



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.

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.

Bibliography: Baines, D. (2011). An overview of anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice in social work* (2nd ed.) (pp. 1-24).

Fernwood. Braganza, M. E. (2020). Improving encounters with people who hold contentious differences: An exploration. [Unpublished doctoral dissertation]. Wilfrid Laurier University.

Dentato, M. P., Craig, S. L., Lloyd, M. R., Kelly, B. L., Wright, C., & Austin, A. (2016). Homophobia within schools of social work: The critical need for affirming classroom settings and effective preparation for service with the LGBTQ community. *Social Work Education*, 35(6), 672-692. <https://doi.org/10.1080/02615479.2016.1150452>

Goffman, E. (1956). Embarrassment and social organization. *American Journal of Sociology*, 62(3), 264- 271. <https://doi.org/10.1086/222003>

Frantell, K. A., Miles, J. R., & Ruwe, A. M. (2019). Intergroup dialogue: A review of recent empirical research and its implications for research and practice. *Small Group Research*, 50(5), 654-695. <https://doi.org/10.1177/1046496419835923>

Sheppard, M. (2006) Social work and social exclusion: The idea of practice.

Ashgate. Thyer, B. A., & Myers, L. L. (2009). Religious discrimination in social work academic programs: Whither social justice? *Journal of Religion & Spirituality in Social Work: Social Thought*, 28(1-2), 144-160. <https://doi.org/10.1080/15426430802644172>

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.

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.

Bibliography: Addington, J., Heinssen, R. K., Robinson, D. G., Schooler, N. R., Marcy, P., Brunette, M. F., Correll, C., Estroff, S. E., Mueser, K., Penn, D., Robinson, J., Rosenheck, R., Azrin, S., Goldstein, A. B., Severe, J., & Kane, J. (2015). Duration of untreated psychosis in community treatment settings in the United States. *Psychiatric Services*, 66(7), 753-756. <https://doi.org/10.1176/appi.ps.201400124>

Addington, J., Penn, D., Woods, S. W., Addington, D., & Perkins, D. O. (2008). Social functioning in individuals at clinical high risk for psychosis. *Schizophrenia Research*, 99(1-3), 119-124. <https://doi.org/10.1016/j.schres.2007.10.001>

Agency for Healthcare Research and Quality. (2014). About AHRQ. <https://www.ahrq.gov/cpi/about/index.html>

Agency for Healthcare Research and Quality. (2016, April 27). 2015 national healthcare quality and disparities report and 5th anniversary update on the national quality strategy. <https://www.ahrq.gov/research/findings/nhqdr/nhqdr15/index.html>

Airhihenbuwa, C. O., & Liburd, L. (2006). Eliminating health disparities in the African American population. *Health Education Behavior*, 33(4), 488-501. <https://doi.org/10.1177/1090198106287731>

Aklin, C. F. (2017, July 13). Minorities and mental health: Moving beyond stigma. <https://nimhd.blogs.govdelivery.com/2017/07/13/minorities-and-mental-health-moving-beyond-stigma/>

Al-Busaidi, Z. Q. (2008). Qualitative research and its uses in health care. Sultan Qaboos University the Medical Journal, 8(1), 11-19.

In B. A. Pescosolido, J. K. Martin, J. D. McLeod, & A. Rogers (Eds.), Handbook of the sociology of health, illness, and healing (pp. 363-382). Springer.

Allan, H. T., & Westwood, S. (2016). English language skills requirements for internationally educated nurses working in the care industry: Barriers to UK registration or institutionalised discrimination? International Journal of Nursing Studies, 54, 1-4.

American College of Physicians. (2010). Racial and ethnic disparities in health care, updated 2010. https://www.acponline.org/system/files/documents/advocacy/current_policy_papers/assets/racial_disparities.pdf American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

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.

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.

Bibliography: Bartels, S., DiMilia, P., Fortuna, K., Naslund, J. (2017). Integrated Care for Older Adults with Serious Mental Illness and Medical Comorbidity Evidence-Based Models and Future Research Directions. DOI:<https://doi.org/10.1016/j.psc.2017.10.012>

Batsis, J. A., Zagaria, A., Kotz, D. F., Bartels, S. J., Boateng, G. G., Proctor, P. O., Halter, R. J., & Carpenter-Song, E. A. (2018). Usability Evaluation for the Amulet Wearable Device in Rural Older Adults with Obesity. *Gerontechnology : international journal on the fundamental aspects of technology to serve the ageing society*, 17(3), 151-159. <https://doi.org/10.4017/gt.2018.17.3.003.00>

Carr, K., Weir, P. L., Azar, D., & Azar, N. R. (2013). Universal Design: A Step toward Successful Aging. *Journal of aging research*, 2013, 324624. <https://doi.org/10.1155/2013/324624> Compennolle, S., Cardon, G., van der Ploeg, H. P.,

Van Nassau, F., De Bourdeaudhuij, I., Jelsma, J. J., Brondeel, R., & Van Dyck, D. (2020). Engagement, Acceptability, Usability, and Preliminary Efficacy of a Self-Monitoring Mobile Health Intervention to Reduce Sedentary Behavior in Belgian Older Adults: Mixed Methods Study. *JMIR mHealth and uHealth*, 8(10), e18653. <https://doi.org/10.2196/18653>

Dodd, C., Athauda, R., Adam, M. (2017). Designing User Interfaces for the Elderly: A Systematic Literature Review. https://www.researchgate.net/publication/321757825_Designing_User_Interfaces_for_the_Elderly_A_Systematic_Literature_Review

Farage, M. A., Miller, K. W., Ajayi, F., & Hutchins, D. (2012). Design principles to accommodate older adults. *Global journal of health science*, 4(2), 2-25. <https://doi.org/10.5539/gjhs.v4n2p2>

Fortuna, K.L., Aschbrenner, K.A., Lohman, M.C. et al. Smartphone Ownership, Use, and Willingness to Use Smartphones to Provide Peer-Delivered Services: Results from a National Online Survey. *Psychiatr Q* 89, 947-956 (2018). <https://doi.org/10.1007/s11126-018-9592-5>

Nielson Norman Group. (2019). UX Design for Seniors (65 and Older). Pew Research Center (2017) <https://www.pewresearch.org/internet/2017/05/17/technology-use-among-seniors/>

Salera, K., Salehi, P., Desai, N., Tsotsos, L., Warren-Norton, K. (2017). Improving User Experience and Engagement for Older Adults: A Case Study.
https://www.researchgate.net/publication/304189607_Improving_User_Experience_and_Engagement_for_Older_Adults_A_Case_Study

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.

Possible Pre-recorded session

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.

Bibliography: Cabrera, N. J., Volling, B. L., & Barr, R. (2018). Fathers Are Parents, Too! Widening the Lens on Parenting for Children's Development. *Child Development Perspectives*, 12(3), 152-157. <https://doi.org/10.1111/cdep.12275>

Cowan, P. A., Cowan, C. P., Pruett, M. K., Pruett, K., & Wong, J. J. (2009). Promoting Fathers' Engagement With Children: Preventive Interventions for Low-Income Families. *Journal of Marriage and Family*, 71(3), 663-679. <https://doi.org/10.1111/j.1741-3737.2009.00625.x>

Freeks, F. (2017). Responding to the challenge of father absence and fatherlessness in the South African context: A case study involving concerned fathers from the North West Province. *Stellenbosch Theological Journal*, 3(1), 89-113. <https://doi.org/10.17570/stj.2017.v3n1.a05>

Harris, S. M. (2002). Father Absence in the African American Community: Towards a New Paradigm. *Race, Gender and Class in Psychology: A Critical Approach*, 9(4), 111-133. *Race, Gender & Class*. <https://www.jstor.org/stable/41675278>

Hays, K. (2015). Black Churches' Capacity to Respond to the Mental Health Needs of African Americans. *Journal of the North American Association of Christians in Social Work*, 42(3), p296-312, 17p.

King James Bible. (2017). King James Bible Online. <https://www.kingjamesbibleonline.org>

Pruett, M. K., Cowan, P. A., Cowan, C. P., Gillette, P., & Pruett, K. D. (2019). Supporting Father Involvement: An Intervention With Community and Child Welfare-Referred Couples. *Family Relations*, 68(1), 51-67. <https://doi.org/10.1111/fare.12352>

Pruett, M. K., Pruett, K. D., Cowan, C. P., & Cowan, P. A. (2017a). Enhancing Paternal Engagement in a Coparenting Paradigm. *Child Development Perspectives*, 11(4), 245-250. <https://doi.org/10.1111/cdep.12239>

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.

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).

Bibliography: Atkinson, A., Gonet, P., Freundlich, M., & Riley, D. (2013). Adoption competent clinical practice: defining its meaning and development. *Adoption Quarterly*, 16:156"174. doi: 10.1080/10926755.2013.844215.

Egbert, S. (2015) Supporting and Strengthening Foster Adoptive Families: Utah's Story of Post-Adoption Service Development, Delivery, and Ongoing Evaluation, *Journal of Public Child Welfare*, 9:1, 88-113, DOI:10.1080/15548732.2014.1001936.

Harter-Saunders, R. M., Trotaud, A., & Johnson, J. M. (2015). Post-adoption service need and use as predictors of adoption dissolution: Findings from the 2012 National Adoptive Families Study. *Adoption Quarterly*, 18(4), 255"272. <http://dx.doi.org/10.1080/10926755.2014.895469>.

Hodgdon, H., Blaustein, M., Kinniburgh, K., Peterson, M. & Spinazzola, J. (2016). Application of the ARC Model with Adopted Children: Supporting Resiliency and Family Well Being. *Journal of Child and Adolescent Trauma* (2016) 9:43"53 DOI 10.1007/s40653-015-0050-3.

Merritt, D. & Festinger (2013). Post-adoption service need and access: Differences between international, kinship, and non-kinship foster care. *Children Youth and Service Review*, 35, 1913-1922.

Smith, S. (2010). Keeping the promise: The critical need for post-adoption services to enable children and families to succeed. New York NY: Evan B. Donaldson Adoption Institute.

Wilson, D., Riley, D., & Lee, B. (2019). Building an adoption competent workforce: a review of the national adoption competence mental health training initiative. Rudd Adoption Research Program, 1-7.

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.

Possible Pre-Recorded Session

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.

Bibliography: Bloom, Sandra (1997), *Creating Sanctuary: Toward the Evolution of Sane Societies*, Routledge, New York and London

Bloom, Sandra L. & Farragher, Brian (2013), *Restoring Sanctuary: A New Operating System for Trauma-Informed Systems of Care*, Oxford University Press, New York, NY

Crabb, Larry (2003), *Soul Talk: The Language God Longs for Us to Speak*, Integrity Publishers, Nashville

Eugene C. Roehlkepartain, Benson, Scales, Kimball, Kingl (2008) *With Their Own Voices: A Global Exploration of How Today's Young People Experience and Think About Spiritual Development*. Copyright 2008 by Search Institute Griffith.

J. R. & Griffith, M. E (2002). *Encountering the sacred in psychotherapy : How to talk with people about their spiritual lives*. New York : Guilford Press.

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

Hodge, David R. Ph.D. (2003), *Spiritual Assessment: A Handbook for Helping Professionals*, North American Association of Christians in Social Work, Botsford, CT

Hopkins, Elaine; Woods, Zo; Kelley, Russell; Bentley, Katrina; Murphy, James (1995), *Working With Groups on Spiritual Themes: Structured Exercises in Healing*, Vol 2, Whole Person Associates, Duluth, MN

Jones, Serene (2009), *Trauma and Grace: Theology in a Ruptured World*, Westminster John Knox Press, Louisville, KY

Koenig, Harold G., MD (2013), *Spirituality in Patient Care*, Third Edition, Templeton Press, West Conshohocken, PA

Levine, Stephen K. (2009), Trauma, Tragedy, Therapy: The Arts and Human Suffering, Jessica Kingsley Publishers, London and Philadelphia

Pargment, Kenneth (2013) APA Handbook of Psychology, Religion, and Spirituality
Griffith, J. R. & Griffith, M. E (2002). Encountering the sacred in psychotherapy : How to talk with people about their spiritual lives. New York : Guilford Press.

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.

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.

Bibliography: Stephanie L. Baird (2016) Conceptualizing anxiety among social work students: implications for social work education, *Social Work Education*, 35:6, 719-732, DOI: 10.1080/02615479.2016.1184639

Mariah T. Hawes et al (2020) Trajectories of depression, anxiety and pandemic experiences; A longitudinal study of youth in New York. *Psychiatry Research*. Volume 291, 113778

Tina Maschi , Melissa Wells, Greta Yoder Slater, Thalia MacMillan & Jennifer Ristow. (2012). Social Work Students' Research-Related Anxiety and Self-Efficacy: Research Instructors' Perceptions and Teaching Innovations. Pages 800-817 " Published online.

Nicole E. Caporino, Shannon Exley & Robert D. Latzman. (2020). Youth Anxiety About Political News. *Child Psychiatry & Human Development* volume 51, pages 683-698(2020).

Andre Pittig, Michael Treanor, Richard T LeBeau & Michelle G. Craske (2018). The role of associative fear and avoidance learning in anxiety disorders: Gaps and directions for future research. *Neuroscience & Biobehavioral Reviews*, Volume 88, Pages 117-140.

Anne Aly & Lelia Green. (2008). Fear, Anxiety and the State of Terror. Pages 268-281 " Received 17 Dec 2008, Accepted 06 Jun 2009, Published online: 05 Feb 2010

Peter N. Steam (2012). *American Fear: The Causes and Consequences of High Anxiety*. Routledge New York and London Brian GDias,

Sunayana B Banerjee, Jared V Goodman, & Kerry J Ressler. (2013). Towards new approaches to disorders of fear and anxiety. *Current Opinion in Neurobiology*. Volume 23, Issue 3, June 2013, Pages 346-352.

Hans Urs von Balthasar (1994). *The Christian and Anxiety* IGNAU TIUS Press San Francisco.

Harold G. Koenig (2020). Maintaining Health and Well Being by Putting Faith into Action During the COVID 19 Pandemic. *Journal of Religion and Health* (2020) 59:2205-2214 <https://doi.org/10.1007/s10943-020-01035-2> Springer Science+Business Media, LLC, part of Springer Nature 2020.

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 manner: - 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 manner: - 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

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.

Bibliography: Darling-Hammond, L., Schachner A., & K. E. Adam. (2020, Aug). Restarting and reinventing school: Learning in the time of COVID and beyond. Learning Policy Institute. https://restart-reinvent.learningpolicyinstitute.org/sites/default/files/product-files/Restart_Reinvent_Schools_COVID_REPORT.pdf.

Garcia, E. & Weiss, E. (2020, September 10). COVID-19 and student performance, equity, and U.S. education policy. Economic Policy Institute. <https://www.epi.org/publication/the-consequences-of-the-covid-19-pandemic-for-education-performance-and-equity-in-the-united-states-what-can-we-learn-from-pre-pandemic-research-to-inform-relief-recovery-and-rebuilding/>.

Lancker, W. V., & Parolin, Z. (2020). COVID-19, school closures, and child poverty: A social crisis in the making. *The Lancet Public Health*, 5(5), E243-E244.
[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.

Possible Pre-recorded Session

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
-

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 adaption 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).

Bibliography: About Teen Pregnancy " CDC. (2019, March 1). [www.cdc.gov](http://www.cdc.gov/teenpregnancy/about/index.htm).
<https://www.cdc.gov/teenpregnancy/about/index.htm>

Cleaver, S. R., Carvajal, J. K., & Sheppard, P. S. (2016). Cultural Humility: A Way of Thinking to Inform Practice Globally. *Physiotherapy Canada*, 68(1), 1"2.
<https://doi.org/10.3138/ptc.68.1.gee>

Gonzalez Suitt, K., Franklin, C., & Kim, J. (2016). Solution-Focused Brief Therapy With Latinos: A Systematic Review. *Journal of Ethnic & Cultural Diversity in Social Work*, 25(1), 50"67. <https://doi.org/10.1080/15313204.2015.1131651>

Hodgkinson, S., Beers, L., Southammakosane, C., & Lewin, A. (2013). Addressing the Mental Health Needs of Pregnant and Parenting Adolescents. *Pediatrics*, 133(1), 114"122. <https://doi.org/10.1542/peds.2013-0927>

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

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
