



## *Onsite Poster Session Descriptions*

### NACSW Convention 2021

*Glendale, California  
November 18-21, 2021*

## **Convention 2021 Onsite Poster Information**

*The following presents a listing of poster presentations that will be included in NACSW's Convention 2021 with abstracts and presenters' bios. The poster 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. In addition, if a session is marked Possible Pre-Recorded Poster Session, the presenter (s) may need to pre-record their session due to the impact of COVID-19.*

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### ***Possible Pre-Recorded Poster Session***

**Poster Title:** Novel Principles and Processes for Improving Difficult Encounters

**Poster Presenters:** Morgan Braganza, PhD

**Poster Abstract:** Encountering persons holding difficult or contentious differences can be challenging. This workshop will offer three principles and six processes from the presenter's own research that can guide social work professionals and students to more positively navigate difficult encounters in a variety of Christian and non-Christian social work settings.

**Workshop Description:** Accommodating diversity in social work education and practice settings is important. However, social work research suggests that people struggle to encounter differences that they find contentious (Braganza, 2020; Dentato et al., 2016) that is, controversial or objectionable differences that evoke negative reactions (Braganza, 2020). When people holding differences interact in various social work

contexts, there can be single-sided conversations, negative constructions of differences, and hateful words expressed (Braganza, 2020; Dentato et al., 2016; Thyer & Myers, 2009). How to improve such encounters seems unclear. Encounters are defined as purposeful or accidental (Goffman, 1956) face-to-face or virtual (e.g., through social media) meetings between individuals or small groups of people. While social work scholars have developed or studied many approaches for better encountering persons holding contentious differences (Baines, 2011; Frantell et al., 2019; Sheppard, 2006), interactions remain regularly fraught with difficulties. To address these difficulties, I developed a conceptual framework as part of my doctoral research in order to guide social work professionals (e.g., educators, practitioners) and students in improving interactions with persons holding contentious differences. The Caring Encounters Guiding Framework (Guiding Framework) consists of three elements: Context, Core Issues, and Prescriptions, that offer strategies and conceptual considerations for interacting in more caring ways. During this presentation, I will discuss the Prescriptions element of the Guiding Framework. Through it, I will provide attendees with several broad prescriptions for positively intervening in situations where there are contentious differences. These prescriptions are guides general enough to be flexible used in a variety of Christian and non-Christian social work contexts (e.g., education, practice). They are meant to guide, not direct encounters, and so they offer a blueprint for developing more specific methods for navigating encounters. More specifically, I will begin the presentation by offering the rationale for my doctoral research, and the importance of this topic. Then, I will briefly describe the methods used to develop the prescriptions. This includes data derived from Christian, Muslim, and LGBTQ+ participants' experiences of encounters as well as literature from Christian and non-Christian frameworks. I will spend the majority of the presentation, however, introducing the prescriptions. I will offer a brief explanation of the three principles and six processes comprising the prescriptions. Then, I will discuss their collective importance, and offer examples to demonstrate their applicability in Christian and non-Christian social work settings.

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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 religion in social work education and practice. She has led research and program evaluation projects covering topics such as collaboration, poverty, and violence against women.

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*Possible Pre-Recorded Poster Session*

**Poster Title:** Racial and Ethnic Minorities Having Less Access to Mental Health Care

**Poster Presenters:** Monique Browning, DPA

**Poster Abstract:** Racial and ethnic minorities have less access to mental care, least likely to be given a diagnosis of mental illness, and have meager mental health outcomes. This study addressed the impact on faith based, engagement & treatment outcomes of racial and ethnic minorities in evidence-based government-funded, coordinated specialty care programs for FEP

**Workshop Description:** Compared with non-LatinX Whites, racial and ethnic minorities have less access to mental health care, are least likely to be given a diagnosis of mental illnesses and have meager mental health outcomes. This study addressed the impact on engagement and treatment outcomes of racial and ethnic minorities in evidence-based government-funded, coordinated specialty care programs for FEP. In order to understand racial and ethnic minorities underutilizing mental health services the research study describes the differential access rates for treatment services in first-episode psychosis government-funded coordinated specialty care programs. The research question for this multiple case study design investigated access disparities for racial and ethnic minorities in seeking mental health treatment for FEP program funded by the federal government. How have government-funded coordinated specialty care programs attempted to address racial and ethnic minorities' underutilization of mental health services? This study focused on disparities in mental health outcomes, unmet needs, the social burden on

society, and substantial gaps when gathering the demands of diverse populations. A qualitative multiple case study was used to explore the phenomena through the use of a replication strategy to attain parallel results. The most concerning disparity in accessing mental health is the unmet need for mental health care in faith-based communities of racial and ethnic minorities. The commitment to adopting mental health requirements for all races, ethnicities, cultures, and genders in all FEP government-funded programs is to reduce the social impacts of mental health. It is imperative to educate families and faith-based organizations to receive support, to encourage a secure connection between the client, faith-based leaders, and health care workers. Important considerations include faith leaders encouraging government-funded programs to provide as many services as possible, increasing protective factors of building resiliency among clients and their families, increasing access to care, a commitment from health care professionals and faith-leaders on learning, acknowledging, and implementing cultural competence when addressing the mental health needs of clients. The researcher is hopeful that the FEP government-funded programs and faith-based organizations will work to ensure the stressors from racial and ethnic minority clients would subside by increasing representation for non-English clients. Integrating faith-based partnerships includes faith-leaders stepping into action by including church members to remain on a path of establishing a career, complete school, engage in church events, and decrease isolation. Support is imperative when effective engagement in treatment is warranted. Therefore integrating faith-based leaders to support their communities with effective FEP government-funded services is an essential engagement when accessing treatment.

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**Presenter Bio (s):** Monique Browning - Management Analyst - DPA - CBU 08/01/2020  
No experience as a presenter - My professional experience consists of proactively building relationships with internal and external federal agencies and identifying, monitoring, and analyzing relevant policy trends and issues. I created a child care program for veterans returning home and transitioning from military to civilian life. The child care program passed into law of May 2010. I developed and implemented public policy initiatives, managed grants, contracts, and was a task lead on a number of projects, including the first episode psychosis (FEP) program and the early serious mental illness (ESMI) tracking system. I also empower integrate, incorporate, and ensure federal agencies, initiatives, policies, procedures, mission, values, and objectives placed by congressional and executive leaders are executed and met.

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### *Possible Pre-Recorded Poster Session*

**Poster Title:** Building Age Inclusive Digital Spaces (It's the Law)

**Poster Presenter:** Marie Gress, LMSW-Macro

**Poster Abstract:** COVID-19 caused many of our community-based agencies to pivot to digital solutions and service provision - but did we leave older people behind? While for smaller sites inclusion feels like an expensive endeavor and thus a luxury, it is an ethical essential for the social work profession and required by law. Let's catch you up.

**Workshop Description:** COVID-19 caused many of our community-based agencies to pivot to digital solutions and service provision - but did we leave older people behind? While for smaller sites inclusion feels like an expensive endeavor and thus a luxury, it is

an ethical essential for the social work profession and required by law. How often have you heard or thought, "my senior clients can't do this" or "my senior clients won't learn this"? Assuming a person cannot participate based on age alone is not only statistically inaccurate but also ageist. In this session, we'll explore the basics of user experience and user interface as well as how the aging process affects these topics for older people. You'll walk away with increased awareness of digital ageism, be able to identify it in your digital spaces and learn how to address it. As Christian Social Workers and Church Leaders, neglecting a vulnerable population deemed worthy of the attention of Jesus is a terrible injustice.

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**Presenter Bio:** Speaking today is Marie Gress, a licensed master level social worker in Michigan with specialties in macro practice and older people. She is the CEO and Chief Organization Development Specialist at a social enterprise called KovirPage LLC and KovirTech LLC, helping community-based non-profits increase their capacity and impact with a specialty in aging services. She is the founder of "WizeCove", a professional development community for senior center personnel. She has worked with community-based grassroots non-profits formally for the past 12 years and specifically with those doing older adult services and senior centers for the last 7 years and has been an accidental techie all that time. BSW obtained from Calvin University and MSW obtained from Eastern Michigan University. More on her business at [KovirPage.com](http://KovirPage.com).

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**Poster Title:** The Effects of Father Absence in the African American Community

**Poster Presenters:** Autumn King, MS

**Poster Abstract:** African American communities have significant levels of father absence. Fatherless children experience adverse effects in their education, social skills, behaviors, and mental health. This study describes the effects of father absence and uses the Supporting Father Involvement Intervention (SFI) to increase father involvement in the African America

**Workshop Description:** Biblical Description: Society is in a dilemma because of the absence of fathers (Freeks, 2017). Seventy-one percent of children who do not finish school, seventy percent of juveniles in state-operated institutions, and eighty-five percent of children with behavioral problems come from fatherless homes (Freeks, 2017). African American boys who did not live with males present in their homes experienced poor self-attitudes than children from a two-parent home (Harris, 2002). Father absence causes a risk for teenage pregnancy, unemployment, and dependency on welfare assistance (Freek, 2017; Harris, 2002). African American children who experienced father involvement achieved higher grades, were promoted to the next grade, and received less disciplinary action in school (Harris, 2002). Pruett et al. (2017) report a consistent association between fathers' positive parenting and children's cognitive, social, and emotional development. When fathers are actively involved, children's social skills and behaviors are more positive in school and community settings (Cabrera et al., 2018). Research shows the effects of father absence and involvement. The question is, how do we increase a father's involvement in their children's lives. Black Churches have long

been a source of social support for African Americans, not only in terms of members' spiritual well-being but also in the provision of biopsychosocial resources (Hays, 2015). The bible calls for fathers not to provoke their children to anger but bring them up in the discipline and instruction of the Lord (King James Version, 2017, Eph 6:4). It also calls for fathers to train a child in the way they should go, and even when they are old, they will not turn from it (King James Version, 2017, Prov 22:6). With the church's help, African American fathers can understand what God calls them to do as fathers. An evidence-based model known as the Supporting Father Involvement Intervention (SFI) is an intervention to increase quality father involvement and support fathers in their co-parenting relationships. SFI has demonstrated effectiveness (Pruett et al., 2019) and produced positive results (Cowan et al., 2009). It randomly assigns participants to a 32-hour fathers' group or couples' group for 16 weeks. The sessions include didactic material, exercises, videos, and discussions to maximize engagement and foster fathers' growth. The leaders use a detailed curriculum that accommodates cultural and linguistic differences for its participants' (Cowan et al., 2009). The intervention provides fathers and couples a safe environment to explore ways to strengthen their relationships as fathers and partners rather than learning specific skills that suggest precise solutions to deal with complex family issues (Cowan et al., 2009). Previous studies conducted in California, Canada, and the United Kingdom using SFT, showed an increase in fathers' positive involvement with their children and co-parenting partners (Pruett et al.

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**Presenter Bio (s):** Autumn King's ultimate research goal is to increase father involvement in the African American community. Her long-term career objective is to engage in community-based research that will contribute to the body of knowledge around father engagement promotion and reduce barriers that interfere with father involvement. More specifically, Autumn is interested in utilizing a community-based research model to develop interventions that will increase father involvement in the African American community and change policies and literature to include fathers.

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**Poster Title:** Raising the Bar in Field Seminars: Benefits of the Support Group Format.

**Poster Presenters:** Alex Lagos, MSW LMSW David Skiff PhD, LMSW. MDiv.

**Poster Abstract:** This 100 hour online Junior Field Seminar builds upon the groups practice course by providing an opportunity for students to participate in an intentional field support group. This hands on approach is raising the bar in student skill development in multiple ways as they prepare for their senior field placement.

**Workshop Description:** Introduction - 2 minutes; Literature review - 5 minutes; Groups intensive - 5 minutes; Field Seminar format - 5 minutes; Weekly assignments - 10 minutes; Faith Integration - 10 minutes; Skill development - 10 minutes; Student Feedback - 7 minutes; Question and answer - 5 minutes;

Faith integration is a critical skill in social work practice. This presentation examines how this is manifested in the support group atmosphere where peers are co-learners and co-facilitators in their Junior Field seminar. Group Practice textbooks and literature identify the key components of successful support groups. Those same principles and guidelines are directly applied into the junior field seminar where students share from both the personal and professional life experience in a safe and open atmosphere. In this seminar format, "as iron sharpens iron so does one classmate sharpen another" is brought to life. Each weekly seminar builds upon one another covering such topics as safety in the field, time management, self-care, cultural competency, ethical decision making, conflict resolution, social work values, and concise, accurate, documentation. The weekly assignments also provide access to student feedback and the ability to monitor and encourage their skill attainment.

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**Presenter Bio (s):** Alexander Lagos was born and raised in Peru. He moved to the states in 2004. He currently works as an assistant professor for the Department of Social Work at Liberty University. He worked for 4 years in Child Welfare as a foster care worker. He also worked as a liaison/interpreter for the Hispanic community in the counties he used to work and reside in Maryland. He moved to Lynchburg to be closer to his family and pursue his second master's degree at Liberty University. In 2016, while as a student at Liberty University, he presented at the Virginia Association for Counselor Education and Supervision (VACES) in 2017 and 2018. He plans to pursue a Ph.D. in Social Work and do mission trips to Latin America and work with immigrants and refugees.

Dr. Skiff graduated from Roberts Wesleyan College in 1979 with his Bachelor of Social Work. He went on to complete a Master of Divinity degree from Asbury Theological Seminary (1983) and a Master in Social Work from the University of Kentucky (1984). He obtained his LMSW in New York in 1991. He completed his PhD (2009) at the University of Rochester in Human Development at the Warner Graduate School of Education. He served as a pastor at two different churches from 1994 to 1991 where his counseling ministry grew to the point of starting his private practice. 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.

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*Possible Pre-Recorded Poster Session*

**Poster Title:** The Diversity Dichotomy: Personal Values Offended Versus Cultural Humility

**Poster Presenters:** Phillip Miller, DSW, LCSW-R Jason McKinney PhD, LCSW-R

**Poster Abstract:** The paradox of being offended is responding with cultural humility despite experiencing insults to personal values. Offense is a complex emotion creating upheaval and often laced with racial and justice issues. This proposal is based on original research exploring student processes of interpreting and responding to offense.

**Workshop Description:** Being offended can be a confusing experience and social work students are especially vulnerable to offense during field education and intense classroom discussions on sensitive topics (D'Errico & Poggi, 2018; Kraehe, et al., 2015). As a social work student, it is inevitable that an offense will occur and involve, on some level, issues of diversity, which are often accompanied by religious values of the offended or the offender (Lautensach & Lautensach, 2011). How social work students navigate being offended is not clear in the literature, but previous research does indicate the necessity to

address offenses to promote learning through reflection and critical thinking, and to deepen student, peers, and faculty relationships (Bogo, 2005; Kraehe, et al., 2015; Moffatt, 2019; Poggi & D'Errico, 2018; Sweitzer & King, 2019). This research explores the lived experience of social work students being offended and how they make sense of race, class, sexuality and other categories of human difference in the context of offense. A socio-cognitive framework is used, as described by Poggi & D'Errico, (2018), to shape the research design of this project. Through a socio-cognitive lens, offense is examined by considering historical, intergenerational, and cultural influences, as well as complex subjective emotional states that include motives, beliefs, and self-appraisal (D'Errico & Poggi, 2018; Dillon, 2013; Lautensach & Lautensach, 2011; Scherer, (2009). Further, a reflective paradigm is used to apply critical consciousness and examine how students experience the "unknowing" of an offense, the tension of uncertainty, and the reworking of narratives and beliefs leading to creativity and growth (Kraehe, Hood, & Travis, 2015; Moffatt, 2019; Schon, 1983, 1987). Understanding the influence of diversity in student experiences of offense provides a valuable framework that field supervisors and classroom instructors can use to facilitate sensitive discussions to promote stabilization during a destabilizing experience. Offenses can be emotionally charged and confusing for the student to navigate and daunting for faculty and field personnel to process with students. This research will help guide critical conversations that need to occur, but often avoided, to process the offense and embrace the destabilizing nature of an offense. Confidently capturing moments of offense can be a profound learning experience for students, faculty, and field personnel.

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**Presenter Bio (s):** Dr. Miller is an Assistant Professor at Keuka College, Division of Social Work and is a licensed clinical social worker with 25 years of social work experience. He completed a Doctorate of Social Work from Rutgers University and a Master of Social Work degree from Washington University in St. Louis with a concentration in mental health and specialization in family therapy. He is passionate about marriage and is a certified Gottman marital therapist from the internationally acclaimed Gottman Institute in Seattle, WA. He spent 8 years as an active-duty officer in the United States Air Force as a clinical social worker. Professor Miller has extensive experience working with varied client groups ranging from children to the elderly as well as living and working in unique settings such as Japan, rural Appalachia, and the inner city.

Dr. Jason McKinney is the Division Chair and Associate Professor of Social Work at Keuka College. His research interest includes the developing self across the life span, particularly within caregiver-child interactions. His practice experience includes clinical supervision, private practices with individuals and couples, family therapy, parent-training curriculums, and the design and implementation of a successful therapeutic foster care program in Rochester, NY.

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**Poster Title:** What Do My Peers Know About My Calling?

**Poster Presenters:** Kimberly Mudd-Fegett, DSW, MSSW Hannah Brown BSW  
Cassie Stockton Grace Ortego: gmorte95@students.campbellsville.edu (Campbellsville University Student)

**Poster Abstract:** As students, we are called to many fields of practice to ultimately find our purpose. As social work students, we are called to work among the individuals society considered the least of these. We as PCWCP Program Students feel we have a unique calling to serve in the field of child protection work. But what do our peers know about our calling?

**Workshop Description:** We as Public Child Welfare Certification Program Students feel we have a unique calling to serve in the field of child protection work. We are not under the illusion this will be easy work but as we go forth we know God will not let us behind what he is able to guide us through. Isaiah 43 tells us; "I will be with; and when you pass through the rivers, they will not sweep over you" (KJV, 2020). Acknowledging our calling is unique; we desired to find out what our peers knew about child protection work. The PCWCP Program is a pre-employment preparation/scholarship program offered to undergraduate social work major students specifically interested in working in child protection services (Public Child Welfare Certification Program, 2020). This program unique to the state of Kentucky incorporates twelve University across the state partners with the Cabinet for Health and Family Services. Upon submitting their application, completing a panel interview and their undergraduate degree students are expected to work two years for the State of Kentucky (Cabinet for Health and Family Services) specifically working in child protective services. Once accepted into the program, students enter into a contract with the state of Kentucky that benefit them by having their full tuition paid as well as receiving a \$1300.00 stipend per semester. While in school, students have specialized training in Child Welfare that will prepare them for their position in protecting vulnerable children facing issues of abuse/neglect (Public Child Welfare Certification Program, 2020). Campbellsville University Public Child Welfare students having a specific interest in child welfare developed an interest in exploring what their peers knew and understand about child welfare. As PCWCP students, we know the vital role we will play in the lives of abused/neglected children. We also know the prevalence of child maltreatment in the world around us. However, do our peers know the vast impact child maltreatment has on our society? Do our peers know that there are approximately 3.6 million referrals made to child protection services every year (Child Abuse Statistics & Facts, 2018)? Do our peers know that 1 in 3 females and 1 in 6 males are sexually abused and 1 in every 17 children are physically abused (Child Abuse Statistics & Facts, 2018)? Do our peers know whom to call if they feel a child is being abused? Four PCWCP Students from Campbellsville Carver School of Social Work Students we set out to answer the above questions. Using Survey Monkey, we sent out a ten question anonymous survey to our peers to determine what the average college student knows about child maltreatment and the individuals tasked with protecting these children. Our research will be presented in a poster presentation to outline the knowledge

gained from our developed survey. Furthermore, our presentation will outline the importance of child protection work and the value of the PCWCP Program.

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**Presenter Bio (s):** Dr. Kimberly N. Mudd-Fegett is an Assistant Professor of Social Work at Campbellsville University. 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/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.

Hannah Brown is an undergraduate Social Work Public Child Welfare Certification Student.

Grace, originally from Danville, Kentucky, upon graduation, will work for the Cabinet for Health and Family Services in Boyle County.

Cassie Stockton is an undergraduate Social Work Public Child Welfare Certification Student. Cassie, originally from Monticello, Kentucky, upon graduation, will work for the Cabinet for Health and Family Services in Fayette County.

Grace Ortega is an undergraduate Social Work Public Child Welfare Certification Student. Grace, originally from Louisville, Kentucky, upon graduation, will work for the Cabinet for Health and Family Services in Jefferson County.

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**Poster Title:** The Need for Expanded and Competent Post-Adoption Support

**Poster Presenters:** Jennifer Penner, LCSW

**Poster Abstract:** While adoption is often viewed as a positive experience and offers many benefits for adoptees and their families, it is also unique and complex. There is a lack of awareness in the community about the unique life-long challenges inherent within the context of adoption.

## **Workshop Description:**

### **1. Outline:**

I. Provide information demonstrating the need for expanded and competent post-adoption support provision. Adoption, while often positive, is a unique complex experience that can create challenges for the adoptee and his or her family. Risk factors associated with adoption, especially international and child welfare adoption, increase the likelihood of challenges for in adoption. Research demonstrates access to post-adoption support is helpful for those experiencing challenges post-adoptively, but research also indicates access to post-adoption support either does not exist, is difficult to access, or is not able to competently address the unique needs of adoptees and their families (Smith, 2010; Wilson & Lee, 2019)

II. Discuss evidence-based service provision that supports competent post-adoption support such as TBRI (Trust-Based Relational Intervention), Attachment, Self-Regulation (ARC), and Training for Adoption Competency (TAC) and the National Training Initiative (NTI) for Child Welfare and Mental Health Practitioners. Such evidenced-based practices are rooted in Attachment Theory, Trauma-Informed Care, and centered around core adoption competencies such as grief and loss. (Hodgdon et. al, 2016; Purvis et. al, 2013; Wilson & Lee, 2019).

III. Present personal field experiences from a non-profit post-adoption support program in Los Angeles County, CA and future ideas for consideration to increase post-adoption support. Also, propose possible ideas for increasing this support in the City of Riverside, CA to address gaps in post-adoption support service provision. Faith, Religion, or Spirituality Component God commands His designated people to worship Him as their one and only God, and He commands righteousness demonstrated through loving one's neighbor. Essentially, these two commands are a summation of the Ten Commandments, and doing them reflects holiness, a primary calling of His people. Furthermore, this scripture demonstrates God's emphasis on the family as the primary agent of teaching and passing down God's ways of life-to be holy and righteous. Therefore, the family is a primary and essential institution identified by God. Both commandments of loving one's neighbor and loving one another can be applied to adoption. Finally, scripture also emphasizes the significance of caring for the orphan. Key Scriptures: Deuteronomy 6:1-9, Mark 20:30-31, John 13:34, James 1:27, Lamentations 5:3, Psalm 146:9, and Psalm 82:3 (NASB, 2000).

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**Presenter Bio (s):** Jennifer Penner - Interim Adoption Supervisor, MSW, PPS, LCSW, Current Doctoral of Social Work Student at California Baptist University. Jennifer has presented at the Grandparents as Parents conference and as co-presenter at the North American Council for Adoptable Children (NACAC) conference. Jennifer has experience working as a School Social Worker and also has over twenty years of experience in non-profit child welfare work. Jennifer has worked in a residential treatment setting and Wraparound. She has also worked as a Foster Family Agency Case Manager and has spent the majority of her career as an Adoption Social Worker, Trainer and Group Facilitator, and finally as an Interim Adoption Supervisor. Jennifer's area of focus and interest is in Post-Adoption Support.

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**Poster Title:** The Integration of Spirituality and Psychotherapy

**Poster Presenters:** Jack Perkins, D.Min, LADC, CSAC, CCLC

**Poster Abstract:** Research demonstrates the need, from an ethical, multicultural, and holistic perspective, for healthcare providers to integrate spirituality into their clinical practice, as mandated by JCAHO and CARF. The presenter will demonstrate the efficacy of integrating spirituality by providing research and resources for assessments and treatment planning.

**Workshop Description:** Spirituality is an important aspect in the lives of those we serve; however, many counselors lack adequate training to effectively and ethically incorporate spirituality with counseling. Research validates the role of spirituality in counseling, resulting in higher levels of life satisfaction. An emerging philosophy of counseling

encourages an integrative model, developing a sensitivity to spirituality and application principles. A holistic model is presented to create sensitivity to spirituality, address ethical issues, and provide application material. This presentation has 5 movements: the ethical mandate for integrating spirituality and psychotherapy, a brief history, providing research related to the integration process, understanding boundary issues, application (e.g., assessment and treatment planning), and examples of transformation by utilizing theological exercises. Direct references are incorporated as a way of demonstrating the importance and place faith has in the healing process. A variety of faith-based studies and references to counseling professionals will be used to document the integrity of utilizing faith-based practices in our practice. The NASW standards for social work recognize the role spirituality has in all of health care. Social workers, as well as others who provide care for people, difficulty integrating spirituality into clinical practice. Research shows very few health care professionals had courses in spirituality during their academic studies. Research speaks to the importance of spirituality in a person's life (e.g., a high spiritual IQ indicates those with acute emotional problems have better mental health, cope better with illness, and cope better with the adversities of life based upon hope). If social workers are truly holistic, a distinct quality of the biopsychosocial-spiritual perspective they must recognize that health care services must consider the five areas of human development, spiritual, cognitive, emotional, social, and physical. The ethical standards of those in the health care field speak of the need to integrate spirituality into their practice and do a spirituality assessment as a part of their assessment process. This workshop will increase awareness, provide knowledge, and help develop a sensitivity to integrating spirituality into our practice. Integrating spirituality in the care of people in a variety of settings (e.g., faith-based agencies, non-faith-based practices, medical and psychiatric institutions, etc.) require caring professionals (e.g., mental health providers, Christian counselors, medical staff, etc.) to provide care that incorporate culturally sensitive and evidence-based practices. This is at the heart of this presentation.

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Guido, J. J. (2001). Transforming memory. *Human Development*, 25, 2

**Presenter Bio (s):** Jack is the founder of Psuche Education, Counseling & Coaching Services. He previously served as the Executive Director at Clay Crossing, a residential facility for men. He retired from the Oklahoma Department of Mental Health and Substance Abuse Services, having served as the Admissions Director at a 48-bed residential facility serving women with co-occurring issues. He also served as the clinical director at a male residential facility. He developed a program, The Together We Thrive program, for the Ft. Gibson School District, a K-12 program designed to identify at risk children and develop initiatives to assist them. In his doctoral dissertation he integrated spirituality, human development theories and psychotherapy. He has previously presented at a variety of conferences, including at an International Conference.

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**Poster Title:** Bye Bye Boogieman: Overcoming Fear and Anxiety

**Poster Presenters:** Darrin Person, MSW Iris Person LCSW

**Poster Abstract:** Fear and anxiety are debilitating conditions that affect a significant number of individuals in their lifetimes. The author of the book (*Bye Bye Boogieman: Overcoming Fears*) brings his experience as both a counselor/pastor to provide solutions to addressing fear/anxiety by utilizing mental health strategies from a faith-based perspective.

**Workshop Description:** 1) My Story (My Boogieman) Darrin Person 10 min; Fear/Anxiety (Research) Iris Person 10 min; Definition of Fear/Anxiety/Trauma Darrin Person 5 min; Fear/Anxiety Faith Based (Research) Darrin Person 10 min; Impact of Consistent Fear(Case Studies) Iris Person 5 min; Types of Fears (Boogiemen) Darrin/Iris Person 30 min; Boogieman of Rejection (Attachment Theory) - Boogieman of Failure (Self-Esteem/ Self Understanding/Self Awareness) - Boogieman of Death (Grief and Lost) - Boogieman of Difference (Cultural Diversity) - Boogieman of the Future (Self Understanding, Trauma) Strategies and Solutions Darrin/Iris Person 20 min; Mental Health Strategies - Faith Based Strategies

2)The foundation and nature of the book and presentation is from a Faith Based Christian Perspective. In addition to mental health and counseling techniques, the presentation utilizes biblical principles and references including a scripture connection for each key topic. The presenters (Darrin and Iris Person) are both graduates of Oral Roberts University (Christian University). They helped establish a local church (Praise Church) in Clovis California and are current leaders: Darrin Person (Associate Pastor, Counselor), Iris Person (Praise and Worship Leader, Counselor)

3) The Presenters integrate both Social Work and Theological/Biblical Literature into the presentation. The presenters will utilize the literature and references to inform every major area of the presentation including evidence based practices, main topics (the various fears and anxieties), and solutions and strategies. In addition, every section covered is supported by biblical scriptures and stories.

4) Presenters are both Adjunct Professors at the university level for 18 and 13 years and have taught courses that include but not limited to Qualitative Research, Quantitative Research, Cultural Diversity and Oppression, and Cultural Competency, Social Work Professional Identity and Social Work Processes. Presenters will utilize this knowledge base to ensure that the content covered is consistent with the current understanding of Evidenced -Based and Culturally Competent, and Ethical Practices. Presenters will ensure that information presented (fear, anxiety, trauma, depression) is supported by current literature sources including references from diverse groups, scholarly articles and books, and NASW Code of Ethics.

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**Presenter Bio (s):** Darrin O. Person Sr. - MSW - CEO Person to Person Counseling - Adjunct Professor Fresno Pacific University - Associate Pastor/Manager for Fresno Unified School District Education - 1997, Oral Roberts University, Bachelors in Psychology - 2000, Fresno State University, Masters in Social Work - Prior Presentations on subject matter: - National Mentoring Summit, Washington DC; Baltimore City Schools Design Lab - Fresno State University (Service Learning Classes); Every Neighborhood Partnership; Norcal COGIC Jurisdiction Assembly Conference; Fellowship of Christian Athletes: Clovis West School - Mornings with Pastor J; Professional Experience; Psychiatric Technician, Tulsa Oklahoma; Staff Analyst, Fresno County Child Welfare; Mentor Coordinator, Fresno Unified School District; Associate Pastor; Adjunct Professor Fresno State University

Iris N Person, LCSW - Director Person to Person Counseling / Private Clinical Therapist, Adjunct Professor Fresno State University Education: 1998; Oral Roberts University, Bachelors in Social Work 2001; Fresno State University, Masters in Social Work Prior Presentations on subject matter: - Norcal COGIC Jurisdiction Assembly Conference - Mornings with Pastor J - Professional Experience - School Social Worker, Fresno Unified - Social Worker, Fresno County Child Welfare - Children's Director, Praise Church

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**Poster Title:** Parents' Perspectives on Students' Remote Learning Experience

**Poster Presenters:** Nicole Reyes, BSW student

**Poster Abstract:** The COVID-19 pandemic led to schools making an unexpected and abrupt shift to online learning. Data collected from a Christian social service agency in LA County examines low-income, elementary school students' online learning experiences through parents' perspectives. Findings will inform policies and programs to address the needs of students.

**Workshop Description:** In late February of 2020, the Centers for Disease Control and Prevention reported the first confirmed non-travel related case of COVID-19 within the United States. With the virus's arrival to the U.S. in February, lockdown orders were initiated all throughout the country in an attempt to slow the spread of the virus. Nationwide lockdown orders took a significant toll on the education system with schools having to make a sudden and unexpected transition to online learning. Students' education is impacted by a multitude of systems such as family, school resources, and preparedness of schools and teachers (Garcia & Weiss, 2020). Traditional in-class teaching was meant to allow students equal access to materials, teachers, and supportive programs while in a learning environment. Disparities in the functioning, resources, and outcomes of our educational system had existed even before the effects of COVID-19, but current studies indicate that school closures and online learning have only exacerbated existing inequities (Lancker & Parolin, 2020; Garcia & Weiss, 2020). A national survey revealed that 13% of parents from low-income families reported inadequate access to technology or internet connection (Darling-Hammond et al., 2020). Online schooling relies on access to technology and the proper capabilities of internet connection. Additionally, research has found that students in low-income households are facing challenges such as lower academic progress, increased absenteeism, greater gaps in learning and enrichment supports, and disrupted access to food and nutritional supports (Garcia & Weiss, 2020). Recognizing that the impacts of the pandemic are going to be long-lasting, it is critical to gain a better understanding of the unique needs and challenges of more vulnerable students within our educational system. Drawing on data collected during routine wellness checks of low-income families at the nearby school district by a Christian social service agency in Los Angeles County, this study explores parents' perspectives on the online learning-related challenges and of their elementary school children. An open coding process will be used to identify key themes in parent responses regarding their elementary school child's overall online learning experience and needs related to online learning. Findings will inform social service agencies, schools, and city officials on how to ensure that existing educational opportunity gaps are not further compounded for vulnerable students already facing educational and socio-economic disadvantages in our local communities.

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[https://doi.org/10.1016/S2468-2667\(20\)30084-0](https://doi.org/10.1016/S2468-2667(20)30084-0).

**Presenter Bio (s):** My name is Nicole Reyes, and I am a BSW student at Azusa Pacific University. I am currently the Vice President and Faculty Liaison of my university's Club Social Work.

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**Poster Title:** How to Combine Faith, Religion, and Spirituality With Psychotherapy. How and When can Faith/Religion/Spiritual be Clinically Useful. Ethical Considerations

**Poster Presenters:** Martha Rodriguez, MSW

**Poster Abstract:** How to combine faith, religion, and spirituality with psychotherapy. How and when can faith/religion/spiritual be clinically useful. Ethical considerations

**Workshop Description:** The Integrating of Religion and Spirituality into Psychotherapy- Objective 1- Participant will gain an understanding of ethical Issues, Why The Combination Of Faith And Psychotherapy is essential, how this can reduce disparities in treatment. Participants will learn several ways to combine religion, spiritual with psychotherapy, how and when can faith/religion/spiritual be clinically useful. Faith Builds Mental Health Resilience- Objective 3- Positive coping mechanisms that are offered through religion and spiritual practices will be identified. The impact of religious and faith-based community social supports for people with mental illness will be explored, how religion/faith is used to cope with COVID-19 and the challenges of illness. It is a critical time to dispel the faith and mental health taboo, mental health providers can use their roles to reduce barriers to treatment and improve access to competent clinical services. Therapists can use this resource to constantly asses and reflect on their knowledge and skills before integrating faith and psychotherapy. These posters will serve as a visual resource, an invitation for patients to ask about integrating faith, religion, and spirituality in mental health treatment with fear, an understanding that their faith matters in their treatment. These discussions will improve treatment outcomes by building trust and understanding between the therapist and patient. Now more than ever as we make attempts to support those suffering with grief and loss associated with Covid-19, Mental

Health professionals need to be competent and knowledgeable in faith, spirituality, and religious beliefs, as well as the significance this has in our clients life. Participants will build their tool built in faith and religious beliefs/bio-psycho-social aspects of a patient. How can we ethically integrate these into treatment and how and why is doing so clinically beneficial? We will also learn about positive coping mechanisms that are offered through religion and spiritual practices, & how religion/faith/spirituality is used to cope with COVID-19 and the challenges of this illness.

### **Bibliography:**

**Presenter Bio (s):** Martha Rodriguez, LCSW, received her MSW from the Wurzweiler School of Social Work at Yeshiva University. Rodriguez has more than 15 years of experience in both private and public sectors. She previously served as the Service Manager in Recovery at Marjory Stoneman Douglas High School, facilitating the delivery of mental health services. Currently, her role is Mental Health and Social Work Consultant for the Student Services Project at the University of South Florida.

1. Martha Rodriguez
2. University of Florida, Mental Health Consultant
3. Master of Social Work, Wurzweiler School of Social Work at Yeshiva University
4. LCSW, Current
5. SSWAA- March 2021,
6. CSSWAA- April 2021
7. NAACP-2019
8. Service Manager, Recovery -Marjory Stoneman Douglas High School
9. Field Instructor, Rutgers, Kean, Seton Hall
10. Adjunct, Field- Simmons University

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**Poster Title:** Reducing Inequalities Among Latinx Adolescent Parents

**Poster Presenters:** Teresa Serrano, LMFT

**Poster Abstract:** Teen mothers are a vulnerable population and often stigmatized group who experience social inequalities due to childbearing at a young age. Research suggests that there is a high prevalence of disparities among teen parents, including mental health problems such as depression, substance abuse, and posttraumatic stress disorder.

**Workshop Description:** Outline: Describe the mental health needs of Latinx Adolescents - Identify strategies for cultural adaptation and community engagement to reduce inequalities - How can faith based institution promote mental health awareness in a faith base setting for adolescent parents

The United States reports that in 2017, women between the ages 15-19 gave birth to 194,377 children, a rate of 18.8 per 1,000 women (Center for Disease Control [CDC], 2019). The rates of Hispanic teens who gave birth were 28.9 percent, two times higher than any other race/ethnicity (CDC, 2019). Teen mothers are a vulnerable and often stigmatized group who experience social inequalities due to childbearing at a young age. Teens who become young mothers experience the likelihood of not graduating or reaching higher education and experienced mental health challenges (Watson & Vogel,



2017). Experiencing motherhood as a teen compared to adult motherhood raises the risk of developing mental disorders like depression or post-traumatic stress disorder due to their inability to cope with stress (Hodgkinson et al., 2013). A strength-based approach is needed to address the inequalities Latina teen mothers are facing. The purpose of this paper is to: A. describe teen parenting among Latinas; B. highlight the adverse outcomes associated with teen parenting without support; C. review the literature and evidence base for Solution-Focused Therapy as an approach to supporting Latina teen mothers; and D. advise adaptation to Solution-Focused Therapy incorporating faith-based for use among Latina teen mothers.

Solution Focus Therapy Intervention utilizes miracle questions, scaling questions, exception questions, Socratic questions, and a goal strength-based approach (Kim, 2013). SFT has been identified as an appropriate approach for all ages, ethnicities, individuals, and families from all socioeconomic levels. SFT is an evidence-based intervention that helps individuals and families develop solutions rather than ruminating on the problem (Lutz, 2020). SFT is adaptable to Latino culture due to its aspects of spirituality, religiosity, community, and collectivism (Oliver & McNichols, 2011, as cited in Gonzalez Suitt et al., 2016). Solution-focused therapy is intended to be brief, so it may not be best suited for young mothers who may have a severe mental illness or substance abuse addiction. Also, training clergy on cultural humility through faith integration can help decrease stigma among this group and foster more young mothers to become church members. Cultural humility can help this population be more connected to their faith base by understanding how Hispanics/Latino communities differ in cultural beliefs and values portrayed in families (Cleaver et al., 2016).

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Linnea Lynne Watson & Linda R. Vogel " (2017) Educational resiliency in teen mothers, *Cogent Education*, 4:1, 1276009, DOI: 10.1080/2331186X.2016.1276009

**Presenter Bio (s):** Teresa Serrano - Mental Health Specialist II - California Baptist University Year; 2014 - M.S., Counseling Psychology BBS, LMFT 116203

Prior presentations have occurred in my workplace promoting resiliency in mental health, community work, youth and mental health, and at school, personal experiences as a Therapist. In the past, I have been an Instructor at the University of Riverside Extension Center, trainings

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*Possible Pre-Recorded Session*

**Poster Title:** Determining Interventions for Families: The Nature of Disagreement

**Poster Presenters:** Filip Wollter, PhD

**Poster Abstract:** This presentation is based on a study that explored how social workers report the casework process of designing interventions for vulnerable families. Previous research has indicated that these processes often lead to disagreements. The study explored the nature of these disagreements and the strategies used to reach consensus.

**Workshop Description:** The key topic focuses on the disagreements that could occur regarding various cultural and religious attributes that must be considered when designing an intervention to support vulnerable families. One component of trying to settle disagreements when social work interventions are planned is to use research findings in support for a specific research design. Evidence-based methods must, however, also fit within the cultural and individual context of the service user.

**Bibliography:** Filip Wollter (2020). Identity of clients and social workers in service provision: an institutional logics perspective

Filip Wollter (2020). The Accumulation of Standards for Treatment Decisions in Social Work (1847- 2018)

Filip Wollter (2020). The reasoning behind social work intervention design Filip Wollter, Lars Oscarsson (2019). Treatment planning in public social casework: a street-level response to policy pluralism

Anders Kassman, Filip Wollter, Lars Oscarsson (2016). Early Individual Prevention of Chronic Offenders: The Use of Criminological Theories in the Governance of Swedish Police and Social Services

Filip Wollter (2015). Migration crisis in the context European: Dynamics, challenges and way forward

**Presenter Bio (s):** 1. Filip Wollter 2. Assistant professor 3. PhD in Social welfare, Institutions of social science 4. Filip Wollter has been key note speaker and speaker at various international conferences, for instance, in USA, India, France, Denmark, Sweden. 5. Clinical social worker and researcher

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**Poster Title:** Social Determinants of Health: A Social Wk-Physician Training Collaboration

**Poster Presenters:** Bob Zylstra, EdD, LCSW Hailey Calhoun BSW Nicole Buehrle

**Poster Abstract:** A collaborative agreement between graduate social work students and family medicine physicians to address social determinants of health (eg, food, transportation, housing) allowed for improved training of both disciplines as well as improved patient care, a win-win-win arrangement.

**Workshop Description:** A collaborative agreement between graduate level social work students and family medicine practitioners allowed for improved training of both disciplines as well as improved patient care, a win-win-win arrangement. Physicians were given the freedom to explore care delivery concerns related to social determinants of health (eg, food, transportation, housing), knowing that the resources to address those concerns were now readily available. Social Work students received expansive training in ways to enhance service delivery across a wide variety of gender, age, ethnic, racial, geographic and economic situations. Although not overtly religious in nature, the services this program offers specifically target underserved, marginalized and otherwise disadvantaged populations. Many of the resources that we utilize in our community are faith based. Discussion will include possible opportunities for integration of similar SDOH services to existing faith based community organizations.

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Hughes LS, Likumahuwa-Ackman S (2017). Acting on Social Determinants of Health: A Primer for Family Physicians. *American Family Physician*, 95(11), 695-6.

**Presenter Bio (s):** Bob Zylstra, EdD, LCSW - Professor and Director of Behavioral Medicine, The University of Tennessee College of Medicine - MSW - The University of Michigan (1983) - EdD - The University of Memphis, TN (1995) - Multiple NACSW presentations over the past 10 years - Director of Community Hospital SW Dept, Home Health SW in Detroit

Hailey Calhoun Graduate Social Work Intern - BSW, Mississippi State University, 2019

Nicole Buehrle, BS - Graduate Social Work Intern BS, Dietetics, The University of Tennessee Chattanooga, 2019