCSW, David Skiff PhD, LMSW, MDiv., Kristen Nugent, Ph.D., LCSW

**Workshop Abstract:** This exploratory longitudinal qualitative case study examines the identity development of two multicultural students across the last 10 years. Comparison between interviews provides support to explore alternative interventions with multicultural teens, including the importance of faith-based groups that lead to an outcome of secure identity.

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

- gain a longitudinal perspective of the research of a relevant current cultural topic.
- gain a life span perspective from the longitudinal findings from two case studies covering the same time span of the 2010 and the 2020 Census.
- explore practice implications and recommendations for working in identity development with multi-cultural clients.

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

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

**Workshop Description:** Introduction 5 minutes, Literature Review 10 minutes, Definition of Terms 5 minutes, Case Review 10 minutes, Case findings 10 minutes, Case Implications 10 minutes, and Question and answer 10 minutes.

Inclusion of the importance of faith-based groups that lead to an outcome of secure identity in each of the cases is presented. An extensive literature review reveals the lack of evidence based research in this practice area has not significantly increased though census data from 2010 to 2020 has shown a significant multi-cultural population increase. Working with multicultural teenagers presents unique challenges and implications in developing a strong sense of security in terms of identity. The comparison between interviews then and now provides support for the profession of Social Work to explore alternative interventions with multicultural teens.

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**Presenter Bio (s):** Justen Gross graduated from Cleveland State University in 2003 with his Bachelor of Social Work. He went on to complete a Master of Social Work degree from Cleveland State University in 2008. He obtained his LCSW in North Carolina in 2011. He started teaching at Liberty University as an adjunct professor in 2016 and has served full-time from 2020 to the present. He has worked in both the public and private sectors, as well as, in for/non-profit companies in all aspects of an individual's life. As a social worker, he has had the opportunity to provide individual/group therapy from birth to death, foster care, supportive services with individuals with intellectual and developmental disabilities, and medical social work within acute/psychiatric settings.

Dr. Skiff graduated from Roberts Wesleyan College in 1979 with his Bachelor of Social Work. He went on to complete a Master of Divinity from Asbury Theological Seminary (1983) and a Master in Social Work from the University of Kentucky (1984). He obtained his LMSW in New York in 1991. He completed his PhD (2009) at the University of Rochester. He served as a pastor at two different churches from 1994 to 1991 where his counseling ministry grew to the point of starting my own private practice called Covenant Christian counseling. He started teaching at Roberts Wesleyan College in 1994 and served fulltime from 1996 to 2019. In July 2009, he became the Chair of the Department of Social Work and in July 2015, became the founding Dean of the newly formed School of Education and Social Work. He now teaches in the online BSW Program at Liberty University from his home in Archdale, NC.

Dr. Kris Nugent is an Associate Professor at Missouri Baptist University. She teaches MSW students using a Biblical Worldview. Her area of specialization is direct clinical practice. Kris is a Licensed Clinical Social Worker who works in the area of Addiction and Wellness. Dr. Nugent has conducted research in the area of self-care, eating disorders, and mindfulness. She is a certified yoga teacher and has implemented somatic work through her yoga. Dr. Nugent resides in Dallas, TX. She enjoys spending time with her family.

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**Workshop Title:** Family Therapy for Those Caring for Veterans Diagnosed With PTSD

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

**Workshop Abstract:** Veterans diagnosed with PTSD have been well discussed in research literature, but family members who care for them have not. This presentation will include the successful use of an evidenced-based family therapy model to assist a 33-year old client and family in having more consistent services for client, and overall better functioning for family.

**Workshop Track:** Direct Practice: Individuals, Couples, Families and Children

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

- Understand the mental health needs of Veterans who are diagnosed with PTSD, and challenges in reemploying them to reside with family to care for them
- Understand that family members who care for Veterans need assistance, also, and learn an evidence-based family theoretical model to use.
- Understand how God loves even those who don't know/acknowledge Him, and uses His Children as vessels to provide His love, compassion and excellent service to all.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description:** Client is a 33-year-old who has a diagnosis of PTSD and depression. He is a recent transplant to TN from VA, and was seeking both med management and therapy from the agency. In the middle of session, the call dropped, and I was not able to reconnect. After many failed attempts, I called the emergency contact number, and his sister answered. I heard the anxiety in her voice, and after assuring that her brother, my client, was okay, I asked the sister if she was okay. She became tearful, and therapist spent time listening as she spoke of her experiences caring for her brother. The conversation introduced me to this in research. (Case Study; 10-15 minutes)

Veterans usually receive medicinal management from the Veterans facility near the community where the client lives. In this client's case, he had been released from receiving his medications at the local VA center. Freytes, LeLaurin, Zickmund, Resende, & Uphold, (2017) discuss that this process is provided for the benefit for both the client and client's family as the VA center may be several miles away from where family lives. However, as Shepherd-Banigan, Smith, Maciejewski, Stechuchak, Hastings, Wieland, Miller, Kabat, Henius, Campbell-Kotler, & Van Houtven, (2018) discuss, families receive little training for the care of veterans who have diagnoses of PTSD, depression, anxiety, and other mental health disorders. Smith, Taverna, Fox, Schnurr, Matteo, & Vogt, (2017) report on the challenges faced by families and clients, as severity of



symptomatology may not be accurately reported, and this presents challenges in linking veterans to mental health services in community mental health facilities. When linkages to mental health centers are successful, Or Duek, Pietrzak, Petrakis, Hoff, & Harpaz-Rotem, (2021) report on the continuation of consistent medicinal service and therapy for Veterans with PTSD. Laws, Glynn, McCutcheon, Schmitz,, & Hoff, (2018) discuss how veterans' symptoms change when families do become involved in the treatment plan of the veteran, as they assist in assisting the client in becoming compliant with treatment. One evidence-based treatment that is used in therapy is Internal Family Systems Theory (Lucero, Jones, & Hunsaker, 2018). (Research; 20-25 minutes) After researching, I was convinced that God had led me to work with this family. Client had previously identified that he is agnostic; however, here was an opportunity to offer compassionate care, as I realized that the client is loved by a loving God, and I could be used as a vessel of his love. Client's sister was contacted again, with an invitation for her, client and family to meet together for Zoom sessions. The successful utilization of med management and family therapy with this client and family will be discussed in this presentation. (Faith component and Discussion; 25-30 minutes)

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Male and Female Veterans. *Clinical Psychological Science*, 5(4), 664-682.  
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**Presenter Bio (s):** My name is Rhonda, Hudson, PhD, LCSW, and I currently serve as a Licensed Clinical Social Worker at Pathways Behavioral Health Services, an affiliate of West TN Healthcare, in Jackson, TN. I received my Master's degree (1998) and PhD degree (2006) from Barry University, Miami Shores, FL. I have previously served as Professor of Social Work at Union University, where I first learned of NACSW, and have enjoyed the privilege and honor of being a presenter at the conference for more than 10 years.

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**Workshop Title:** Exploring a Biblically Informed Theory of Change for Social Work Practice

**Workshop Presenters:** David King, DSW

**Workshop Abstract:** Training in faith integration strategies have been noted as lacking for social workers. This workshop will examine the importance of worldview and theory of change in social work practice and outcomes. A Biblically informed whole person theory of change model will be presented including application for clinical practice.

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

- Define the core components of a worldview and theory of change and explain its importance for social workers in decision making in practice.
- Compare and contrast Biblical assumptions regarding the process of change with social work theories and approaches.
- Implement a visual model for exploring the use of a Biblically informed whole person theory of change in practice.

**Level of Presentation:** Intermediate

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

**Workshop Description:** 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 and their importance in higher education and implications for social work practice (Morales, 2013; Neshama-Bannister, 2016; Schultz, & Swezey, 2013; Valutis, Rubin & Bell, 2014; Watson, & Simmons, 2017). Further, theories of change, stemming from one's worldview represent the internal logical framework social workers rely on to help determine appropriate goals, interventions and indicators of success when working with clients (Center for Theory of Change, 2019).

Understanding worldview and how it affects social worker's resulting theory of change and practice approach is vital when considering integration of faith in social work and clinical practice. Social workers, however, frequently lack specific models to assist them in effectively understanding and integrating faith and practice. Indeed, scholars have highlighted the paucity of training for social workers in navigating spirituality, religion and 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 the dimensions and importance of worldview and its implication for a social worker's theory of change and practice (15 minutes). The concept of theory of change will also be defined and a Biblically informed whole person view of change will be presented (30 minutes). Participants will engage in discussions regarding the impact of worldview assumptions and theories of change on social work practice (15 minutes). A model for integration of faith and practice using the Biblically informed theory of change will also be presented, and participants will discuss the pros and cons of this approach in social work clinical practice.

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**Presenter Bio (s):** David King, MA, MSW, DSW 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 his DSW (2020) from 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.

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**Workshop Title:** The Impacts of Climate Change on Low-Income and Marginalized Communities

**Workshop Presenter:** Michelle LeVere, MSW, LICSW

**Workshop Abstract:** Climate change adversely impacts poor and marginalized communities, making them most likely to suffer the greatest loss and have the least ability to recover, a result of long-standing inequalities. This workshop will examine the intersection of race, class and climate change and identify strategies for addressing this urgent and complex issue.

**Workshop Track:** Faith & Justice

**Learning Objectives:** Recognize the intersection of race, class, gender and the environment. Recognize how low-income and marginalized communities are impacted by climate change. Identify strategies for addressing the impacts of climate change on low-income and marginalized communities

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

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

**Workshop Description:** The US is experiencing record numbers of heat waves, increased or decreased precipitation, floods, droughts, fires and other extreme weather

events. The impacts can be mild to severe, however not every community experience them in the same way. Inequities in health, education, criminal justice, housing and the environment are interrelated with racism and socio-economic status. This workshop will draw on the Biblical premise that we are to be stewards over each and the earth. That in order to feed, clothe and break chains of oppression, the environment has to be included. Humans relationship with the earth is interrelated. When the earth is suffering, so are we. Care of the planet is essential to human survival. One cannot provide food if the earth is not producing or poorly producing. Breaking chains of oppression includes identifying who has access to resources and how and to whom they are distributed. Social work's central goal is to enhance well-being on micro, mezzo and macro levels, and thereby society as a whole. The ecological perspective will be the theoretical lens in which this topic is presented. A brief outline of the presentation: A brief history of how structural racism and class creates systems of inequity (Christian role and response will also be discussed) How climate change is affecting low-income and marginalized community's Social work's role, and specifically Christian social work's role, in responding to the issue Micro, mezzo and macro level strategies for addressing the issue will also be explored.

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**Presenter Bio:** Michelle LeVere, MSW, LICSW is a Clinical Instructor and Director of Field Education in the Social Work Program at the University of the District of Columbia. She has extensive experience in clinical social work with youth, adults and families who presented with substance use, mental health and socio-emotional issues. She has served in community mental health centers, schools and child welfare organizations. She also brings years of experience in program management and training and professional development. She holds certificates in school social work, trauma recovery, Psychological First Aid, Flawless Consulting 1, and Climate Change and Human Health from Yale Public Health. Michelle has been recognized as a master trainer and designs and delivers outstanding trainings for social workers and other professionals with a focus on child welfare, mental health, clinical supervision, trauma.

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**Workshop Title:** Technology, Ethics, Christian Worldview! Are they Compatible?

**Workshop Presenters:** Helen Mudd, PhD

**Workshop Abstract:** This workshop provides an interactive experience in using ethical decision-making models to examine dilemmas associated with technology and social work. Participants will examine the compatibility of technology, a Christian Worldview, and ethics. Managing ethical risks associated with technology and social work will be examined.

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

- articulate and deconstruct perils and risks in the use of technology in the provision of social work services through a Christian Worldview Lens
- identify and utilize ethical decision making models to examine ethical dilemmas associated with technology and social work.
- discuss whether Technology, Ethics, and a Christian Worldview are compatible

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

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

**Workshop Description:** Description "Ethics is a critical aspect of social work. Ethics influences how we treat others, the rules by which we play, and our individual choices and behaviors. 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). The interactive approach of this workshop provides a learning experience for the student, professor, or professional seeking to increase their skills in applying ethical decision-making models, particularly in the use of technology. The twenty-first century has brought a resurgence of interest in the ethics that govern our individual and professional lives. Twenty-first century social workers provide services online or via telephone conferencing to clients, they may never meet face-to-face. According to Strom-Gottfried (2007), the "ascendance of technology that speeds up communication but erodes protections of privacy" is fraught with ethical perils (p.3). Thus, social workers need to learn how to manage risks associated with the use of technology. According to the NASW Code of Ethics (2017), "Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner" (standard 1.04[d]). 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). Questions addressed in this workshop include, how do Christian social workers decide what technology is ethically appropriate in meeting the needs of our clients? How do we reconcile our Christian beliefs with our NASW Professional Code of Ethics? How can instructors or supervisors instill, inspire, or create an interest in contemplating the questions of right and wrong? How does one deconstruct perils and risks in the use of technology in the provision of services from a Christian Worldview? Finally, how does one use an ethical decision making model to make an ethical decision? This workshop provides an interactive experience in using ethical decision-making models to examine dilemmas associated with technology and social work. Participants will examine the compatibility of technology, a Christian Worldview, and ethics. Managing ethical risks associated with technology and social work will be examined."

### **Bibliography:**

**Presenter Bio (s):** Dr. Helen Mudd is the Dean of the Carver School of Social Work at Campbellsville University. She received her PhD. and MSSW degrees at the University of Louisville. Dr. Mudd received her BSW degree from Eastern Kentucky University. Dr. Mudd has served as a social work educator for 23 years.

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**Workshop Title:** Teaching Students to Care for Themselves as They Serve through Adversity

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

**Workshop Abstract:** As Christian professors, we have been called to our service field. It is our responsibility to love and mentor our students just as Christ does us. We have the distinct privilege of loving, teaching, guiding and preparing our students to enter the field of social work practice.

**Workshop Track:** Social Work Research

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

- Discuss and understand the responsibilities and importance of self-care while in the midst of adversity.
- Discuss and understand the importance of incorporating self-care into course curriculum.
- Discuss and provide self-care models to demonstrate/teach students.

**Level of Presentation:** Basic

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

**Workshop Description:** Students do not enter social work for the fame, the glamour and most certainly not the financial benefits the field of social work offers. Students fill the seats of our classrooms because they feel called to serve Christ through the practice of social work. While in our classroom, we have both the responsibility to both teach and prepare our students for the adversarial field of practice they will face. Furthermore, we have the responsibility to teach our students how to love others who at times are difficult to even like nevertheless serve. As equally important, we have the responsibility to teach our students how to love themselves in the face of both the triumphs and obstacles they will face. Due to the stress of clients' hardships it is imperative students are given knowledge and skills to nurture their physical and mental health (Miller, Donohue-Dioh, Larkin, Niu, & Womack, 2018). Social work practice has joyous moment of success and hope; it is truly these moments that will guide one through the times of heartbreak and tragedy. Christ directs us in his Word to "do unto the least of these my brothers and sisters" (Matthew 25:40). This soul fulfilling work is at times taxing and filled with trauma, grief and stress. Therefore, it is imperative we as educators we pair self-care with educational objectives that prepare students to care of themselves physically, emotionally, mentally and spiritually (Warren & Deckert, 2020). Specifically, the field of child welfare is filled with tragedy, adversity, loss and pain. Students entering this field of practice must be prepared for the reality they will face as well as be equipped to safeguard their wellbeing. This workshop will demonstrate and discuss the incorporation of self-care into learning curriculum specifically in preparing students to enter the field of child welfare. The presenter will demonstrate how students can both find their calling as well as safeguard their wellbeing in practice.

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**Presenter Bio (s):** Dr. Kimberly N. Mudd-Fegett is an Assistant Professor of Social Work at Campbellsville University. Most recently graduating from Capella University with a Doctorate of Social Work in June 2016. Prior to entering higher education full time in August 2016, Dr. Mudd-Fegett worked nearly thirteen years for the Kentucky Cabinet for Health and Family Services in Child Protective Services as a frontline worker and supervisor. 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 1100 child interviews.

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**Workshop Title:** Building Bridges Between Faith & 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 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 Track:** Public Administration

**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 the 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:** In September, 2018, the Substance Abuse and Mental Health Services Administration (SAMHSA) 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. 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 with the belief that faith-based communities can be essential partners to the professional treatment communities throughout the mental health continuum of care.

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Stetzer, Ed. (September 2018). The Church and Mental Illness: A Look at the Data. Power point presentation at the SAMHSA Faith-Based Expert Panel Meeting, Rockville, MD.

**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 duties is helping to inform the faith-based community of mental health and substance use services. Ms. Pogue received her Master of Divinity at The Southern Baptist Theological Seminary, her Master of Sacred Theology at Yale Divinity School, and her Master of Social Work at Florida State University. She is a Licensed Clinical Social Worker in Virginia. Ms. Pogue has spoken at various national conferences regarding Federal grants and faith-based initiatives at SAMHSA. Her professional practice includes work in substance use and mental health, child welfare and homeless services.

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**Workshop Title:** Equipping Faculty in Critical DEI Conversations at Christian Institutions

**Workshop Presenters:** Valerie Stokes, PhD, LISW

**Workshop Abstract:** Social work educators can assist higher education beyond university diversity statements to faculty critical conversations. Building on diversity inclusivity frameworks, Bledsoe and Setterlund's narrative storytelling approach (2020) and Harrell's (2018) Mindfulness SOUL-Centered practice, we explore engaging faculty in DEI critical conversations.

**Workshop Track:** Social Work Education

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

- Discuss mindfulness practices that support critical DEI faculty conversations
- Explore a narrative, storytelling approach to create inclusive campus communities
- Consider faith imperatives to challenge status quo and white supremacy at the institutional level

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

**Target Audience:** Educators, General Audience

**Workshop Description:** In a recent article for the Chronicle of Higher Education (2021), Bartlett claims we are in a watershed moment for higher education and antiracism, and he is right. In the wake of George Floyd's death, numerous colleges and universities made statements toward structural change. Many, as did CSWE, trust the work of Ibram X.

Kendi (2019), *How to be an Antiracist*, for guidance moving forward. In Christian colleges and universities, the CCCU (Coalition of Christian Colleges and Universities) leaned into Jemar Tisby's (2021), *How to Fight Racism: Courageous Christianity and the Journey Toward Racial Justice*, in its creation of a new curated web Racial and Ethnic Diversity Resources for its 100+ member institutions. Leadership in higher education is taking notice, but how can we move from statements to university-wide honest critical conversations within our institutions? Building on the diversity inclusivity framework proposed by T. Laird (2011), Bledsoe and Setterlund's narrative storytelling approach (2020), and Harrell's (2018) SOUL-Centered practice, we will explore how to engage faculty at predominately White Christian higher educational institutions in critical DEI conversations. Social Work training and experience offers higher education institutions the expertise to equip other non-social work faculty on campuses to develop inclusive classrooms and campuses. In what ways, and with which strategies, can Social Work faculty promote transformative change within their institution and with other faculty? As a profession, we are committed to institutional and systemic change, including the institution of higher education in academe. Promoting this change means intentional efforts toward individual faculty development as well as structural change in institutions, and in this case at historically White Christian campuses housing social work programs. We will explore how to influence non-Social Work colleagues' DEI practices and personal transformation. Dr. Harrell's work in Mindfulness and racial identity development theory offers promise toward creating brave spaces in engaging critical DEI conversations. How can we awaken faculty to this conversation and engage in inclusive practices in their classrooms? We will explore mindfulness practices to help faculty understand their own fight-flight-freeze response during critical DEI conversations. Contemplative practices allow oneself to remain in hard conversations. What difficult questions must faculty ask of themselves to create inclusive classrooms and engage culturally responsive pedagogy? Utilizing a narrative storytelling approach by Bledsoe and Setterlund (2020), we will explore ways that we can influence the implicit environment on the campuses of predominately-White faith-based institutions. How can Social Work faculty help these institutions tell a truthful story about their past and future utilizing their faith stories?

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Tisby, J. (2021), *How to Fight Racism Study Guide: Courageous Christianity and the Journey Toward Racial Justice*. Zondervan Press. Grand Rapids, MI.

**Presenter Bio (s):** Dr. Stokes joined Northwestern's social work department after serving as executive director of The Bridge, a transitional housing agency in Orange City, Iowa. She previously spent seven years as a therapist at Northwestern, including four as co-director of student counseling services. She also has worked as a program supervisor at the Council on Sexual Assault and Domestic Violence and as a social worker at the Crittenton Center in Sioux City. A licensed independent social worker and licensed master social worker, Stokes holds a doctorate in human development and educational psychology. She was the 2012 recipient of the college's Teaching Excellence Award.

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**Workshop Title:** Advocating for the Christian on Death Row: What No Course Ever Taught Me

**Workshop Presenters:** Marian Swindell, PhD, MSW

**Workshop Abstract:** The purpose of this presentation is to share with the audience the importance of interviewing, assessment, critical thinking, and communication skills required to be an ethical and effective mitigation analyst. Person-in-environment and family/community efficacy are discussed.

**Workshop Track:** Criminal Justice

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

- identify and discuss a minimum 3 components of ethical mitigation analysis.
- discuss the tenets of family, community, and neighborhood efficacy theory.
- identify and discuss a minimum of three (3) challenges associates with mitigation interviewing and assessment.

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

**Target Audience:** Students, General Audience

**Workshop Description:** 1. The sessions key topics include person-in-environment theory (10 minutes), community efficacy theory (10 minutes), rapport building dynamics (20 minutes), and assessment and communication skills (30 minutes).

All three components of religion, faith, and spirituality are discussed in this presentation in able to provide 1) an exploration of the strength and courage of the presenter to conduct such analysis and 2) the rationale for the presenter to advocate for persons who have brutally murdered other people.

This presentation is informed by Matthew 25:35-45 and every scripture that charges Christians in being stewards of the vulnerable. Scriptures will be identified and discussed. This presentation is consistent with evidence-based, culturally competent practice in that the presenter works with inmates from different cultures, different backgrounds, and are all culturally diverse.

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Bonnie, Richard J. (1997). Criminal Law. Westbury, N.Y.: The Foundation Press. pp. 725"726. ISBN 1-56662-448-7.

**Presenter Bio (s):** Dr. Swindell is a well-known Christian and Conservative social work professor and holds both a PhD (2001) and MSW (1992) from the University of Alabama. She has been with Mississippi State University-College Park in the Social Work program since August 2001. She also works with men on death row in one of the nation's oldest most violent prisons. She is the mom of two wonderful teenage sons, Nicholas (15) and Michael (13).

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**Workshop Title:** Using Social Work Skills to Lead Through and Manage Conflict

**Workshop Presenters:** Houston Thompson, Ed.D., MSW

**Workshop Abstract:** All professionals encounter conflict. This workshop applies social work skills to the art of assessing, understanding, and managing conflict. Different interventions will be highlighted in order to give leaders, managers, pastors, and other professionals legitimate options for managing conflict with a Christ-like character.

**Workshop Track:** Human Development

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

- be introduced to the application of social work skills to assess and understand conflict.
- be introduced to a variety of approaches, based on risk and reward, for managing conflict.
- be challenged to reflect Christ-like character in managing conflict.

**Level of Presentation:** Intermediate

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

**Workshop Description:** Using Social Work Skills to Lead Through and Manage Conflict A. Defining conflict (5 min) B. Assessing and understanding conflict (15 min) C. Approaches to managing conflict (25 min) D. Reflecting Christ in conflict (5 min) E. Q&A (10 min) or if online: expanded content on the above.

This workshop ends with discussing the Christ-like character necessary for managing conflict. From inspirational concepts to three absolute components, the case for Christ-likeness in managing conflict is made. This workshop uses foundational social work skills (learned in a BSW program) to illustrate how conflict should be assessed. Using the Ecological / Person-in-Environment theory, coupled with Systems theory and the Strengths Based Perspective, the art of assessing and understanding a conflicted situation is discussed. Once the social works skills are conceptualized for managing conflict, six models of conflict management will be illustrated. Each model reflects the associated risk and reward that accompanies it. The goal is to help participants understand there are options for managing conflict that depend upon the unique situation and risk involved. An overarching goal of this workshop is understand that conflict does not have to be a negative that produces negative outcomes. Conflict properly assessed and managed in a Christ-like manner can become opportunity.

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Houston Thompson, *Conflict Management for Faith Leaders*, (Kansas City, MO: Beacon Hill Press, 2014)

**Presenter Bio (s):** Dr. Houston Thompson is Director of Grants Administration at Olivet Nazarene University. Prior to this, he served as a dean, Associate Vice President for Academic Affairs, and chair of the Department of Social Work and Criminal Justice. Dr. Thompson holds an Ed.D. from Trevecca Nazarene University, Nashville, (2007) , a MSW from Spalding University, Louisville, (1999), and a Master of Church Management from Olivet Nazarene University, Bourbonnais, IL, (1997). He is a licensed social worker in the state of Indiana and an ordained elder in the Church of the Nazarene. Before his university service, he was a pastor, school social worker, and executive director of a faith-based social service agency. He is the author of a book, *Conflict Management for Faith Leaders*. He has conducted many professional development workshops and presented on an array of topics in various settings.

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**Workshop Title:** Promoting Social Justice Through Macro Social Planning Projects

**Workshop Presenters:** LaSonya Townsend, PhD Dezette Johnson DSW

**Workshop Abstract:** This presentation will discuss macro social planning community projects orchestrated by BSW social work students at a Historical Black College and University (HBCU) incorporating local African American churches to eradicate the effects of social issues within local African American communities.

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

- showcase macro community projects implemented by BSW students to eradicate social issues within the African American community in a metropolitan city.



- demonstrate the incorporation of social work practice in African American communities and churches, to prepare students for community engagement and outreach.
- discuss how the social planning theory can direct a macro community project.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Our presentation will address macro social planning community projects orchestrated by BSW social work students at a Historical Black College and University (HBCU) incorporating local African American churches to eradicate the effects of social issues within local African American communities.

The key topics of this presentation will be addressed in the following outline: (1.) Introductions, Presentation goals and objectives (5 Minutes) (2.) Overview of African American Churches, HBCUs, and Social Justice (10 Minutes) (3.) Theoretical Framework: Social Planning Theory (10 Minutes) (4.) Overview of Macro Community Project (15 Minutes) (5.) Social Work Implications (10 Minutes) (6.) Questions and Answers (10 Minutes)

Christianity views social justice as helping those that are impacted by oppression, poverty, mental health, and health issues. Social justice is a movement to enforce human rights that include equality, opportunity, and mobility, where all lives are valued equally and have equal chances for success. Historically, African American churches and Historically Black College and Universities share a connection due to social injustices. Both are significant institutions within the African American community and have undertaken challenges associated with racial inequality, oppression, and social and economic justice. (Lowe & Shipp-Hunter, 2014).

Social planning emphasizes the application of rational problem-solving techniques and data-driven approaches to identify, determine, and help coordinate services for target populations. Social planning is carried out by a myriad of organizations from federal agencies to community organizations attempting to solve problems ranging from child welfare to aging of social work (Sager, 2013). The macro community projects that will be discussed in this presentation were conducted within two mandatory core social work courses within the social work curriculum mandated by the Council on Social Work Education. The courses were: Generalist Practice with Organizations and Communities and Field Seminar.

The projects addressed various social issues within the community. One social issue addressed was Food Deserts in a local low-income African American neighborhood. The students project consisted of the implementation and development of a community garden. A local church within the neighborhood donated the land for the community garden. Produce from the garden is sold at a weekly community farmers market. A slideshow of all of the projects will be shared within the presentation.

The outcomes of the social planning projects were: (1.) Students acquired knowledge about community composition, community needs, community structure, and economic distribution as it relates to policy development. (2.) Students demonstrated increased

understanding of social policy and policy context within their field practicum.  
(3.)Students engaged in advocacy and promoted cultural competency by addressing social problems.

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Watson, J. & Stepteau-Watson, D. (2015). Troubled waters: The black church in Mississippi, a single subject case study. *Social Work and Christianity*, 42(3), 369-384.

**Presenter Bio (s):** Dezette C. Johnson, Ph.D., an Associate Professor and Director of Field Education in the School of Social Work at Johnson C. Smith University. Dr. Johnson received her undergraduate degree in social work from East Carolina University and a masters of social work from Norfolk State University. She received her doctorate degree in social work from Norfolk State University. Her research area of interests are: teen dating violence, trauma recovery, field education, and program evaluation. Dr. Johnson has been awarded various grants in gerontology, technology, field education, and domestic violence. Dr. Johnson. is a professional speaker, trainer, and consultant. She provides training and consulting to groups, churches, organizations, and corporations in the areas of dating violence, cultural competency, women's issues, school social work, and using complementary alternatives.

Dr. LaSonya Townsend is an assistant professor of Social Work for the Metropolitan College of Professional Studies and the School of Social Work at Johnson C. Smith University. She received a Doctor of Social Work from Capella University, a Master of Social Work from the University of North Carolina at Charlotte, and a Bachelor of Social

Work from North Carolina State University. She has extensive experience in school social work, mental health, and medical social work. She is a strong advocate for equipping people with knowledge and strategies to help not only themselves, but others.

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**Workshop Title:** Youthful Offenders Gain Pro-Social Skills through Restorative Justice

**Workshop Presenters:** Lara Vanderhoof, DSW, LMSW

**Workshop Abstract:** Restorative justice intervention directly contributes to the youth's ownership of behavior and harm to others while the community benefits from youth gaining prosocial behaviors. As youth discover new skills through restorative justice intervention, they learn how to appropriately respond to situations and avoid re-offending behavior in the future

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

- Review how youth gained pro-social skills as a result of the intervention.
- Examine and understand case studies and data gathering instruments.
- Learn the structure for conflict mediation with youthful offenders and their victim(s).

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** Juvenile delinquency continues to be a concern for parents, schools, communities, and the various systems (criminal justice, behavioral health, child welfare, and education to name a few) that collaborate to support, rehabilitate, and develop healthy, productive young adults. One method that many consider, although others question its effectiveness, is a restorative justice approach to juvenile criminal matters. Restorative justice intervention can directly contribute to the youth's ownership of behavior and harm to others and the community. As youth discover new skills through restorative justice intervention they learn how to more appropriately respond to various stressful, pressured, or unhealthy situations and avoid re-offending behavior in the future. There is room at the table for alternative approaches to be considered as youth and their families should not be boxed into a one size fits all approach. One goal of this research was to understand how youth internalize positive change in behavior. The various stakeholders: youth, parents, community members, and the legal system, will gain alternative avenues that support youth long-term in developing pro-social skills. This can also be helpful to justice practitioners working in organizations that try to help offenders following an offense.

Review research process and data collection: 10 minutes

Overview of terms and the process of conflict mediation and restorative justice: 5 minutes

Explore case application: 15 minutes

Examine faith/religion/spirituality as a cornerstone of conflict mediation and restorative justice: 15 minutes

Review theoretical underpinnings: 15 minutes

Faith/Religion/Spirituality, depending on one's perspective, is typically deeply rooted in the restorative justice and, in particular, conflict mediation work outlined through offender-victim ministries. The opportunity to serve one's community, invest in the lives of youth and families while assisting participants restore their relationship with others and the community is in alignment with Judeo-Christian teachings. A strength this intervention provides is an alternative avenue for individuals faced with legal charges to take responsibility for their actions while honoring the client's culture. The restorative justice approach positions itself through helping individuals find strengths (strengths perspective) for themselves and utilize their support systems (person-in-environment fit). As one considers the current political and environmental structures, the restorative justice approach yields responsibility and ownership while repairing relationships for the offender, victim, legal system, and community. This alternative strategy provides a tangible and introspective outcome of taking responsibility for the crime (harm) and re-establishing a healthier relationship with the person harmed and the larger society. Additionally, solution focused and cognitive behavioral theory are relied on.

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Wood, W. R., & Suzuki, M. (2016). Four challenges in the future of restorative justice. Victims & Offenders, 11(1), 149-172.

**Presenter Bio (s):** Lara Vanderhoof Associate Professor of Social Work/Social Work Program Director DSW - Capella University (2015), MSW - Roberts Wesleyan College - 1997 LMSW (KS), LCSW-R (NY inactive) Breaking Down Barriers: Understanding the Complexity of Human Trafficking. Wichita State University 4th Annual Human Trafficking Conference. Workshop Presentation: An examination of Strategies to Bring Awareness to Human Trafficking in One's Community. Human Trafficking 101 and Ethics at McPherson College Human Trafficking 101 and the Church, Tilaran, Costa Rica Human Trafficking 101 Keynote Presentation and Panelist, University of Kansas Self-Care: Preventing Compassion Fatigue and Building Compassion Satisfaction at the Sedgwick County Special Education Co-Op In-Service; Assistant Director for Families and Community Services Mental Health Therapist; Reintegration Area Director Reintegration Supervisor

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**Workshop Title:** Religion, Spirituality and Worldview in Practicing Social Workers

**Workshop Presenters:** Buetta Warkentin, MSW, RSW, MTS, Cynthia Sottie PhD, RSW, Alexander Sawatsky, MSW PhD, RSW

**Workshop Abstract:** In an effort to better understand the role of various religious, spiritual and secular worldviews on our practice as social workers, this workshop presents initial findings of qualitative research exploring the beliefs and values that undergird and impact practicing social workers.

**Workshop Track:** Professional Relationships, Values and Ethics

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

- Gain an awareness of the ways that religious, spiritual or secular worldviews impact us as social workers
- Identify commonalities and uniqueness across various religious/spiritual/secular worldviews in how these support SW practice
- Identify ways that religious/spiritual/secular worldviews may challenge our SW practice

**Level of Presentation:** Intermediate

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

**Workshop Description:** While at one time we were taught that as social workers we must keep our values at the door, we are beginning to acknowledge that religion and spirituality are often a motivating force behind our pursuit of social work as a profession and provide a source of grounding and support through the challenges of the work. Several researchers have looked at the intersection of spirituality and religion in the life and work of practicing social workers. Graham & Shier (2011) explored spirituality as it relates to meaning-making as a component of subjective well-being in social workers. Freund & Gilboa-Arama (2016) found that social worker spirituality whether in terms of finding meaning through engaging in work with a purpose, or a compatibility between personal and expressed organization values, leads to increased job satisfaction and commitment, and lower levels of burnout. Oxhandler's (2017) development of the Namaste Theory suggests that when helping professionals have a stronger and more integrated sense of spirituality and religion in their own lives, they are more willing to explore the role of religion and spirituality as an important aspect in the lives of their clients. Chamiec-Case (2020) discusses the need for more research to understand how various distinctive Christian theologies as well as various faith traditions integrate their belief systems with the practice of social work. Little has been done to explore the values that undergird secularism or atheism as a belief system and noting how this impacts one's social work practice. This research involves qualitative interviews with practicing social workers from a variety of religious, spiritual and/or secular backgrounds. It explores how our spiritual, religious or secular beliefs connect with our social work practice in terms of motivation for making a difference in the world through the profession; in relation to support, self-care and meaning- =making as we navigate our way through challenging work; and in terms of a willingness to explore religion, spirituality and worldview in the lives of our clients as a source of strength or oppression. This workshop will be a presentation of our initial findings.

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Larsen, K.M., & Rinkel, M. (2016). What does religion and spirituality mean to a racially diverse group of social work practitioners? *Journal of Religion & Spirituality in Social Work: Social Thought*, (35)3, 200-221.

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Oxhandler, H. (2017). Namaste theory: A quantitative grounded theory on religion and spirituality in mental health treatment. *Religions* 8, 168.

**Presenter Bio (s):** Buetta Warkentin is an Associate Professor of Social Work at Booth University College in Canada where she has filled both faculty and field coordinator roles over the last 15 years. She holds both MSW and MTS degrees from Wilfrid Laurier University in Waterloo, Ontario, Canada and is a registered Social Worker with the Manitoba College of Social Workers, Canada. Research interests include the intersection of spirituality and religion in social work practice.

Cynthia A. Sottie is an Associate Professor of Social Work at Booth University College in Canada and a former Director of the Department of Social Work at the University of Ghana. She has an MSW from West Virginia University, USA and a PhD from Queen's University Belfast, Northern Ireland. She is a registered Social Worker with the Manitoba College of Social Workers, Canada. Ongoing and past research include Spirituality and Social Work, and topics in International Social Work.

Dr. Sawatsky is the Director as well as an Associate Professor with the Faculty of Social Work at Booth University College where he has been teaching for the last 15 years.

His previous career was in mental health services in the U.S. In terms of professional association, Dr. Sawatsky was a member of the board of directors for 6 years with the Manitoba Institute of Registered Social Workers (MIRSW; 2007-2013) and presently a member of the board of directors of the Manitoba College of Social Workers (MCSW; 2015-2021). As of January, 2017, he was a member of the board of directors at the Manitoba Schizophrenia Society (MSS) and currently the president of this board with the newly named Peer Connections Manitoba (formerly MSS).

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**Workshop Title:** Factors Affecting Health Status Among College Students: The Impact of BMMRS

**Workshop Presenters:** Dong Yoon, PhD

**Workshop Abstract:** With a non-clinical sample of 249 undergraduate students, the results confirm that spiritual variables (Multidimensional Measure of Religiousness/Spirituality: BMMRS) are unique predictors of mental health beyond demographics and personality, as well as a need to consider both positive and negative spiritual beliefs when predicting mental health.

**Workshop Track:** Social Work Research

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

- Overview findings of previous studies on relationships between religiousness/spirituality and health status
- Understand the significance of conducting research linking religiosity/spirituality to mental health among college students
- Develop spiritual intervention for college students who have mental health problems

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description:** The presenter will discuss findings of previous studies as follows: 1) how religion and spirituality have been important factors in understanding physical and mental health; 2) how personality and spirituality predict mental health among college students. (5 minutes)

The presenter will explain the purpose and rationale for this study: This study aims to test whether religiousness and spirituality defined by results of factor analysis predict physical and mental health beyond demographic and personality factors among college students. (5 minutes)

The presenter will describe measurements: 8 Subscales of Multidimensional Measure of Religiousness/Spirituality: BMMRS, personality measurements, and health status and data collection process. (10 minutes)

A factor analysis of this measure in the current sample indicated five specific factors emerged in the affective, cognitive, and social process dimensions. These five factors are conceptualized as follows: positive spirituality (16 items), religious practices (four items), forgiveness (three items), positive congregational support (three items), and negative spirituality/congregational support (three items).

The presenter will discuss results of the study and explain major findings by comparing and contrasting with previous studies. (15 minutes)

In multiple hierarchical regression, BMMRS factors were added to the regression to assess whether these religious/spiritual variables could explain variance beyond that explained by demographics and personality traits. Results indicated that the BMMRS factors of positive spirituality and a lack of negative spirituality/negative support predicted an additional 8% of the variance in mental health scores ( $F = 13.38, p < 0.0001$ ; Adjusted  $R = 0.41$ ). The presenter will suggest future implications. (10 minutes)

Although correlational research cannot assess causality, clinical and chaplaincy approaches may benefit from awareness of the predictive value of positive spirituality and negative spirituality/support for mental health, especially in work with similar samples. Research can assess spiritual interventions that integrate supports for positive spirituality and mitigation of negative spirituality/support to promote the mental health and functioning. Many college-based health and wellness programs focus on nutrition, sleep, exercise, and stress management. However, private religious colleges also promote spiritual and religious practices. The results further support the need to identify and address the positive and negative aspect.



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**Presenter Bio (s):** I am Dong Pil Yoon who is Associate Professor at University of Missouri in Columbia, Missouri and I've been working here at Mizzou for 18 years. I've earned my PhD from University of Illinois at Urbana-Champaign in 1997. I primarily teach classes for undergraduate students now, and I've been doing research in the area of spirituality for 15 years. My research interests have centered on religiosity and spirituality and how they affect both physical and mental health. I explore the impact of religiosity/spirituality on quality of life among people with HIV/AIDS, cancer, and disabilities such as spinal cord injury and traumatic brain injury. The overall findings of my research support a growing body of literature documenting a positive relationship between religiosity, spirituality, and mental/physical health.