



## ***Workshop Session Descriptions***

**NACSW Convention 2016**

***Cincinnati, Ohio***

***November 17<sup>th</sup> – November 20<sup>th</sup>, 2016***

### **Convention 2016 Workshop Information**

The following presents a listing of workshop presentations that will be included in NACSW's Convention 2016 with abstracts, learning objectives, and presenters' bios. The workshop sessions are sorted alphabetically by presenters' last names.

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

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**Workshop Title:** Social Justice as Habit of the Heart: Empowering Families and Communities

**Workshop Presenters:** Paul Adams, DSW

**Workshop Abstract:** This workshop explores how social justice, rightly understood and practiced as a virtue, can help Christian social workers negotiate relations among formal and informal systems, coercion and empowerment. It examines how this virtue builds democratic decision-making in communities and forms character (habits of the heart) in practitioners.

**Workshop Number:** 20120889 -

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

- define social justice as a virtue central to social work with families and communities
- examine the ways in which practicing social justice builds democratic problem-solving capacity and promotes the common good

- apply this approach to the character and practice of the Christian social worker

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** How can a better understanding of social justice help Christian social workers negotiate the relations among formal and informal helping systems, coercion and empowerment, in working with children and families? This workshop considers this question in light of recent work on social justice that rescues the concept from its ideological uses - as an all-purpose justification of a new program or right - by treating it in its original sense as a virtue. Social justice, rightly understood, is a core virtue as well as value of social work. It is specific to civil society and democracy, the workshop will propose, a sub-virtue of the cardinal virtue of justice but social in two senses it involves 1) habits and skills of association, 2) for the common good and not just individual claims or deserts. Neither individualist nor collectivist in orientation, social justice as virtue stresses the vast social space between the person and the state, emphasizing, in social work terms, the person in environment. This workshop examines the role of this virtue in practices such as family group conferencing and community-centered social work with families. Best practices of social work, the workshop proposes, require and develop the virtue of social justice in both professionals and families and communities. Most of these practices have been conceptualized, not in virtue terms but as empowerment practice, partnership, practice, building social capital, restorative justice, or responsive regulation. Social justice, the workshop will suggest, is a virtue of special relevance to these practices and conceptualizations, the virtue specific to civil society, and to building democratic problem-solving capacity in neighborhoods and communities. The workshop will examine social justice as a virtue and thus a personal attribute, a stable habit acquired by practice and lost by disuse - an attribute of character. Social justice, so understood, not only builds democratic decision-making in communities; it also forms character (habits of the heart) in practitioners. It orders the virtues to the common good, requiring and developing in the practitioner prudence, humility, courage, self-mastery, equanimity and other virtues - "order in the soul." The workshop will explore the implications of this approach for the practice and character of Christian social workers in fields like child welfare that involve coercion, regulation, and state mandates as well as empowerment and the caring capacity of families and communities.

**Presenter Bio (s):** Paul Adams, DSW, Professor Emeritus of social work at the University of Hawaii, is co-author with Michael Novak of the recent book, *Social Justice Isn't What You Think It Is* (2015). A member of NACSW, he has presented workshops on the integration of faith with practice on topics such as social justice, virtue ethics, conscience, abortion, and anti-semitism. He practiced in the UK and taught at Texas, Iowa, Portland State, & Case Western Reserve.

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**Workshop Title:** Voices of the Elders: Increasing Prostate Cancer Screenings among Black Men

**Workshop Presenters:** Raymond Adams, MSW Jennifer Turner LMSW, LPC  
Shawn Young Kiana Webb-Robinson, LMSW is a child welfare worker for the Department of Human Services in Birmingham, AL.

**Workshop Abstract:** African American men are diagnosed with late-stage prostate cancer more than any other ethnic groups in the United States. This presentation will discuss how interrelated factors are associated with late stage prostate cancer diagnosis among church affiliated African American men over the age of 50 living in rural Louisiana.

**Workshop Number:** 20120754 -

**Learning Objectives:** As a result of this workshop:

- Participants' awareness will be raised as it relates to prostate cancer disparity among older African American men living in poverty in Louisiana.
- Participants will learn about factors that may mediate or moderate older African American men's intent on being screened for prostate cancer based on current literature
- Participants will be introduced to a theoretical conceptual framework to better articulate prostate cancer disparity existing among older African American men.

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

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

**Workshop Description and References:** Social Work professionals recently began critically investigating and analyzing the complex issues surrounding perceptions of older African American men about prostate cancer screening. The American Cancer Society reports a reduction of cancer-related deaths across the nation; however, those same statistics reported African-American men being diagnosed with prostate cancer at a far higher rate than those of non-African American descent. These conclusions have significant implications for social work practice as well as for older African American men. Researchers have long assumed that variables such as medical distrust, social responsibility, socioeconomic status, masculinity, and other socio-demographic factors play a key role in the decision making process to be screened for prostate cancer among this population. These factors can have a detrimental effect on older African American men's overall health. This is where the conceptual framework of Creshaw's theory of Biopsychosocial-spiritual model is extremely useful because it sheds insight on the difficult problem of how to best address this disparity among older African American men who are at risk for prostate cancer. While they rarely admit as much, researchers

often take for granted how older African American men experience multidimensional social and health inequities within impoverished settings. As we continue to reach toward cultural attunement within the professional practice of social work, research can better inform their practice through attaining better knowledge of cultural awareness and cultural sensitivity when working with older African American men at risk for prostate cancer. Special training modules and workshops geared toward providing the necessary knowledge and skills could have a positive effect on what is usually viewed as a contentious issue in our polarized society.

**Presenter Bio (s):** Raymond Adams currently serves as an Assistant Professor of Social Work at Southern Arkansas University in Magnolia, AR. Presently, he is a doctoral student at Jackson State University School of Social Work. His area of research examines how cancer fatalism, medical distrust, and religious coping intersects with older African American men's intent to be screened for prostate cancer.

Jennifer Turner currently serves as the BSW Program Director and Assistant Professor of Social Work within the Department of Social Work at Southern Arkansas University in Magnolia AR.

Shawn Young currently serves as the BSW Field Director and Assistant Professor of Social Work within the Department of Social Work at Southern Arkansas University in Magnolia AR.

Ms. Kiana Webb-Robinson is originally from Birmingham, Alabama. She earned her BSW degree from Alabama State University, and upon her graduation, she earned her license (LBSW) which positioned her for an opportunity to work for the Department of Human Resources in the State of Alabama where she has worked for over 7 years as a senior child welfare worker. Ms. Webb-Robinson earned a MSW degree from the University of Alabama. During her tenure, in Arkansas she worked at South Arkansas Regional Health Center where she was able to earn her license (LMSW) while working as a school Based therapist. She has worked as a Coordinator for a grant funded program known as S.C.O.R.E. that provided therapeutic services to juvenile felons and their families through the state of Georgia Juvenile Court System and Advantage Behavioral Health Systems. Ms. Webb-Robinson is reserved Adjunct Faculty Instructor/Field Liaison for the University of New England School of Social Work, while serving full time as an instructor and BSW Field Director in the department of social work at Alabama State University where she continues to be actively engaged in community activities and social work education.

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**Workshop Title:** Integrating Faith and Learning in Social Work Education: 30 Years Review

**Workshop Presenters:** A Christson Adedoyin, MSW, PhD Sarah Tarnakow  
Rebeccah Carroll

**Workshop Abstract:** This study presents the result of the systematic review of 30 years (1985-2015) of integrating faith and spirituality into social work education. Accordingly,

the conceptual understanding, pedagogical models, guiding theology, and denominational orientations of extant evidence are delineated.

**Workshop Number:** 20120841 -

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

- Understand the array of conceptual definitions of faith and spirituality integration in social work education
- Evaluate the theological, and or, denominational orientations influencing the definition, and integration of faith and spirituality in social work education.
- Identify evidence-based pedagogical models for integrating faith and spirituality into social work education

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** There has been a renaissance of interest in the integration of faith and spirituality into social work education and practice in the last decade (Barker, 2007; Cecil & Stoltzfus, 2007; Sherr, Harr, & Stoltzfus, 2010; Lun, 2015; Pandya, 2015; Phillips, 2014). Consequently, a quantum leap in the number of accredited faith-based social work programs, and an attendant proliferation of publication on the integration of faith and spirituality into social work education curriculum in particular has burgeoned (Ai, Moulton, Piccian, Nadga, & Thurman, 2004; Coholic, 2006; Hodge & Derezotes, 2008; Sherr, 2010). However, a thorough literature search, and examination of at least five major databases, reveals that no aggregated, or synthesized published study was found that focused on the pedagogy of the integration of faith and spirituality into social work education curriculum. A knowledge gap therefore exists in the literature on the most effective, and evidence-based pedagogy for integrating faith and learning in social work education, or curriculum. In view of the aforementioned, the purpose of this is to present a systematically synthesized result of the conceptual understanding, guiding theological, or denominational orientations, and the most promising pedagogical models of integrating faith and spirituality into social work education that have been published in peer-reviewed journals in the last three decades (1985-2015). Implications will be discussed for the triad of social work education, practice, and research.

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

Sarah Tarnakow is an MSW student at Samford University and will graduate in 2017. She received a BA in Psychology from Samford University in 2015. Her interests center around child welfare, particularly as it relates to children who have been sexually abused, and the nexus of faith and professional social work.

Rebecca Carroll completed her BFA in 2010 from Birmingham Southern College, and then she completed her M.Ed in 2013 from UAB. Currently she is enrolled in the MSW program at Samford University and will graduate spring of 2017. Her main interest in Social Work is working within Medical Social Work, specifically with patients and families dealing with diagnoses, treatment, long-term illnesses, chronic illnesses, and amputation-counseling.

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**Workshop Title:** 18-24, Pregnant and Homeless: What Now? Working with TAYF Clients

**Workshop Presenters:** Michelle Alexander, LCSW- S

**Workshop Abstract:** Working with pregnant 18-24 year old homeless transitional aged youth can be extremely challenging. Come see how one Texas program chose to address the growing need for transitional housing and services for this population.

**Workshop Number:** 20120790 -

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

- Learn creative ways to work with pregnant 18-24 year olds and their families
- Identify and overcome challenges working with this unique population
- Learn how to effectively collaborate with outside agencies in order to assist your client

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Pregnant 18-24 year old homeless women have experienced many traumatic life events in their young lives. Addressing past hurts, disappointments, loss and trauma is a vital part of the healing process. Using lecture and group activities, this workshop will explore creative ways of working with pregnant transitional aged youth and families to assist them in discovering the path that can help redefine their future. Using social work values of treating individuals as individuals with self worth, we are able to walk along side the TAYF to discover life beyond the trauma they've faced.

**Presenter Bio (s):** Michelle Alexander is a Licensed Clinical Social Worker in the State of Texas. She has worked in various areas of social work such as: hospitals, CPS, military, a domestic violence shelter, and inpatient and outpatient facilities. Ms. Alexander is currently a Director at the Star of Hope Mission -Transitional Living Center where she has been overseeing a staff of 50+ who are responsible for assisting 600+ residents a year get back on their feet

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**Workshop Title:** Teaching Trauma-Informed Practice in Undergraduate Social Work Education

**Workshop Presenters:** Kristen Alford, PhD

**Workshop Abstract:** This presentation will discuss types of adverse childhood experiences (ACE), symptoms and outcomes of ACE, and ways that social service practitioners can best serve clients affected by ACE. Teaching strategies for trauma-informed practice in Christian, undergraduate education, emphasizing restoration and wholeness will be described.

**Workshop Number:** 20120828 -

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

- Identify negative life outcomes associated with adverse childhood experiences.
- Describe social work approaches to understanding trauma.
- Apply trauma-informed practice guidelines to case study examples.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The need to address adverse childhood experiences (ACE) is becoming more apparent in social work practice. There are nine main categories of ACE including: exposure to violence; emotional, physical, or sexual abuse; deprivation; neglect; family discord and divorce; parental substance abuse and mental health problems; parental death or incarceration; and social discrimination (Bethell, Newacheck, Hawes, & Halfon, 2014). Results from the 2011-2012 National Survey of Childhood Health (NSCH) suggest that 48 percent of children nationwide have experienced at least one ACE and 23 percent of children have experienced two or more (2014). Studies have shown associations between ACE and poorer mental health, physical health, maternal health, and criminal justice outcomes among other things (Fox, Perez, Cass, Baglivio, & Epps, 2015; Kerker et al., 2015; Mersky, 2015). Although trauma-informed practice specializations are typically reserved for graduate social work education, it is critical that undergraduate students have an understanding of how adverse childhood experiences (ACE) affect clients and their systems. This presentation will

address types of ACE, potential symptoms and outcomes of ACE, and how social service organizations can better serve those affected by ACE. Additionally, the session will cover several different approaches to teaching trauma-informed care using resources including the CSWE Advanced Social Work Practice in Trauma guidelines, The Children Next Door documentary, The Raising of America documentary and discussion, and resources from organizations addressing domestic violence and sexual abuse. Workshop attendees will have the opportunity to apply the information about ACE to one of these resources using a classroom activity. A Christian perspective will be threaded throughout the presentation as we consider restoration of broken relationships, healing and shalom, and recognizing the image of God in our clients, particularly as we seek strengths-based approaches to healing and wholeness.

**Presenter Bio (s):** Kristen Alford is an Assistant Professor of Social Work at Calvin College in Grand Rapids, Michigan. Her primary research interests are in aging and health. She teaches human behavior and the social environment, social work field education seminar, and public health courses.

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**Workshop Title:** Mama Dorah: Uplifting Grassroots Efforts to Combat Human Trafficking

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

**Workshop Abstract:** Human trafficking is a major problem all over the world. Mama Dorah and a local church stood up against the multi-billion dollar industry to prevent orphaned children from being lured into the human trafficking business. This workshop explains the ways in which the two worked together to protect vulnerable children.

**Workshop Number:** 20120767 -

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

- Understand and articulate the incidence and brevity of human trafficking in the world, but specifically South Africa.
- Identify strategies and models in informal partnerships between churches and grassroots organizations.
- Recognize needs in one's own community and consider ways in which social workers, church leaders and others can work together combat real world problems.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** Human trafficking is the second largest organized crime (superseded only by drug trafficking) where 1.2 million children are



trafficked annually (UNICEF). The average age of trafficked children is 12. This multi-billion dollar industry is a major issue throughout South Africa. However, a small area north of Soweto is home to a major ring of trafficking (van der Watt, 2015). The presentation will provide a brief history of the problem on trafficking throughout the world, but especially in Johannesburg, South Africa. This history will include some of the reasons that have led to the many street children who are at greatest risk for trafficking as well as how Mama Dorah came to open her home to these children for protection. This presentation examines a simple intervention model between one multi-lingual and multi-racial community church who partnered with Mama Dorah to keep fifty orphaned children off the street, fed, educated and protected from human traffickers. This intervention was intentional and well planned but not without trials. The issues faced and how they were addressed will also be presented. Finally, the presentation will encourage social workers, church leaders and the general audience on the importance of understanding the community needs and how to address those needs. Social work and faith communities/church leaders need to work together to address the growing needs of people.

**Presenter Bio (s):** Denise Anderson is a Professor of Social Work at Olivet Nazarene University. Prior to beginning this position in Fall 2016 she was a missionary in Thailand, Dominican Republic and South Africa. In her practice and prior social work teaching, she has been committed to issues of social justice and diversity.

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**Workshop Title:** Tying the Yellow Ribbon: Social Work Faculty As Bridges to Veteran Success

**Workshop Presenters:** Hazel Arthur, Ed.D.; MSSW; ACSW; LAPSW Amy Crossland MSSW; Certified National Advocate

**Workshop Abstract:** Post 9/11 GI Bill educational benefits have produced a surge in veteran students in higher education. Well-intentioned universities are often ill-prepared. Administrative mazes, academic expectations, and social nuances become obstacles to success. Social work faculty can educate, advocate, and empower students in making "Yellow Ribbon" reality.

**Workshop Number:** 20120922 -

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

- identify and describe the unique needs of and challenges faced by post 9/11 veteran students in higher education, and within their own institutions.
- articulate strategies for empowering students, both veteran and non-veteran, in maximizing success of veteran students.
- identify key players on their campuses and propose partnerships and collaborations, to improve services and improve veteran student outcomes.

**Level of Presentation:** Basic

**Target Audience:** Educators

**Workshop Description and References:** This presentation will examine the impacts of recent influxes of veterans on a faith-based campus, highlighting perspectives of veterans, administrators, faculty, and students. Attention will be given to the maze of administrative challenges, academic expectations, and social nuances. The passage of the Post-9/11 GI Bill provided the most significant increase in educational benefits, and resulted in the largest influx of veteran students, since the 1940's. Sometimes referred to as a "thank you" for service or a way to provide a "soft landing" for returning veterans, the bill is more accurately termed a readjustment benefit. By 2011, over 900,000 veterans had utilized Post 9/11 GI Bill educational benefits. Though well-intended and eager, universities often have been, and are, ill-prepared to meet the needs of veteran students. Challenges faced by returning veterans include those related to benefit administration, academic work, support service needs, family and life-stage responsibilities, and social isolation. Additional challenges arise as a result of physical, cognitive, and emotional wounds of war. Nonetheless, veterans may be unaware of, or hesitant to access, on-campus disability accommodation services. Providing support for, and ensuring success of, veteran students requires intention and collaboration. Though individual faculty support is necessary, it is not sufficient for the task of building a bridge to healing for veterans. Readjustment is not an event; rather it is a process. Failure to recognize it as such is at best anti-productive and at worst harmful. Foundational to supporting veteran students is a desire to understand military culture and values. For example, the value veteran students place upon strength and self-reliance may reduce the likelihood they will seek help or accept support when offered. The HSC Foundation and National Veterans Center identify de-stigmatizing support services as the top recommendation for supporting post 9/11 veterans with disabilities in higher education and Social Work faculty can play a critical role in educating, promoting sensitivity, and advocating for veteran students within the campus environment. Knowledge among social work students about veteran needs. If educated, social work students can be empowered to provide leadership among veteran students and support for fellow-students who are veterans. Both opportunities provide a lens through which macro practice can be better seen and understood by social work students. This presentation will explore the impacts of a growing veteran student population in a faith-based university and the unique opportunities presented to social work faculty and students in response to that growth, to engage with physical, spiritual, and emotional healing among veteran students. Content will serve as a springboard for discussion of opportunities available on the campuses of participants and how those opportunities might be maximized.

**Presenter Bio (s):** Dr. Hazel Arthur is BSW Program Director and Department Chair at Lipscomb University. Prior to entering academia, Dr. Arthur worked for over 11 years in Tennessee's public welfare system. This service followed two years spent in Christian Child Care social services in Tennessee and Georgia. Dr. Arthur entered education in

1994 to help students marry Christian values and professional ethics, so they could touch the world for God.

Ms. Amy Crossland is an Assistant Professor in the BSW Program at Lipscomb University, her alma mater. Ms. Crossland's practice experience includes working in an alternative school setting, in an emergency shelter for homeless youth, and serving as Victim-Witness Coordinator for the District Attorney's Office. She has continued her service as victim advocate pro bono since becoming a full-time faculty.

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**Workshop Title:** You Say "Macro" Like It's a Bad Word!

**Workshop Presenters:** Darla Bailey, MSW, CSW   Joni Jenkins BA

**Workshop Abstract:** A state Legislator and an agency executive have worked collaboratively for 17 years to address policy changes affecting adults with disabilities. Called by a personal faith, they have found an avenue through policy and leadership to see change can happen at a macro level with tenacity, hard work and great relationships.

**Workshop Number:** 20120912 -

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

- identify the theological perspectives of the presenters that calls them into social action and to be challenged to define their own theological perspectives.
- cite examples of issues that have brought the presenters together and to gain insight into how advocacy and policy can collaborate;  
be encouraged to examine one's own scope of practice for opportunities to affect change at a macro level.

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

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

**Workshop Description and References:** This workshop will introduce 2 seasoned professionals who have worked collaboratively for over 17 years though the Kentucky General Assembly, attempting to effect policy changes to help adults with disabilities. One advocate is a House of Representative who is an active member of her church, Lynhurst United Church of Christ in Louisville, KY and currently serves as co-chair of the Evangelism and Missions committee and on the consistory committee. The other advocate is a President of an adult day health center that serves younger adults with special needs and is an Elder of Douglas Blvd. Christian Church in Louisville, KY. Called by a personal faith, these 2 have found an avenue through policy development, leadership and education to have been successful in effecting change. Their relationship began while working to address the needs of individuals that were presented

needing intervention in gaining services. The family they shared in common lived in the district of the law maker. The individual, "Susan" was a lady diagnosed with cerebral palsy and an intellectual disability who lived with her mother and needed help with finding an adult day health center and long-term funding through a Medicaid waiver program. Upon further review, they both realized that if one person was being effected, many more were also. The story of "Susan" motivated them to continue to work together to bring about systemic change. Issues that have been addressed include transportation for adults with disabilities, funding structures for specialty programs, restoring eligibility for a level of care for a specific population, advocating for additional on-going funding for long-term services for individuals diagnosed with ID/DD and brain injury, establishing an adult abuse registry, bike helmets pertaining to children, seat belt and booster seat requirements, and other issues that are vital to address the on-going needs of individuals. The workshop promises to be full of energy and stories to inspire direct care professionals to see change can happen at a macro level with tenacity, hard work and great relationships.

**Presenter Bio (s):** Darla received her Master of Social Work degree from the Carver School of Social Work, Southern Baptist Seminary. Darla is a seasoned direct-care professional who also operates a day health center for adults with significant challenges. With over 18 years in the field, Darla is recognized as an advocate, appreciated for her ability to bring people together and educate them on the needs of the individuals she serves and the agency she developed.

Rep. Joni Jenkins - received her BA in Communications from the University of KY and has represented the 44th District of the Kentucky House of Representatives since 1995. Her General Assembly responsibilities include: Chair of the House Budget Subcommittee on Human Services, Vice-Chair of the Speaker's Task Force on Vulnerable Kentuckians, and member of the Health & Welfare, Judiciary, Licensing & Occupations, Labor & Industry and Appropriations & Revenue Committees. Jenkins created and ran the University of Louisville's Violence Against Women Program, PEACC, from 1999 to 2001. She also created and ran Jefferson Community and Technical College's TrueUp 4.0, a program serving youth exiting foster care. Jenkins has a history of successful legislation addressing the challenges of victims and vulnerable populations. She resides in Shively, KY with 3 new kittens, Kalinda, Hillary and Bernie.

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**Workshop Title:** A panel on Personal Faith and Activism in Christian Social Work Education

**Workshop Presenters:** Stephen Baldrige, PhD, LMSW Jon Singletary PhD Tanya Brice Cini Bretzlaff-Holstein Trinity Christian College Program Director MSW, LSW Cini.Bretzlaff-Holstein@trnty.edu

**Workshop Abstract:** What is the role of social work educators in the classroom as it relates to faith? How do social work educators deal with volatile social issues when teaching? Should social work educators teach or encourage activism surrounding these

issues with students? This panel discussion of social work administrators will address issues such as these.

**Workshop Number:** 20120813 -

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

- Identify a minimum of 2 different views on the role of social work educator's personal faith/activism efforts within the context of Christian social work education.
- Voice their own specific point of view on each discussed topic to the panel and other participants.
- Identify a minimum of 1 implication of being active and public about activism and personal faith on employment, tenure, and promotion at specific universities.

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

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

**Workshop Description and References:** The discussion of the role of faith and social work practice is constantly taking place. The idea of social workers' personal faith, spirituality, and/or religion and how that impacts their practice is not new, and is important. This can also lead to the needed examination of the relationship between social work education and faith. Many stakeholders have differing ideas of how social work educators should approach this. This can be even more nuanced in the specific realm of Christian social work education. As social work students are educated about issues such as policy, advocacy, and working with marginalized populations, we must begin to consider how Christian Social Work educators approach volatile issues such as LGTBQ rights, women's right to choose, and rights for all religions and races (especially those under current scrutinization in the United States, such as Islam, undocumented immigrants, etc.). This panel discussion will address issues such as these. Specific questions to be addressed will include: 1. What role do social work educators have in addressing these issues within the context of Christian social work education in the curriculum and classroom? 2. What role should educators' personal faith take in the social work classroom? 3. Should things like public advocacy, or speaking out for/against an issue in a public forum impact social work faculty status (employment, tenure and promotion) at the University? 4. Is it appropriate to teach skills such as civil disobedience and activism around these volatile issues to students in Christian social work education? The panel will be made up of four social work education administrators from different universities. It will discuss several current issues including but not limited to the tenured faculty at Wheaton College recently terminated for wearing a hijab and making comments regarding Islam and Christianity, how do social work educators address feminism and women's issues in possibly conservative Christian environments, and responding to the enactment of "campus carry" in some states. Additionally, this panel presentation will include active conversation and

discussion with all participants on these issues. Participants will be given constant opportunity to engage with one another and the panel presenters.

**Presenter Bio (s):** Stephen Baldrige received his MSW and PhD in social work from the University of Texas at Arlington. He has served as the BSSW Program Director at Abilene Christian University for 5 years where he has incorporated faith into various aspects of the curriculum. He currently works with students in various forms on campus to advocate on and off campus for various social causes.

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**Workshop Title:** Integration of Professional Identity and Religious Identity in BSW Students

**Workshop Presenters:** Lolly Bargerstock, PhD (cand.)

**Workshop Abstract:** Professional identity development is important for students as it relates to an ability to provide ethical services and to uphold values of the profession. This workshop will explore ways in which traditional-age BSW students build bridges between social work and Christian identities. Methods for facilitating identity integration will be provided.

**Workshop Number:** 20120904 -

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

- Articulate common points of fit and conflict for students integrating social work professional identity and Christian religious identity
- Understand common identity management strategies used by students
- Identify methods for assisting students in identity management as well as perceived sense of fit in the academic program and profession

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This workshop will focus on results from a narrative study designed to understand professional identity formation of nine traditional-age BSW students who identified as Christian and who were enrolled in secular universities. The study explored the lived experience of personal-professional identity management as students encountered points of alignment and points of conflict between their faith perspective and their professional perspective. Social workers operate from a core set of professional values, knowledge, and skills as outlined in the NASW Code of Ethics (NASW, 2008). Undergraduate social work programs are responsible to train students who will practice in accordance with the Code of Ethics. Such training is not limited to developing a body of knowledge or set of skills but extends to adoption of a professional identity (Campinini, Frost, & Hojer, 2012) which relates to the ability to

provide effective, ethical services and to uphold the value base of the profession (Clare, 2006; Oliver, 2013). Social work literature on professional identity in students reveals several notable themes. First, evidence suggests students struggle in defining and forming professional identity (Adams et al, 2006; Clare, 2006; Hackett et al, 2003; Holmstrom, 2012). One common obstacle to professional identity is student perception of the self as lacking in either important personal traits (Loeske & Cahill, 1986), professional knowledge (Adams et al, 2006) or experience (Holmstrom, 2012). Holmstrom's research also indicated professional identity is jeopardized when a student views the self as being different in some negative manner from the majority group in an academic program. Second, students look to faculty, field supervisors, and peers in helping to shape professional identity (Campanini et al, 2012; Cascio & Gasker, 2002; Shlomo et al, 2012). Third, student motivation for choosing social work includes an aspect of personal identity (Hackett et al, 2003; Loeske & Cahill, 1986) and students often recognize the need to integrate personal and professional identity in a meaningful and responsible manner (Cascio & Gasker, 2002; Hackett et al, 2003). Finally, conflict between personal and professional identities is viewed as an opportunity for growth by some but is often emotionally painful and carries negative consequences interpersonally, relationally, and academically (Costello, 2005; Osteen, 2011; Wiles, 2013). Preliminary results of the current study reveal common fit and conflict points for students as well as several strategies utilized to decrease or resolve the sense of identity conflict. Most students perceived their identity as Christian as potentially stigmatizing among their peers in social work programs which, according to Holmstrom (2012), serves as a risk factor to professional identity development. This workshop will provide methods to both educators and church leaders for assisting Christian BSW students in managing identity conflict.

**Presenter Bio (s):** Lolly Bargerstock, MSW, PhD (cand.) serves as social work program director at Anderson University (Indiana). She earned her master of social work degree from Indiana University and is currently completing the PhD at Western Michigan University with a research focus on professional and religious identity integration among BSW students. Her social work practice of over 20 years includes mental health, hospice, and school social work.

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**Workshop Title:** BSW Student Perspectives on Impacts of Integration of Faith and Research

**Workshop Presenters:** Randy J. Baxter, PhD, MSW, LMSW Hannah Ainsworth BSW

**Workshop Abstract:** Purpose: What perspectives/impacts do BSW students identify in faith and research integration? Methods: Content analysis of results for specific faith and research assignment over several semesters Projected results/Implications: Integration occurs by impacts on ethics/excellence, knowledge continuum, career development and relationships

**Workshop Number:** 20120939 -

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

- Learn and use practice experience and theory to inform and improve scientific inquiry and research, teaching, and scholarship
- Learn and engage in critical analysis of qualitative research methods and findings
- Learn to use and translate research findings to inform and improve practice, policy, and service delivery, and promote social justice

**Level of Presentation:** Basic

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

**Workshop Description and References:** 1) Opening- Introductions of presenters, participants, and Learning Outcomes presented, handouts, power point copies, discussion guide 2) Introduce Study Topic, research questions, literature Distribute Faith and Research Assignment rubric as specific assignment- discuss process for each semester to compile results from class exercise/consensus into a final document. Several compilations form the data for this project. 3) Discuss methodology: A) Research Design: Exploratory-Qualitative B) Sampling/Data Collection: Purposive Sampling, size- students aggregated from rosters for each semester class where compilation took place. . C) Measurement/Instrument: Instrument is the Faith and Assignment rubric which is used to document the compilation. The consensus results are viewed as secondary content data. This data is aggregated and governed by content (textual) analysis technique, the themes and perspectives of BSW students concerning faith and research integration are studied as new qualitative data. D) Data Analysis: The major strategy to analyze the data found in 3 (c) will be use of the procedures listed in Exhibit 11.9-Flowchart for the Typical Process of Content Analysis Research ( by Neuendorf, 2002, pp.50-51) adapted from Engel & Schutt (2013, pp.321). A code-book was developed for these tasks and the Atlas TI coding software to generate additional qualitative analysis. 4) Report results: A) Themes and perspectives on faith/research integration identified by BSW students and the impacts on ethics/excellence for their professional development and academic knowledge continuum as well as relationships with God, fellow students, family and community and the lifestyle/worship factors in their lives. These themes and perspectives also impacted how integration affected the teaching pedagogy/strategies and career/faith advising of educators. B) As further guided by the Flow chart noted above, reports presented on the validity, reliability, limitations, and significance of these results. Suggestions for further research based on these findings, and a plan to share and dialogue about results with identified stakeholders. 5) Audience Participation throughout Workshop Ongoing/concluding discussion with the help of the discussion guide throughout the workshop through prompts by the presenter or questions raised by the audience. The focus will likely relate to specific components of the project, but also will work to assess the success of the learning outcomes. Another aspect to the concluding discussion will be the presenter seeking feedback and input on the important research impacts the audience identified as a result of the is workshop. Pairs or small groups will be considered to facilitate this process.



**Presenter Bio (s):** Randy J. Baxter is an assistant professor of social work at Spring Arbor University, teaching in both the MSW and BSW programs, specializing in research.

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**Workshop Title:** What The Bible Says About Race!

**Workshop Presenters:** Tenolian Bell, PhD, MDiv, MSW

**Workshop Abstract:** From my days in Seminary, I learned that, many Old Testament scholars, particularly European scholars of the 18th, 19th, and much of the 20th and now the 21st century, have written books and commentaries on the Old and New Testaments, from the perspective that there were no black people mentioned in the Bible.

**Workshop Number:** 20120785 -

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

- Learn the biblical roots of black people in the Bible. Black spirituality is biblically rooted.
- Understand the impact African culture had on Judaism and Christianity.
- Learn of the irrelevance of color and the relevance of love.

**Level of Presentation:** Advanced

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

**Workshop Description and References:** Is the Bible a book written and published by a white God for white people? We will discuss the fact that the majority of European artists and Biblical scholars and commentators painted and described all biblical characters, including God, as white. This had the effect of excluding blacks from being a part of the Bible and has led some black people to question the Bible's relevance to them. What do we mean by "black"? Are there "black people" in the Bible? There are several difficulties surrounding any discussion of this sensitive topic. Some are obvious; others are less so. Not least are the questions, what do we mean by "black" people? Are there "black people" in the Bible? In America today, we mean African-Americans "those with African ancestry and dark skin color. But, is that how the people who lived when the books of the Bible were written, would have thought? Is Egypt in Africa? Were ancient Africans dark skinned (black)? What impact did the Isis Osiris story have on the Hebrews before the exodus? Did they appropriate the story of the virgin birth from the Egyptians? Was Egypt's enslavement of the Hebrew's a result of their, ethnicity, or color As a result of the amount of time they spent in Egypt, they would have learned a lot about their culture, religion, economics, politics, etc. It would be natural for them to acculturate. Were the main characters in the biblical drama black? Moses, Pharaoh,

Adam, Eve, Noah, Ham, Shem, etc. We will closely look at the presence of race in in the Bible.

**Presenter Bio (s):** Rev. Tenolian R. Bell, Phd, MDiv, MSW, is the pastor of the First Baptist Church of Herkimer, NY. He is married to Janice Lester Bell, Phd, MSW, MA who is an Assistant Professor at Mohawk Valley Community College.

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**Workshop Title:** Teaching Social Justice: Building Bridges, Extending Community via Dialogue

**Workshop Presenters:** Joyous Bethel, Ph.D. MSW

**Workshop Abstract:** This presentation explores how one university uses dialogue groups to teach human diversity and social justice. The course requires students to use dialogue groups as a vehicle promoting justice. Dialogue groups build bridges as they extend community, hone skills in civil discourse and authentic relationships, expanding appreciation for “wholeism.”

**Workshop Number:** 20120903 -

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

- Discuss three benefits of civil discourse
- Identify two strategies to engage in dialogue
- Create one strategy to incorporate dialogue groups as a means to promote social equity and justice

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Finding ways to connect with others who are different from us is an important tool in the struggle for social justice. The importance of dialogue as a means to build bridges of connection between people is becoming increasingly apparent. There is consensus that dialogue, social relationships, and engagement as social change agents are key to successful social justice education, and that transformation can be expected as lived experiences connect with new theoretical constructs (Guthrie & McCracken, 2010; Ibrahim, 2010; Pease & Fook, 1999). This presentation will explore how one university incorporates adapted Living Room Conversations as part of the pedagogy to teach about human diversity and social justice. Increasingly on college campuses, the convenience of social media eclipses the importance of authentic human relationships. Students tend to learn and live in silos of segregated disciplines; operating in fragments rather than in wholeism. While most students want the world to be a better place and value equality in theory, they may graduate ill-equipped to bring unity and problem solving capacities to their communities.

They may have forgotten (or never known) dialogue as a way to manage or mitigate conflict. The presenter teaches a course which explores not only the mechanisms that allow social injustice to exist at the individual, institutional and societal levels, but also requires students to use dialogue groups as a vehicle to plan intervention strategies promoting justice and advocacy. These dialogue groups build bridges as they at once extend community, hone skills in civil discourse and authentic interpersonal relationships. Civil discourse is a skill and like any skill can be improved upon with practice. The course is offered each semester and has 2-3 sections. Each section has 40 students enrolled. As part of the learning experiences, students are randomly assigned to one of 8 groups. Each group is assigned to engage in Living Room Conversations for 7 sessions, during class time, to address a particular type of oppression. The guidelines for LRCs are consistent with the skills used by professional social workers. They include: genuineness, seeking common ground, authenticity, staying on task, being open to new ideas, actively listening to the perspectives of others, and taking responsibility for goal-directed actions. During the fall 2015 semester, 160 students were enrolled in this course (4 sections) and participated in the 7 intentional sessions of LRC. Students self-reported after each session and presented a summary including a discussion on content as well as process, of their joint and individual experiences with this format. This presentation describes how these sessions were integrated as well as offering a description of the learning outcomes.

**Presenter Bio (s):** Dr. Bethel earned her BA and MSW from The University of Oklahoma and her PhD, in social work, from Barry University. She has extensive experience in hospice care, as a social worker, bereavement clinician and administrator. She teaches social work at the BSW and MSW levels at Millersville University and taught for 13 years at Southern Miss. Her interests are complicated mourning, trauma, spirituality, creativity, wellness, and diversity.

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**Workshop Title:** Job Satisfaction Study: How Leaders Can Retain Top Performing Staff

**Workshop Presenters:** Mallory Birch, MSW, LGSW

**Workshop Abstract:** High employee satisfaction rates contribute to reduced turnover and improved quality of client care. Understanding the leading factors that impact employee satisfaction will allow employers to best support and retain top-performing staff. This presentation will review a 2015 employee satisfaction study that can be duplicated by other organizations.

**Workshop Number:** 20120895 -

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

- Understand a research design that can be useful in retrieving employee job satisfaction levels.

- Identify leading factors that positively and negatively impact employee job satisfaction levels.
- Determine an organizational or leadership plan that aims to intentionally reduce turnover rates and increase employee job satisfaction.

**Level of Presentation:** Intermediate

**Target Audience:** General Audience

**Workshop Description and References:** Retaining qualified employees is a challenge for all types of social services organizations. Research shows that low levels of employee job satisfaction can lead to high rates of turnover, increase direct and indirect costs to the agency, and negatively impact staff morale. In addition, research has found that when a direct care employee exhibits low levels of job satisfaction, the quality of client care is compromised. In order to explore this further, a Master's in Social Work level research project was performed in 2015 that examined leading factors that contribute to an employee's level of job satisfaction. The findings from this study were consistent with current research and identified factors that employers can directly impact. Workshop attendees will (1) learn about the evaluation method and research design that was used to complete the 2015 study, (2) receive materials that will allow employers to easily modify and duplicate the study in their own agency, (3) learn about the most common factors that impact employee job satisfaction, and (4) explore ways their own agency can impact those factors. By identifying areas where employers have some control, organizations can begin creating plans to intentionally reduce employee turnover rates. This research has significant implications to the human services field as employers work to retain top performing staff and enhance the quality of care for all clients receiving services.

**Presenter Bio (s):** Mallory has her MSW from Augsburg College of Minneapolis, MN and is licensed by the state of Minnesota as a Licensed Graduate Social Worker (LGSW). Mallory began working for The Salvation Army Twin Cities Social Services (TCSS) in 2008. Currently, Mallory is the Assistant Director of TCSS providing oversight to Twin Cities' housing programs, as well as monitoring grant compliance and quality assurance for the department.

**Workshop Title:** Making Assets Work for the Church

**Workshop Presenters:** Stephanie Boddie, PhD Trina Shanks PhD

**Workshop Abstract:** We highlight the opportunities and challenges presented when incorporating asset-building in church programs. We first present stewardship principles and consider how these principles align with asset-building. Come learn what faith-leaders should keep in mind when they attempt to incorporate asset community development or other asset-based interve

**Workshop Number:** 20120938 -

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

- Expand their view of asset-building in churches and their use of partnerships with other institutions to incorporate more asset-based programs.
- Explore how their church, faith-based group or community organization might incorporate more asset-based strategies.
- Discuss the opportunities and challenges encountered when increasing the role of asset- building in your church (or other faith-based institution

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Churches and other faith-based institutions teach stewardship principles and practices in general and tithing and benevolence more specifically. But how are stewardship principles and practices aligned with asset-building? What should faith-leaders keep in mind when they attempt to incorporate asset community development or other asset-based interventions? In this workshop, we discuss how churches and other faith-based organizations can engage in asset-building. We start by presenting Christian principles of stewardship that align with asset building. Using our model for the continuum of asset- building, we highlight both community and household level approaches geared to assist those in different economic classes. We also suggest other principles and practices to keep in mind to elevate asset- building to build the institutional capacity of churches as well as building the financial resources of individuals and their households. For this workshop, we will share perspectives from the academy and the field to highlight asset-based strategies ranging from saving and opening an individual development account to long-term saving and purchasing a home to housing, worker-owned and micro enterprise collectives to investment clubs, venture capital entities and community-based foundations. Participants will explore opportunities to extend the asset-building work of their faith-based institutions. They will also consider the related opportunities and challenges when advancing asset-based programs in the faith context.

**Presenter Bio (s):** Dr. Stephanie Boddie is a fellow at Carnegie Mellon University's Center for Africanamerican Urban Studies & the Economy. She is a fellow at the University of Pennsylvania's Program for Research on Religion & Urban Civil Society and the Fox Leadership Program and an adjunct professor at Pittsburgh Theological Seminary. Her research includes entrepreneurial approaches to social problems like food insecurity and wealth disparities.

Dr. Trina Shanks is an Associate professor of Social Work at University of Michigan and a Faculty Associate at Washington University's Center for Social Development. She initiated a family mentoring program and introduced Individual Development Accounts to public housing residents. In her primary research project, funded by the Ford

Foundation, she is co-investigator for the SEED Impact Assessment study. She also studies youth development.

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**Workshop Title:** Facilitating Conversations about Diversity: BSW Students' Experience

**Workshop Presenters:** Cassandra Boyd, Student Jacob Murphy, Student Noel Huddleston, Student Bianca Solis, Student

**Workshop Abstract:** This workshop will provide a case example of BSW students in leadership positions for a one-day, student-led diversity workshop on the campus of a Christian, liberal arts institution. Participants will engage in conversations and lessons learned from the student-led diversity workshop for cultivating cultural consciousness and humility.

**Workshop Number:** 20120909 -

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

- Learn about and participate in aspects of a student-led diversity workshop framework used in a one-day event on the campus of a Christian, liberal arts institution.
- Become familiar with the experience of BSW students in their participation and facilitation of the workshop as well as diversity workshop participants' responses.
- Evaluate and critically assess the strengths and lessons learned for the improvement and implementation of a campus-wide, student-led diversity workshop.

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

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

**Workshop Description and References:** In social work education, BSW students come to learn the importance of diversity and how it can be expressed in micro, mezzo and macro levels of practice. The student-led workshop entitled "Next Steps", a campus wide event, allowed space for social work students to be able to practice leadership and enhance their development in this area. This one-day workshop's framework sought to promote understanding and insightful conversation on what it means to not only have diversity on a college campus, but how to cultivate and nurture diversity. In addition, the workshop provided interactive learning activities such as the following: "The inclusion of small and large group conversations led by students some of whom were social work students to stimulate conversation. For instance, in small groups students participated in Racial Affinity Councils. "A Privilege Walk, which helped participants to recognize different aspects of diversity, privilege and bias "Inclusion of an outside guest speaker to tie together the various activities and conversations within the workshop.

Furthermore, the Next Step Workshop also allowed for BSW students participating as leaders in the event to practice competencies as outlined by the Council on Social Work Education (CSWE). In particular, since diversity is an important aspect of the social work profession, CSWE and its Educational Policy and Accreditation Standards (EPAS) identifies "Student engages diversity and difference in practice" as Competency Two (EPAS, 2015, p. 7). Social work students leading group discussions were able to apply this competency and its correlating behaviors with other non-social work majors attending the event. This workshop will present aspects of a student-led diversity workshop framework utilized in a one-day event on the campus of a Christian, liberal arts institution as experienced by social work students. Also, participants will have the opportunity to evaluate and critically assess the strengths and lessons learned for the improvement and implementation of a campus-wide, student-led diversity workshop as perceived through the lens of the social work profession.

**Presenter Bio (s):** Cassandra Boyd is a junior BSW student at Trinity Christian College in Palos Heights, IL. She currently is a 2016 Social Work Student Organization (SWSO) Officer. Cassandra is also Vice President of Black Student Union at Trinity Christian College. Cassandra also works alongside faculty as a student worker for the social work department.

Jacob Murphy is a junior BSW student at Trinity Christian College in Palos Heights, IL. He currently serves as the leader of Trinity's Social Justice Chapter as well as leader of Men's Ministry at Trinity Christian College

Noel Huddleston is a junior BSW student at Trinity Christian College in Palos Heights, IL. She currently is an Assistant Area Director. Noel is heavily involved in numerous events held by Trinity and seeks to build community on campus.

Bianca Solis is currently a senior at Trinity Christian College. She will be graduating with a major in social work and minor in Psychology. She is president of the Phi Alpha Chapter for Trinity, which is the national social work honor society. She plans to pursue her Masters in Social Work, and then hopes to work with an organization that helps sex trafficking victims.

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**Workshop Title:** Professional Pathways: Considerations for Women of Color in Social Work

**Workshop Presenters:** Kesslyn Brade Stennis, PhD Virletta Bryant PhD Helen Fischle

**Workshop Abstract:** While the literature is replete with information regarding the struggles and challenges faced by women of color, far less literary attention has highlighted their strengths and use of spirituality/religiosity in their professional roles. This presentation will discuss their challenges, strengths, spirituality/religiosity and professional pathways.

**Workshop Number:** 20120864 -

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

- Recognize the challenges that impact the professional development of women of color in social work.
- Identify the strengths, benefits and use of spirituality/religiosity associated with empowering women of color who are in social work practice.
- Evaluate various recommendations related to the professional empowerment of women of color in social work from a culturally competent perspective.

**Level of Presentation:** Basic

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

**Workshop Description and References:** Background The profession of social work tends to ebb and flow as there are shifts within a society. Some current societal shifts that impact the trajectory of social work include an aging workforce, an increasingly diverse American population, as well as ongoing challenges for women. While these specific shifts have appeared in social work literature for some time, the response of social work as a profession seems delayed, particularly in regards to preparing a cadre of competent and diverse social workers to address these shifts. Of particular concern is the need to prepare and position women of color in general, and African American women in particular, to meet the noted societal transitions. This need further is exacerbated by the current inadequacy of social work practice and social work education as they pertain to members of diverse and marginalized groups (Purnell, 2014; Stotzer, Silverschanz & Wilson, 2013). In light of the low rates of ethnic and racial diversity in social work practice and education, it seems prudent to develop empowering pathways for specific groups, including African American women and women from other racial and ethnic groups, to fill the gaps. Literature Overview The literature has well documented the challenges faced by women of color who hold dual membership in a marginalized ethnic and gender group (Nsonwu, Casey, Warren Cook, Busch Armendariz, 2013; Sanchez-Hucles & Davis, 2010). Even with the profession of social work, the complexity surrounding the intersection of race and gender for women of color has been noted (Starks, 2010). Concerns regarding mentorship, leadership opportunities, equity and white and/or male privilege, which often seems reinforced by structural and institutional racism, are just a few of the issues faced by women of color in social work. While the literature is replete with information regarding the struggles and challenges faced by women of color, far less literary attention has been given to the individual or collective strengths and the use of spirituality and religiosity in their professional roles. A cursory review of social work literature seems to be disjointed and dated, and negates the strengths of women of color, despite social work's strong theoretical bend towards implementing a strength's perspective with referencing marginalized groups. This unbalanced portrayal of women of color in general, and African American women in particular, as "victims" (Kilgour Dowdy, 2008), without providing insight into their strengths, is problematic. This presentation will explore the challenges faced by



women of color in social work practice and social work education, elaborate upon the strengths and coping strategies held by women of color, highlight the role of religiosity and spirituality, and identify how the challenges and strengths can and should be considered in developing empowering professional pathways for women of color, and particularly for women of African descent.

**Presenter Bio (s):** Kesslyn Brade Stennis is an Associate Professor and Chair of the Department of Social Work at Coppin State University in Baltimore, MD. In addition, she is the founder of The PhD Consultants, a company committed to supporting the efforts of doctoral students "from concept to completion". Her research interests include domestic/intimate partner violence, African Americans, women, faith communities and religion/spirituality.

Virletta Bryant, PhD, MSW, LICSW is an Associate Professor of Social Work at Coppin State University and the current Chair of Council of University System Faculty for the University System of Maryland. Dr. Bryant is also a licensed practitioner and researcher whose research interests surround women, African Americans, systems of oppression and self-identity.

Mrs. Helen Fischle, Assistant Professor, serves as Dean of Academic Success at Oakwood University. Her professional experience includes working in an adolescent treatment facility and domestic violence survivors, serving as Director of Field Education, Department Chair and conducting domestic violence-related research within the African American community.

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**Workshop Title:** The Case for Humane Education in Social Work Education

**Workshop Presenters:** Cini Bretzlaff-Holstein, MSW, LSW

**Workshop Abstract:** This workshop seeks to make the case for humane education as an inter-disciplinary bridge for helping social work and social work education in its continued understanding and expansion of environmental justice and human-animal relationships whereby students' ecological consciousness includes the welfare of all humans, nonhumans, and the ecosystem.

**Workshop Number:** 20120817 -

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

- Understand the historical foundations of humane education and its present day roles.
- Become informed of research findings from qualitative interviews with both humane educators and social work educators.
- Participate in discussion regarding implications for social work and social work education based on the research findings.

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

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

**Workshop Description and References:** Social work education plays an important role and responsibility to cultivate competent and effective social work practitioners who will work to fulfill the mandate of the profession "to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty"(NASW Code of Ethics, 2008, p. 2). The social work profession operates from the ecological perspective and person-in-environment lens and assumes a reciprocal relationship between the person and the social environment (Gitterman & Germain, 2008). Social work educators have an opportunity to help students foster a broader ecological perspective and person-in-environment lens in which the health of the natural world, animal welfare, and human well-being is connected. An approach for bridging this gap is through that of humane education. Humane education is a form of education at the K-12 and college levels focusing on the interconnectedness between human rights, cultural issues, environmental preservation, and animal protection and "has as its goal the creation of a humane world through humane citizenship" (Institute for Humane Education, n.d.; Weil, 2004, p. 59). Humane education serves as a catalyst for social change by implementing and acting upon humane values for the good and benefit of all living beings whereby the relationships between the earth, humans, and all living beings are transformed into relationships based on compassion, kindness, and mutual respect (Institute for Humane Education, n.d.; Weil, 2004). The social work profession has an ethical responsibility to seek the welfare of all creation in which it moves away from anthropocentrism (i.e. humans are the most important species; nature exists for human uses) and speciesism (i.e. discrimination based on species) toward ecocentrism (i.e. responsibility to and for natural/nonhuman world; humans worth is not more than nature) (Faver, 2013; Gray & Coates, 2012; Jones, 2010; Ryan, 2011; Wolf, 2000) approach to social work practice (Norton, 2012). Humane education can be a complimentary tool to social work education applied through the lens of transformative learning theory. Although there is much more research on social work and environmental justice, as well as the human-animal bond and animal-assisted interventions in social work practice, a dialogue in the literature pertaining to inter-disciplinary connections between social work education and humane education does not exist. Therefore, in light of the need for social work education to have a greater voice in the conversation about ecological justice for the good of all, an opportunity is apparent for incorporating humane education and how it might serve as an approach for helping social work students broaden their ecological consciousness in social work practice in which the health of the natural world, animal welfare, and human well-being is connected.

**Presenter Bio (s):** Cini Bretzlaff-Holstein, MSW, LSW, Department Chair, BSW Program Director, and Assistant Professor of Social Work has worked at Trinity Christian College since 2008. She is currently pursuing her Doctorate in Social Work (DSW) through the St. Catherine University-University of St. Thomas School of Social Work in St. Paul, MN.

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**Workshop Title:** Photovoice Strategies: A Voice for the Voiceless

**Workshop Presenters:** Dawn Broers, MSW   Caroline Miller, BSW Candidate  
Jeff Gerstenberg

**Workshop Abstract:** Photovoice is a strategy used in participatory action research and direct service. Participants provide photos that uncover lived experiences from their perspectives. Photographs lead to the discovery of themes and action plans that improve lived experiences. This workshop describes Photovoice as well as therapeutic and research strategies.

**Workshop Number:** 20120818 -

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

- Explain the participatory action research and therapeutic strategies of the Photovoice method, including the theoretical base, key concepts, and methodology.
- Examine the purposes and justification of the utility of Photovoice in social work practice.
- Construct social work practice strategies utilizing the Photovoice method that meet client needs or research objectives.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Photovoice began as a participatory action research strategy that places the camera in the hands of the participants to uncover lived experiences from their perspectives. Participants provide narratives that accompany their photographs and lead to the discovery of themes and to action plans designed to improve lived experiences. More recently, the Photovoice strategy has been used in individual and group therapeutic interventions to help clients gain meaning from their own experiences. This workshop offers participants a history and description of Photovoice strategies, including theoretical underpinnings, key concepts, and methods. The presentation will also offer examples of Photovoice both as a therapeutic tool and as a qualitative research strategy. Participants will leave with ideas on how to incorporate Photovoice to improve the lived experiences of their own clients.

**Presenter Bio (s):** Dawn Broers is an Associate Professor of Social Work in the BSW program at Olivet Nazarene University. She has worked in mental health and as a school social worker and maintains a private practice. She is currently a PhD candidate in Social Work Policy Practice and serves on the Advisory Board of her local Salvation Army.

She is also an active member in her church and a weekly college Bible study group. Caroline Miller is a junior at Olivet Nazarene University. She is currently working toward a major in social work and is looking forward to pursuing her MSW. Caroline is passionate about mental health and hopes to work as a hospital psychiatric evaluator. Originally from Seattle, WA, Caroline is thankful for the opportunity to attend school in the Midwest and experience another facet of diversity through her undergraduate studies.

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**Workshop Title:** Conquering the Obstacles of Painful Experiences: Going Beyond the Trauma

**Workshop Presenters:** Casondra Brown, LMSW, MDiv

**Workshop Abstract:** Exposure to trauma is a common presenting problem amongst practitioners. This workshop will explore the idea of story-telling and expound on the impact it has on the healing process of trauma. This workshop will teach participants how to use the Critical Incident Stress Debriefing Process to aid individuals in telling their trauma story.

**Workshop Number:** 20120776 -

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

- Identify key components of the connection between story-telling and healing from trauma
- Recognize obstacles that may be byproducts of painful or traumatic experiences
- Explore the stages of the Critical Incident Stress Debriefing process as a model for story-telling and aiding in the healing process of trauma

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Trauma is more common than we may think. More than 60% of youth age 17 and younger have been exposed to crime, violence and abuse either directly or indirectly. Young children exposed to five or more significant adverse experiences in the first three years of childhood face a 76% likelihood of having one or more delays in their language, emotional or brain development (<http://www.recognizetrauma.org/statistics.php>). Having negative feelings in connection to a traumatic experience is normal, however one must process these negative feelings, combat any irrational thoughts, and learn proper and positive coping mechanisms for addressing these emotions. "It is not unusual to want to avoid remembering or re-experiencing a traumatic event" (Williams and Poijula, 2013, p. 94).

However, when trauma is not processed properly it can cause a downward spiral of negative, self-destructive thought patterns that are not valid. "Telling someone else what happened to you, having your story be believed, and having its seriousness validated are all a part of the healing process" (Copeland and Harris, 2000, p.127). It is important for those that have experienced trauma to have a capable mental health care provider that can assist them in telling their story. Many churches, schools and organizations provide services and support to individuals that have faced trauma, but do so without understanding the impact that encouraging them to tell their story can have on their healing process. In order to provide effective services to those that have faced trauma of any kind, practitioners must be able to identify obstacles that may be a result of unprocessed trauma, as well as utilize a proven therapeutic approach that includes practical steps in aiding them to tell their story. This workshop will explore the practical steps utilized in the Critical Incident Stress Debriefing Process. It will provide an approach that practitioners can use in day to day practice with individuals that have experienced trauma. It is the design of this workshop to provide insight into the effects of trauma and provide a therapeutic approach that has been proven to help survivors of trauma alleviate overwhelming emotions after a trauma experience.

**Presenter Bio (s):** Casondra Brown, LMSW, M.Div, is the CEO of Don't Wanna Miss Productions (DWMP) and Conquering the Obstacles of Painful Experiences Incorporated (COPE). She matriculated at Baylor University where she obtained a Bachelor of Arts in Psychology and Speech Communications as well as a Master's Degree in Social Work. She also obtained a Master of Divinity from George W. Truett Theological Seminary.

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**Workshop Title:** Understanding Urban Homicide: A Neighborhood Perspective

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

**Workshop Abstract:** Urban homicide is a troubling phenomenon for those engaged in the helping professions. In New Orleans the homicide rate has led the nation's for most of the last 20 years. Residents of one high-violence New Orleans community were asked to address the causes and solutions. This presentation will reveal the findings and present a prevention model.

**Workshop Number:** 20120773 -

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

- Describe three constructs predisposing neighborhoods to conditions of high or low homicide.
- Define collective efficacy and contextualize its importance in neighborhood violence reduction.
- Describe and implement three strategies for neighborhood homicide reduction.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Urban homicide is a troubling phenomenon for those engaged in the helping professions. In New Orleans the homicide rate has led the nation's for most of the last 20 years. Residents of one high-violence New Orleans community were asked to address the causes and solutions. Three key factors were discovered that lead to either high homicide or low homicide conditions inside neighborhoods: community values, structural marginalization, and neighborhood boundary porosity. These factors lead to either high or low collective efficacy, the ability of a neighborhood to enact cohesion, trust and collective action toward the mutually desired end of homicide reduction. This session is based upon a qualitative study of neighborhood homicide which used a variety of data collection strategies to uncover grassroots thinking about the phenomenon. Unlike many studies of homicide at the neighborhood level which tend to be quantitative and compare high-crime communities, this study was designed to be descriptive and sought perspective from those whose daily lived experience is impacted by high violence. In addition to neighborhood residents, who were interviewed individually and in focus groups, politicians and police perspectives were included. Participant observation of the neighborhood throughout multiple years also informed the data. The results suggest that a complex interplay of three factors are at work in high violence communities to create conditions of higher or lower homicide. The solutions proposed by those involved in the study are unique and address the necessity of community empowerment and resources as tools of prevention and enforcement. In contrast with law enforcement strategies of addressing individual offenders through national programmatic models, the findings suggest solutions for empowering community residents to enact socially entrepreneurial community strategies that widely improve neighborhood life. In short, rebuilding at-risk communities as opposed to improving the lives of individuals was thought to be the answer to homicide. This has important ramifications for Christians engaged in community organization and development. Macro social works policies and practices that seek to advance prosocial values, decrease political, social and economic marginalization, and improve a neighborhood's ability to open its boundaries and allow resources to flow into the community, may prove to be new battlefronts in the efforts to reduce community-level violence.

**Presenter Bio (s):** Kevin Brown occupies the Caskey Chair of Church and Community Ministries at the New Orleans Baptist Theological Seminary. Throughout his 30 year social work career he has worked in micro, mezzo and macro social work capacities. Currently he is teaching a new generation of macro social workers to bridge the gap between churches and communities by engaging in Christian social ministry.

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**Workshop Title:** Building Bridges of Grace that can Withstand the Weight of Truth

**Workshop Presenters:** Jeff Bryant, MSW, LCSW Pam Bryant MSW, LSW, ACBC

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

**Workshop Number:** 20120838 -

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

- Understand the conceptual difference between behavior change and heart change.
- Understand how to use the presented rubric as a roadmap for utilizing this biblical model of counseling.
- Understand basic factors that inhibit the success of this method of counseling.

**Level of Presentation:** Basic, Intermediate

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

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

**Presenter Bio (s):** Jeff Bryant, MSW and LCSW is the Chair and an Associate Professor of the Phylis Lan Lin Department of Social Work at the University of Indianapolis. Bryant has been a presenter at international symposiums on service-learning and served on the symposium planning committees. Bryant with his wife provide biblical counseling at College Park Church in Indianapolis. He is the current president of the NACSW Indiana Chapter.

Pam Bryant is a licensed Social Worker who received a Bachelor Degree in Social Work from Ball State University and a Master's Degree in Social Work from Indiana University. In addition, she earned a certificate in biblical counseling from the Association of Certified Biblical Counselors. She currently works at College Park Church in Indianapolis, Indiana where she provides biblical counseling to women and children.

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**Workshop Title:** The Significance of the Supervisory Relationship in Field Practicum

**Workshop Presenters:** Sharon Bryson, MA, MAR, MSW, LCSW Michele Wells MSW, LCSW

**Workshop Abstract:** Practicum is a critical element in social work education that prepares students for field work. The practicum field supervisor, much like a mentor, enhances the student's clarification of roles and purposes, provides orientation to the agency and ensures the student's performance expectations are clear and realistic.

**Workshop Number:** 20120877 -

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

- Discuss and understand the application of the theory of Transformational Leadership in the context of the first three EPAS competencies.
- Learn the processes of Transformation Leadership to be used in supervision so the student can be empowered for practice.
- Apply the content of the workshop to a case study.

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** In the context of the field practicum, supervisors can encourage students to achieve competencies and practice behaviors in field that equal the performance in the classroom. The purpose of this workshop is to discuss the significant role practicum field supervisors' play in teaching practicum students' knowledge values and skills within the practicum setting. Additionally, the importance of professional image is discussed. Included is a case study that is aligned with the Educational Policy and Accreditation Standards (EPAS), and the Council on



Social Work Education (CSWE) core competencies and practice behaviors that apply the principles of transformation leadership in supervision. Time will be given to discuss how our Christian values may also be incorporated in secular agencies while being true to the social work code of ethics.

**Presenter Bio (s):** Assistant Professor Rev. Sharon Clark Bryson, MA, MAR, MSSW, LCSW, combines her training in education, missions and social work to inform her social work practice and teaching. After obtaining her MSW from the Kent School of social work at the University of Louisville and over 20 years in clinical practice, Sharon was excited to work with training future social workers at Asbury University. Her interests include public education and aging.

Associate Professor Michele Wells, MSW, LCSW is completing her PhD from Regent University in Virginia Beach, VA. Her dissertation is entitled *The Relationship of Professional Values and Spirituality with Motivation to Lead: The Mediating Effect of Social Justice Importance*. Her Master of Social Work degree is from the University of Illinois at Chicago and her Bachelor of Science degree is from Indiana State University in Terre Haute, IN.

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**Workshop Title:** Incorporation of Evidence-Based Practices Within Church Programs

**Workshop Presenters:** Sarah Cable, MSW Eunice Han MSW

**Workshop Abstract:** Using interview and survey data on exemplary church programs for survivors of sexual abuse in Los Angeles, the relationship between church interventions and the utilization of evidence-based practices will be examined. Participants will learn themes of best practices in interventions and the benefits and limitations of incorporating EBPs into them.

**Workshop Number:** 20120879 -

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

- Articulate the benefits and limitations of incorporating evidence-based practices into church programs that support victims of physical and sexual abuse.
- Increase knowledge of effective evidence-based practices used to support those who have been physically and sexually abused.
- Understand the importance of incorporating evidence-based practices within church programs for physically and sexually abused victims.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Nearly 1 in 5 women and 1 in 59 men in the United States have experienced physical and sexual abuse in their lifetime, with the majority of the victimizations occurring early in life (National Intimate Partner and Sexual Violence Survey, 2011). For both men and women, more than a quarter were first raped as minors and many in the population experience re-victimization in partner violence and sexual abuse (Black et al., 2011; Redmond, 2014). Christians, congregational members, and church leaders are not exempted from this devastating issue as it even happens within the church. A substantial amount of literature has acknowledged the relationship that is needed between spirituality and the healing of traumatic experiences and how it is essential in recovery and healing (Beste, 2005; Garland & Yancey, 2014; Redmond, 2014; Schmutzer, 2009). Due to the recognition of the positive impacts spiritual beliefs and practices have had in mental health, churches have expanded and advanced in their services, providing more programs to support victims of physical and sexual abuse (Schultz, Tallman, & Altmaier, 2010). Though spiritual attributes such as connectedness, benevolence, and forgiveness have proven to be beneficial, churches are still lacking in therapeutic skills and evidence-based practices (EBP) that have been strongly connected to positive outcomes in the counseling context (Beste, 2005; Redmond, 2014). According to Bellamy et al. (2006), one of the main barriers in implementing EBPs is the lack of awareness of existing EBPs and the inability to process research findings. This lack of knowledge can also translate into misunderstanding and distrusting EBPs and feel like EBPs are not helpful. However, interventions may be guided by limitations instead of knowledge without the awareness of EBPs and the necessary training (Bellamy, Bledsoe, & Traube, 2006). Through the use of surveys and interviews, this study will highlight whether church leaders are aware of EBP's that exist for those who have been physically and sexually abused and the reasons behind the church leader's usage of selected practices. The presentation will identify characteristics of EBPs, existing EBPs used in trauma interventions, the effectiveness of EBPs, and the benefits and limitations of incorporating EBPs into church programs. The purpose of this presentation is to spread knowledge and awareness of the types of practices churches are using to support those who have been physically and sexually abused and whether those practices are utilizing EBPs. The goal of this presentation is to spread awareness of existing EBP's and encourage the collaboration of social workers and church leaders to incorporate effective EBP's into church programs that support those who have been physically and sexually abused. This study will be completed over the summer and outcomes of the study will be reported out. The implications of this study on practice skills for social work will be provided.

**Presenter Bio (s):** Sarah Cable, MSW is currently an MSW student with an emphasis in Community Practice and Partnerships at Azusa Pacific University, CA.

Eunice Han MSW is currently an MSW student with an emphasis in Community Practice and Partnerships at Azusa Pacific University, CA.

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**Workshop Title:** Facilitating Spiritual Competence: A Qualitative Study of Undergraduates

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

**Workshop Abstract:** This presentation examines the experiences of 37 multi-disciplinary students who took an asynchronous online elective social work course on spirituality and health care. The results reveal how spiritual self-reflection and awareness facilitates spiritual competence. Educators can respond by helping students recognize the importance of spirituality

**Workshop Number:** 20120859 -

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

- Define spiritual sensitivity and spiritual competence.
- Learn instructional methods designed to facilitate spiritual competence.
- Recognize the expression of spiritual sensitivity.

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

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

**Workshop Description and References:** Spirituality is an intrinsic yet often overlooked aspect of culture (Crisp, 2011). Spiritual competence requires understanding how spirituality shapes human behavior, how spiritual diversity manifests and increases risk for discrimination, and how to build spiritually sensitive relationships (NASW, 2008, 2007). Educators have trained students to understand themselves and others spiritually, but more research is needed to determine how to facilitate spiritual competence (Hodge & Derezotes, 2008; Schafer et al., 2011; Raskinsku et al., 2011). This presentation examines the experiences of 37 multi-disciplinary students enrolled in an online spirituality social work course. After course completion, students were asked to rate their assignments relative to being experienced as meaningful. Students identified the most meaningful assignment as a final self-reflection paper. The authors independently analyzed and generated codes and themes based this paper using Braun and Clarke's (2006) methodological approach to thematic analysis. The second presenter, who was not the course instructor, compiled the results to identify primary themes. A number of themes emerged with the most common being the importance of spiritual sensitivity in the building of spiritual competence. Every student described a number of personal and relational qualities as being characteristic of spiritual sensitivity. The importance of spiritual diversity was another common theme reported by students. Students indicated that this course also helped them understand the potential for spirituality and religion to be experienced differently, whereas, previously they had considered them to be one in the same. A final theme was the importance of self-efficacy. Spiritual and religious concerns were said to be challenging to assess in others, primarily due to fear of risking offense. One way students said they gained confidence was to focus on being spiritually sensitive. Students expressed a desire for education, observation, practice and supervision to continue building spiritual competence. This course was designed to help students

reflect on their own spirituality and consider how they might respond to the spirituality of others. Therefore, course activities were expected to enhance spiritual sensitivity. These results suggested that students gained new insights about spirituality through the process of self-reflection. It seems a heightened spiritual awareness is necessary to facilitate spiritual competence. In response, educators can encourage student use of spiritual self-reflection to do the same.

**Presenter Bio (s):** Dr. Ann Callahan is a Lecturer in the College of Social Work and affiliate of the Center of Excellence in Rural Health at the University of Kentucky. Her area of research is primarily focused on spirituality and hospice social work.

Kalea Benner is the Director of Undergraduate Studies at the University of Kentucky. Her area of research is primarily focused on social work education.

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**Workshop Title:** Sharing the Story - Living and Teaching in the Shadow of Ferguson

**Workshop Presenters:** Kimberly Carter, PhD, MSW Jill Schreiber PhD, MSW

**Workshop Abstract:** Two faculty of a predominantly white social work program on the edge of St. Louis share how they wrestled with the impact of race on power, privilege, and oppression. Discussion and activities will focus on encouraging interracial dialogue for our students and colleagues.

**Workshop Number:** 20120878 -

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

- Understand the impact of teaching social work in or near a racially charged community (like Ferguson)
- Identify the importance and challenges of and implementing intergroup race dialogues in a predominantly white social work department
- Identify how their faith, history, values and perspectives impact race communications and relationships with colleagues, students or clients

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

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

**Workshop Description and References:** The incidents in Ferguson Missouri resulting from the death of Michael Brown, brought the emotionally charged issues of race, power, and injustice to social work practitioners and educators.. In response, social workers called for action (A Message from the Social Work Leadership Forum, 2014; Lewis, 2014). In academic institutions, the response was a plethora of suggested curriculum and class activities on diversity, race, and oppression (CSWE, 2014). Curriculum changes are only part of the solution. The impact of race and injustice impact students and faculty based on social identity, personal values and experience. This

session presents the perspective of two faculty, one African American who lives in the Ferguson area and one White who does not. The presenters will discuss the extent to which their personal experiences and their faith impacted their relationship to each other and shaped their professional responsibilities. The deep rooted emotions of injustice are most profoundly felt by those who are victims to it and this holds very true for the first faculty presenter, an person of African-American ancestry whose had over 20 years residency in the Ferguson area. In her presentation, she will share her firsthand account of living in the area, her source of spiritual support, and describe the community pre- and post-Ferguson. This challenge was magnified by having a family member in law enforcement, and by being the only person on color in the social work department. The second presenter grew up in a predominantly white community but was challenged to understand issues of race and oppression after adopting black and biracial children. Although her multiethnic family and Anabaptist background connect her to the oppressed, her white skin, social status, and education provides her a position of power. Together these two faculty worked to facilitate dialogues for their department. There is overwhelming evidence speaking to the benefit of intergroup dialogues in fostering cultural awareness and understanding (Dessel, Rouge, Garlington, 2006, Sevig, 2002). Moreover, the use of self-disclosure and reflection, particularly by faculty, in communications around topics of diversity is highly recommended (Garcia & Van Soest, 1999, Garcia & Van Soest, 2000). Using both of these techniques, these two faculty members spearheaded efforts in their department to address the challenging issues brought forth by the Ferguson incident. The presenters will discuss how they use personal stories to frame their work and incite action and how their faith supports their work. Participants will have the opportunity to reflect on their own stories and to realize their own sphere of influence in order to address this issue in their settings.

**Presenter Bio (s):** An Assistant Professor of social work at SIUE, Dr. Carter has a history of teaching undergraduate and graduate human behavior, group practice, program evaluation, and mental health. Her research interests include exploring health and mental health care disparities and is highly involved in community health initiatives. She also has research interests in innovative instructional techniques in social work, such

Jill Schreiber is an assistant professor of social work at SIUE. She is an active Mennonite and has studied theology and religious studies at the graduate level. She has worked as a social worker in mental health agencies and in schools. Her research interests include social work pedagogy, religion and child welfare. She primarily teaches courses about social work practice, generalist theory, and children, youth and family services

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**Workshop Title:** Eat, Pray, Love: Selfcare and Burnout as a Social Work Professional

**Workshop Presenters:** Ruth Cassidy, LCSW, MDiv

**Workshop Abstract:** Are you feeling energized, balanced and boundaried in your work or are you beginning to feel exhausted, discouraged, ineffective? A very real

occupational hazard of walking along side those that hurt, are traumatized, are seeking care is compassion fatigue and burnout. We will explore physical, emotional and spiritual methods of selfcare.

**Workshop Number:** 20120788 -

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

- Identify the types and sources of burnout
- Self-reflect, self-assess where you are on the well-being/burnout spectrum.
- Identify physical, emotional and spiritual responses to the risk of burnout

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

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

**Workshop Description and References:** This presentation will discuss the emotional, psychological and physical risks associated with providing direct social work services to vulnerable populations. Although enormously expensive in personal, professional and institutional cost are frequently minimized or ignored. Yet the very real and potentially disastrous effects of burnout to those in the helping professions typically receive only cursory attention in social work curriculums and agency training programs. The NASW Code of Ethics (2.09 a,b; 4.05 a,b) speaks clearly to us both as a colleague and a worker about our responsibility to be vigilant and self-aware of our competency and health to practice in our fields. Whether its the compassion fatigue of over caring, vicarious trauma of being exposed to the pain of our clients or the countertransference of our own woundedness, being a social worker can become painful, exhausting, lonely and just plain overwhelming. Burnout is multi-dimensional, complex and insidious in nature. We begin our practices with a sense of energy, purpose and meaning but can soon arrive at a place where we question our effectiveness, competence and reason for working in this field. It is important to learn the signs, phases, and stressors that make us vulnerable to burnout as well as the corollary self-care practices. There is not a quick fix or one size fits all answer to this serious issue; it requires the courage to engage in true self-reflection and the willingness to reach out to others for care. As social workers we are often more comfortable being the giver, the one with the advice; we take stoicism to an art form. Effective and lifelong self-care practice must goes beyond the good advice of eat better, sleep more and exercise regularly. Re-learning to take small and large steps to nourish ourselves physically, emotionally, spiritually is necessary to not only our sense of well-being but our ability to provide high quality services to our clients. A true commitment to put ourselves back on the list of those we care for, to understand that we cannot ethically give from an empty place will require careful self-reflection and possibly a willingness to change our priorities, how we live and spend our time. Half of the presentation will be focused on the discussion of burnout, what is it and how does it affect us. The second half of the presentation will focus on physical, emotional and

spiritual ways to keep or find balance, energy and a sense of well-being. We will practice breathing, mindful eating, guided imagery.

**Presenter Bio (s):** Since receiving her graduate degrees from Baylor University, Ruth has been working with Veterans in individual and group therapy. She has specialized in trauma and crisis management; EMDR, CBT, MI, Solution Focused therapies. Her clinical practice focuses on integrating the strengths and principles of social work with healing focus of spirituality. She has taught Servant Leadership classes, worked in church social work and urban ministry leadership.

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**Workshop Title:** Adoption: History, Trends & Social Justice

**Workshop Presenters:** Pam Crawford, LCSW

**Workshop Abstract:** The scripture shares beautiful stories of God's understanding of adoption. The history of U.S. domestic adoption and emerging social values and stigmas of adoption will be explored. Positive language and open adoption education are vital for adoptive healing and wholeness. Women need empowerment while children need information to develop identity.

**Workshop Number:** 20120907 -

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

- Identify scriptural references that can be applied to the U.S. social context of domestic adoption.
- Consider U.S. domestic adoption history, value and social trends, and best practice for promoting justice and healthy relationships for birthparents and adoptees.
- Identify the education needed to promote appropriate adoption language, decrease stigmas and secrets, and increase justice and healing for birthparents and adoptees.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The scripture presents beautiful stories of adoption and suggests that God knows the plan for us as we apply this to the social context of children in need of multiple families. U.S. Domestic adoption has dramatically changed over the past 50-60 years shifting the cultural and social implications for vulnerable children and families. Although current social work has advanced best practice for children, birthparents, and adoptive families needing adoption services, society appears to cling to the historical terminology and ideology while creating new stigmas and value issues for this vulnerable population.

**Presenter Bio (s):** Pam Crawford is a Social Work graduate of Baylor University and holds a LCSW in the State of Texas. Pam has been employed by Presbyterian Children's Homes and Services since 2000 and is Region Director of Foster Care & Adoption, Family Preservation, and Single Parent/Transitional programs in Texas. Pam is a former adjunct lecturer at Baylor University and enjoys working on community practice projects in the rural community in which she lives.

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**Workshop Title:** Preparing Oneself to Engage in Forgiveness Work

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

**Workshop Abstract:** This workshop will encourage social workers who use forgiveness as an intervention to prepare themselves for it by examining and defining their views of God and forgiveness and integrating forgiveness into their own lives. The importance of these acts will be explored by using Colossians 3 as a reference point.

**Workshop Number:** 20120794 -

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

- Recognize the importance of articulating what one's views of God and forgiveness are
- Articulate their views of God and forgiveness
- To more routinely practice forgiveness following Jesus' lead

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Philosopher Dallas Willard once remarked that "Failure to know what God is really like and what his law requires destroys the soul, ruins society, and leaves people to eternal ruin." (Willard, 2012) This failure has implications for those of us doing forgiveness interventions. While psychologists have noted the importance of mastering the meaning of forgiveness (Enright & Fitzgibbons, 2015) and social work researchers have emphasized the need to work through exercises devoted to therapeutic transformation, meditation, and forgiveness (Canda & Furman, 2010), there is a notable gap in the literature. Few have paid attention to the fundamental importance of helpers coming to grips with their own views of God (Tozer, 1961) and of forgiveness before initiating a forgiveness intervention. Unforgiveness is soul destroying and God requires us all to forgive. Yet, we must take care in offering forgiveness interventions or we could misdirect or harm clients if we have distorted ideas and images about God and forgiveness. As Willard notes, "when he [Satan] undertook to draw Eve away from God, he did not hit her with a stick, but with an idea. It was the idea that God could not be trusted and she must act on her own to secure her own well-being."



(Willard, 2012) In doing forgiveness interventions, it is vital that rather than simply guiding clients through a series of forgiveness steps or stages as advocated by psychologists such as Dr. R. Enright (Enright, 2011), that we make the "craft" (L. Gregory Jones, 1995) of forgiveness a transformative one. Our ultimate guide in this workshop will be Colossians 3: 1"17, which conveys the importance of inward transformation through discipleship to Jesus. Forgiving as the Lord has forgiven us is one act among many that needs to be lived out or actualized. In the workshop, participants will be challenged to develop a six-word story that defines their view of God and what forgiveness means to them (Ortberg, 2015).

**Presenter Bio (s):** Eric Crowther, M.S.W., RSW, Diplomate, Academy of Cognitive Therapy, has been using forgiveness as an intervention to help individuals and families for over 15 years. He also regularly leads a non-denominational forgiveness group in his home community. He has presented on forgiveness at social work conferences at the University of Manitoba , the University of Calgary and St. Thomas University.

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**Workshop Title:** Liberty or Death: Challenging the Child-Welfare-Industrial-Complex

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

**Workshop Abstract:** The modern child-welfare system has become motivated by money over mission. Vulnerable children have been labeled and commodified in the desperate effort to keep agencies funded. Meanwhile, churches have either abandoned their historic ministry to the outcast child, or have become so captive to the secular system that they've lost their witness.

**Workshop Number:** 20120760 -

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

- Recognize the unintended consequences of government funding and regulations.
- Appreciate the need for church-driven child-welfare programs.
- Learn methods for developing church-based, alternately funded child and family programs.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** We have labeled, medicated, and turned our children into commodities, especially the poor, vulnerable, and needy. It's not just the big corporations making huge profits by selling harmful junk to kids, or pop-culture turning them into small, sexualized adults, but it's also those who are charged with their

care and protection that are also guilty. There is big money in social problems these days and "helping" troubled and needy children is one of the most lucrative. Endless government subsidies have had the unintended consequence of creating a massive child welfare industrial complex. And, just like the stock market, those making money from the varied problems of children have to keep a close eye on the pendulum of politics to see where the money is flowing. Many who serve vulnerable children are readily chasing after the money instead of chasing after their mission and they're twisting their programs in all sorts of ways in order to fit the criteria for the next government subsidy.

**Presenter Bio (s):** Robert J. Day has served as CEO of Patrick Henry Family Services since June 2010. The independent, christian ministry consists of group homes, counseling centers and a camp. He has a MSW and M.Div from The Southern Baptist Theological Seminary.

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**Workshop Title:** Reconciling Faith and Transgender Issues in Social Work Education

**Workshop Presenters:** Dirk de Jong, PhD, LMSW

**Workshop Abstract:** This presentation aims to explore how faculty in faith-based social work programs can present transgender issues in a way that is consistent with best practice, professional values, and religious beliefs. Strategies to further the dialogue about these issues, across the college campus and beyond, will also be discussed.

**Workshop Number:** 20120809 -

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

- Identify possible areas of tension between a clinical understanding of the gender spectrum and certain faith-based concepts of gender.
- Articulate a framework from which to teach about transgender issues and transgender rights within the context of religious values.
- Identify possible strategies to initiate a dialogue about transgender issues in places where that has been difficult to do.

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

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

**Workshop Description and References:** There are an estimated 1.5 million transgender persons in the United States (Steinmetz, 2014) and many have come out on college campuses for some time (Beemyn, 2003). However, several studies have indicated a lack of support for transgender college students (McKinney, 2005; Seelman, 2014; Singh, Meng, & Hansen, 2013). There is very little research regarding the extent to which transgender issues are discussed or responded to in social work education programs, but a study co-sponsored by the Council on Social Work Education and

Lambda Legal found that programs have paid only limited attention to issues related to gender identity and gender expression (Martin et al., 2009). In the current discourse about new perspectives on gender identity and gender expression, voices have been heard suggesting not only that a transgender identity is contrary to a conservative Christian faith, but also that such an identity in fact does not exist (Moore, 2013; O'Leary and Sprigg, 2015). A significant number of Christian institutions of higher education (including several with accredited social work programs) have followed this line of thinking by requesting exemptions from the Federal Education Department in terms of accommodating transgender students. These waivers from Title IX mandates typically extend into such areas as housing and facility use (i.e. locker rooms and bathrooms), but may also affect admissions and financial assistance (Warbelow & Gregg, 2015). This situation has created a potential ethical dilemma, especially for social work educators who find themselves caught in a struggle between personal, professional, and institutional values. One goal of the proposed workshop is to explore a framework from which social work faculty members can teach students about transgender issues in a way that is consistent with best practice, with professional values, and with religious beliefs. The presentation will draw on recent and ongoing research by the presenter, which has shown a high level of faculty interest in the topic, as well as some uncertainty about how to address it in the context of faith-based social work education. The presentation will also include information regarding current knowledge about the etiology of gender dysphoria, its manifestation and scope among youth and on college campuses, the response by social workers in the field, the coverage of transgender issues in social work education programs, and the role of religion in the process of understanding and accepting gender variance. Thus, the workshop aims to stimulate a dialogue about a moral perspective on transgender issues that can capture both religious and professional values. As a secondary goal, it is meant to provide the knowledge and strategies for facilitating a broader discussion about gender diversity on college campuses, particularly those with a religious affiliation, and among social work professionals.

**Presenter Bio (s):** Dirk de Jong teaches in the BSW program at Siena College in Loudonville, NY. He is a former school social worker. He has done research and written articles on transgender issues in schools and in social work education. He is a member of the World Professional Association for Transgender Health (WPATH).

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**Workshop Title:** The Space Between: The Journey of Intersecting LGBTQIA & Faith Identities

**Workshop Presenters:** Claire L Dente, Ph.D., LCSW

**Workshop Abstract:** Faith is often positioned against LGBTQIA identities as "either/or" rather than as "both/and" constructs. Yet, many people successfully integrate these two identities. This workshop discusses what social workers should consider on the integration of faith with LGBTQIA identities. Both strengths and challenges will be presented.

**Workshop Number:** 20120896 -

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

- Identify strengths and challenges facing clients at the intersection of faith and LGBTQIA identities.
- Examine systemic and institutional barriers and protective factors impacting LGBTQIA people of faith.
- Identify strengths-based social work intervention strategies to enhance practice with LGBTQIA clients of faith.

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

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

**Workshop Description and References:** Faith is often positioned against LGBTQIA identities as "either/or" rather than as "both/and" constructs. Yet, many people successfully integrate these two identities. Social workers are called to competency in understanding both religious/spiritual identities and LGBTQIA identities. A growing number have attempted to reconcile these identities through a strengths-based approach to their integration. Researchers have begun to explore the intersection of LGBTQIA identities with faith (Anderton, Pender & Asner-Self, 2011). While some still explore the tensions between these identities (Dessel, Woodford & Gutierrez, 2012; Melville-Wiseman, 2013; Todd & Coholic, 2007), there is an increasing shift towards understanding faith and sexual orientation and gender identity from a strengths-based approach. Researchers have examined interventions for reconciling these intersecting identities (Liboro, 2015; Rodriguez, Lytle & Vaughan, 2013) and addressed means towards greater sensitivity to the role of religion/spirituality in the lives of LGBTQIA clients (Bowland, Foster & Vosler, 2013). Findings have indicated that religion and spirituality can be strengths for LGBTQIA clients (Bozard & Sanders, 2011; Murr, 2013). Many LGBTQIA people of faith continue their religious and spiritual journeys with authenticity and integrity (Foster, Bowland & Vosler, 2015; Hattie & Beagan, 2013; McGlasson & Rubel, 2015; Roseborough, 2006). Social workers and counselors are integrating these identities more in their training programs to develop greater competency in practice for current and future generations of clients (Dente, 2015; Johnston & Stewart, 2011; McGeorge, Carlson & Toomey, 2014; Meanley, Pingel & Bauermeister, 2016). This presentation examines strengths and challenges for social workers engaging clients in the intersectionality of religion/spirituality with sexual orientation/gender identity. Using a Roman Catholic lens, it will identify issues that both enhance and present roadblocks to successful integration of these identities. Faith, religion and spirituality will be examined as sources of strength for LGBTQIA individuals in the coming out process and in negotiating other developmental milestones. The presentation will invite attendees to reflect on their own practice with clients and client systems and to identify key issues these clients encounter. Finally, the presentation will encourage attendees to consider the

needs, strengths, challenges and gifts of clients living the journey through the space between their faith and their sexual orientation/gender identity.

**Presenter Bio (s):** Claire L. Dente is an Associate Professor in the BSW Program at West Chester University of Pennsylvania. She teaches social work practice, research and family systems courses. Her interests include intersecting identities, religion/spirituality and sexual orientation/gender identity, disabilities, assessment, higher education and the evolving role and function of social work.

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**Workshop Title:** Enough Room at the Table: A Film on the Intersection of Faith and Sexuality

**Workshop Presenters:** Rene Drumm, PhD, MSW

**Workshop Abstract:** This workshop previews a video designed to encourage dialog about sexuality within in the faith community. The film, Enough Room at the Table, highlights diverse individuals talking about the intersection of faith and sexuality. The preview will be followed by a moderated discussion and thoughtful exchange.

**Workshop Number:** 20120901 -

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

- Understand how people from varying backgrounds, life experiences, and belief systems can talk and demonstrate caring and valuing when disagreeing.
- Have a greater appreciation for social work's commitment to the dignity and worth of all human beings.
- Initiate or participate in healing conversations on difficult topics.

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

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

**Workshop Description and References:** This workshop features previewing a newly released video designed to encourage dialog about sexuality within in the faith community. The film, Enough Room at the Table, highlights diverse individuals engaged in meaningful dialog about the intersection of faith, gender, and sexuality. It's intent is to model genuine listening and caring when discussing difficult and complex topics. The video advocates that people stop seeing each other as position statements or labels and instead see each other as fellow beloved children of God. Showing a weekend dialogue of 12 individuals from the Seventh-day Adventist faith tradition, the video features these differing theological paradigms, experiences, and perspectives of participants. The group includes pastors, educators, parents, and LGBT individuals who did not know each other before the weekend, but were committed to open, authentic,

and respectful dialogue. The film shows the deeply honest, sacred, and inspiring exchange modeled by the participants. The hope is to inspire similar conversations, as the process is a powerful and transformative one that plants seeds of hope and healing around very difficult topics. The preview will be followed by a moderated discussion and thoughtful exchange.

**Presenter Bio (s):** Rene' Drumm is the associate dean for the college of health at the University of Southern Mississippi. She holds a doctorate degree in Sociology with an emphasis in Family Studies from Texas Women's University and a Master's degree in Social Work from Michigan State University. Dr. Drumm has a great interest in the intersection of faith and social problems and has published extensively in professional journals.

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**Workshop Title:** Integrating Theology and Social Work in Teaching

**Workshop Presenters:** Susan Dunlap, M.Div, Ph.D Travis Albritton Ph.D.

**Workshop Abstract:** We explore the relationship between theology and social work, especially in teaching an integrative class in a dual-degree program. We discuss issues related to a vocation combining theology and social work, with attention to how theology informs social work practice and how social work theory informs service to the church.

**Workshop Number:** 20120894 -

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

- Have a course outline for a Masters level class integrating Theology/Ministry and Social Work.
- Understand basics of ethnography and its uses for Social Work.
- Learn a process of developing a class co-taught by faculty from a Divinity School and a School of Social Work

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** In recent decades, scholars in the fields of theology and social work have recognized the importance of understanding the context of both ministry and social work. Theologians have noted the irreducible significance of social context in Black Theology, Liberation Theology, Feminist Theology, and other contextual theologies, while noting that all theology is in fact contextual, even those who claim to be universal for all people at all times. Social workers have developed a biopsychosocial-spiritual model of practice which requires an understanding of social and cultural context for effective interventions. Furthermore, teachers and researchers in the area of Social Work pay particular attention to evidenced based practices designed to

positively impact both individuals and communities. One result of this attention to context has been increased interest in studying the particulars of cultural context using the methods of ethnography. Participant observation, interviewing, field note taking, collecting cultural artifacts, and recording the built environment have been tools used to understand the systems of meanings and significations in which church members and clients deal with suffering, construct meaning, make decisions, view options, and take action. Ethnography furthers empathic abilities of practitioners in both ministry and social work, and it enables the minister/social worker to co-construct options, meaning, and alternative behaviors. We are two professors, one at a Divinity School and one at a School of Social Work, who have both written ethnographies. We team teach the final class in a 4-year dual degree program. The purpose of the class, broadly speaking, is to (1) provide a context to integrate theology and social work, (2) provide a context for a final research project. We have created a class to use ethnography as a means to integrate our two fields and to teach its tools through supervising the ethnographic research project. In this workshop, we will present (1) our process for developing the class, (2) our outline for the class, and (3) the important pedagogical benefits of ethnography in an integrative theology/social work class.

**Presenter Bio (s):** Susan J. Dunlap, Ph.D. teaches courses in Pastoral Care and directs the MDiv/MSW Dual Degree Program at Duke Divinity School. She is the author of 2 books and is working on a 3rd.

Travis Albritton Ph.D. teaches at the University of North Carolina School of Social Work and directs their Distance Education Program. His interests include Public Child Welfare, Substance Abuse Services, and Spirituality and Social Work Practice.

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**Workshop Title:** My Therapist Lives in a Barn- The EASTT Approach For Survivors of Trauma

**Workshop Presenters:** Charlotte Hiler Easley, LCSW, ESMHL

**Workshop Abstract:** EASTT (Equine Assisted Survivors of Trauma Therapy) is an integrated, experiential, client-centered, and trauma-informed approach for women survivors of sexual trauma. EASTT utilizes the human/horse connection in non-mounted activities to address neurobiological effects of trauma for intrapersonal and interpersonal change.

**Workshop Number:** 20120890 -

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

- Articulate the concept of equine assisted psychotherapy as an integrative, experiential approach to work with survivors of sexual trauma
- Identify key elements of the EASTT model and the importance of trauma-informed care in its implementation.

- Implement resourcing to create or explore implementation of EASTT or EAP within their communities to serve survivors of sexual trauma.

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

**Target Audience:** General Audience

**Workshop Description and References:** Developing awareness and knowledge of alternative trauma treatment modalities should include the growing field of equine assisted psychotherapies (EAP). While research in this field is still growing, there are a number of supportive findings for use of the human/horse interaction to effect positive change in intrapersonal and interpersonal domains (Shambo, 2006; Meinersmann et al., 2008; Klontz, et al., 2007; Shultz et al. 2007; Trotter et al. 2008; Benton and Freund, 2013)). The equine assisted therapy model EASTT (Equine Assisted Survivors of Trauma Therapy) was developed as a trauma-informed, integrative treatment option to address neurobiological effects of trauma in women who have experienced sexual violence. Neurobiological research supports use of Equine Assisted Psychotherapy (EAP) as an experiential alternative to traditional models. EAP for adults with PTSD and survivors of interpersonal violence has been found to be beneficial showing significant reductions in PTSD symptoms, less reactivity to trauma, less generalized anxiety, and a decrease depression (Earles, et al., 2015). EASTT is a collaborative model between The Bluegrass Rape Crisis Center and Central Kentucky Riding for Hope. The model has been developed over the last five years as a client-centered team approach including the equine and the equine environment and experiential exercises. The EASTT model does not promote horsemanship or riding skills but focuses on interactions with the horse's social and prey nature. EASTT is designed to meet the individual needs of clients in a group or individual setting incorporating mindfulness, resourcing, empowerment, boundary awareness, communication, and emotional regulation skill building through on-the-ground activities with the equine partner, the mental health professional, and the equine specialist. Elements of the EASTT group model will be presented as well as rationale for the horse as a healing partner. An overview of Equine Assisted Psychotherapy theory, ethical considerations, as well as, elements of a trauma-informed approach will be presented. The foundations, strengths, and outline for the EASTT group will be discussed including why the horse is an effective healer for trauma survivors. Information on implementation of the EASTT model to expand traditional trauma treatments will be outlined and resources for EAP certification programs and general information including, research, and possible funding sources will be distributed to support the creation or implementation of this approach for community collaboration for trauma survivors.

**Presenter Bio (s):** Charlotte has a private practice for women in Lexington and is an Equine Specialist at Central Kentucky Riding for Hope, developing/implementing equine programming for survivors of sexual trauma, military & veterans groups, and women's issues. A graduate of Asbury, and a PATH, Int. and EAGALA certified equine specialist. She received the KASAP Innovative Program award in 2016 for EASTT (Equine Assisted Survivors of Trauma Therapy).



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**Workshop Title:** Bivocational Ministry: Working as a Social Worker and Pastor

**Workshop Presenters:** David Eckert, Rev., BSW. MDiv. CPRP

**Workshop Abstract:** The social work field is increasingly seeing the need to take spirituality seriously. At the same time, more churches are thinking about how to best serve their local community. Serving bivocationally as a social worker and pastor opens up opportunities for practitioners to help both the social work profession and the church become more holistic.

**Workshop Number:** 20120748 -

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

- Better understand the ways in which there are unique opportunities for people in the social work field to be doing bivocational ministry.
- Identify the key benefits and challenges of doing bivocational work as a social worker and pastor.
- Articulate strategies for doing pastoral work in addition to one's work as a social worker.

**Level of Presentation:** Basic

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

**Workshop Description and References:** This is a pivotal time of change in both the social work profession and the church. Social work professionals have been looking for more ways to incorporate spirituality into their work. At the same time, churches have been more "missional" and intent on serving the physical needs of their local community. This time of transition provides new opportunities for practitioners who want to see both the social work profession and the church become more truly holistic. This presentation will look at a professional model of work how bivocational work as both a social worker and pastor can occur. Examples of those doing this model as well as those organizations and churches encouraging it will be reviewed. The presentation will look at the challenges to doing bivocational work as a social worker and pastor. Specifically, issues to be addressed will be the dangers of mission drift, the potential for burn out, and potential conflicts with people in both the SW profession and the church who resist holistic service. The presentation will also highlight the benefits of taking this bivocational strategy. Such benefits include opportunities for Christian social workers, Christian pastors, and congregants to be more holistic in their mission. There is also a benefit to congregants and those served in the community as they experience a more integrated approach to service. Additionally, benefits exist for seminaries and schools of social work as they consider more creative ways to train people to serve their world. Importantly, this presentation will give practical ideas for how social workers could do

pastoral ministry in addition to their work as a social worker. Further it will encourage all social workers to think creatively about how they can be agents of holistic change in their job and local church. Finally, resources for professional development will be provided that assist individuals with doing bivocational integration and holistic ministry.

**Presenter Bio (s):** Rev. David Eckert is an ordained minister who currently works at Access Services as the Director of a Mobile Psych Rehab program and as their agency Chaplain. He also serves as an Associate Pastor at Grace Community Church in Chalfont, PA. David is a Certified Psych Rehab Practitioner who has his BSW and BS in Biblical Studies from Cairn University, and an MDiv. from Biblical Theological Seminary.

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**Workshop Title:** Immigration: Biblical Justice, Politics, and Faith Response

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

**Workshop Abstract:** Rhetoric against immigration favoring building larger fences, limiting immigration to those of Christian persuasion, deportation, etc. are at work again as this sentiment comes and goes in American thinking. This presentation will discuss a biblical perspective of immigration justice, current trends, and suggest a response for people of faith.

**Workshop Number:** 20120810 -

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

- Gain an understanding of the value and dependence America has on immigration throughout its history, while giving particular focus to today.
- Examine the biblical imperative to just treatment of the immigrant and current programs (i.e., Sanctuary) seeking to provide care.
- Examine their own beliefs and consider becoming involved with organizations promoting immigrant justice and well-being.

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

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

**Workshop Description and References:** America has a long history of struggle with immigration, particularly regarding those of different skin color, culture, religious persuasion, and a current fear they will bring terrorism to this great country. But most of this is nothing really new except the terrorism aspect. In reality, America is a nation of immigrants. From the Europeans seeking a new country free of tyranny or famine and one of opportunity, to the importation of African slaves, Chinese, and Mexicans for labor purposes, people groups have been imported to or migrated to America. This presentation will present some of the biblical imperatives of justice due the immigrant (similar to the biblical terms alien, foreigner, stranger, and sojourner). The mandate in the

Old Testament was guarding the rights of resident aliens: "You shall neither mistreat a stranger nor oppress him, for you were strangers in the land of Egypt" (Ex 22:21). The prophets spoke out against corrupt practices: "and I will draw near to you in judgment...those who exploit wage-earners, those who oppress widows and afflict orphans, those who pervert the justice due foreigners..." (Mal 3:6). In Matthew, Jesus likens to caring for the stranger as caring for Him: "...I was a stranger and you took me in..." (Matt 25:35). Today, America, despite the rhetoric against the immigrant, is nevertheless dependent upon him and her. Immigrants are a vital part of the American landscape employed in the food and building industries to name a few. This presentation will discuss the realities of this dependency and provide data to support the claim that our immigrant neighbors provide substantially to the economy and vibrancy of the United States and its population growth and stability. Yet, there is considerable political rhetoric to ban immigrants not of the Christian faith, to building walls to keep the undesirables out, to expanding the policy of deportation of those without legal status to be here. Does the social worker of faith have a responsibility to engage in the dialogue and practice to assist the immigrant, to help implement policies geared toward just practices? The presentation will discuss the struggle Christians have with scriptures mandating obedience to civil authority, particularly Romans 13:1-7, with those of the Old Testament pressing for social justice and care for immigrants among us. Discussion will examine the Sanctuary movement and other such programs and movements that seek the well-being of those of immigrant status.

**Presenter Bio (s):** Lanny Endicott has taught social work at Oral Roberts University for over 42 years and has been the program's director for most of them. In addition, Dr. Endicott is a community activist and regular presenter at conferences on subjects of compassion fatigue, burnout, moral injury, and issues related to macro social work practice to name a few. He has D.Min., MSSW, and MRE degrees and licensed in Oklahoma as LCSW and LMFT.

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**Workshop Title:** A Jubilee Year of Mercy

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

**Workshop Abstract:** Pope Francis has declared a Year of Mercy. His vision of change is the promises of the Beatitudes. This presentation will follow some of the sermons by Pope Francis, reflections on the corporal and spiritual works of mercy, and gospel passages during the Jubilee year relevant to social work.

**Workshop Number:** 20120808 -

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

- Understand the concept of a Jubilee Year of Mercy and ponder the corporal and spiritual works of mercy in light of social work

- See in every person the face of Jesus and ponder the words of the gospel "Be Merciful just as your Father is merciful"
- Understand and ponder the tension of love, mercy, and justice

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Mercy is compassion in our heart for another person's misery. Pope Francis has declared a Year of Mercy from December 8, 2015 to November 20, 2016. In his second homily as Pope he stated "The message of Jesus is mercy. For me, and I say this with humility, it is the Lord's strongest message" (Pope Francis, 2015, p. ix). In this Year of Mercy, Pope Francis implies that a little bit of mercy can change the world. Will the Pope succeed in extending mercy beyond the walls of the Vatican and inspire a wellspring of the gospel in the hearts of all Christians, in the hearts of all people? His vision of change is the promises of the Beatitudes found in the Sermon on the Mount. The Year of Mercy and God's unconditional love is relevant to the service of a Christian Social Worker so that we can share mercy with others. "Whatever you did for the least of my brothers this you did unto me" (Matthew 25: 40). This presentation will follow some of the sermons by Pope Francis and his reflections on the corporal and spiritual works of mercy, and other gospel passages during the Jubilee Year.

**Presenter Bio (s):** Dorothea Marie Epple PhD; LMSW is a 1982 graduate from Loyola University MSW program and a 2002 graduate of the Institute of Clinical Social work in Chicago, IL. She has over 20 years of clinical social work practice in Mental Health, Hospice, Addictions and 14 years of academic teaching. She is currently an Associate Professor with Spring Arbor University School of Social Work.

**Workshop Title:** Human Trafficking Survivors: Trauma & Trauma Informed Care Practices

**Workshop Presenters:** Ryn Farmer, MSW, LSW, RA Raven Loiza MSW, LSW, RA

**Workshop Abstract:** Human Trafficking impacts people from every walk of life. This workshop will explore factors that increase an individuals' vulnerability for being trafficked and the complex trauma that is associated with the issue. The presentation will also explore ways to start implementing trauma- informed care practices in the organizational setting.

**Workshop Number:** 20120829 -

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

- Learn common vulnerabilities faced by survivors of human trafficking

- Gain knowledge about the complex trauma associated with human trafficking and how can change brain functioning
- Discuss trauma informed care practices and how to implement holistic services for survivors human trafficking

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers

**Workshop Description and References:** Human trafficking is the buying and selling of human beings in exchange for a good or service. "Human trafficking affects every country around the world, regardless of socio-economic status, history, or political structure. Human traffickers have created an international market for the trade in human beings based on high profits and demand for commercial sex and cheap labor" (Polaris Project, 2015). The victims of human trafficking include people from all walks of life: young children, teenagers, young adults, middle age adults, the elderly, men, women, Black, White, Hispanic, Asian, gay, lesbian and transgender individuals. People from our own communities, from around the country, and from around the world. "Keep in mind that many victims do not self-identify as "human trafficking victims" due to a lack of knowledge about the crime itself and the power and control dynamics typically involved in human trafficking situations" (National Human Trafficking Resource Center, 2011). An individual who has been trafficked is subjected to force, fraud or coercion and usually displays some type of vulnerability. Common vulnerabilities faced include: child abuse and neglect, domestic violence, poverty, runaway youth and individuals with physical, developmental and learning disabilities. An individual within a trafficking situation often does not seek help because of severe brainwashing, intense threats, distrust of law enforcement, a sense of worthlessness or hopelessness and significant trauma bonding to his/her trafficker. In addition to the vulnerabilities, the trauma associated with being trafficked must also be explored. "Trauma exposure occurs on a continuum of complexity" (Boyer, 2014). When a person is exposed to one incident, the trauma is less intrusive and less complex; however, when an individual experiences intense, frequent and repeated exposure to trauma, that person comes much more vulnerable to the effects of it. This type of trauma has a lasting impact on the physical, mental and emotional aspects of a human being. It can bring on physical and mental illnesses and can, in fact, alter the way that the brain functions completely. (Van der Kolk, B, 2014). Then, survivors often compensate and self-regulate through survival strategies such as drug and alcohol use, eating disorders and self-injury. This presentation will explore how organizations can create an environment that incorporates trauma-informed practices among both staff and clients. Trauma-informed care is significant and necessary when working with survivors of human trafficking. First, the services must focus on the survivor's safety but also incorporate a culturally sensitive, holistic, and individualized plan that fits the specific needs of the person. It is important for the services provided to create a safe space for them to work through the trauma as they learn that their experiences impact them but do not have to define who they are as individuals.

**Presenter Bio (s):** Kathryn "Ryn" Farmer received a Bachelor degree in Social Work from Taylor University in Upland, Indiana and a Master of Social Work degree from Baylor University in Waco, Texas with a concentration in Community Practice and a Specialization in Strategies to Transform Poverty. She currently serves as the Rape Crisis and Anti-Human Trafficking Director at Crime Victim Services in Lima, Ohio.

Raven is a Licensed Social Worker and currently works as the Regional Rape Crisis Coordinator with Crime Victim Services of Allen County. She holds a Bachelor's in Social Work and a Bachelor's in Criminal Justice from Wright State University. Raven has a Master's in Social Work at the University of Louisville.

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**Workshop Title:** The Role of International Social Work: Opportunities, Challenges, Rewards.

**Workshop Presenters:** Hannah Fay, MSW LSW Courtney Ewing LSW

**Workshop Abstract:** Practicing social work abroad is an enticing opportunity for professionals wanting international experience. Cross-cultural practice can be effective in bringing long-term change, but comes with challenges professionally and personally to the practitioner. This workshop explores the opportunities, challenges and rewards of international practice.

**Workshop Number:** 20120870 -

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

- Gain insight into the various roles of an international social worker, while learning of the challenges which could present themselves while practicing abroad.
- Understand the importance of identifying personal, professional, and cultural bias in working internationally, while learning to value and appreciate the diversity.
- Learn ways of how to become an advocate in the third world and developing nations, while also understanding the importance of self-care.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Undoubtedly, there is a movement towards international service. There is an increase in the number of students, faith based groups, and businesses that are volunteering their services abroad in an effort to impact global change, and in part to experience personal growth. For many this draw becomes a strong pull toward a long term service commitment, and the question that accompanies is, "How can I use my degree abroad?" Simultaneously, there is evidence of professional

social workers implementing the roles of advocate, educator, manager, and broker to address international issues such as refugee resettlement, adoption, community development, poverty, human trafficking, and child welfare. Evidence supports the need for professional social workers using best practices in international settings to mobilize change. The challenge is understanding and fulfilling the role of social work within the country's cultural and legal context. Rooted in evidenced based practice, this presentation explores the practical application of the role of a social worker overseas. Through testimonials of social workers having practiced child welfare advocacy abroad, one will gain insight into the limitations of traditional service delivery as known to the Western, English speaking world, as well as opportunities for growth by serving people in their environment. Practical methods and examples will be explored in bringing about long-term community change based on the foundation of relationships. Underlined in this presentation is the need for social work competencies such as self awareness, humility, empathy, flexibility, and respect for diversity. Social workers will be encouraged to examine their own biases, how they define their faith, the professional and biblical importance of self care, and maintaining ethical and professional boundaries.

**Presenter Bio (s):** Hannah Fay has her MSW from the University of Cincinnati and is certified in TBRI from Texas Christian's University's Institute of Child Development. Hannah started as a case manager in the therapeutic foster system and practiced individual and group counseling in Cincinnati Public Schools. Hannah partnered with Back2Back Ministries in Mexico for five years working in research, child development, advocacy, and trauma training.

Courtney Ewing LSW, received her BSW from Malone University. Courtney has case management experience working for City Gospel Mission in their women's residential recovery program located in Cincinnati, Ohio. Courtney partnered with Back2Back Ministries, serving abroad in Mexico and India for five years working as an administrator, advocate, and child development coordinator.

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**Workshop Title:** Mimesis and Ability: Girardian Theory and Disability-Related Social Work

**Workshop Presenters:** Dennis Feaster, Ph.D, LMSW

**Workshop Abstract:** This project is an investigation of Rene Girard's mimetic theory in the context of social work with people with disabilities. Girard's principles were compared to qualitative research data of the experiences of persons with disabilities, their families, and other stakeholders in West Michigan to identify potential applications from the theory.

**Workshop Number:** 20120897 -

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

- Articulate five of the core concepts of mimetic theory.
- Synthesize information about the connections between mimetic theory and study participants.
- Learn about three ways that mimetic theory potentially informs social work practice with people with disabilities.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** The initial findings from my work in China over the last several years points to dynamics that are centrally reflected in mimetic theory. By beginning the process of studying and incorporating principles of mimetic theory, it is hoped that this will inform methods of intervention and models of service provision in both American and Chinese communities. Thus, this project seeks to answer the following research questions: How does mimetic theory relate to understanding ability/disability? How does mimetic theory apply to the experiences of persons with disabilities? How does the application of mimetic theory to disability and the lived experience of persons with disabilities confirm, challenge, and/or extend mimetic theory? Rene Girard's mimetic theory is an emerging, interdisciplinary paradigm for understanding humans as relational creatures and understanding human society and history through the basic dynamics of mimetic desire and scapegoating brought to light above all in the Bible. Its practical applications to fields from political science to psychology are only beginning to be explored. At the same time, its "interdisciplinarity", its acceptance of Judeo-Christian revelation, and its anthropological approach to that revelation have made it controversial and have impeded work on it throughout the academy. The proposed project also represents the opportunity to further connect the rich field of mimetic theory to social science applications in order to identify potential opportunities for the empowerment of vulnerable and marginalized populations, especially persons with disabilities. This represents a relatively untapped theoretical perspective in the field of social work, which may be of especial interest to the work of faith-based social service providers, given Girard's incorporation of Christian perspectives in mimetic theory. The results of this process can be compared to the work of Wolf Wolfensberger and his theory of social role valorization, Jean Vanier and the L'Arche movement, and, most directly, to the disability theory espoused by Tobin Siebers. By providing insight into the dimensions of mimetic theory related to its core concepts of mimesis, internal and external mediation, scapegoating, and interdividuality, it is hoped that employing this perspective will allow for new efforts to improve the capacity for individual and collective self-determination of persons with disabilities in their home communities. Specifically, it is hoped that mimetic theory will yield new avenues of inquiry and innovative strategies for intervention at individual, family, and community levels. It is also anticipated that these interventions may prove applicable not only in a US-based context, but, given the universality of Girard's perspective, in a global context as well.



**Presenter Bio (s):** Dennis Feaster graduated from Purdue University in 1991, received his MSW from Indiana University in 2000, and received his PhD from the University of Louisville in 2012. His professional and research interests include international child welfare, international social services development, and community-based services for people with intellectual and developmental disabilities.

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**Workshop Title:** Is Trust a Choice? Exploring Trust in Our Working Relationships

**Workshop Presenters:** Abby Foreman, MSW

**Workshop Abstract:** This presentation will explore the impact of trust in working relationships. Participants will be able to identify their own orientation to trust as part of learning about how trust impacts relationships in organizational contexts. The presenter will also share research findings on the impact of trust in contract-for-services relationships.

**Workshop Number:** 20120935 -

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

- Identify different types of trust.
- Explore their own levels of trustfulness and how this might effect their approach to working relationships.
- Understand the impact of trust on organizational relationships.

**Level of Presentation:** Basic

**Target Audience:** General Audience

**Workshop Description and References:** Trust is a key component in any type of relationship and is a key indicator of relational health. This presentation will describe different types of trust, and will explore the impact of trust in the relationship of government contractors and nonprofit service providers. The presenter will share her research findings on the impact of trustfulness, and how trust is understood in two key management theories--stewardship and principal-agent. Principal-agent theory assumes that principal and agent have incongruent goals and will work together only where interests align whereas stewardship theory assumes a partnership with shared goals occurring between a manager and a worker. The presenters' research will introduce these concepts in light of the contract-for-services relationship, but will remain broad enough to be of interest to those interested in trust as a general topic. In an attempt to make the session meaningful for each participant, each person will be able to assess their own levels of trustfulness towards others by taking the Yamagishi and Yamagishi Trust Scale (1994); we will use this as a way to discuss the impact of trust in organizational settings and also to gain insights into why we approach situations differently according to our various levels of trustfulness. Finally, participants will be

invited to discuss how the importance of trust and how trust is built in organizational contexts.

**Presenter Bio (s):** Abby Foreman is a professor of Social Work at Dordt College. She is completed her PhD in Political Science and Public Administration at the University of South Dakota, and has an MSW from the University of Michigan.

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**Workshop Title:** System Building in Homeless Services

**Workshop Presenters:** Jennifer Frank, LSW

**Workshop Abstract:** Social service systems are mechanisms of community coordination set up to ensure that particular goals are met. This seminar will discuss the results of a qualitative case study of a local homelessness services system. Implications for policy and practice will be discussed, including pertinent themes regarding secular and faith-based collaboration.

**Workshop Number:** 20120784 -

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

- Participants will explore the history of homelessness as a social problem and the systems that have developed to manage it as such
- Participants will learn about the structural and cultural features of homelessness service systems
- Participants will discuss the results and applications for small town homeless services and collaboration between secular and faith-based organizations

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

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

**Workshop Description and References:** This interactive seminar will explore the results of an historical qualitative case study on the development of a local homeless services system. The study site, a small rural town, offers an ideal view into the structures and cultures embedded in collaboration between faith based and secular organizations. In line with focus of this conference, this study offers insight into the mechanisms by which "Building Bridges" in the community are made possible. Systems of care and control have been the Holy Grail of social welfare planning since "scientific charity" was introduced to the field of "charities and corrections" in the late 19th century (Baumohl and Tracy, 1994, p. 558). Systems aim to create a division of labor among organizations that efficiently connects appropriate services to appropriate individuals at appropriate times. Proponents of these systems value eliminating fragmentation, increasing cooperation, and simplifying navigation of a complicated

service landscape. In modern social work practice, systems knit together the infrastructure needed to provide services to clients, meet community needs, and achieve agreed upon goals. Systems are not simply structures, but also reflect a common culture of practice (Baumohl & Tracy, 1994). Further, "systems are not built from scratch," but under historically specific circumstances where system builders confront "traditional institutional boundaries" and "prevailing forms of political order and constellations of power" (Baumohl & Tracy, 1994, p. 559). In the realm of homelessness services, study on system building is scant. How are systems to serve the homeless constructed over time and to what end? While federal directions have encouraged community collaboration since at least the McKinney Act of 1987, federal homelessness policy has created rules of sometimes mind-numbing complexity, which both help and hinder these processes. This study concerns the impact of the most important of them on local services. To this end, I will identify local "critical junctures" (Pierson, 2000) and political considerations that facilitated or stymied changes. The story of a local system will illuminate organizational accommodation and resistance in response to changes essentially imposed by federal authority. This interactive seminar will explore the results of this recent case study of a local community's homeless services system. Specifically discussed will be both the structures of a local system and the culture, as they cannot occur independently, and their development in light of contextual national trends. Of particular interest in this study is the intersection of faith-based and secular organizations in this local community. While seemingly a potential point of conflict, this intersection appears as a point of collaboration and a mutually beneficial system building success. Implications for policy, practice, and future research will be explored.

**Presenter Bio (s):** Jennifer is ABD at the Bryn Mawr Graduate School of Social Work and Social Research and an instructor at the Millersville University School of Social Work. She has several current research projects, which include: exploring perspectives on poverty, bridging social and economic distance, and the history and development of helping systems. Jennifer's practice experience includes micro and macro work in homelessness and poverty.

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**Workshop Title:** Using the Family Circle to Promote Spiritual Connections

**Workshop Presenters:** Dexter Freeman, DSW, LCSW

**Workshop Abstract:** This presentation will enable participants to recognize their compulsion to connect with others and to recognize that this connection is more than a desire to fulfill a social need; it is also in response to a spiritual calling. The presenter utilizes archetypal theory and the family circle to demonstrate humanity's divine requirement to connect.

**Workshop Number:** 20120849 -

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

- Identify the spiritual and religious benefits of using the family circle instrument.
- Conduct a spiritually focused family circle interview.
- Identify archetypal (spiritual) energies available within their family circle.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** A premise of this presentation is that humanity is divinely created to connect and that this spiritual compulsion to connect is part of the divine order for experiencing completeness. The Lord demonstrated this in Genesis when He said, "It is not good for man to be alone. I will make a helper suitable for him (Gen 2:18)." This was followed by the Lord revealing to humanity all that He created so that man might experience a sense of completeness. Therefore, sense the origins of humanity; man has been driven to connect with something beyond himself. Jung referred to the insatiable desire for connection as being comparable with humanity's need to become a single, homogeneous being that is capable of embracing their inner most sense of uniqueness and duality. Jung called this the "individuation process" or the experience of wholeness (Singer, 1994). Jung and other theorists have postulated that the degree by which one experiences a sense of wholeness or completeness is contingent upon the degree which one is able to embrace dynamic or spiritual energies that are present within the non-personal level of the unconscious; which Jung called the collective unconscious. As a result, people often experience the call of spiritual energies that promote wholeness through their connections with other people, events, organizations, or things. This presentation will introduce the family circle instrument as a means for recognizing spiritual energies available to an individual to promote spiritual wholeness. Jung (1933) said the quest for spiritual wholeness is a continuous process that involves "tearing oneself loose from an all-embracing, pristine unconsciousness that claims the bulk of mankind almost entirely (197)." Moreover, spiritual wholeness is best defined as a dynamic state of being that is recognized by a connection with a conglomeration of masculine and feminine energies, strengths and weaknesses, and internal and external forces that serve a divine purpose to help individuals to live the lives they were created to experience (Freeman, 2001). Those who attend this presentation will have an opportunity to create their unique family circles. However, prior to the participants developing their family circles, the presenter will describe this instrument, its purpose, and the process for conducting a family circle interview. The presenter will also demonstrate the type of questions that can enable an individual to acknowledge spiritual forces available to them while creating their family circles. These questions will be based upon Pearson and Marr's (2003) indicators of dynamic (archetypal) energies, which they theorize as being available to everyone in an effort to promote wholeness. Pearson and Marr used twelve motifs to describe dynamic energies that are present at the ego, soul, and spirit stages of personality development.

**Presenter Bio (s):** Dexter Freeman has practiced social work over 30 years as an educator, program director, and clinician. He is currently the assistant director of the

Army MSW Program at Fort Sam Houston, Texas. Dexter received his bachelor's degree at Austin Peay State University, MSW at The University of Georgia, and doctorate at The Catholic University of America.

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**Workshop Title:** Christian Aspects of CSWE Accredited Social Work Programs with Affiliation

**Workshop Presenters:** Christine K. Fulmer, MSW Joshua Turner BS

**Workshop Abstract:** This paper explores the consumer's internet-view of Christian components found in CSWE accredited social work programs affiliated with the Council of Christian Colleges and Universities. The search aimed at Christian courses as well as mass, chapel, and/or convocation attendance.

**Workshop Number:** 20120920 -

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

- Distinguish the Christian aspects of distinctly Christian social work institutions.
- Understand the range of distinctly Christian components involved in Christian Social Work Education.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This paper explores the consumer's internet-view of Christian components found in CSWE accredited social work programs affiliated with the Council of Christian Colleges and Universities. The search aimed at Christian courses as well as mass, chapel, and/or convocation attendance. Degree of difficulty in website navigation varied significantly. Results indicated a large degree of the schools having Bible type courses required for all students and few schools requiring courses with a title indicating specific social work content integrated with Christianity. Further research would need to be done to determine if social work courses without Christian specific titles have a biblical component. The internet exploration found all of these schools hosted chapel services at least weekly. Most schools required attendance at chapel with a few not having mandatory attendance policies. Further research could be done to determine if there are any other distinctly Christian activities required such as church or Bible study attendance.

**Presenter Bio (s):** Christine Fulmer is the Director of the Social Work Department at Liberty University (LU). She joined the team at LU to develop the residential and hybrid BSSW and MSW programs. Prior to teaching at LU, Christine taught at Cedarville University for over 10 years. She earned her Master's in Social Work at Marywood

University in Scranton, Pennsylvania after receiving her degree in Bible at Summit. Christine is a PhD student at UKY.

Joshua Turner is a graduate assistant in the Department of Social Work at Liberty University. Joshua is pursuing his master's degree in counseling. As an Army Ranger, he served 10 combat tours. Joshua is currently involved in the Army Reserves and provides training for military personnel on the topic of PTSD. He is also a devoted father of two.

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**Workshop Title:** Student's Response to Experiential Learning through Poverty Simulation

**Workshop Presenters:** Angela Gaddis, PhD, LCSW    Jana Donahoe PhD, LCSW

**Workshop Abstract:** Mississippi is one of our poorest states. Students are challenged with learning how to practice with persons in poverty. Social Work curriculum is infused concepts of social justice and diversity. This workshop will present the outcomes of a poverty simulation experience and its attempt to humanize theoretical concepts related to poverty.

**Workshop Number:** 20120792 -

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

- Gain an understanding of the impact of utilizing a simulation experience to teach concepts related to poverty.
- Gain a basic understanding of the simulation experience through an abbreviated exercise.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** This workshop will expose participants to an abbreviated experience to a simulation exercise targeted at raising awareness of the plight of individuals who are living in or near poverty on a daily basis. Pre and Post tests results will be presented to demonstrate the impact of this workshop on undergraduate students. The workshop will focus on the advantages of exposing individuals to issues related to poverty through this experience. The role of the church and social service organizations in the simulation will also be discussed.

**Presenter Bio (s):** Dr. Gaddis is an undergraduate and graduate instructor. Her areas of practice include work with military members and their families, mental health and issues related to grief. Research includes human trafficking in Mississippi. Dr. Donahoe established the NACSW chapter at Delta State University. She has presented at multiple conferences. Her areas of research include gerontology and issues related to end of life care.

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**Workshop Title:** Exploring Implicit Bias Through Courageous Conversations

**Workshop Presenters:** Kathyanne Goodridge Purnell, PhD, MSW Kesslyn Brade Stennis PhD, MSW, MDiv Janelle Billingsy

**Workshop Abstract:** The changes in demographics and greater awareness regarding the needs of diverse populations has created an urgent call for Social Work Educators to explore innovative strategies to engage diversity and difference in practice. This presentation explores how courageous conversations can promote cultural awareness, knowledge, and understanding.

**Workshop Number:** 20120885 -

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

- Articulate the relevance of cultural competence in social work education, among Social Work Educators who are tasked with preparing students for diverse practice.
- Identify key barriers and strategies surrounding Social Work Educators' ability to develop cultural awareness among students preparing for social work practice.
- Identify strategies to assist students, professionals, and social work educators in addressing implicit bias in the teaching and learning process using conversations

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

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

**Workshop Description and References:** Background/Rationale According to Walls (2007), the CSWE's 2008 EPAS acknowledged that the ongoing demographic shifts have led to the emphasis on measurable outcomes related to many areas, including the infusion of cultural competency information within schools of social work. This mandate requires that students learn about the broad nature of diversity and be able to display applicable skills related to cultural competence (Sperry, L. 2012). Social Work Educators (SWEs) must provide experiences in which students directly engage with diverse clients in selected community agencies, in which learning experiences are created to address personal levels of cultural knowledge and awareness. The ability to engage diversity and difference in practice with a sensitivity and knowledge of social and economic justice is vital within the field of social work. SWEs play a pivotal role in ensuring that this goal is ascertained, particularly as the United States continues to experience demographic changes and needs that relate to race and ethnicity (U.S. Census Bureau, 2015). Specifically, researchers argue that universities are failing in their quest to adequately prepare social workers for culturally competent practice with the United

States' growing diversity (Brown, 2004). However, Schmitz et al. (2001) recognized that "there is little concrete information to guide the preparation of social work professionals and students for multicultural practice" (p. 612). Objectives The infusion of cultural competence and diversity is required by the CSWE for all accredited social work programs, and is expected in practice by the NASW. However, there is a paucity of research that explores SWEs' understanding, disposition, and application of culturally competent content. With the shift in demographics, recognition of the diverse needs of various populations, and development of policies, social workers were challenged to initiate culturally sensitive mechanisms and interventions for diverse groups (Walls, 2007; Kratzke, C., & Bertolo, 2013). This presentation will examine the findings from a mixed-methods study, which explored SWEs' self-perceived levels of cultural competence (knowledge, awareness, and terminology); relationships associated with their preparation, experience, and disposition regarding cultural competence; and how SWEs transfer their understanding of cultural competency into classroom learning activities. The presenters will then discuss how The World Cafe' activity provides a space where meaningful conversations occur in a cafe-like environment. The World Café is a tool that has been utilized (L.C., 2011; Burke & Sheldon, 2010) to bring together intentional conversations and representation on topics and issues that allow educators, students, learners, and participants the opportunity to challenge their schema in a safe environment, thus, challenging implicit bias which may impact future practice with diverse individuals and populations.

**Presenter Bio (s):** Kathyanne Goodridge Purnell is an Assistant Professor of Social Work at the University of Tennessee, Chattanooga. Her research interests include diversity education of health professionals, Social Workers/Educators and students. Her research interests include diversity education and strategies to develop cultural awareness and cultural competence, Intimate Partner Violence, Women, Women of Color & Faith in Academia & Caribbean Narratives.

Kesslyn Brade Stennis is an Associate Professor and Chair of the Department of Social Work at Coppin State University in Baltimore, MD. In addition, she is the founder of The PhD Consultants, a company committed to supporting the efforts of doctoral students "from concept to completion". Her research interests include domestic/intimate partner violence, African Americans, women, faith communities and religion/spirituality. Janelle Natasha Billingsy was born in Sand Diego County, California. Adopted with her twin sister to western immigrants who arrived in America in the 1970's from Barbados and Trinidad. Her speciality areas are in Trauma and Emergency Management, and developing mechanisms to explore cultural diversity. Janelle works as a Geriatric Psychiatric specialist, and works with at risk youth in specialized family treatment centers.

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**Workshop Title:** God Our Creator: Integration of Faith and Human Development

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



**Workshop Abstract:** This workshop will focus how a Licensed Clinical Social Worker integrated her faith in God as our creator and her son's diagnosis of Down syndrome and autism. The participants will view a video titled, "It Takes a Community" which chronicles her family's story of utilizing community resources to assist them on their journey of acceptance.

**Workshop Number:** 20120771 -

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

- Articulate the way 2 Corinthians 5:18 helps us to integrate our faith and human development.
- Consider how community resources can foster acceptance in the lives of those facing loss and grief.
- Identify the biological, psychological, and spiritual needs of parents raising children with disabilities.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**Workshop Description and References:** During the presentation the participants will be asked to think critically about the topics of loss, grief, acceptance and community. The internet opened the door to many treatment options for parents raising children with intellectual disabilities. This presentation will hi-light the importance of Competency for Engaging in Practice-informed Research and Research-informed Practice. The participants will also view a video titled, "It Takes a Community" which was created by the presenter to share her family's story of the healing that was facilitated by formal and informal community support. This documentary provides an insider's look into their journey of utilizing evidence based and non-evidence based services to help their child "recover" from autism. The results are a twenty year old young man who still has severe autism and a family who learned the depth of God's love and provision. Highlighted in the video is a bachelor level social work student who completed her field placement in the social workers home. This workshop will equip social workers to work with individuals with disabilities in a holistic way. As we focus on the biological, psychological, social, and spiritual needs of individuals with disabilities we learn that their family's needs must also be assessed and addressed. It is the goal of the facilitator that each participant will leave the workshop encouraged, enlightened and awestruck by the love of God.

Outline of Presentation

God Our Creator: Integration of Faith and Human Development

A. Application of 2 Corinthians 5:18

B. A Mother's View of God as Creator

C. When Dreams are Shattered by a Diagnosis

D. Loss, Grief, Acceptance and Community

E. A Unique Social Work Placement

F. The Video, "It Takes A Community"

G. Workshop Participants Stories

H. Bio-psychospiritual Needs of Parents Raising Children with Disabilities

**Presenter Bio (s):** Prior to teaching at Indiana Wesleyan University, Dr. Goss-Reaves worked for 26 years as a Licensed Clinical Social Worker in the areas of child welfare, juvenile justice, intellectual disabilities and school based services. Dr. Goss-Reaves holds a BSW from BSU, a MSW from IUPUI and a DSW from Capella University. She serves on the board of the Grant County Prevent Child Abuse Council and is a member of NASW and NACSW.

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**Workshop Title:** Engaging Churches in Child Abuse Prevention

**Workshop Presenters:** Anna Groff, MPA Jeanette Harder PhD

**Workshop Abstract:** This workshop will address the following question: How can social workers build engagement and awareness, and promote action surrounding ending child abuse in churches and faith-based schools and camps? It will include resources and best practices on child safety, as well as tips and strategies for individuals engaging these issues.

**Workshop Number:** 20120911 -

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

- Identify common areas or situations of pushback in faith communities in regards to ending child abuse.
- Describe several healthy ways to address resistance when a church is adopting or implementing new protection policies.
- Consider ways to support church leadership as questions of confidentiality, mandatory reporting and care of victims arise

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** This workshop will address the following question: How can social workers build engagement and awareness, and promote action surrounding ending child abuse in churches and faith-based schools and camps? Keeping children and youth safe in church and faith community settings is important but challenging work. While breaking down barriers to abuse prevention is needed in all religious settings, churches that are independent or part of small denominations face unique challenges as they often must create policies and locate training resources on their own. The workshop will begin with resources and best practices on child safety at churches and faith-based schools and camps, as well as tips and strategies for individuals engaging these issues. The following components of abuse prevention will be described and discussed at the workshop: 1. Various models for how to write and implement a child protection policy and/or become a safe church. 2. Suggestions on how to implement change incrementally by working with the church leadership body

(background checks, windows in doors, two-adult rule, reporting). 3. Ways for social workers in churches to lead the way in demonstrating how to be sensitive to victims and navigate through conflict in faith community settings. The workshop will also include an overview of the kind of pushback and criticism one often faces when implementing a new child protection policy or new guidelines to increase safety. Social workers will learn ways to acknowledge dissent and work with it in healthy, constructive ways. This part of the workshop will be interactive as attendees can learn from one another's stories and how to address barriers in child protection work. The workshop will also include a brief time of discussion of several case studies, for example: "A pastor of a small church encourages the members not to report child abuse to the local authorities, but to church leadership instead, due to the religious beliefs of focusing on forgiveness instead of reparation. "A man with an offending history wants to begin attending a church again. His offense was 15 years ago and he is in therapy. He agrees to sign a covenant and follow a written plan. The pastor is struggling with who all should know the man's history and comes to you for advice.

**Presenter Bio (s):** Anna Groff is the executive director of Dove's Nest: Faith Communities Keeping Children and Youth Safe. Previously, she worked as the editor for The Mennonite, Inc., for nine years. In 2013, she earned a master of public administration with a nonprofit management focus from Arizona State University. She worked in development for a domestic violence shelter in eastern Arizona and has served on several nonprofit boards.

Jeanette Harder, PhD is the co-founder and board president of Dove's Nest, a nonprofit organization whose mission is to empower and equip faith communities keep children and youth safe in their home, churches, and communities. Dr. Harder is also a professor at the Grace Abbott School of Social Work at the University of Nebraska at Omaha.

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**Workshop Title:** A Qualitative Assessment of Black and Hispanic Community Collaboration

**Workshop Presenters:** Stephanie J Hamm, MSW, PhD Kristina Davis PhD

**Workshop Abstract:** In an effort to discover insights and challenges of Black and Hispanic community leaders and communities working together for community well being, the researchers engaged in a qualitative study using focus groups. Initial discussions indicate the two communities desire to collaborate, but barriers emerge.

**Workshop Number:** 20120804 -

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

- Identify barriers of interracial community collaboration.
- Name solutions to overcoming those barriers.
- Access resources for overcoming barriers.

**Level of Presentation:** Basic

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

**Workshop Description and References:** In a conservative, evangelical community in West Texas with a population of 121,000, the breakdown in racial/ethnic populations are 62% non-Hispanic White, 25% Hispanic, and 10% Black. In the Hispanic and Black communities around the city are many people who live below the poverty line and struggle with issues such as unemployment and inadequate health care. Members and natural leaders in these communities work to provide a voice on behalf of the communities in efforts to increase access to available resources. These leaders work to: "Inform city decision makers of the challenges in their communities " Increase voter registration and turnout "Educate systems about the people they serve from these communities "Bring resources and information to the communities "Increase affordable housing "Improve neighborhoods "And develop leaders Leaders from Hispanic and Black communities work for the same types of outcomes for their communities, however, have not worked together on a continual basis to improve conditions for all people of color in the city. In initial and informal conversations with both groups, it is often stated that more could get done for the communities if and when there is collaboration among them. However the two groups have yet to make sustainable moves for collaboration in any area. Researchers wished to investigate the following, among other things: "What do the communities need? "What is the history between the communities? "What are the barriers to collaboration, generally and specifically? "Given the fact that many Black leaders are also ministers, is there a faith/religious barrier of any kind? "Is competition a barrier? To that end, researchers will (upon IRB approval) conduct focus groups in order to gather data that will give voice to the two communities. Researchers (one Hispanic and one Black) will record insights from each group's own focus group, and then conduct a focus group of representatives of both groups. A final focus group consists of seeking White city leaders' perception on Hispanic/Black collaboration. Data will then be analyzed with a content analysis approach seeking emergent and priori themes, such as communication style, salience of faith/religion, history, and competition. Initial findings are expected to suggest the two groups have interest in collaborating, however barriers to collaboration include differences in agenda or vision for change, and differences in negotiation styles. Implications include finding ways of overcoming barriers to collaboration within a community, which may include joint projects and training. This session will seek to inform participants about the dynamics of interracial community collaboration, and suggest ways community leaders of Black and Hispanic communities might overcome possible barriers of collaboration, in hopes that sustainable changes can occur that benefit residence of color. Participants will then have opportunity to share successful strategies.

**Presenter Bio (s):** Stephanie Hamm's practice experience has included services to women, couples, and children in mental health settings. Currently an assistant professor at Abilene Christian University, research interests and teaching include diversity, spirituality, and evidence-based social work practice and education.

Kristina Davis is an assistant professor of Communication and Sociology at Abilene Christian University. Her research interests include the intersection of race and gender and politics, specifically the ways that politicians communicate with Latinos.

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**Workshop Title:** Designing an Effective Community Response to Human Trafficking

**Workshop Presenters:** Michelle Hannan, MSW, LISW-S Erin Meyer M.P.P.

**Workshop Abstract:** This workshop will explore strategies for designing an effective human trafficking community response while fostering partnerships with the faith community. Strategies will include identifying and building consensus among key partners and building bridges between licensed providers and faith or community based response programs.

**Workshop Number:** 20120940 -

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

- Identify the key partners needed to effectively address human trafficking in a community.
- Identify strategies for building relationships and establishing protocols between licensed providers and faith or community based response programs.
- Identify strategies for overcoming difference and building consensus among human trafficking coalition members.

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

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

**Workshop Description and References:** Defined as a federal crime in the United States in 2000, human trafficking is often described as a form of modern day slavery. The global impact of human trafficking is staggering. The International Labour Organization estimates that approximately 21 million people are trafficked across the globe, generating an estimated \$150 billion in annual profits for traffickers. Since 2000, knowledge of how to effectively combat human trafficking has grown through the combined efforts of federal and state agencies, law enforcement, the faith community and social justice advocates. Today, the human trafficking coalition model is considered an effective strategy for mobilizing a diverse group of advocates to combat human trafficking in a community. While it is generally understood that a complex problem such as human trafficking requires a coordinated response, communities often struggle to harness the strengths and ideas of a wide variety of partners toward one goal. Partners may differ in their fundamental beliefs about why human trafficking exists. Others may disagree on the most promising approaches to aftercare. Some advocates may feel that aftercare is

best provided by survivor-led organizations while others may feel that licensed providers are essential. Others may believe that true healing can only be achieved through spiritual growth, while others may embrace secular strategies. Partners may also disagree on the most effective legislative responses. This workshop will explore strategies for developing a strong community based response to human trafficking through the building of bridges and understanding among coalition partners. Participants will learn about the categories of partners and organizations that are essential to an effective coordinated response to human trafficking and examine strategies for building consensus through the creation of a vision, mission, goals and objectives. Examples of effective partnerships will be highlighted.

**Presenter Bio (s):** In 2007, Michelle Hannan launched The Salvation Army's anti-human trafficking programs in Central Ohio. Today she oversees this work in Central Ohio and in Cincinnati. Michelle coordinates the Central Ohio Rescue and Restore Coalition and currently serves as Chair of The Salvation Army's North American Anti-Trafficking Council and the Ohio Human Trafficking Commission Victim Services Committee.

Erin Meyer, M.P.P. is the Anti-Human Trafficking Coordinator for The Salvation Army in Greater Cincinnati, where she provides oversight for the emergency response, comprehensive case management, street outreach and drop in programs for trafficked persons. Erin also serves as the Coalition Manager for End Slavery Cincinnati, the community's human trafficking coalition.

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**Workshop Title:** Strategies for Developing Students into Global Citizens

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

**Workshop Abstract:** This session provides strategies for the classroom to help students thrive in a world without boundaries and spawn passion for them to want to be global citizens.

**Workshop Number:** 20120816 -

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

- Develop alternative ways to engage students in the classroom with a focus on developing global citizens.
- Examine various modes of extra curricular opportunities to include in the classroom learning.
- Compile options for collaboration with resources outside of their university to enhance an environment of global learning and outreach.

**Level of Presentation:** Intermediate

**Target Audience:** Educators

**Workshop Description and References:** As higher academia professors, it has been our main responsibility to impart knowledge to our students. However, we also carry the roles of mentor, encourager, professional sounding board, etc. At various times in our career, we may find that these secondary roles more important for various cohorts of students. As we already know, with the age of digital technology, the "net" or "millennial" students can amass a vast amount of information within seconds, which can create a dilemma for professors (Barnes, Marateo, & Ferris, 2007). This is a different breed of students and although the debate continues whether to make significant changes to higher academia to better meet their needs, incorporating different modes of educating these students should continually be entertained with implementing various secondary roles to meet the needs of our students (Biggs, 2011). Moreover, this generation of students, more than any other, relates to each other and the world around them from a safe technological distance. The technology saturation of posting one's life continually on multi-media enhances more of a self-centered lifestyle. Thus, as educators, how then can we best teach, mentor and encourage these students? One would think with the boom of online education and this generation being so technological savvy, that online enhancements would be the perfect route. However, it has been shared by representatives of the net generation that they enjoy the social aspect of a traditional classroom (Barnes, Marateo, & Ferris, 2007) and it would make sense bring in additional opportunities in the classroom for these students to interact with each other and others around them in-person format. Many of us would agree to the idea that our job is not only to impart knowledge, but also to build responsible and accountable citizens"even stretching to have students who realize the value and importance of people, relationships, civic duty, and the world around them, not just themselves and what is going on in their immediate social environment basically, global citizens. In this age of globalization and technology saturation, students cannot only access the world; they should also feel a connection to have a positive impact on the world. While imparting information to students, we should also inspire an innate and intrinsic desire and passion for life-long learning and responsibility to the world. We have the opportunity to develop world citizens"östudents who emerge into responsible, accountable and globally minded. Strategies for this are: study abroad, connect students with relevant opportunities outside the university that encourage and foster their interests, topic blogging, and simulation activities. These students are already using these formats to share about themselves, we can infuse assignments into what they are already doing (Lapowsky, 2014). As educators, we should not only try to inspire our students to life-long learning, but also practice it ourselves, especial

**Presenter Bio (s):** Dr Hansford is an associate professor in the Carver School of Social Work, Campbellsville University. Her main areas of interests are human trafficking and global problems and advocacy. Dr. Hansford most recently served as an outside reviewer for a human trafficking textbook and returned from sabbatical where she conducted qualitative research in over eleven countries over human trafficking case management.

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**Workshop Title:** Making Breast Cancer Black History: Evaluating a Faith-Based Initiative

**Workshop Presenters:** Kimberly Hardy, PhD

**Workshop Abstract:** Black women are largely excluded from breast cancer campaigns which could lead to their higher breast cancer mortality rates. Despite the pervasive messages about breast cancer, Black women are diagnosed with more advanced breast cancers and have a lower survival rate than white women. The initiative was designed to change that narrative.

**Workshop Number:** 20120899 -

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

- Articulate innovative strategies for engaging Black Churches in health-related intervention research.
- Describe the implications of targeted messaging on the health behaviors and knowledge acquisition among Black women on the topic of breast cancer & breast health.
- Identify key challenges faced by scholars/researchers when conducting an intervention study with Black Churches and methods for overcoming those challenges.

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

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

**Workshop Description and References:** The most commonly diagnosed cancer among Black women is breast cancer. In 2012, breast cancer death was 42% higher in Black women than white women yet only 66% of Black women have had a mammogram in the past two years. Routinely the images associated with the annual Breast Cancer Awareness campaigns are images of white women which could lead some women in the Black community to perceive this disease as less significant for them. A similar phenomenon occurred during the early years of the HIV/AIDS epidemic which African-Americans in general associated with gay, white men leading to less preventive behaviors. Decades later this disease has ravaged the Black community which supports the concept that when one racializes a disease it impacts the way(s) that people respond to it. The same could be said, thus, for breast cancer among Black women. According to the Pew Forum on Religion in Public life, African-Americans are more religious than all other racial groups combined. Even at a time when all other Protestant and Catholic denominations are seeing a decrease in membership, African-Americans in the historically Black Church continue to maintain a high level of membership and have seen modest increases in the past five years. The centrality of faith to African-Americans has been well established in the literature; given their higher level of fidelity to their religious beliefs and institutions, utilizing the Black Church as a site for fostering health behavior



change is a culturally sound, common sense method of intervention. This presentation highlights the efforts and outcomes of a six-week Black Women's Breast Health Initiative conducted through four Black Churches in a low-income urban community. It was hypothesized that conducting the initiative during Black History Month would prioritize the issue of breast cancer for Black women and highlight the devastating impact that breast cancer is having on Black women. The presentation will articulate the innovative strategies used to engage the churches in the project as well as identify the challenges associated with execution of the initiative and provide ideas for overcoming them.

**Presenter Bio (s):** Dr. Hardy is a scholar whose research focuses on religion and spirituality with a particular emphasis on the role of faith in the help-seeking behaviors of African-Americans and the multiple roles filled through the institution of the Black Church. Dr. Hardy is also a professor in the MSW program and the Secretary of the NACSW Board of Directors.

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**Workshop Title:** Voices of LGBT Christians: Implications for Social Work Practice

**Workshop Presenter:** Helen Harris, EdD, LCSW

**Workshop Abstract:** The presenter in this workshop reports on a qualitative study of the lived experience of persons who identify both as Christian and LGBT with a specific focus on ethical social work practice implications. If you identify as Christian and social worker, come prepared to engage in the professional and ethical implications of this topic.

**Workshop Number:** 20120835 -

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

- Describe key issues, concerns, and tensions discernable in the "voices" of persons who identify as both Christian and LGBT
- Articulate 3-5 challenges and opportunities for social work practice with LGBT clients who are persons of faith
- Define several key practice principles for ethical, culturally responsive practice that honors competing values

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

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

**Workshop Description and References:** There is perhaps no more painful and potentially divisive topic in the Christian church today than homosexuality. Christians in multiple denominations are engaged in conversation, and often debate, about scripture, church membership and service, same sex marriage, and approaches to

counseling/therapy with persons with same sex attraction. The body of literature is growing, much of it written by ministers and Bible scholars and emerging work written by persons living the experience of being Christian and LGBTQ. A number of helping and therapy professions have found conversion or reparative therapy ineffective and in some cases harmful. The language of affirmation can be challenging to some Christians whose understanding of scripture and whose personal convictions do not support homosexual behavior. Social workers and/or clients may struggle with their own internalized rejection of same sex attraction and homosexuality. Others find support in their churches and own experiences for inclusion and acceptance. Few, however, take either position lightly. Further, the conversation extends to social work education programs in religiously affiliated universities where there can be an apparent difference of institutional and professional values. How shall social work practitioners navigate these troubled waters? This presentation acknowledges these cultural and professional complexities without trying to solve or resolve them. The focus of the presentation is on professional practice guidelines that are informed by social work ethics and by the voices of persons who identify as Christian and as LGBT. The presenters report on the literature and more than twenty interviews that provide guidance for social work practice with clients whose self-report includes their own experiences with Christian faith or religion, with LGBTQ identification, and with related and unrelated challenges that bring them to therapy. Attendees will find this presentation steeped in the reported experience of others and grounded in the ethics and best practices of the profession.

**Presenter Bio (s):** Dr. Helen Wilson Harris is an Assistant Professor in the Diana R. Garland School of Social Work at Baylor University where she has taught since 1997. Dr. Harris is a Licensed Clinical Social Worker in the state of Texas with more than 30 years of social work practice experience in foster care and adoption, hospice, grief counseling, and crisis intervention. Her research includes loss and grief and evidence based practices in social work.

Ms Cole has worked with at-risk students and pregnant/parenting teens in high school since 2002. A social worker for more than 25 years, Ms. Cole's work includes hospice, maternal child hospital work, and administration. Her research is with persons who self-identify as Christian and LBGT.

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**Workshop Title:** Catholic Social Worker in the Jewish Ghetto: Irena Sendler's Macro Practice

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

**Workshop Abstract:** Irena Sendler, a Christian social worker saved over 2,500 children in the Warsaw ghetto during the Holocaust. She accomplished this by using community organization, networking, record keeping, advocacy, and ethical decision making. She risked her life and was nearly executed for her heroic efforts. Her biography is inspirational for social workers

**Workshop Number:** 20120855 -

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

- Describe the life of Irena Sendler, a Christian social worker who rescued 2,500 children during the Holocaust.
- List at least 3 methods of macro social work practice used by Irena Sendler in the Warsaw ghetto.
- Describe how Irena Sendler serves as an example of Christian social work under the darkest chapter of human history.

**Level of Presentation:** Intermediate

**Target Audience:** General Audience

**Workshop Description and References:** The presenters will use parts of an internationally distributed documentary film, photographs and an oral presentation to introduce the audience to the stunning biography of Christian social worker Irena Sendler. The program will be responsive to the questions and comments of the participants. The content is disturbing since it is about the death of Jewish children in the Warsaw ghetto during the Holocaust. The following concepts will be covered.

1. Irena Sendler was a highly trained social worker in the Warsaw ghetto. Her social work practice needed to change as she became aware of the systematic murder of human beings in her community of practice.
2. Irena Sendler organized young women in the community to change the identity of the children in the ghetto and to protect them. She organized the Christian community to create false baptismal certificates for Jewish children. She devised elaborate methods to smuggle children out of the ghetto, often bundled in packages, hidden in coffins or under heaps of garbage. She developed a system of foster care for children to be gently cared for under assumed identities.
3. Irena Sendler protected the identities of the Jewish children through detailed record keeping with the hope of reuniting the children if their parents survived the Holocaust.
4. Irena Sendler risked her life everyday in order to save the children from certain death. She was eventually arrested, tortured, and sentenced to death. She was released just before her death when her colleagues bribed a guard and set her free.
5. The story of social worker Irena Sendler until the 1990s when a group of teenagers in Kansas discovered her story and began sharing her story with the world.
6. Social workers in the United States have not learned about one of the most important practitioners in social work history. She should be listed along with Jane Addams and Mary Richmond as the leaders in social work practice. The presenters will collaborate with the audience to share her story.

**Presenter Bio (s):** Scott Hartblay teaches Human Oppression, Policy and American Government at Elms College in addition to serving as Field Director. He is interested in the Holocaust and the American Civil Rights movement.

Maureen Holland teaches social work practice courses as well as serving as program director. She is interested in poverty studies as well as the Holocaust.

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**Workshop Title:** An Emerging Theory of Clergy Experience & Response to Mental Illness

**Workshop Presenters:** Krystal Hays, MSW, LCSW Jennifer Shepard-Payne PhD, LCSW

**Workshop Abstract:** Clergy have personal experiences that have shaped how they function in ministry. This workshop presents qualitative data from which an emerging theory " how personal experiences influence clergy attitudes towards mental problems " is explored. This information and discussion will aid social workers in developing informed partnerships with clergy.

**Workshop Number:** 20120919 -

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

- Understand clergy's varied experiences related to mental illness
- Describe connections between clergy's experiences, attitudes, and responses towards mental illness
- Identify ways to partner with clergy around mental health issues

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

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

**Workshop Description and References:** Many individuals who suffer from mental and emotional problems prefer support from clergy instead of formal mental health services. Since clergy are often sought out to assist those with mental illness it is important to understand the ways in which pastors think about, and respond to, mental health problems. It has been well established that personal experiences (experiential evidence) shape our decisions and behaviors (Ziebland & Herxheimer 2008). As such, it is important to understand how the personal experiences of clergy have shaped the ways in which they function in ministry with mentally ill individuals. This workshop presents data from a qualitative study which examined a conversation between pastors in an online social networking group. In this conversation, one pastor who was part of the networking group asked the other members: "If the church is where we are to come for healing, how do we handle people who are depressed, suicidal, suffering from PTSD or anxiety?" Thirty-five pastors participated in the discussion generating over 140 comments over 13 days. Classic grounded theory was used in order to guide the data analysis resulting in an emerging conceptual theory regarding clergy's mental health attitudes and behaviors. An emerging theory " how personal experiences influence clergy attitudes towards mental problems " is explored in this workshop. Clergy

revealed that they had very detailed past experiences which shaped their present-day views on how they understand and define mental and emotional problems. A discussion of the rich histories of these clergy will be provided " including stories of extreme hardships like child abuse, family suicides, extreme loss, and trauma. Importantly, the study's emerging findings discuss how clergy with these backgrounds now view mental illness and emotional issues. The findings are significant because past experiences ultimately guided the ways in which these clergy think about and responded to the mental and emotional problems brought to them by congregants. Based on this data, this workshop will explore the question of "where do we go from here"? Given that there may be a direct relationship between type of past experience and present views on mental illness, how should mental health practitioners approach work and collaboration with clergy? In the workshop, there will be opportunity for dialogue regarding ways in which partnerships and collaborations between social workers and clergy members should be facilitated. This workshop, and its discussion, will aid social work practitioners in more informed partnerships with clergy. Further, a more nuanced understanding of the connection between religious views and mental health will improve clinical interventions and treatment outcomes for religious individuals experiencing emotional problems.

**Presenter Bio (s):** Krystal Hays is currently a doctoral candidate whose objective is to engage in community based research that will contribute to the body of knowledge around mental health promotion and reduce racial disparities in mental health. More specifically, Krystal is interested in utilizing a community based research model to understand the role Black Churches can play in facilitating mental health promoting behaviors among African America

Jennifer Shepard Payne is an Assistant Professor in Azusa Pacific University's Department of Social Work (Masters of Social Work program). Her research interests include developing culturally adapted community-based depression and trauma interventions and addressing minority mental health disparities. More info is at [www.jshepardpayne.com](http://www.jshepardpayne.com).

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**Workshop Title:** Preparing Emerging Social Workers for Racial Justice

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

**Workshop Abstract:** Consistent with the conference theme to build bridges in our communities, this workshop addresses the lack of readiness of emerging social workers to advocate for racial justice. Emerging social workers were surveyed to identify the cause of this challenge and to establish methods for faith informed practice and the intersection of racial justice.

**Workshop Number:** 20120932 -

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

- Develop the understanding that race is a social construct and the failure to understand the implications limits our efficacy as Christian social workers.
- We all have biases and they are often based on myths, therefore, attendees will learn how to distinguish myth from fact in regards to racial justice.
- Empower social workers to talk freely and openly about racial justice as an ethical and Christian responsibility.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** The climate in the United States is contentious regarding race. As social workers, we are expected to be able to professionally address all injustices with respect, sensitivity and insight. However, it seems that in many settings, when it comes to racial injustice, there is a reluctance or perhaps fear to openly address these issues. Emerging social workers are oftentimes aware of different movements such as Black Lives Matter, yet in the classroom and at their field placements, they are not given the tools to confront racial injustices which leaves them feeling that there is no direct connection between social work and the fight for racial justice. Additionally, Christian social workers are often fearful of discussions regarding racial justice which adds another layer to the challenge faced by new social workers. Faith, social work and racial justice are interrelated modalities and in order to build bridges and foster healing in our communities, social workers must be at the forefront, demonstrating how to effectively advocate for racial justice. The first key topic which will be addressed will be "the elephant in the room" which addresses race as a social construct. The second key topic will be acknowledging hidden biases and prejudices and reversing myths. The third key topic will be identifying the risk of not addressing racial injustice as social workers. The fourth key topic will be the role of Christian social workers in advocating for racial justice. The literature on this topic reveals that a social justice framework is the most impactful way of addressing racial justice. Therefore, as Christian social workers who are truly invested in building bridges, we must revisit and redefine "justice" by applying theoretical frameworks such as Critical Race Theory.

**Presenter Bio (s):** Melissa Henley is a passionate social work educator who believes that in addition to imparting the knowledge, values and skills on emerging social workers, faculty must also engage them in ongoing awareness activities. She serves as the sponsor for the social work club and Phi Alpha honors society. She desires to see her students realize and actualize their position in the fight for justice.

**Workshop Title:** Student Integrity in the 21st Century

**Workshop Presenters:** Nelson Henning, Ph.D.

**Workshop Abstract:** This session will address the use and abuse of technology in higher education. Application will be made to students of social work. The focus of the presentation will also include information regarding student behavior as it relates to integrity and the use of technology. Approaches in dealing with this issue will be highlighted.

**Workshop Number:** 20120778 -

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

- Understand the prevalence of abuse in using technology in higher education.
- Identify methods of abuse in using technology in higher education.
- Identify some practical ways of improving student integrity

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The major focus of the session is describing and discussing student integrity. Student integrity is synonymous with student cheating and academic dishonesty. These three terms that will be used to highlight the problem of dishonest/cheating behavior among college students. The presentation will begin with describing forms of cheating during the pre-technology era and contrasting it with the current state of technology. Further examination of published studies on the topic will be presented. The focus of the presentation will also include attempting to understand why students cheat and how the presence of technology offers unique temptations for students to engage in academic dishonest behaviors. The presentation will then highlight some current ways to use technology to detect academic dishonesty. Special attention will be given to innovative methods that foster the prevention of academic dishonesty.

**Presenter Bio (s):** Dr. Henning has served in the Air Force as a clinical social worker for 20 years and has been in social work higher education for over 20 years. He currently serves as Chair of the Department of Social Work at Cedarville University in Cedarville, Ohio.

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

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

**Workshop Abstract:** This workshop will explore the conflicts within our internalized racial identities and how they intersect with our professional and Christian identities. Participants will be encouraged to examine ways these racial internalizations impact their work with clients and their functioning within their agencies/organizations.

**Workshop Number:** 20120934 -

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

- Understand the definitions of Internalized Racial Oppression and Internalized Racial Superiority (IRO/IRS) and how this connects to one's identity in Christ.
- Begin to examine how Internalized Racial Oppression and Internalized Racial Superiority impacts participants personally and in their relationships with clients.
- Begin to identify how Internalized Racial Oppression and Internalized Racial Superiority function within participant's agencies/institutions.

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

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

**Workshop Description and References:** Internalized Racial Oppression (IRO) and Internalized Racial Superiority (IRS) are concepts not often discussed in social work circles. However, they can have a profound impact on Social Worker's relationships with their clients as well as the way they function within their agencies/institutions. Using research as well as professional and personal experiences in settings including churches, higher ed institutions, and community agencies the presenters will prompt participants towards recognizing and identifying manifestations of their own internalized racial identities. Additionally, consideration will be given to the way that these racial identities mis-shape our identities in Christ and God's intention for the way we are to be in relationship with one another.

**Presenter Bio (s):** Stacia Hoeksema, LMSW has been teaching in the Calvin College Social Work Department since 2003. Her primary clinical social work experience is in the areas of grief and loss and medical social work. Stacia has also been engaged for over 15 years in community work and training around issues of racial justice, poverty and community development, particularly through her church. She lives in Grand Rapids, MI with her husband and four children. Jevon Willis, LLMSW lives in Grand Rapids, MI with his wife and four children. He serves as the Associate Director of a small non profit leadership organization, GR Initiative for Leaders. Jevon has worked with teen, adults and other community stakeholders in Grand Rapids for over 16 years in residential, jail, clinical and community settings. He also currently serves as an adjunct instructor at Grand Rapids Community College and Calvin College.

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**Workshop Title:** Social Workers as Good Citizens

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



**Workshop Abstract:** The 2016 presidential election has been identified as one of the poorest examples of political civility in history. But if God created government to promote public justice, Christian social workers are then called to be engaged citizens. This workshop explores nonpartisan ways in which we are called to thoughtfully engage the public square.

**Workshop Number:** 20120874 -

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

- Identify and discuss key aspects of Christian engagement in the public square including solidarity, the common good, and public justice.
- Identify concrete ways that Christians can engage our calling as advocates for justice with local, national, and international policies and practices.
- Identify case examples of "successful" Christian social work engagement with public policy, particularly among marginalized individuals.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The 2016 American presidential election has been referred to by many as a low point of political civility and discourse. For many persons of faith, the rancor associated with the political arena during the past year has been greatly disheartening. With a long election season now behind us, however, our emphasis must turn to the potential triumphs and challenges of a new administration. The political arena, while consequential for all of us, may hold particular significance for social workers who daily rub elbows with individuals and systems whose well-being is directly impacted by public decisions. This workshop explores in the ways in which we, as social workers and as Christians, are called to be good public citizens. God has established government as one of the basic human institutions (in addition to marriage and family and the church) for establishing His divine purposes. Our calling as Christians extends to our citizenship in God's kingdom as well as our citizenship within governments. If government is authorized by God to promote public justice and the common good, we ought to be wise advocates for public policies that appropriately fulfill the role the government as well as those that ensure adequate freedom for other divinely-appointed institutions. While Christians have differed historically in their approaches to engaging the public square, this workshop will explore some foundational, nonpartisan principles for engaging our citizenship and our faith with the goal of the good of all persons. Because we serve clients who are often marginalized in society, our citizenship as Christian social workers must particularly concern itself with policies and leadership that seek to ensure their flourishing as fellow image bearers. As Christians, we have to avoid engaging government only related to our special interests and ignoring the call to seek the good and appropriate justice for all persons. Extending beyond our own spheres of influence, however, the worthy goal of eliminating national, and well as international, injustices calls for sustained attention to those policies which significantly impact those

on the margins of society. Steve Monsma writes, "Injustice emerges when public policies grant or protect opportunities only for certain segments of society and ignore or stifle the freedoms and opportunities others need to be the joyful, choosing, creative people God intends them to be (p. 58)." We must engage the difficult balance between not expecting too much from public policies (as though they can erase the effects of a broken world) and expecting too little (as though public policies are inconsequential). As followers of Christ, we continually hold the tension between our knowledge of the world as broken and our role as agents of God's restoration. Join us in exploring ways to move from pessimism to active engagement with an institution God has ordained for good.

**Presenter Bio (s):** Lisa Hosack is a social work professor at Grove City College in western Pennsylvania. Previous to her life as a professor, she worked in various positions in the field of social work including working in community mental health, child welfare, a school, a psychiatric hospital, and a large Christian mental health provider. She holds a PhD in social work from Michigan State University and a MSW from University of Illinois-Chicago.

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**Workshop Title:** Integration of Motivational Interviewing, Mindfulness & Centering Prayer

**Workshop Presenters:** Kristine Howley, MSW, LCSW, Clinical Supervisor-In-Training

**Workshop Abstract:** Motivational Interviewing, Mindfulness, and Centering Prayer are effective techniques to manage neurobiological, emotional and cognitive cravings encountered by addicts. Uniqueness and parallels between the three interventions and integrative points of appropriate and effective treatment of substance use disorders will be explained.

**Workshop Number:** 20120775 -

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

- Understand similarities between three clinical interventions for Substance Use Disorders: Motivational Interviewing, Mindfulness & Centering Prayer
- Understand how each clinical intervention helps to manage neurobiological, emotional, and cognitive cravings in the recovery from a Substance Use Disorder
- Integrate Motivational Interviewing, Mindfulness & Centering Prayer in the AODA assessment and treatment of Substance Use Disorders

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** Integration of Motivational Interviewing, Mindfulness & Centering Prayer. When treating Substance Use Disorders direct-practice clinicians help to develop internal motivation within their clients and teach their clients techniques to manage physical, emotional and cognitive cravings. The integrative use of Motivational Interviewing, Mindfulness, and Centering Prayer is an innovative approach in the treatment of substance use disorders. Each of the three clinical interventions are effective to manage neurobiological, emotional and cognitive cravings encountered by addicts. Together, these three techniques can efficiently and effectively be incorporated by one clinician during one session. The workshop will initially describe the unique components of each technique in the management of neurobiological, emotional and cognitive cravings, preparing the clinician to practice an integrative approach. The parallels between the three interventions will then be recognized while integrative points of appropriate and effective use will be explained. The use of Power Points will help align the approaches and identify integration points. Direct practice clinicians will have the opportunity to practice this integrative approach using Motivational Interviewing, Mindfulness, and Centering Prayer techniques when role-playing AODA assessment sessions during the workshop. Useful handouts will be provided for the clinicians to use during the role-play and to utilize in their practice. The Mindfulness technique developed by Jon Kabat-Zan is derived from an Eastern Buddhist Philosophy of spirituality to manage emotion and thought. Centering Prayer will be incorporated to help integrate God, faith, and religion into the treatment of substance use disorders and demonstrate similarities to Mindfulness. Faith-based clinicians will learn to help their clients understand how prayerful focus on God can strengthen recovery from this 90- minute workshop.

**Presenter Bio (s):** Kristine Howley MSW, LCSW, CSIT Kristine has 28 years of Social Work experience serving as a Child Protection Worker (15yrs) and as a Psychotherapist (13yrs) who treats mental health disorders and substance use disorders. Presently, Kristine is a Clinical Assistant Professor and Field Coordinator for Concordia University Wisconsin, Department of Social Work, while maintaining a clinical practice and supervising AODA clinicians.

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**Workshop Title:** Parental Understanding of Transracial Adoption

**Workshop Presenters:** Jane Hoyt-Oliver, ACSW, LISW-S, PhD Hope Haslam  
Straughan Ph.D., MSW, ACSW Jayne Schooler

**Workshop Abstract:** An essential workshop for professionals guiding families through transracial adoption, this session offers practical strategies for helping a transracially adopted child and family through the challenges they will face.

**Workshop Number:** 20120763 -

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

- Increase their understanding of the nature of domestic trans racial adoption
- Increase their understanding of the challenges both transracially adopting parents and their children face within the community and church
- Learn specific strategies that can assist trans racially adopting parents and their children to grow in their cultural competence

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Anchored in a qualitative study of parents who have adopted children identified as being of a different race, this workshop, Parenting Understanding of Transracial Adoption draws from real-life experiences of adoptive families to raise and respond to questions that arise before, during, and after transracial adoption. These questions range from the obvious for example, “how to respond to comments from family and community members” to the practical “how a Caucasian mother can learn to help her African American daughter groom her hair”. Topics include parental understanding of race while growing up, parental understanding of the challenges within the community, and communicating within the adoptive family. The presenters will also share advice from practitioners about preparing and supporting families in transracial adoption

**Presenter Bio (s):** Jane Hoyt-Oliver, LISW-Sup. PhD, is chair of the Social Work Program and professor of social work at Malone University in Canton, OH. She was named Social Worker of the Year for the State of Ohio in 2000 and has presented nationally on adoption and on social work ethics. She and her husband adopted their daughter as an infant.

Hope Haslam Straughan, MSW, PhD, is associate dean for social work, leadership, and policy and associate professor of social work at Wheelock College in Boston. She has presented nationally on the subject of adoption and on spirituality in social work practice. She and her husband adopted two boys when they were preschoolers. She serves as a volunteer foster care case reviewer for the Department of Children and Families in Massachusetts.

Jayne E. Schooler, MBS, has worked for many years as an adoption worker and trainer, both nationally and internationally. She is the author or coauthor of eight books related to adoption, including Telling the Truth to Your Adopted or Foster Children and Wounded Children, Healing Homes: How Traumatized Children Impact Adoptive and Foster Families. She serves full time with Back@Back ministries. She and her husband are adoptive parents.

**Workshop Title:** Case Study of an Effective Small Task Group in a Church Setting

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

**Workshop Abstract:** A task group developed to provide shelter and hospitality to homeless men in a church setting 9 years ago will be used as a case study to discuss its continued success using the task group principles of efficacy, effectiveness, emotional fit, group identification, and shared leadership's relationship to group performance.

**Workshop Number:** 20120756 -

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

- Learn about the RITI Ministry, a small group developed 9 years ago to provide hospitality and shelter to homeless men in the community.
- Discuss the task group group's continued success during the past 9 years using task group principles for efficacy and effectiveness.

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

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

**Workshop Description and References:** This presentation will focus on the experiences of members who have been involved in a small task group for 9 years in a church setting, that has been described as "successful" and "connected" by the pastor. Using the members' own words, the presentation will use the case study of the group to discuss the task group principles of efficacy and effectiveness (Gibson, 1999), the role of leadership style and its relationship to group performance (Taberner, Chabel, Curral & Arana 2009), and the bidirectional link between emotional fit and group identification (Delvaux and Mequita, 2015) that has contributed to its continued success.

**Presenter Bio (s):** Rhonda E. Hudson is a Professor of Social Work and BSW Director at Union University, in Jackson, TN. She earned the MSW and PhD degrees from Barry University, in Miami Shores, FL, and is a Licensed Clinical Social Worker in the State of TN.

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**Workshop Title:** Exploring the Professor Student Relationship After Life-Threatening Trauma

**Workshop Presenters:** George Huff, MSSA, LISW-S Michael Sherr PhD, MSW

**Workshop Abstract:** Exploring the professor/student relationship after a professor's life-threatening accident. Presenters discuss findings from interviews with students. Faith, vulnerability, and transparency are examined as important themes for creating teachable moments for students who were involved in helping the professor to heal.

**Workshop Number:** 20120802 -

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

- Articulate how life-threatening accidents can impact the student professor relationship
- Describe how a professor's life circumstances can enhance their impact on student growth and development.

**Level of Presentation:** Basic

**Target Audience:** Educators, Students

**Workshop Description and References:** This workshop explores how a life threatening accident influenced the professor/student relationship in and outside of the classroom. The professor will share the accident-story and the findings from interviews with students. The roles of faith, transparency, and vulnerability are examined as important themes for creating teachable moments while helping professors to heal. Through discussion, the presenters will explore how traumatic accidents can influence student views of their calling as social workers, their views of clients, and their relationships with their peers and professors. Audience members will then be encouraged to capture circumstances in their lives that can draw a professor and student closer in their walk of faith.

**Presenter Bio (s):** George E. Huff, MSSA, LISW-S is in his sixteenth year at Cedarville University, Cedarville, OH as Professor of Social Work. He is also the Social Work Department's Field Director. He has published and done a poster board with Dr. Sherr.

Michael E. Sherr, PhD, MSW is currently the Social Work Department Head and Professor at University of Tennessee, Chattanooga. Dr. Sherr is an internationally recognized scholar with over 50 publications, including two other books, on several areas of research and scholarship.

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**Workshop Title:** How Mental Health is Understood in Kenya

**Workshop Presenters:** Japheth Jaoko, Ph.D., LMSW

**Workshop Abstract:** Individuals with mental disorders in Kenya exhibit similar symptoms as mentally ill patients in other parts of the world. These symptoms however, are often explained within the context of various cultural beliefs and practices. Generally, mentally ill patients are often labeled as bewitched or possessed by evil spirits.

**Workshop Number:** 20120821 -

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

- Articulate a basic understanding of how mental health is understood in Kenya.
- Identify the basic challenges in the care of mental health patients in Kenya.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** The World Health Organization (WHO) defines health as "a state of complete physical, mental and social well-being, and not merely the absence of disease" (WHO, 1946). The WHO further defines mental health as "a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community" (WHO, 2014). Mental health thus encompasses both the prevention of mental disorders and the treatment and rehabilitation of those affected by mental disorders. There are two major tools used to classify and diagnose major mental disorders: The Diagnostic and Statistical Manual for Mental Disorders, fifth edition, (DSM-5) by the American Psychiatric Association (APA) 2013, and The International Classification of Diseases, version 10 (ICD 10) " chapter V by the World Health Organization (WHO). The disorders discussed in this presentation will be based on the criteria set forth in the DSM-5, being cognizant of its limitations since it was developed and normed in the United States and not in Kenya. This presentation will highlight the common disorders including schizophrenia, mood disorders, dementia and related problems in cognition and memory, personality disorders, eating disorders, substance abuse disorders, anxiety, and post-traumatic stress disorders. This presentation will also highlight how both religion and cultural values plays a central role in all spheres of life in Kenya, including health and personal wellbeing.

**Presenter Bio (s):** Dr. Japheth Jaoko holds a Master of Social Work degree from the University of Kentucky and a Ph.D. degree in Social Work from the University of Texas at Arlington. Dr. Jaoko currently serves as a tenured associate professor of social work at Campbellsville University in Kentucky.

**Workshop Title:** Disability in Religion: What are the Effects of Integrating Disabled Persons

**Workshop Presenters:** Nekia Jones, Student

**Workshop Abstract:** Each day, thousands of people with disabilities find it difficult to actively express their spirituality within religious settings where uncertainty about their level of participation within the worship experience remains. An increased understanding is needed to empower places of worship to be respectfully inclusive to those persons.

**Workshop Number:** 20120795 -

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

- Identify appropriate confidential methods of disclosure for disabled persons.
- Identify key challenges faced by disabled persons desiring to participate in the worship experience and learn how to address these obstacles.
- Articulate several innovative strategies designed to help religious leaders integrate disabled persons into the worship experience.

**Level of Presentation:** Basic

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

**Workshop Description and References:** This workshop will examine the effects of persons with disabilities integrating in the worship environment. The major areas of focus will be; awareness of congregant disability, barriers to participating in worship, appropriate responses toward worshipping with persons with disabilities, and the implementation of reasonable accommodations within religious settings. There has been much research regarding the need for those with disabilities to receive reasonable accommodations to fully engage within the community and work settings. However, there is minimal information available about the role of religion in the lives of disabled persons or the effects of integrating those persons into the worship experience. Much consideration has been given on how to address the needs of disabled persons in many community settings. As such, it is plausible to expect that the same consideration be given to the effects of integrating those with disabilities within various religious settings. The truth is that persons with disabilities of diverse faiths can and do express strong and positive religious identities (Turner, 2004). However, many struggle to fully engage a spiritual experience due to the lack of reasonable accommodations. There are several predictors that persons with disabilities look for when desiring inclusion. Understandably one major predictor would be the religious leader's commitment to include persons with disabilities within the worship experience (Griffin, 2012). It is vital that a disabled person feel comfortable with disclosing their disability. Equally, appropriate accommodations must be implemented for those persons regardless of their disability type. For persons with disabilities, being able to freely express their spirituality brings worth to understanding and investing in their relationship with God. The overall goal of this research is to measure the impact that those who are disabled have on the worship environment. This research will target one hundred and fifty persons with disabilities, within three different religious settings. The goal of the workshop is to show positive impacts on the various religious settings and to encourage a greater participation of those with disabilities within the worship experience.

**Presenter Bio (s):** Ms. Nekia D. Jones is currently a social work major at Coppin State University in Baltimore, Maryland. Ms. Jones is expected to graduate this spring with a Bachelor of Social Work degree and plans to continue her education and obtain a Masters



of Social Work this fall. Ms. Jones is also an ordained Elder in her local assembly. Ms. Jones has a genuine desire to impact people's lives on a daily basis.

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**Workshop Title:** Bridging the Divide: Secular Behavioral Health and Local Faith Communities

**Workshop Presenters:** Denise Keane, LCSW, LPC, CCDP, MATS Patricia Baker  
LCSW

**Workshop Abstract:** Utilizing social work organizational principles, a collaboration that benefits both the secular Behavioral Health agency and its local Christian communities is possible. This workshop describes the organizational culture that supports such a collaboration, the organizational policies that allow it to flourish, and the procedures to make it happen.

**Workshop Number:** 20120844 -

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

- Identify key components of the organizational culture necessary to empower staff to partner with Christian faith communities.
- Describe the mutual benefits of secular Behavioral Health Agency and Christian Faith Community partnerships.
- Identify the steps needed to form and sustain successful secular Behavioral Health Agency and Christian Community partnerships.

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

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

**Workshop Description and References:** Christian social workers are employed in many secular behavioral health agencies. They are well aware of the spiritual and religious needs of their clients and what a benefit it would be to their recovery to have a working partnership with local faith communities. They are also cognizant of the many ways that their agencies can provide services to the clergy and congregations, ensuring that the bridge between the two worlds has traffic going both ways. However, too often they feel that any attempt to introduce religion in any form into the secular treatment setting will be rejected or discouraged. Utilizing a basic non-profit organizational principle of leveraging resources coupled with empowering staff driven initiatives, secular Behavioral Health agencies can forge strong partnerships with local Christian faith communities. With a shared purpose of providing the best possible outcomes for those in their wider community with mental health, substance use and/or judicial system involvement issues, a collaboration of licensed social workers, clergy and congregational peers provides a stronger safety net of support and resources than any one

part can provide on its own. This presentation is a "how-to" for those who want to build that bridge that will provide resources to benefit their secular agency's clients, their local faith communities' members, and their community at large. It will provide details about the organizational culture and leadership principles that support such an endeavor, as well as the practical, procedural steps taken by one secular agency in rural Northeastern CT to bring such a partnership to fruition. This presentation will also address the common challenges that hinder bridge building between secular agencies and faith communities such as lack of mutual respect, distrust, and communication issues. Strategies that have been successful in overcoming these obstacles while enhancing beneficial reciprocity will be outlined.

**Presenter Bio (s):** Denise is the Associate Director of Perception Programs, Inc., a non-profit Behavioral Health agency in Connecticut. Denise is an expert in co-occurring disorders, assists other agencies in expanding co-occurring capabilities, and assists in creating DMHAS trainings. She is Adjunct Faculty in Social Work at ECSU and a Social Work doctoral candidate at UCONN. Her research focuses on religious clients receiving secular behavioral health treatment.

Patricia Baker is a Clinician at Perception Programs in Connecticut, working primarily with persons on Parole who live with co-occurring mental health and substance disorders. She is a Certified School Social Worker, a radKIDS Certified Instructor, and has extensive experience in interfaith program development and planning. She has been a missionary to Japan, has directed sign language church choirs, and has been a clergy spouse for 25 years.

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**Workshop Title:** New Classroom Resources: Using the 5th Edition of Christianity & Social Work

**Workshop Presenters:** Michael Kelly, PhD; LCSW Laine Scales PhD Mary Ann Poe

**Workshop Abstract:** A panel of editors and authors present the newest edition of NACSW's reader, Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work Practice. After reviewing new chapters, decision cases, and the instructor's manual, presenters suggest ways to align the book and EPAS in BSW or MSW curricula.

**Workshop Number:** 20120820 -

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

- Become familiar with the newest edition of this important resource published by NACSW and how to align its use with the new EPAS
- Learn how to access and use teaching resources such as the decision cases, teaching notes, and instructor's manual.

**Level of Presentation:** Advanced

**Target Audience:** Educators

**Workshop Description and References:** A panel of editors and authors present the newest edition of NACSW's reader, *Christianity and Social Work: Readings on the Integration of Christian Faith and Social Work Practice*. After reviewing new chapters, decision cases, and the instructor's manual, presenters suggest ways to align the book and EPAS in BSW or MSW curricula.

**Presenter Bio (s):** Dr. Michael S. Kelly is Associate Professor at the Loyola University Chicago School of Social Work. He has written over 30 books, articles, and book chapters on school social work, evidence-based practice, and the intersection of Christianity and social work practice. His most recent book was *School Social Work: An Evidence-Informed Framework for Practice*, published by Oxford University Press.

Dr. Laine Scales is Professor of Higher Education and Associate Dean of Graduate Studies at Baylor University. She served 15 years as a social work faculty member in three universities before joining the Baylor School of Education in 2008. She has published 9 books and over 40 articles and chapters in the areas of teaching in social work, faith and social work practice, rural social work, and higher education.

Mary Anne Poe earned a BA from Vanderbilt University, a MDiv from The Southern Baptist Theological Seminary in Louisville, Kentucky, and a MSSW from the University of Louisville. Presently she is Associate Dean and Professor, School of Social Work, and Director of the Center for Just and Caring Communities at Union University in Jackson, Tennessee where she has taught since 1996. She served previously as a congregational social worker in churches

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**Workshop Title:** Christian Foster Parents: Who Are They?

**Workshop Presenters:** Amanda Keys, PhD, LCSW Tiffany Havlin PhD, LCSW Rose Korang-Okrah Regina Russell, MSW, LCSW is the Coordinator of Field Education in the School of Social Work at Missouri State University for the undergraduate and graduate levels.

**Workshop Abstract:** Christian foster parents contracted through faith-based organizations are an essential component of the child welfare system. However, there has been a noticeable gap in professional literature around this topic area. The purpose of this presentation is to discuss prefatory research findings on this unique sub-population of the child welfare comm

**Workshop Number:** 20120827 -

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

- Have a prefatory understanding of Christian foster parents.
- Provide future researchers in apposite areas for future research on Christian foster parents.
- Provide social work practitioners the opportunity to evaluate their practice to include ways they can uniquely support Christian foster parents.

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

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

**Workshop Description and References:** "Religion that God our Father accepts as pure and faultless is this: to look after orphans" in their distress" (James 1:27 New International Version). The word foster child is the modern day term that best describes the biblical orphan. At any time, there are approximately 400,000 modern day orphans in the United States (U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth and Families, Children's Bureau [USDHHS], 2013). Approximately 47% of these children are placed in non-relative foster homes, making non-relative foster parents an essential component in the continued success of the child welfare system (Child Welfare Information Gateway, 2015). One approach the public child welfare system has used to develop and maintain non-relative foster homes has been through leaning on the faith-based community for support. They have done this through the encouragement of developing partnerships with faith-based child and family welfare agencies (FBCFWAs) and churches to help them identify Christians who would be appropriate candidates for fostering (U.S. Department of Health and Human Services, 2002; Macomber, Zielewski, Chambers, & Green, 2005). This collaboration has proven to be an effective plan used by public child welfare organizations and has made FBCFWAs the nationwide leading provider of child welfare services (Chipungu & Bent-Goodley, 2004; U.S. Department of Health and Human Services Administration for Children and Families Administration on Children, Youth and Families Children's Bureau Office on Child Abuse and Neglect [ACYF], 2010). While FBCFWAs are instrumental in foster home development, there has been a noticeable gap in the professional literature on what is known about these organizations and the foster parents licensed through them (Garland & Chamiec-Case, 2005). A lack of centralized reporting efforts, the professional disconnect between religion and social work, and the need for public child welfare to be silent on religion have all been cited as reasons for this (Hugen & Scales, 2008). Nonetheless, it is important for professional social workers to embrace the need for research to be conducted on this valuable asset of the child welfare system. The purpose of this paper presentation is to introduce the research and social work practice community to a significant part of the child welfare system: Evangelical Christian foster parents. The presenters surveyed Evangelical Christian foster parents from a Midwestern state-wide faith-based organization to answer the following prefatory research questions: "Who are these Christians who are willing to be "the helper of the orphan?" "What is their motivation to foster?" "What are their attributes and personality characteristics? The authors will discuss their findings

and highlight how future researchers and clinicians can further support Christian foster parents.

**Presenter Bio (s):** Amanda M. Keys, PhD, LCSW, is an Assistant Professor and BSW Coordinator for Missouri State University School of Social Work. She is a Licensed Clinical Social Worker in the state of Missouri. Prior to coming to MSU, she served as a Director of Field Education for a small private university. Before entering academia, Dr. Keys spent over a decade in front-line and administrative positions in child welfare.

Tiffany S. Havlin, LCSW, PhD is a Clinical Instructor in the School of Social Work at Missouri State University for the undergraduate and graduate levels. Her clinical experience includes medical social work for hospice and counseling for an employee assistance program.

Dr. Rose Korang-Okrah is an Assistant Professor in Social Work at the Missouri State University. Her research interests include; Women, Gender and Development Issues, Human/ Women's rights (Widowhood & Property Rights), Christianity/Spirituality & Social Work, Cultural /Diversity Competence, Vulnerable Populations and International Social Work.

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**Workshop Title:** Forgiveness: A Vital Tool for Healing the Workplace Bullying Environment

**Workshop Presenters:** Jan Kircher, PhD, MSW

**Workshop Abstract:** Today's workplace is more complex which puts social workers at risk for involvement in workplace bullying. Targets are often asked to forgive to improve the workplace rather than aggressors. This presentation explores how forgiveness with targets, bystanders, and aggressors is an effective tool to heal the workplace bullying environment.

**Workshop Number:** 20120863 -

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

- Recognize the unique characteristics of a workplace bullying environment
- Identify four complexities of the workplace bullying environment that impact the process of forgiveness
- Recognize how forgiveness can be utilized in the process of healing the workplace bullying environment

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

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

**Workshop Description and References:** As complexities of the workplace increase so does the likelihood that, agencies employing social workers will experience bullying. Workplace bullying is "repeated, health-harming mistreatment of one or more persons by one or more perpetrators. It is abusive conduct that is: threatening, humiliating, intimidating, or work interference which prevents work from getting done, or verbal abuse" (Namie & Namie, 2016). The workplace bullying culture is unique from other environments in that it consists of unrelenting mistreatment towards one or more persons, occurring on a regular basis reducing productivity. Workplace bullying often goes unrecognized by organizations and remains unaddressed. Forgiveness comes up in conversations about workplace bullying. Forgiveness is a process of letting go of anger, revenge, or blame towards another person who has harmed us. However, in the workplace bullying environment, forgiveness is frequently suggested to the target and they are to "let go" of past injuries. The implication is that if the target would forgive, the overall workplace would improve. This re-victimizes the target(s) and they once again become responsible for what is occurring at work. Forgiveness implies that the target is in charge of fixing the problem. In a workplace bullying environment, the target is usually unable to make any significant impact on the overall culture. "If forgiveness would change the workplace, all targets would willingly participate. However, forgiving does not stop the aggressor(s) from continuing to perpetuate violence. For a target, experiencing workplace bullying regularly, forgiveness is a continuous process that provides some peace, but does not improve the workplace. A workplace bullying environment creates an atmosphere for revenge rather than forgiveness. In this type of culture, wounds are perpetually created and re-opened allowing workers to hold onto resentment that creates a protective mechanism for their safety. It does not produce a forgiving environment that generates a peaceful workplace. Organizations need to focus efforts on how they can heal their organizations and workers involved with workplace bullying. The incorporation of forgiveness into this process is vital for true healing to occur and for workplace bullying environments to recover. The organizational culture and workers are interdependent and workplace bullying affects everyone, either directly or indirectly. As such, healing must involve the entire work environment and incorporate everyone, even those who do not believe the bullying does not affect them. An organization that engages in an active healing process that incorporates forgiveness, can stop workplace bullying, repair worker relationships, improve the work environment, and can even prevent future violence from occurring in the organization again. Forgiveness, with healing, can make a world of difference in the workplace.

**Presenter Bio (s):** Dr. Jan Kircher received her Ph.D. in Sociology from South Dakota State University, her MSW from the University of Nebraska at Omaha and her BSW from the University of South Dakota. Dr. Kircher is faculty at Park University in the Department of Social Work. She was the Mediation Coordinator at St. Cloud State University. She served as the Program Director/Chair at Northwestern College. Her area of expertise is workplace bullying.

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**Workshop Title:** Pathway of Hope: Bringing Case Work, Community, and Congregations Together

**Workshop Presenters:** Sabrina Kiser, MSW

**Workshop Abstract:** The Salvation Army's Pathway of Hope initiative provides enhanced services to families with children who desire to take action to break the cycle of crisis and intergenerational poverty. This includes strengths based case management using outcome measurements, catalyzing community collaboration, and inviting congregations to support these families.

**Workshop Number:** 20120799 -

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

- Move families from crises to stability and eventually self-sufficiency, tracking family progress along the way
- Bring all internal resources to bear, aligned to the goals of clients
- Catalyze community collaboration in service of shared clients

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** This presentation will introduce you to the guiding principles of The Salvation Army's Pathway of Hope approach and provide strategies for creating better community collaboration including tapping into the abundant resources of congregation members. Pathway of Hope provides enhanced services to families with children who desire to take action to break the cycle of crisis and intergenerational poverty. It is an initiative that seeks to address the root causes of poverty in addition to our history of compassionate serving. By helping families overcome barriers like unemployment, unstable housing, and lack of education, we can break the cycle of crisis and vulnerability, leading families instead down a path toward increased stability and, ultimately, self-sufficiency " a Pathway of Hope with the goal to effect generations to come.

**Presenter Bio (s):** Sabrina Kiser, MSW has worked for The Salvation Army in various capacities for six years. She has held direct practice positions in mental health, basic needs, and housing programs before realizing her passion for systemic issues. Sabrina worked on mental health advocacy and then focused on vulnerable populations. She currently is the National Pathway of Hope Coordinator at The Salvation Army USA's national headquarters.

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**Workshop Title:** Using Course Evaluations to Measure Faith Integration Outcomes

**Workshop Presenters:** Lawanna Lancaster, LMSW, Ph.D. Paula Kellerer Ph.D.

**Workshop Abstract:** This workshop will examine the quantitative and qualitative course evaluation responses of graduate social work students, including their evaluation of the professor's ability to portray Christlikeness in the classroom, the integration of Christian Faith in the classroom and the ability of the professor to encourage Christ-like behavior in students

**Workshop Number:** 20120853 -

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

- Explore the tension between faith integration in the classroom with modeling appropriate client-social worker interaction in the clinical setting.
- Consider appropriate program adjustments and responses related to course evaluation responses by students.
- Create their own definition of Christlikeness in the classroom setting.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Educators

**Workshop Description and References:** In faith-based institutions, course evaluations often seek to measure outcomes related to the integration of faith in the classroom. This mixed method study compares course evaluations from graduate social work students with course evaluations from other graduate students in the same university over a period of two years. In particular, the study examines the quantitative and qualitative responses (reported on a likert scale) of students related to the professor's ability to portray Christlikeness in the classroom, the integration of Christian Faith in the classroom and the ability of the professor to encourage Christ-like behavior in students. A review of social work literature, articles on the integration of social work and faith, and research on student evaluation of teaching reveals limited literature on the topic of course evaluations in faith-based colleges and universities. Research regarding the exploration of Christ-like behavior, Christlikeness, etc., particularly in social work education, is virtually non-existent. A major focus of social work education is helping students bracket their own values and beliefs in an effort to allow the lens of the client to be paramount. Social work educators who are also people of faith, particularly those who teach in faith-based institutions, often have to balance the social work value of self-determination with an institutional and/or personal mission to represent Christ to the world. This presentation will share the challenges of balancing integration of faith within the classroom with the modeling of appropriate client-social worker interaction in the clinical setting. In addition, comparisons across content will explore perspectives of appropriate faith integration, student created definitions of faith integration, and program responses and adjustments as a result of course evaluations related to faith integration.

**Presenter Bio (s):** Dr. Lancaster has been teaching in social work at NNU for 14 years. She earned a BA in social work in 1999, an MSW degree in 2000, and a Ph.D. in social



work in 2011. Lawanna's doctoral degree was completed through the University of Texas at Austin and her focus was child welfare. After working for 5 years as the Field Director, she was promoted to Department Chair in 2014. She also directs the MSW program and teaches Research & Diversity.

Dr. Kellerer was appointed as the Dean of the newly created College of Adult and Graduate Studies (CAGS) at NNU in 2013 after serving as the Dean of Education, Social Work and Counseling for the previous two years. As the Dean of CAGS, she oversees the academic work of all graduate programs on campus and all adult completion programs, including programs in social work, counseling, education, business, nursing and Christian ministry.

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**Workshop Title:** The State of Foster Care: The Ohio Study

**Workshop Presenters:** Kenneth Larimore, Ph.D.; D.Min.; MSW

**Workshop Abstract:** Through work of the Ohio Association of Child Caring Agency in Ohio, they developed and implemented the OACCA Outcomes Data Project to empower member agencies in strategically evaluating the services provided to children in foster care. Is foster care working? This presentation will give an overview of the study and the results.

**Workshop Number:** 20120746 -

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

- Summarize the main trends in the current literature related to the importance of foster care.
- Articulate several potential directions for the future of foster care.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** Although complex and difficult, analysis of program effectiveness has become an essential component of any human service organization. Many child and family service agencies have some type of continuous improvement system in place, but these efforts vary greatly, which makes it difficult to quantify the overall impact of services in Ohio. Through the Ohio Association of Child Caring Agency's work with major stakeholders over the years, the need for a comprehensive statewide evaluation system became evident. As a result, OACCA developed and implemented the OACCA Outcomes Data Project to empower member agencies in strategically evaluating the services provided to children and families. OACCA began the development of the Outcomes Data Project in 2005. Since January 2007, about 20 OACCA member agencies participated in the three-year project. The

goal was to provide agencies with common outcome measurement tools at intake, through treatment, and into post-treatment; to collect data to show the relationship between the presenting problems of children and families with the programs, settings, or services that provide the most effective, long-lasting treatment approaches to produce distinct, agency-owned data to support improvements to programs and services at the individual agency level to produce aggregate data analysis to support our policy advocacy and to inform decision makers about needed systemic changes at the state and county levels to encourage participation in the ODP by all OACCA member agencies. Foster care agencies throughout the state of Ohio collected data for three years. The data was analyzed by Ohio University. This workshop will share the results of the study and then conclude by looking at some considerations and giving recommendations to improve foster care. The question that will be considered: What is the state of foster care?

**Presenter Bio (s):** I am Dr. Ken Larimore. I hold a Ph.D. in Social Work and Community Services, a Doctor of Ministry in Marriage and Family, and an MSW degree. I am certified as a Licensed Independent Social Worker (LISW-S). I also work full-time at Ohio University as an Assistant Professor in the Department of Social Work. I have worked in the field of treatment foster care for 25 years and I am currently doing research in the area of foster care.

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**Workshop Title:** Dismantling Racial Injustice: Teaching Anti-Racist Social Work Practice

**Workshop Presenters:** Amy Lary White, MSW, LICSW

**Workshop Abstract:** Engagement in diversity assumes students understand the role of privilege and marginalization and how each contributes to one's life experiences (CSWE, 2015). This workshop integrates concepts from Critical Race Theory (CRT) and provides a developmental framework for social work educators to teach and support anti-racist social work practice.

**Workshop Number:** 20120868 -

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

- Understand and apply teaching strategies that raise student awareness of the role of white privilege and social identity.
- Understand color-blindness and articulate teaching strategies that support students of faith to move beyond a color-blind perspective to anti-racist practice.
- Understand and begin to apply a framework for teaching anti-racist social work practice in predominantly white, Christian institutions of higher education

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

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

**Workshop Description and References:** Social work programs address diversity in their curriculum through a myriad of strategies dependent on their context. In doing so, social work programs must demonstrate how their curriculum teaches students to understand diversity and how difference impacts one's life experience and contributes to identity development (CSWE, 2015). As a result, social work students must understand how cultural values may contribute to oppression and marginalization or create power and privilege (CSWE, 2015). Students must also apply their knowledge of diversity, oppression and privilege to understand strategies to dismantle "oppressive structural barriers" and advocate for civil and human rights (CSWE, 2015). While these principles are complex, they are essential for competent, ethical social work practice. However, white social work students in predominantly white institutions (PWI) may lack awareness of their own cultural identity, have limited interactions with those outside the dominant group and lack a willingness to engage in conversations with people from diverse backgrounds (Abrams & Gibson, 2007; Bonilla-Silva, 2012; Garcia & Van Soest, 2000; Tatum, 1997). These factors impede the student's ability to engage in diversity and difference and instead contribute to the development of a color-blind perspective which minimizes the context of historical oppression and current racist practices (Bonilla-Silva, 2012; Delgado & Stefancic, 2001). This workshop utilizes Critical race theory (CRT) as a framework for teaching strategies that transcend color-blindness which makes subtle forms of discrimination more difficult to combat and perpetuates racialization that advances the interests of the dominant group (Abrams & Moio, 2009; Bell, 2008; Bonilla-Silva, 2012; Delgado & Stefancic, 2001). The workshop will provide social work educators a developmental framework to support students to increase their understanding of their own racial identities as well as strategies to deconstruct their views that contribute to and perpetuate systemic racism. Once this framework exists, social work students can effectively engage in cross-racial dialogue and increase opportunities to participate in lived experiences that will provide motivation to identify and practice as anti-racist allies.

**Presenter Bio (s):** Amy Lary White is an Associate Professor of Social Work and has taught in the Social Work Program at Bethel University in Saint Paul, MN for fifteen years. She is also a doctoral student at St. Catherine University and University of St. Thomas School of Social Work. Her research interests include institutional racism in higher education, creation of an inclusive campus climate, and the provision of anti-racist social work education.

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**Workshop Title:** Christianity and Sexual Orientation in Social Work: An Intergroup Dialogue

**Workshop Presenters:** Denise Levy, Ph.D., LCSW Adrienne Dessel Ph.D., LMSW Helen Harris Jeanna Jacobsen, PhD, MSSW, LCSW Henry Kronner, Ph.D., LCSW Peg Munke, Ph.D.; MSW Allison Tan, MSSW, Ph.D.

**Workshop Abstract:** This workshop will engage participants in examining the intersection of Christianity and sexual orientation within social work. Discussions will focus on being an ally, especially at faith-based institutions; research with social workers who are Christian; religious freedom of expression; referring LGB clients; and issues in social work practice.

**Workshop Number:** 20120843 -

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

- Define intergroup dialogue and describe guidelines, goals, and processes for intergroup dialogue as a method of bridging intergroup conflict
- Gain insight into and obtain resources related to Christianity and sexual orientation within social work
- Share experiences, questions, and ideas related to Christianity and sexual orientation within social work

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

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

**Workshop Description and References:** Recent publications highlight the tension in social work between sexual orientation and religious beliefs (Dehlin, Galliher, Bradshaw, & Crowell, 2015; Dessel & Bolen, 2014). In an effort to promote meaningful and authentic conversations about these topics, this workshop will engage participants in an examination of the intersection of Christianity and sexual orientation within social work. The facilitators include members of Christian and/or LGBT groups, who have had multiple discussions on these topics since 2015. Inspired by their discourse and by previous convention workshops, they would like to offer an opportunity for the NACSW community to continue and deepen these discussions through intergroup dialogue. The workshop will begin with a brief history of their previous discussions, including information about a related FAQ Document for social work educators and practitioners that they developed. The facilitators will share information about intergroup dialogue and guidelines for intergroup dialogue (Dessel, 2014) that informed their discussions. Attendees will then have the opportunity to participate in a small group dialogue / discussion of their choice facilitated by one of the presenters. Grounded in research, best practices, cultural humility, and the NASW Code of Ethics (2008), small group discussions will focus on the following topics: being an ally, especially at faith-based institutions; related research with Christian social workers; religious freedom of expression; referring LGB clients; and issues in social work practice. The small group facilitators will use question prompts designed to create a supportive and brave space to share views about each topic, they will share related resources to the topic, and they will provide a space for all participants to share their experiences, questions, and ideas. The workshop will close with a large group

discussion and processing of all of the initial topics as well as any other topics that emerge.

**Presenter Bio (s):** Denise L. Levy, Ph.D., LCSW is Associate Dean and Associate Professor at Appalachian State University in Boone, North Carolina. Her research is with LGBTQ individuals who grew up as Christians, and she believes in the power of bridge building and intergroup dialogue to foster understanding and acceptance.

Adrienne Dessel, PhD, LMSW, is Associate Director of the Program on Intergroup Relations, and Lecturer with the School of Social Work, University of Michigan. Her research focuses on attitudes and prejudice reduction, and intergroup relations. Her recent invited book (with Dr. Rebecca Bolen) is *Conservative Christian Beliefs and Sexual Orientation in Social Work: Privilege, Oppression, and the Pursuit of Human Rights*, CSWE Press.

Helen Harris, Ed.D., ACSW, LCSW is Assistant Professor in the Diana R. Garland School of Social Work at Baylor University where she teaches in the Clinical Concentration. Her research and writing include the cognitive impact of grief, the ethical integration of religion, faith and social work practice, and the lived experience of persons who identify as LGBT and as Christian.

Jeanna Jacobsen, PhD, MSSW, LCSW is a core faculty member in the Barbara Solomon School of Social Work and Human Services at Walden University. For more than a decade, she has practiced clinical social work with an emphasis on crisis intervention. Her research and practice interest look at the intersection of religious and sexual identities.

Henry Kronner, Ph.D., LCSW is an Associate Professor in the School of Social Work at Aurora University. His two main areas of interest are clinical practice and cultural competence. His area of expertise focuses on the treatment of gay men, e.g. his dissertation focused on how therapist self-disclosure affects treatment with gay male patients.

Peg Munke Ph.D, MSW is an Associate Professor in the Social Work Program at Murray State University, Murray Kentucky. In her clinical practice she worked with people who were GLBT and who were dealing with their lived experience as Christian and LGBT. Her teaching in the HBSE sequence focuses on intersectional, especially intersectionality between sexual orientation and other statuses.

Allison Tan, MSSA, PhD is an Assistant Professor in the BSW program at the University of St. Francis in Joliet, Illinois. She is also a member of the Board of Directors for the North American Christians in Social Work (NACSW). After a decade in program administration of HIV/AIDS services on the west side of Chicago, her scholarship focus has centered around LGBT issues and Christian faith.

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**Workshop Title:** Passing the Buck: Are We Fiscally Literate?

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

**Workshop Abstract:** The role of financial and economic literacy is critical to understanding the forces that relate to policies that affect individuals and communities. If literacy about fiscal and economic policy is an important ingredient in effective decision making at the micro and macro level, what should social workers know?

**Workshop Number:** 20120779 -

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

- Identify fiscal and economic literacy as a specific set of skills for social workers and clients
- Understand the implications of fiscal and economic literacy on effective social work practice
- Critically evaluate existing financial education strategies to increase economic stability of clients and communities

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** All societies construct social systems - economies " to solve economic problems. These economies use methods of decision-making that produce outcomes, impacting the lives and well-being of individuals and groups in society. The market economy plays a large part in these outcomes, but the government is also heavily involved in this aspect. The government taxes and subsidizes individuals and goods/services in ways that are tied to the economic well-being of individuals and communities. And, these decisions ultimately affect the definitions of poverty, work and wealth in this country in ways that inform and involve the practice of social work. In order to develop the ability to critically analyze fiscal policy, social workers must be fiscally literate with a well-grounded knowledge base in economic problems as well as social problems. Although financial literacy as a construct is a fairly recent development, financial education as a solution to the problems for those without money is not. In the U.S., policy initiatives to improve the quality of personal financial decision-making through financial education extend back at least to the 1950s and 1960s when states began mandating inclusion of personal finance, economics, and other consumer education topics in the K-12 educational curriculum. Today, the social work response to the perceived problem of poor money management on the part of clients is to develop financial management training programs for low income persons. These budgeting classes as financial education are a form of human capital development, designed to improve financial decision-making skills and intended to help low-income persons to utilize their resources more efficiently. Yet, very little research exists to support the effectiveness of these programs. Social workers are often ill-prepared to construct more than these financial management trainings. Students in social work " at the undergraduate and graduate level " receive very little information regarding economic policy or fiscal literacy. Attention to these issues includes more than a social policy course requirement for students, but rather a strategy that includes

training and education for all helping professionals in macro-economics and fiscal policy. Recent studies have documented the lack of basic knowledge of social workers in five content areas related to financial education: predatory lending practices, public and work-related benefits, banking practices, savings and investment strategies, and credit use and interest rates (Zhan, Anderson & Scott, 2006). This presentation will consider the social work responsibility to become literate in fiscal and economic policy in order to better inform programs and services that provide clients with knowledge and skill regarding finances to access and build economic stability.

**Presenter Bio (s):** Dr. Litten, Associate Professor at Lourdes University, has been contributing to the knowledge base related to poverty alleviation for the past 20 years. She has worked extensively with services to people who are homeless or living in poverty to identify best practices that contribute to individual economic development and fiscal literacy. Her teaching is focused on social policy and the interdisciplinary knowledge base of macroeconomics.

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**Workshop Title:** Black Men's Perspectives: Role of the Black Church in Healthy Relationships

**Workshop Presenters:** Wanda Lott Collins, Ph.D, ACSW Armon R. Perry Ph.D.

**Workshop Abstract:** Thirty-three African American men were engaged in semi-structured, in-depth interviews, yielding qualitative data that were analyzed in the phenomenological tradition. The findings revealed that men's religiosity led them to equate marriage with strong and stable families, drove their criteria for mate selection, and shaped their marriage behavior.

**Workshop Number:** 20120745 -

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

- Recognize how religion shapes African American men's perspective and their attitudes toward marriage and family.
- Identify ways the Black church can promote marriage and family stability through intense and targeted outreach, healthy relationship modeling, and mentoring programs
- Name three recommendations the Black church can adopt to promote family stability.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** The purpose of this workshop is to examine African American men's perspectives on how religion shapes their attitudes toward

marriage and family, how the men perceived the black church's role in facilitating healthy relationships and family stability, and how those perspectives may inform the black church's efforts to promote family stability. Contemporarily, many African Americans still seek consultation with the black church when faced with major decisions and difficulties related to issues involving the family (Hardy, 2014). Thus, the church's current and future role as a vehicle for change is particularly salient given the concerns regarding the changing demographics of African American families. Concentrated poverty, largely brought on by high levels of black male unemployment (Wilson, 1987, 2003) has contributed to shifts away from the married, two parent family since the 1960s when 75 percent of black childbearing couples were married (Billingsley, 1992). Recent reports show that, among black couples, marriage rates are lower than in other ethnic groups and that compared to white Americans, black couples are less likely to stay married (Burdette, Haynes, & Ellison, 2012; Dixon, 2009). Raley and Bumpass (2003) estimate that 70 percent of black women's first marriages will end in divorce, compared to 47 percent of white women's marriages. These researchers also report that while age, education, and income are major factors in the stability of all marriages, regardless of race or ethnicity, those factors affect black couples more than others (Raley & Bumpass, 2003). Schneider (2011) investigated the influence of a lack of personal wealth on marriage patterns and concluded that because blacks and those with less education face disadvantages in the labor market, they tend to hold off marriage longer, thereby further increasing gaps in marriage rates. Taken together, the decreases in marriage rates and increases in non-marital childbirths have resulted in only 32 percent of African American adults being married (Chambers & Kravitz, 2011) and estimates that 80 percent of all black children will live away from their father at some point in their childhood (Aird, 2003), both of which are risk factors for family instability. The workshop will reveal findings regarding the participants' perspective that the black church is uniquely positioned to promote marriage and family stability through intense and targeted outreach, healthy relationship modeling, and mentoring programs, and expanded access to pre-marital counseling. The workshop will also highlight recommendations for churches implementing family strengthening initiatives.

**Presenter Bio (s):** Reverend Dr. Wanda Lott Collins is a professor and Director, Bachelor of Social Work Program, University of Louisville, Louisville, Kentucky. Her research focuses primarily on social work practice issues related to strengths of the African American church. Complimentary interests are the psychosocial aspects of caregiving and aging among minority elders and coping strategies related to Alzheimer's, diabetes, and cancer.

Armon R. Perry, Ph.D., is an Associate Professor, Kent School of Social Work, University of Louisville. Dr. Perry's research efforts center on the intrapersonal, interpersonal, and external factors that influence men's involvement in the lives of their children and families, as well as the impact of that involvement on the well-being of the family.

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**Workshop Title:** Advocacy: Intergovernmental Opportunities, Strategies and a Case in Hunger

**Workshop Presenters:** Jana Lynch, MPA Michal Machnowski MPP

**Workshop Abstract:** We will review the concept of advocacy from a faith-based non-profit perspective and why advocacy is essential to successful service and program services and funding. The presentation will begin with the basic definition of advocacy, explain strategies and effective tools for advocacy, and describe a case of advocacy at the federal level.

**Workshop Number:** 20120893 -

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

- Understand the scope of advocacy performed by faith based non-profit organizations.
- Learn the types of strategies for effective intergovernmental advocacy and the significance of story-telling.
- Understand the scope of the Child Nutrition Reauthorization programs and the populations that it impacts.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** First, we will describe how often 501(c)(3)'s are cautious to advocate at any level of government " Federal, State or Local levels " because they have heard from someone that it can jeopardize the 501c3's status. By examining how the Internal Revenue Service defines the Restriction of Political Campaign Intervention by Section 501(c)(3) Tax-Exempt Organizations, we will clarify Fact from Fiction. We will also define the difference between advocacy and lobbying activities and describe the key steps towards pursuing successful intergovernmental opportunities, including: how to identify your issue and determine your desire outcome, how to identify and target key stakeholders and decision makers, how to develop your message and build an advocacy team, and ways to design strategies and monitor progress. Next, we will address the intergovernmental opportunities for advocacy at the Federal, State and Local level by exploring the Child Nutrition Reauthorization process. Every five years, Congress must reauthorize child nutrition programs. Through a continuing resolution, the Act continued in its current form and is now up for reauthorization. We will describe the importance of these feeding and nutrition programs by examining how the Salvation Army utilizes them in various aspects. Specifically, we will describe the importance of the Child and Adult Care Food Program and the Summer Food Service Program to the feeding operations conducted in our summer youth camps. We will conclude by examining the policy windows that open during this reauthorization process and explore ways that interest individuals can

become involved. We will describe the various ways that citizen can influence their elected officials. This includes, inviting Members of Congress to visit Child Nutrition, Supplemental Nutrition Assistance Program, and other nutrition program sites in their state or district. Specifically, we will describe the various ways that an interested party or anti-hunger advocates can navigate their Members of Congress through the various constituent nutrition programs. This includes how and when to schedule a visit to a school breakfast program, an afterschool meal program (YMCA, Boys and Girls Club), a school cafeteria to learn about nutrition standards, a summer nutrition service program, a child care center or home utilizing the Child Adult Care Food Program, a WIC clinic, a SNAP site visit, a mobile food pantry and more.

**Presenter Bio (s):** Jana Lynch serves as the Housing Program Specialist for The Salvation Army's National Headquarters. She advocates for affordable housing, homelessness policies and veterans issues. Jana has a Master's in Public Administration from The George Washington University with concentration on State and Local Government Administration and Urban Policy. She served as a Governor's Policy Fellow for the State of Maryland.

Michal holds a BA in political science and international relations from the University of Iowa, a Masters of Public from George Mason University, and is currently the Salvation Army's Program Specialist for Basic Needs.

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**Workshop Title:** Developing Reflective Practice in Field Education

**Workshop Presenters:** Lynetta Mathis, MSW, LCSW

**Workshop Abstract:** This presentation will review structured and scaffolded reflection activities in field education designed to promote reflective practice and critical thinking skills which can help students learn to identify and evaluate their own learning so they improve their practice and direct their intentional educational pursuits across their careers.

**Workshop Number:** 20120883 -

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

- Define reflection and reflective practice
- Describe the benefits of reflective practice
- Identify strategies for engaging students reflective practice in field education

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers, Educators

**Workshop Description and References:** Field Education Programs provide the not only the "lab" for social work students to develop practice skills, it provides the opportunity for students to develop reflection skills. Fostering social work students' capacity for reflective practice promotes current and career long learning. Reflection is integral to the effective social work practice and it informs students and practitioners planning for future continuing education beyond social work education programs. Learning can be categorized as planned learning and unplanned learning (Bourner, 2003). The knowledge students obtain in the classroom is planned learning with instructors developing and delivering content, and planning and conducting class activities. Knowledge students develop in field is typically a combination of planned and unplanned learning with field faculty and field instructors planning specific content, observations and applications. There are also the unplanned experiences which provide significant learning opportunities especially when processed through reflection and in supervision. It is incumbent on field faculty and field instructors to teach students the importance of reflection for furthering learning, improving practice and continuing learning beyond formal education. In order to learn from experiences, students must go beyond simply describing experiences. Good reflective practice requires critical thinking. So to ensure strong critical thinking and reflection skills, students must be taught how to be reflective as this does not typically come naturally. Reflection can occur verbally during supervision or in written formats. Research findings suggests written reflection formats can be highly beneficial when reflection activities are structured, feedback is consistently provided, and a climate of safety established in order to achieve efficacy (Di Guransky & Le Suer, 2010; Embo, Driessen, Valcke & Van der Vleuten, 2014; Pack, 2014). Areas for reflection include in increasing self-awareness (Pack, 2014), working through conflict and power dynamics (Leung, 2007), integration of faith in practice (Jenson-Hart, Shuttleworth & Davis, 2014), and personal and professional values. This presentation will review the importance of teaching social work students reflective practice, strategies to promote student reflective practice using written electronic, audio, and video formats, and methods for structuring and scaffolding reflection activities with suggested prompts.

**Presenter Bio (s):** Lynetta Mathis, MSW, LCSW is the Director of Field Education at the Kent School of Social Work, University of Louisville.

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**Workshop Title:** What Homicide Survivors Teach Us About Forgiving and Not Forgiving

**Workshop Presenters:** Janet Melcher, PhD

**Workshop Abstract:** This workshop will report on qualitative research that gathered views about forgiveness from fifteen individuals who lost a loved one to homicide. Differences between those who did and did not forgive the offender will be discussed. The contributions of moral development, religious coping, and restorative justice practices will be emphasized.

**Workshop Number:** 20120800 -

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

- Identify elements that may facilitate or hinder a forgiveness outcome
- Understand how the restorative justice process facilitates forgiveness and healing
- Identify elements that may facilitate other healing outcomes when forgiveness is not acceptable.

**Level of Presentation:** Intermediate

**Target Audience:** General Audience

**Workshop Description and References:** The presentation will be based on the results of dissertation research that was designed to learn about what is helpful when the death of a loved one occurs as a result of homicide. Those affected by the loss of a loved one due to violent crime will be called survivors. Of particular interest in this study was the survivor's decision to use or not to use Ohio's restorative justice program known as Victim Offender Dialogue (VOD), a carefully structured procedure that allows the survivor to have a planned in-person conversation with the convicted offender for the purpose of asking questions and sharing information about the death of the loved one. The topic of forgiveness and how forgiveness relates to making use of VOD (8 survivors) or not making use of VOD (7 survivors) was a primary emphasis of the study. The survivors' stories have much to teach about how forgiveness does or does not occur. In this workshop, stories of those survivors who chose VOD will be compared to the survivors who did not choose that option. While forgiveness is not a stated goal of restorative justice procedures, the restorative justice literature contains anecdotal reports that forgiveness may naturally occur during the course of a thoughtfully arranged victim-offender in-person meeting (e.g., Zehr, 2002). The meetings are structured in a way that supports the potential unfolding of forgiveness (e.g., Armour & Umbreit, 2006). In keeping with the anecdotal accounts, this research found that five survivors who took part in a VOD in person meeting with the offender forgave the offender. One of the VOD survivors said she did not forgive, but she did experience 100 % healing. Survivors who did not take part in VOD did not forgive. To provide a theoretical context, the connection between existing literature and these research findings will be highlighted. A brief look at the literature about the following topics will be included: a) the Process Model of Forgiveness (Enrigh & Fitzgibbons, 2000; 2015), a mental health intervention model that parallels the path of those who participate in the restorative justice process, b) restorative justice procedures and forgiveness, c) the cognitive and affective components of moral development that contribute to a forgiveness outcome, and d) the contribution of religious coping (Pargament, 2011). The stories of these exemplar survivors provide additional information about the elements to consider when providing assessments and interventions with clients who have experienced unfairness. The story elements can be called upon when discussing a forgiveness intervention option with clients. The stories also offer examples that may inform client interventions when using a narrative therapy

approach. In addition, the survivors' experiences suggest that public policy should endorse restorative justice procedures.

**Presenter Bio (s):** Jan Melcher has worked in various settings including public child welfare, rehabilitation services for people with vision loss, and an eating disorders clinic. She is the BSW Field Coordinator for the University of Cincinnati School of Social Work. Jan recently earned a Ph.D. in Social Work (May, 2013). Her interests include spirituality in social work practice, forgiveness as a helping intervention, and methods for teaching practice skills.

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**Workshop Title:** Understanding the Culture of the Military, Veterans and their Families

**Workshop Presenters:** Gregory Meriwether, LMSW

**Workshop Abstract:** This workshop will help professionals understand military and veteran culture in hopes that it becomes more sensitive and culturally competent when working with this diverse population.

**Workshop Number:** 20120924 -

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

- Help professionals understand military and veterans culture and become more culturally competent.
- Address the spiritual component and still remain ethically relevant
- Overview of the P-5 Model of Post Deployment Multi Problem Disorder

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** The current wars in Afghanistan and Iraq represent America's longest continuous combat engagement. By the beginning of 2010 more than 2 million military members had served one or more combat deployments, and more than 1 million of these veterans had already left the military and become eligible for U.S. Department of Veterans Affairs (VA) services. The wars in Afghanistan have also have also resulted in unprecedented deployments of National Guard and reserve component personnel. Recent reports from Department of Defense (DOD) and the Institute of Medicine (IOM) reveal a pressing need for social work Practitioners to extend clinical and vocational services to Returning Operation Iraqi Freedom/Operation Enduring Freedom service members, veterans, families and communities (IOM, 2010a). If social worker practitioners are going to competently address the needs of active duty military, veterans and their families it must develop specialized education and skill that are to aid this population. The presenter posit that in order engage this culture you must understand the population first. The second aspect of working with this population is

spiritual. How do we address this component and still be ethically, morally and culturally relevant.

**Presenter Bio (s):** Gregory E. Meriwether, LMSW has more than 35 years experience in war trauma, veteran program development and 25 years as a university instructor. Gregory served as Team Leader of the Veteran Rea Readjustment Counseling program. Gregory earned his Masters in Social Work from University of Cincinnati and undergraduate in Sociology from Wright State University. Gregory is a full-time instructor in the social work department at Wright State.

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**Workshop Title:** Bridging the Gap from Practitioner to Instructor

**Workshop Presenters:** Matt Molnar, MSW, LISW

**Workshop Abstract:** The thrills and challenges in the first year as an Instructor and Director of Field Education are many. However, many of the skills developed while in micro, mezzo and macro social work practice can be utilized to make the transition from practitioner to educator. This workshop will present resources to assist new faculty with this transition.

**Workshop Number:** 20120925 -

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

- Describe how the role of practitioner and educator are different and similar.
- Identify key strategies to help overcome challenges related to the professional transition from practitioner to educator.
- Apply theological principles related to strengthening our relationship with God as a model for developing rapport with students.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Social workers often have to overcome self-doubt to be an effective helper. In a similar way, educators have to overcome self-doubt to be an effective teacher. This presentation will attempt to relieve some of that self-doubt for beginning level faculty by offering resources, strategies, "lessons learned", and Biblical edification from an Instructor and Director of Field Education finishing his first year in academia. Many of the same knowledge, values and skills that are a part of micro, mezzo and macro social work practice can be applied to teaching in Higher Education. Concepts such as self-determination, accountability, mutual partnership, relationship development and self-disclosure can all be found in work with students. Often these concepts should be applied differently when working with students versus

clients. Understanding the role of educator provides some clarification on how slight differences in application can have a major impact on the expectations of relationship. Also, areas such as self-care, evaluation of practice and ending well are as significant as ever in the role of educator. Practical action steps will be shared such as developing a personal mission statement for your new profession as an educator. (Sherr, 2010) One of the major benefits of Higher Education is the amount of academic freedom an instructor has to develop learning activities for students. This is a wonderful privilege, but one that many social workers do not experience in their social work practice. Yes, social workers are always looking for creative solutions to very difficult problems clients face, but there is often a sense limited options of services available in the community. As a result, providing a structure to allow the a new faculty member can personalize to their own teaching style is important. This presentation will provide resources to help new faculty with class activity development, question writing, and techniques for increasing student participation. Lastly, the presentation will offer theological perspectives on developing relationships with new students and fortifying the instructor's relationship with God as they take on a new role. Relationships with students are different than relationships with clients. There seems to be more openness to self-disclosure regarding personal reflections of failures and successes and how you personally handled ethical dilemmas you experienced. These relationships feel more authentic and genuine than any the presenter has experienced with clients. There is desire for students to develop into helping professionals that are competent to practice and rooted in the belief that God has led them to their divine calling, just as we hopefully feel our new vocation is answering our call from God to serve others. (Sherr, 2010) This desire is sustained only by abiding in God as He is the producer of fruit through our love for others. (John 15:1-17)

**Presenter Bio (s):** Matt Molnar is the Director of Field Education at Lourdes University in Sylvania, OH. He holds a Masters in Social Work from Michigan State University, Bachelors of Social Work and Bachelors of Bible degree from Cairn University in Langhorne, PA. Matt's areas of practice interests are socialize health insurance, working with older adults and the Field Education.

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**Workshop Title:** So What Does it Really Mean to be a Faith-Based Organization?

**Workshop Presenters:** Jeffrey Nitz, LCSW Bill Tarr LCSW Rob Reid

**Workshop Abstract:** There are many ways that faith can be incorporated into the culture and life of a "faith-based" agency. This workshop presents various faith-based agency "forms", intentional faith integration methodologies that can enhance a culture of faith, and encourages participants to identify and create the kind of faith-based organization they long to lead.

**Workshop Number:** 20120936 -

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

- Identify various faith based agency "forms" and the relative value of each.
- Learn various ways that faith can be meaningfully integrated within the agency setting depending on the faith-based organization typology.
- Learn some of the common challenges that come with faith integration at the agency level.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** What does it mean to be a "faith-based organization" and what are the meaningful qualitative differences compared to a secular agency? Can one agency be more faith-based than another and does that actually impact the level of staff engagement or the services deliverables and outcomes to clients? In today's increasingly pluralistic society where faith is often relegated to the realm of private expression only, how can agency leadership continue to integrate, and/or re-invigorate the integration of faith authentically and sensitively given the controversial nature of religion in the workplace? How do faith-based leaders keep their agencies current with the changing times and expectations of staff while also holding fast to the faith beliefs and principles that undergird their agencies? These are just a few of many related questions which are often met with strong opinions by organizational stakeholders, staff and clients of agencies who refer to themselves as faith-based or faith-related. And yet, they are not easily answered given the complexities and differences of various agency cultures. The presenters' operating assumption is that there is no one right way that faith gets expressed in an organization, but instead, there are a variety of faith-based "forms" that agencies express stemming from particular denominational ties, the faith expression of the agency founder or the board, the religious bent of the agency leadership or staff, etc. While not constrained with a good/bad mindset pertaining to faith-based agency forms, there is, however, value in intentionally deciding the role and purpose of faith-expression within the agency and then strategizing how this will be perpetuated through staff, board and key stakeholder recruitment as well as through ongoing cultural norms and celebrations. This interactive workshop will focus on the following: 1. A brief presentation of the various typologies of faith-based organizations in the U.S. and abroad. 2. Does faith really make a difference in the quality of work environment for staff and service outcomes for clients? 3. A panel of agency leaders each with decades of social work experience, will describe the purpose and value of faith being integrated in different ways in each of their agencies, how this is intentionally maintained within their organizational cultures, and the challenges they have experienced with this both within and outside their agencies. 4. An interactive time of Q&A with workshop attendees will conclude the workshop.

**Presenter Bio (s):** Jeff has spent the past 30 years working in the field of child welfare social work serving children and families. For the past 21 years he has served in various capacities for Bethany Christian Services, currently as the Sr. Vice-President of



Adoption and Family Services where he helps to lead the U.S.-based service and marketing teams. He and his wife, Cheryl, have been married for 31 years and have 4 children and 4 grand children.

Bill Tarr is currently serving as pastor and director of the Counseling Center at Calvary Church in Souderton Pennsylvania. He is a licensed social worker with over 40 years in social services. He began his career working for the Salvation Army in Philadelphia before chairing the social work program at Cairn University for 14 years. He returned to social work administration running a child welfare organization outside of Philadelphia.

Rob Reid currently serves as the President & CEO for Access Services located in Fort Washington, Pennsylvania. His organization provides specialized supports to 5000 children and adults. Rob is responsible for the implementation of a \$32 million operating budget and oversight of 700 employees, 250 foster families and over 130 clinicians.

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**Workshop Title:** Teaching Christian Civility: Lessons for Social Work Students

**Workshop Presenters:** Erin Olson, MSW, LISW

**Workshop Abstract:** Civility is not often something Christians are known for, but Christian social workers can and should be on the forefront of articulating a civil Christianity. This workshop will explore how civility can be taught to students using Christian principles and the presenter will give specific examples of classroom activities and assignments.

**Workshop Number:** 20120898 -

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

- Define, understand, and articulate what is meant by Christian civility.
- Identify specific assignments and activities which can be used to develop civility in social work students.
- Explore how modeling Christian civility is a responsibility of Christian social workers

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Christian social workers are called to practice civility with their clients and the broader community, but what does it mean to be civil? It is important for all social workers to learn how to work well with all people, including people who hold very different worldviews than ourselves and students often struggle with knowing how to balance their own perspectives while also holding to the NASW

Code of Ethics. This model, which utilizes ideas from Richard Mouw and Scott Sauls, gives students and social workers a way to find this balance. This presentation will help attendees define Christian civility as well as understand the principles and practices which go along with developing civil attitudes and mindsets. The presentation will focus on how we can help Christian social workers and social work students develop these civil attitudes and interactions. Mouw talks about using empathy, curiosity, and teachability as a civil practice and mindset that can guide our interactions with all people. Sauls gives Biblical principles and references to help anyone manage the disagreements which seem to be happening around us more and more often. The presenter will give specific examples of in-class discussions, activities, case studies, and assignments that can be used to help students (and social workers) consider civility as a best-practice for interacting with clients, colleagues, and community. This presentation will go beyond political correctness and will allow participants to consider how they can maintain civility while not watering down their own personal belief and value systems. A part of the presentation time will be given for attendees to discuss with each other their concerns, struggles, and ideas regarding Christian civility, as well. While this topic is especially pertinent to social work educators and students, professionals and church leaders might benefit from learning about these ideas so they can practice these principles in their sectors of social work.

**Presenter Bio (s):** Erin Olson is a professor of Social Work at Dordt College in Sioux Center, Iowa where she serves as Field Director and teaches Intro to Social Work & HBSE. Prior to teaching, Erin worked in community mental health and hospital social work. Erin recently completed her PhD at the Diana Garland School of Social Work at Baylor University.

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**Workshop Title:** Building Bridges Between Social Work Education and Practice Skills

**Workshop Presenters:** Linda Openshaw, DSW, LCSW Benjamin May PhD, LCSW  
Andrew McLane

**Workshop Abstract:** Social Work practice skills are the bridge between social work education and practice. This presentation discusses outcomes from research on how frequently and specifically the practice skills that are taught in the classroom are utilized by students and field instructors.

**Workshop Number:** 20120774 -

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

- Understand the types of practice skills that bridge the social work classroom and practice
- Describe how clinical practice skills can be measured in social work practice

- Conceptualize how social work educators should teach practice skills in order for students to utilize them effectively in practice.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Social Work educators are mandated to teach specific practice behaviors and skills that will help students learn to perform the job of a social worker. The presenters will discuss research that asked both students and field instructors to discuss how specifically they have either taught or learned the skills needed for practice. The presentation focuses on specific practice skills such as relationship building, empathy, active listening, and assessment, and analyzes how frequently these skills are taught. The presentation will be a discussion between presenters and participants about which practice skills are most necessary to conduct an effective social work practice.

**Presenter Bio (s):** Linda Openshaw is professor and MSW Program Director at Texas A&M University-Commerce. She has 17 years of clinical social work practice experience and 15 years as a full time social work educator.

Benjamin May has been a full-time social work educator for the past 10 years. He has been in clinical practice for many years and his research interests include clinical practice.

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**Workshop Title:** 75 Years of Black Homeownership: One Step Ahead, Still Two Steps Behind

**Workshop Presenters:** J. Walter Paquin, PhD

**Workshop Abstract:** Despite increasing homeownership rates over the last 75 years, black households own homes today at rates that put them further behind white homeowners than they were in 1940. In 1940, the gap between white and black households was 22%, today it is over 30. How can Christian social workers address this disparity?

**Workshop Number:** 20120860 -

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

- Better understand the historic and persistent homeownership gaps between black and white households.
- Understand that increased black homeownership rates do not necessarily reduce the black-white homeownership gap

- Understand how Christian social workers and educators can reduce the homeownership gap through economic and structural community engagement.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** In the 1940's homeownership rates began increasing for white and black households and have grown steadily over the last 75 year. While homeownership grew among black households, they did not achieve 1940's white homeownership rates, approximately 45%, until 1980. Therefore, it took black households 40 years to reach the "white" homeownership starting point. This situation might make sense given the political environment of the 1940's-1970's. Restrictive racial covenants were legal until 1948 and remained functional well into the 1970's. Moreover, Civil Rights legislation was not passed until 1964 and the Fair Housing Act until 1968. These situations might explain why it took 40 years for black households to reach the same homeownership rates where whites started. However, black households never "caught up" with white households and today the gap between black and white homeowners is larger than in was in 1940. It seems reasonable to expect the homeownership gap between white and black households to decrease as black households make "gains" in the housing market. However black households have not closed the homeownership gap which was 22.8 points in 1940 and today is 30.3 points, meaning black households are worse off today relative to white households than they were in the 1940's. Thus, 75 years of homeownership growth in the US, has left black households further behind whites in regards to homeownership. Furthermore, black households have the lowest homeownership rates in the United States. The consistency of these trends indicates an ongoing segregation that limits black households in the homeownership market. This is a double travesty; first homeownership represents the American Dream. When black households are unable to buy homes, it is another marker indicating separation and exclusion of an entire group of Americans at a philosophical level. More importantly, this low homeownership rate prevents African Americans from participating in the most common form of wealth development for Americans. Over 70 percent of wealth that Americans possess is connected to their homes. The wealth disparity between white and black households indicates this is an issue, white households have four times more wealth than black households. The challenge is how Social Workers can address this situation. Several key solutions seem apparent. First, we need to educate ourselves and current social work students about ongoing institutional level racism. Helping them understand the impact on black households particularly related to homeownership and wealth disparities. Second, Christian Social Workers need to advocate for stronger banking regulations and oversight that increases access to loans in underserved communities. Finally, the church needs to explore ways to partner with financial institutions to increase access to resources through new and creative mechanisms.

**Presenter Bio (s):** I am an Associate Professor in the Social Work department at Bluffton University, a small Mennonite Liberal Arts College. I am in my 14th year of teaching. Prior to teaching, I worked with homeless individuals and low-income home buyers in St. Louis, Missouri. I am interested in issues related to racial diversity, community development and the involvement of the church in social justice issues.

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**Workshop Title:** The Resilience Factor: How Pastors of Color Address Urban Community Trauma

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

**Workshop Abstract:** By default, pastors are frontline mental health workers in resource-poor communities. This workshop discusses a John Templeton Foundation funded project where twenty-six pastors of color talk about their lived experiences of counseling in an urban context. Pastors reveal their resilience when addressing needs in challenging urban environments.

**Workshop Number:** 20120823 -

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

- More fully understand the lived experiences of pastors from pastors' own perspectives.
- Increase personal cultural humility by discovering "what already works" in pastor/urban community interactions.
- Apply information learned to establish more informed collaborations between social work practitioners and urban pastors.

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

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

**Workshop Description and References:** More than ever before, urban communities struggle to address violence, trauma and associated issues. Trauma exposure risk percentages rise significantly for individuals living in urban, violence ridden areas (Goldmann et al., 2011). For example, 42% of individuals who were screened in an outpatient clinic of an urban level one trauma center had a positive screen for traumatic stress (Reese et al., 2012). Urban, low-income communities are often composed of higher percentages of individuals of color (African American and Hispanic) than suburban areas. Further, a large body of literature shows that racial minorities and low-income groups are underrepresented in mental health treatment (Kessler et al., 2005; Kessler, Olfson, & Berglund, 2003; Wang et al., 2005; Williams & Jackson, 2005). As a result, there is a population of individuals who suffer silently with trauma related issues. There is evidence that many individuals turn to clergy for help before they would consider going to a mental health professional (Wang, Berglund, & Kessler, 2003). This behavior occurs

more often for people of color and those from low-income areas (Chatters et al., 2011). Clergy are first-responders to crises; people turn to clergy because they are more familiar with them, clergy often do not charge fees, and there is no stigma involved in discussing one's personal problems with clergy (Milstein, 2003). Particularly in resource-poor areas, one's minister may be one of the few individuals that a person can turn to during times of crisis. This workshop presents findings from a John Templeton Foundation funded phenomenological study where African American, Hispanic and Caucasian Protestant pastors serving urban areas were invited to participate in 90 minute semi-structured qualitative interviews. Data on twenty-six African American and Hispanic pastors who lead churches in low-income urban areas of Chicago or Los Angeles are presented. Pastors were solicited via purposive sample, and interviews were done in the community at each pastor's church location or by phone. Pastors were asked about their strengths and struggles in pastoring in this day and time in an urban context, with a specific emphasis on how they viewed counseling issues. Data was audio-recorded, transcribed verbatim, and analyzed with the use of Atlas.ti. In this workshop two themes will be discussed: 1. Pastors discussed the type of trauma-related issues they experienced most frequently when serving churches in resource-poor communities. Pastors reported frequent interactions with trauma-affected individuals. They also discussed their own vicarious trauma exposure and how their personal trauma histories influenced their interactions with trauma-exposed individuals. 2. Pastors described resiliency factors; they described what keeps them going, what energizes them, and how they make impact in urban churches surrounded by community violence.

**Presenter Bio (s):** Jennifer Shepard Payne is an Assistant Professor at Azusa Pacific University. She received her Ph.D. from the UCLA School of Public Affairs and is a LCSW with many years of mental health clinical practice and administrative experience. Her research interests include developing culturally adapted community-based interventions and addressing mental health disparities. She is also a mental health consultant for clergy ([www.jshepardpayne.com](http://www.jshepardpayne.com)).

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**Workshop Title:** Scriptural and Theological Perspectives on Forgiveness

**Workshop Presenters:** Nicholas Placido, PsyD, LCSW

**Workshop Abstract:** This workshop provides a beginning investigation into various theological and Scriptural perspectives on the dynamics of forgiveness. Several Scriptural texts and the writings of various early church fathers and reformers were reviewed in relationship to this subject. The exploration concludes with a review of clinical social work literature.

**Workshop Number:** 20120780 -

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

- Enhance understanding of issues and dynamics related to the scriptural foundations and clinical applications of forgiveness.
- Develop knowledge related to the theological underpinnings and current uses of forgiveness in social work practice.
- Create understanding for the need to connect social work practice to theological and scripture principles, especially regarding the use of forgiveness in practice.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The following is intended to provide an initial investigation into Scriptural and various theological perspectives on forgiveness. To that end, an initial review of several Scriptural texts in their relationship to the subject will be completed. This will be followed by a review the writings of various early church fathers and reformers in relationship to this subject. This exploration will conclude with a review of current psychological and social work literature that pertains to forgiveness. This narrative is not intended to be exhaustive in nature, but rather a beginning from which to bridge Scriptural and theological principles of forgiveness with the clinical practice of psychology and social work. The initial section will provide an overview of forgiveness from a scriptural perspective including areas of spiritual and interpersonal application. This section discussion will conclude with an exploration as to the nature and quality of forgiveness in its restorative application. The next section will review the Perspectives of the Early Church Fathers and the Reformers regarding the dynamics of forgiveness. The views of Augustine, Luther, and Calvin will specially be discussed. The final section will review clinical perspective and issues related to forgiveness and its place in social work practice. It will include clinical definitions of forgiveness, benefits of forgiveness, and its therapeutic applications. It will conclude with applications for forgiveness in a Christian clinical practice and current examples of clinical integration.

**Presenter Bio (s):** Dr. Nick Placido received his Psy.D and M.A. in clinical psychology from Wheaton College and his M.S.W. at Florida State University. Dr. Placido's practice experience includes case management, clinical work with chronic mentally ill adults, mood disorders, marital therapy, and working with adult with ADD. He is currently an Associate Professor in the Master of Social Work program at Asbury University in Wilmore, KY (2008-present).

**Workshop Title:** Defining the Prophetic Voice out of Social Work?

**Workshop Presenters:** Linda Plitt Donaldson, MSW, PhD

**Workshop Abstract:** The role of state boards and statute on the scope of social work practice and education is not well understood. In this workshop, participants will get an overview of state regulation of social work including how states define practice. The

implications of these definitions in light of the prophetic Christian tradition will be discussed.

**Workshop Number:** 20120793 -

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

- Become familiar with the stakeholders in the definition of social work practice.
- Learn about the breadth and diversity of the legislative definitions of social work practice in the 50 states and District of Columbia.
- Discuss the impact of these definitions on the prophetic dimension of Christian social work practice.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** Social Workers

**Workshop Description and References:** The social work profession has been concerned with defining its practice knowledge and skills since Abraham Flexner questioned whether social work was a profession (Austin, 1983). Traditionally, professional social work associations and the academic community have been at the forefront of these discussions (Holsko, 2003). However, the role of state boards in defining social work and shaping social work education and practice is coming into professional consciousness (Donaldson, Hill, Ferguson, Fogel, Erickson, 2014). The first statutory regulation of social work occurred in 1934, when Puerto Rico passed a law regulating practice (Randall & DeAngelis, 2013). As of 2015, all fifty states and the District of Columbia have definitions of social work and social work practice written into state statute (Donaldson et al, 2014). Each state has a state agency or board that oversees social work practice; however, in 19 of 51 states, these organizations are not comprised of majority social workers. (Donaldson et al, 2014). In addition, many of the regulatory agencies and boards lack diverse representation of social work practice- for example, they often lack a macro practice representative. In order to gain a greater understanding of the legal definitions of social work across the United States, the authors undertook an examination of statutory definitions in each of the fifty states and the District of Columbia. We were struck by the diversity of these- it is difficult to locate a pattern within them. However, a state's definitions of what constitutes practice impacts its licensure standards, which, in turn, impact social work education. Thus, it is critical for social work educators and students to grapple with the intended and unintended consequences of these legislative definitions. There is also a continued need for policy advocacy to ensure that the state regulation of practice is congruent with best practice in all areas of social work. We share responsibility for ensuring our profession's mission, focus and values remain relevant and reflect an ongoing commitment to serving vulnerable populations and addressing social and economic injustices. This session will focus on the impact of state's social work practice definitions on the practice and education of social workers in that state, as well as nationally. We hope to foster a



robust discussion about the impacts of legal definitions of social work and how they may shape professional education and practice, particularly in Christian institutions that value the prophetic dimension of social work practice.

**Presenter Bio (s):** Dr. Donaldson has been on the faculty of the National Catholic School of Social Service since 2004, bringing extensive experience in nonprofit social service management, community practice, and public policy advocacy.

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**Workshop Title:** Responding to Clergy Sexual Abuse Survivors: Best Practices for Social Workers

**Workshop Presenters:** David Pooler, Ph.D., LCSW   Amanda Frey MSW

**Workshop Abstract:** Previous studies of survivors of clergy sexual abuse identify inadequate responses. A qualitative study of 27 adult clergy sexual abuse survivors was conducted to discover how the church was most helpful and healing after abuse happens. The findings of this study may help social workers respond to survivors in culturally appropriate ways.

**Workshop Number:** 20120881 -

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

- Define clergy sexual abuse and distinguish clergy sexual abuse from other forms of sexual abuse.
- Describe 3 ways that the church effectively supports survivors after they report the abuse or the abuse becomes known.
- Identify an approach to work with clergy sexual abuse survivors that is validating and effective.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Introduction   Clergy sexual abuse of adults is a complex social and religious phenomenon that inflicts great harm (Fortune, 1989). There is growing awareness of how and why it happens, as well as documentation of the complexity of the trauma victims' experience (Marotta-Walters, 2015). Survivors report exclusion from their religious community following disclosure of abuse and may seek help from professionals (Fortune, 1999; Oxford, 2012). Social workers are uniquely equipped to understand and support survivors.   Review of the Literature   Garland and Argueta (2010) interviewed 45 survivors to examine how it happens. They found a culture of niceness persists in churches and that congregations overlook situations that would normally call for action. In 52% of these cases, offenders were providing counseling in addition to

pastoring. Survivors reported dissonance entertaining the idea that a leader could harm them and continued to trust when there was evidence that trust was unwarranted (Garland, 2014). The problem is not widespread, but it is also not as veiled as one might think. Garland and Chaves (2009) used the General Social Survey (GSS) in a methodologically sound study to determine prevalence rates of clergy sexual misconduct in the United States. They found 3% of women who regularly attended church reported being an object of a sexual advance by a clergy person or church leader since adulthood (this is about 12 people in the average size congregation of 400). The extant research with this population reveals the multiple ways that the institution of the church failed survivors. The current study examines the church at its best using an appreciative inquiry framework. **Methods** Rich stories were collected from 27 adult clergy sexual abuse survivors. Guided by a phenomenological approach the survivors were asked to identify how the church, its leaders, and congregants supported their healing and recovery. Survivors were called by telephone by the primary investigator and two research assistants, and interviews lasted between 45 and 90 minutes. Codes were created and major themes identified in the analysis. **Results** The 27 survivors were 77% Caucasian, 15% other, and 7% Hispanic. Sixty seven percent were married. The top 3 denominations represented in the sample were Baptist 25%, Seventh Day Adventist 19%, and Lutheran 15%. With over 50 codes, the top themes that surfaced were "social support", "communication", "boundaries and safety", "transparency and truth", "perpetrator accountability", and "professional counseling". **Implications** Building on strengths is a primary way that social workers can support clergy sexual abuse survivors and help the church to help them remain connected with the church (Pooler, 2011). Clergy sexual abuse survivors need culturally competent and aware professionals who speak the language of the church and understand the layers of complexity involved in this type of trauma. The findings of this research explain this.

**Presenter Bio (s):** Dr. Pooler is Associate Dean at the Garland School of Social Work. Dr. Pooler joined Baylor University in 2009. He earned his Ph.D. (2005) and MSSW (1999) from the University of Louisville, and earned the B.A. in Psychology and Theology from Lee University in 1993. Dr. Pooler has a clinical background working with people with complex trauma, addictions, and other co-occurring disorders.

Amanda Frey earned the MSW from the Garland School of Social Work in 2016. She worked with David Pooler from 2014-2016 on the Clergy Sexual Abuse project as a research assistant. Ms. Frey pursued a specialization in trauma and plans to work with trauma survivors.

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**Workshop Title:** Loving Without Limits: Reconstructing Redemptive Relationships

**Workshop Presenters:** Victor Price, DMin., DD, MSW, LCSW

**Workshop Abstract:** The workshop will address the distinctive aspects of human development, its contribution to interpersonal indifference; conflicts and issues of compatibility and the reconceptualization of love as a transforming art in Reconstructing

Redemptive Relationships. It is intended to provide insight to increase efficiency and effectiveness in practice.

**Workshop Number:** 20120913 -

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

- Develop insight into the complex nature of the matrix of social-cultural variables, cognitive-intellectual functioning, emotional and affective interpersonal interactions.
- Understand and apply the technical and conceptual skills associated with the counseling theories mentioned
- Develop a greater understanding of the human development, the art of loving and the use of counseling skills to address behavioral issues requiring forgiveness.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** The re-conceptualization of love as "unconditional commitment" verses 'unconditional acceptance and discussion of the theology of love that informs such a position. Love will be view as being both Sacrificial and Supportive as a primary principle with other secondary interpersonal variables that inform love as a practice. Ego psychology concept of the false verses true self will be highlighted. Love will be presented as being one directional (commitment) with three dimension (consciousness). Exploration of Client Centered and CBT and recasting of Erickson's stages of development in the light of relationship concerns will also be noted. It is expected that love as being both sacrificial (Give Love) and loves as supportive (Need love) with cultivate a measure of reciprocity in reconstructing redemptive relationships. The theories used will be seen as various tools in developing the skill set necessary both to assess and assist in enhancing interpersonal relationships.

**Presenter Bio (s):** Victor A. Price is an adjunct professor at Caribbean Nazarene College and Gordon-Conwell Theological Seminary in the Masters in Counseling Programs. He is a Pastor, Mental Health Clinician, Licensed Clinical Social Worker, and Certified Cultural Intelligence facilitator. He is the founder and facilitator Loving without Limits conducting therapeutic groups for men and Couples and is the academic coordinator of Clinical Network Conference.

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**Workshop Title:** Better Together: Bringing the Community Together to Alleviate Poverty

**Workshop Presenters:** Kimberly Rainey, LMSW

**Workshop Abstract:** Trace the journey of a rural Texas community as they overcome challenges in collaboration and working together in the area of poverty alleviation. Through the work of social workers, ministers, and others, we are on a journey of realizing that we are better together than working alone.

**Workshop Number:** 20120839 -

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

- Identify at least 2 groups of people engaged in poverty alleviation in the community.
- Articulate at least 1 strategy to engage church leaders in coming together to alleviate poverty.
- Describe 2 benefits of collaboration between congregations and service providers in the alleviation of poverty.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** History of Helping The presenter will trace a brief history of helping through social service organization & congregations in a rural Texas county over the last 100 years, culminating in a discussion of the present day poverty alleviation strategies of several agencies and congregations. Examples regarding difficulties in collaboration & turf-wars will be given as they relate to how neighbors in need are helped through the different services. Journey to Better Together The presentation will specifically look at the history of helping in the last 8-10 years as it relates to a United Way Community Assessment done in the community and outcomes of that assessment. Challenges to collaboration will be explored in this section as well as they relate to a new program not being able to get momentum in the community. Better Together In January 2015, a meeting about collaboration in the area of financial assistance sparked a new conversation about collaboration in the area of all relief assistance (food, clothing, as well as financial assistance). Social workers, pastors, and others began to dream about the possibility of really doing something about the challenges of poverty in our county where the poverty rate is almost twice that of the state average. Pastors and service providers alike had many conversations about the difference between putting a band-aid on a person's situation versus really helping people achieve life change. In the book When Helping Hurts, Corbett and Fikkert share the relief-rehabilitation-development model with readers in terms of poverty alleviation. The discussion about offering rehabilitation and development services instead of providing only relief services has continued and grown in terms of interest. An analysis of the merger process including meetings with key leaders, visiting agencies in other communities providing services similar to our dream, brainstorming about the future, and the group realizing that we were "better together" than alone in our work of poverty alleviation will be explored. Next Steps Through the formal brainstorming process, next steps were identified by the group. In this presentation, these next steps will be

discussed in terms of where the group is currently in successfully completing these steps as well as other important tasks that the group has been able to complete as they move toward merger and creation of a new agency targeting poverty alleviation in the community.

**Presenter Bio (s):** Kimberly Rainey serves as the Minister of Benevolence and Missions at Northside Baptist Church in Corsicana, Texas. Kimberly holds a BSW and MSW from the Diana Garland School of School Work at Baylor University. Kimberly works in the areas of benevolence, local mission engagement, poverty alleviation, and community collaboration.

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**Workshop Title:** Restoring Health Through Forgiveness (Eating Disorder Recovery)

**Workshop Presenters:** Kristine Rand, RD, LCSW

**Workshop Abstract:** This workshop will explore how eating disorders often develop as a way to cope with anger, pain and trauma. Often patients get stuck in the shame cycle or a passive-aggressive cycle of behavior that keeps them "stuck" in their eating disorder. We will also explore empirically validated interventions using forgiveness as the path of recovery.

**Workshop Number:** 20120887 -

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

- Differentiate between the various anger/unforgiveness symptoms of the different eating disorders
- Help their ED clients journey toward wholeness through forgiveness
- Provide interventions that will facilitate each phase of eating disorder forgiveness work.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** This workshop will not only look at the diagnostic criteria, but also the client's presenting behaviors as a clue to what is keeping the client stuck in their obsessive compulsive eating disordered behavioral cycle. Additionally, we will look at how the diagnosis of Anorexia Nervosa, Bulimia Nervosa or Binge Eating Disorders serve as an indicator of the type of forgiveness work that needs to be done. We will explore a forgiveness model that incorporates elements of CBT and DBT as the path of healing. Additionally, we will look as case studies that incorporated forgiveness as a pivotal successful intervention that facilitated healing and recovery.

**Presenter Bio (s):** Kristine has over two decades of experience in the fields of eating disorders, disordered eating, functional gut disorders and women's health. She is completing her certificate in spiritual formation at Columbia Theological Seminary. Kristine speaks locally and nationally on women's health topics and eating disorders. Additionally, she serves as the primary therapist with an orphanage in Kenya and is an instructor with Living Waters for the World.

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**Workshop Title:** Microaggression: The Subtle Language of Oppression

**Workshop Presenters:** Mikal Rasheed, PhD, LCSW Janice Rasheed PhD., LCSW

**Workshop Abstract:** Microaggressions are brief and commonplace daily verbal or behavioral indignities, intentional or unintentional, that communicate hostile, derogatory, or negative slights and insults that can have a harmful or unpleasant psychological impact on oppressed groups. This workshop will give attention to forms of microaggressions within social work.

**Workshop Number:** 20120803 -

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

- Identify and describe the dynamics, characteristics, and categories of microaggressions.
- Describe the impact of microaggressions on distinct marginalized groups
- Enable those who commit microaggressive acts to be more aware of their actions.

**Level of Presentation:** Intermediate, Advanced

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

**Workshop Description and References:** Microaggressions in social work practice describe those "brief and commonplace daily verbal or behavioral indignities (whether intentional or unintentional) that communicate hostile, derogatory, or negative racial slights and insults that potentially have a harmful or unpleasant psychological impact on the target person or group" (D.W. Sue, Bucceri, Lin, Nada, & Torino, 2007). Microaggressions are generally viewed as a phenomena within the context of racial and ethnic interactions. This workshop will expands this discussion by giving attention to other forms of microaggression related to gender, sexual orientation, transgendered/and gender identity and disability. Discussions or interpersonal exchanges involving topics of race, gender and sexual orientation, while not manifesting blatant racism, sexism and heterosexism are non-the-less, emotionally charged. These interpersonal exchanges occur especially if there is a differential in status and power represented by those in the exchange, such as it is between student and professor. It is in those situations that the one with less power, or status is subjected to comments and behaviors which can be as

impactful, harmful, and significantly more obvious and overt, acts of racism and oppression. These comments and/or behaviors are referred to as "microaggressions". Microaggressions can also be delivered environmentally through the physical surroundings of target groups, where they are made to feel unwelcome, isolated, unsafe, and alienated. Such behavioral, verbal or environmental indignities can have a harmful or unpleasant psychological impact on the target person or group. This workshop will give specific attention to forms of microaggression within social work practice, and the relevance of understanding the concept of microaggression for faith-based social work practice.

**Presenter Bio (s):** Mikal N. Rasheed, Phd, LCSW is a Professor of Social Work and Department Chair at Chicago State University. He conducts a private practice in individual, couples and family therapy in Oak Park Illinois. He has published in the area of family therapy and multicultural social work practice.

Janice M. Rasheed is Professor at the Loyola School of Social Work in Chicago Ill. She has a private practice in individual, couples and family therapy in Oak Park Ill. She has published in the area of family therapy and multicultural social work practice.

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**Workshop Title:** Teachable Moments: Building Blocks of Christian Parenting

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

**Workshop Abstract:** Parenting is the toughest job for which most parents have no training. Proverbs 22:6 gives us the direction. Teachable Moments: Building Blocks of Christian Parenting gives us the tools. Participants will receive hands-on, behavioral resources to use in daily life and counseling. Step-by-step, practical parenting skills in a spiritual context.

**Workshop Number:** 20120753 -

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

- Identify nine universal parenting perspectives that will guide daily interaction with children, families, and clients.
- Identify and use four types of strategic parental communication with children.
- Name eleven specific communication tools and behavior management strategies and practice use of these tools and strategies in vignette and role-play scenarios

**Level of Presentation:** Basic

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

**Workshop Description and References:** Teachable Moments: Building Blocks of Christian Parenting is a renewable resource for families and helping professionals throughout the journey of parenting from birth to launch into adulthood. Participants will learn communication tools that are effective for bringing down their child's emotional fever. Behavior management strategies that encourage positive character development, a relational restriction model contrasted with a correctional model, and use of oversight and accountability to encourage responsible freedom are defined and practiced in role-play breakouts and through vignettes. Child development markers are integrated with parenting developmental markers to encourage synchrony. Strategies to balance self-care with other-care are identified and fleshed out. Specific strategies for anxiety management, depression recovery, and addiction control are woven into the fabric of Christian parenting. Therapeutic journaling, weight management strategies, and the development of cohort, confidante, and accountability relationships are defined. Interactive, Learn The Concept exercises in the workshop will enhance participant skill base in utilizing these tools. Participants will leave the workshop with ready access to tools for effective Christian parenting and, as helping professionals, for use in counseling settings and to provide resources to communities, through networking, church and community classroom settings.

**Presenter Bio (s):** Dr. Robinson is a licensed clinical psychologist in private clinical practice for over 40 years. His passion is for healing broken families and children. He provides an integrative approach of healing of mind, body, and spirit. His book, Teachable Moments: Building Blocks of Christian Parenting is a compilation of his skill base, designed to provide hands-on, behavioral resources that parents and helping professionals can use daily with children

Dr Margaret Robinson taught clinical social work at the UGA School of Social Work for over 20 years before coming into clinical practice with Christian Psychotherapy Resources. She has a heart for teens, young adults, couples, families, and multigenerational family networking. Teachable Moments: Building Blocks of Christian Parenting co-developed with her husband Dr. Jon Robinson, provides a vehicle for relationship skill-building.

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**Workshop Title:** How does Christian Community Development Impact a Community?

**Workshop Presenters:** Elizabeth Patterson Roe, PhD, MSW, LISW-S Erin Woodson MSW

**Workshop Abstract:** Christian Community Development efforts provide great opportunities to transform communities. After eighteen years of community development efforts, an impact assessment was conducted in collaboration with a local university. Based on this research, participants will learn strategies of community development that can positively impact communities.

**Workshop Number:** 20120834 -



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

- Learn the basic principles of Christian Community Development as applied to a South Akron Community over the past 18 years.
- Learn how to develop a community impact assessment to assess community development efforts.
- Be able to apply strategies of community development, based on the outcomes of the community impact assessment

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

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

**Workshop Description and References:** Christian Community Development values, aligned with both social work and biblical values, have the potential to impact communities that are often left at the margins of society. With supporting social work theory and biblical values, this presentation will overview eighteen years of work of a Christian Community Development Association, South Street Ministries, based on a community impact assessment. Eighteen years ago, a family relocated to the Summit Lake Neighborhood of Akron, Ohio, considered the most dangerous neighborhood in Akron, to serve their neighborhood and apply biblical principles of restoration and redistribution. What started through relationship building with neighbors, led to the development of South Street Ministries. Over the last eighteen years, others have moved into the neighborhood to work alongside them, and neighbors have been empowered through recovery initiatives, youth programs, and income generating activities, a church fellowship and other community building efforts. The programs of this ministry have provided many social work internship opportunities. Through the support of a local social work program, a community impact assessment was conducted in 2016, assessing the impact of South Street Ministry's efforts over the last eighteen years. This presentation will briefly overview the work of South Street Ministries, then describe the process of developing the community impact assessment. Finally, results of the impact study will be shared with the goal of learning how principles of community development can successfully impact a community. From the experiences of eighteen years of community development efforts, this presentation will enable participants to learn how to apply faith-based strategies of community development in order to maximize positive community impact of Christian community development efforts.

**Presenter Bio (s):** Elizabeth Patterson Roe teaches social work at Malone University. She received her PhD at Memorial University in Canada. She and her husband recently moved into the city of Akron, Ohio to be involved in Christian Community Development with South Street Ministries. Prior to teaching she was involved in community development work in Romania.

Erin Woodson received her MSW from the University of Akron. She is currently living in the Summit Lake neighborhood of South Akron working with South Street Ministries, a Christian Community Development Association ministry.

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**Workshop Title:** Promoting Forgiveness Towards Offenders: Congregations As Starting Points

**Workshop Presenters:** Jordan Rudolph, MSW Student Julia McCormick, MSW Student

**Workshop Abstract:** Forgiveness is an essential aspect of the reintegration process of former offenders. This presentation will highlight the need for faith-based organization to take the lead in transforming our communities to be more accepting and forgiving of former offenders.

**Workshop Number:** 20120917 -

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

- Demonstrate the positive effects forgiveness has on the lives of individuals reintegrating into communities.
- Describe characteristics of successful faith-based programs social workers can replicate and integrate into practice.
- Successfully describe how faith-based programs can promote forgiveness.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Currently, there is a growing epidemic of individuals incarcerated in the United States (Enns, 2014). This problem in our country implies social workers will likely be faced with clients who have been incarcerated. It is our goal to educate social workers about the positive impact faith-based programs have on supporting these individuals. The increasing incarceration rate is perpetuating discrimination against the offenders themselves, their families, and the communities they come from. This discrimination manifests itself in the difficulty of finding housing, careers, educational opportunities, and a forgiving community (Lebel, 2012). Communities of those reentering society must learn to forgive and accept these individuals so they may lead a normal life (Heidemann, Cederbaum, & Martinez, 2016). We are emphasizing the need for faith-based organizations to establish programs that teach community-wide forgiveness towards former offenders. Faith-based organizations include churches and Christian non-profit organizations working to give former offenders a second chance in their communities. There are many stereotypes in our society that place restraints on this population. There is a growing rate of recidivism from individuals who exit correctional facilities and enter back into an environment that does

not accept them. Our goal is to explain what a successful re-entry consists of and how faith-based community organizations can help break down these barriers and create a forgiving environment (Heidemann, Cederbaum, & Martinez, 2016). Forgiveness is inherent in an exemplar program that works with former gang members who view former offenders through a forgiveness model effectively demonstrating the outcome of forgiveness in social work practice that is unique to Christianity (Trammel, 2015). We will be highlighting the effective characteristics of organizations who successfully assist previously incarcerated individuals re-enter society. We will identify common struggles social workers have encountered while helping these individuals and demonstrate the benefits intergroup forgiveness has on the reacceptance of these individuals (Wenzel & Okimoto, 2015). The implications for forensic social workers is to spread knowledge and awareness about the reentry process. It is imperative social workers have the ability to identify obstacles former offenders encounter and to be equipped with the necessary tools to assist them. Data shows a large percentage of individuals released on parole will reoffend and return to the correctional system (Steen, Lovegrove, & McKinzey, 2013). We hope to provide social workers with further knowledge about why recidivism occurs and how powerful the tool of forgiveness can be in their repertoire. Finally, our overall goal is to identify positive aspects of faith-based programs that seek to break down society's stigmas and spread forgiveness to former offenders.

**Presenter Bio (s):** Jordan Rudolph is currently an MSW student at Azusa Pacific University. She has experience working in various short and long-term mental health settings. She also has gained experience working with at-risk youth and child abuse prevention. She assisted a group of physicians on a medical mission trip in Haiti. Julia McCormick is a current MSW student at Azusa Pacific University working towards a community practice degree. She has experience working with homeless, foster, and probation adolescents. She has written grants and created afterschool programs with nonprofit organizations. She was driven towards social work by the experience she gained working with oppressed populations and observing inequalities within multiple correctional facilities.

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**Workshop Title:** Living Well: Social Support and Spiritual Connections Among HIV+ Women

**Workshop Presenters:** Ratonia Runnels, PhD, MSSW

**Workshop Abstract:** Words from HIV positive women participating in a group intervention will help to explore the historical and sociocultural factors influencing spiritual coping among HIV positive women, identify correlations between spirituality and health and mental health outcomes, and inform the ethical integration of faith and practice in HIV treatment and care.

**Workshop Number:** 20120921 -

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

- Participants will gain increased understanding of religious coping and its impact on HIV treatment, care, and maintenance of social support.
- Participants will gain increased knowledge of available tools for spiritual assessment and group work with this specialized population.
- Participants will gain skills to ethically integrate spirituality into work with clients.

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

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

**Workshop Description and References:** Traditionally, women have occupied dual roles of being both subservient and structural supporters of the North American church. Women represent the majority of congregants, givers, and workers in the church, functioning as ministers, teachers, committee members, and administrators, keeping the church afloat. HIV/AIDS is a pressing issue among African American women in the church. HIV (Human Immunodeficiency Virus) is the virus that causes AIDS. The Centers for Disease Control and Prevention report that, as of 2011, 1.2 million people in the United States are living with HIV. African Americans are disproportionately affected by HIV comprising only 12% of the U.S. population but accounting for nearly 50% of all HIV cases (CDC, 2015). African American women have been greatly impacted by the HIV/AIDS epidemic. The rate of new HIV infections among Black women in 2010 was 20 times that of white women and five times that of Hispanic women. HIV surveillance data estimate that 1 in 32 Black women will be diagnosed with HIV during their lifetime. Fear and stigma surrounding HIV and mental illness is highly prevalent and has left many women isolated. Depression, posttraumatic stress disorder (PTSD), substance use disorder, and elevated levels of anxiety are identified as psychological stressors among HIV positive women. These women also face additional challenges such as fear of disclosure and lack of adequate social support. In an on-going 3 year study, to date, 150 women have completed the Beck Anxiety Inventory (BAI) and the Functional Assessment of Chronic Illness Therapy (FACIT) Revised Functional Assessment of HIV Infection (FAHI) subscale as pretest, posttest, and follow-up measures. Preliminary analysis of the data (n=98) found that 34% of the participants scored above the clinical cut-off for the Beck Anxiety Inventory, indicating clinical levels of anxiety and symptoms characteristic of Panic Disorder as defined in Diagnostic and Statistical Manual 5 (American Psychiatric Association, 2013). Additionally, 43% of the participants scored above the clinical cut-off on the Beck Depression Inventory-II, indicating that the level of depressive symptoms warranted seeking clinical attention (Runnels, 2015). Concurrently, over 50 women have participated in focus groups and/or a six-session cognitive behavioral intervention designed to decrease anxiety and improve quality of life. The qualitative data from this study will be used to explore the historical and sociocultural factors influencing spiritual coping among HIV positive women, identify correlates between spirituality and health and mental health outcomes, and inform the ethical integration of faith and practice in HIV treatment and care. This session will also provide a direct means to improve competency for social work students

and practitioners, pastoral counselors, pastors, and lay leaders who provide counseling to individuals and families suffering from the effects of this disease.

**Presenter Bio (s):** Dr. Ratonia C. Runnels is Assistant Professor and Director of Field Instruction at Texas Woman's University. Her research focuses on disparities in mental health service delivery with specific emphasis on the mental health care and social support needs of women living with HIV. Her publications include topics such as spirituality among trauma survivors, faith-based mental health programs, and disproportionality in social service delivery systems.

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**Workshop Title:** Neurobehavioral Effects of Pornography Use - Implications for Interventions

**Workshop Presenters:** Stephen Sammut, PhD Joseph Loizzo MSW, LISW-S

**Workshop Abstract:** The struggle of pornography is a very real problem. Underlying it is not only a moral struggle, but significant neurological and ultimately behavioral changes with life and social consequences. We discuss models of treatment for pornography addiction rooted in an understanding of the neurological changes based upon our research with young adults.

**Workshop Number:** 20120824 -

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

- Understand the effects of pornography viewing on the brain from a neurobehavioral perspective and methods of treatment that account for these phenomena.
- Understand the behavioral impact of pornography viewing and it's similarity to addiction.
- Understand the important role of faith and personal motivation in behavioral modification for this addiction.

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

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

**Workshop Description and References:** Pornography has a significant presence in our modern culture. Scientific literature appears to argue that pornography is either neutral in its effect or harmful. However, in addition to moral arguments, our understanding of the neurocircuitry of the limbic system, as well as the interplay of the upper and lower brains in the regulation of behavior, appear to clearly indicate that from a neurobehavioral perspective the effects of pornography on the brain are not only significant physiologically, but have the potential to impact a broad array of behaviors that can impact the general well-being of the person. In light of this, our study sought to

investigate the pornography consumption on our campus. While this work was conducted in a small Catholic University of 2500 students, we propose that its implications are not only of significance to the broader university community but also to the broader society. Significantly our study revealed sex differences in age at first exposure as well as source of first exposure and last viewing of pornography. Additionally, our results appear to further support the similarity of pornography consumption to substance abuse as well as highlighting the apparent isolation that is experienced. This study also revealed that the participant's faith life and personal motivation made the most difference in their ability to change and move away from this behavior. In this workshop we will discuss the findings in conjunction with models of treatment for pornography addiction and indicate areas where further research is required.

**Presenter Bio (s):** Dr. Stephen Sammut received a B.Pharm from Monash University in Victoria, Australia and a Ph.D. in neuroscience from the University of Malta, Malta, Europe. His research interests and expertise lie in the utilization of behavioral animal models and scientific techniques to investigate CNS functioning and psychopathology. Dr. Sammut is an Associate Professor of Psychology at Franciscan University and is involved in research in addition.

Mr. Loizzo is the Director of the Wellness Center, Franciscan University, supervising Health Services and Counseling Services. He has also taught courses in sociology, mental health, and counseling at Franciscan University. He graduated from Fordham University, with a BS in Psychology and the Ohio State University (1975) with an MSW and has worked in public and private agencies for 41 years. He is an LISW-S in Ohio.

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**Workshop Title:** Workforce Development: Lessons Learned in a Faith Based Agency

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

**Workshop Abstract:** Poverty levels continue to rise. Families grow more dependent on public assistance. Low income families continue to struggle between low wage jobs and the high cost of living. What if there were quick, affordable, and common sense strategies to rapidly move low-income families out of poverty and into self sufficiency? Come learn and share!

**Workshop Number:** 20120789 -

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

- Participants will gain awareness of the components of a successful workforce development program.
- Participants will learn strategies for helping "tough to employ" workers get into and keep good paying jobs.
- Participants will learn from practical examples what it takes to create a successful program and how to evaluate program effectiveness.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** 1 Thessalonians 4:9-12 says, "Now about your love for one another we do not need to write to you, for you yourselves have been taught by God to love each other. And in fact, you do love all of God's family throughout Macedonia. Yet we urge you, brothers and sisters, to do so more and more, and to make it your ambition to lead a quiet life: You should mind your own business and work with your hands, just as we told you, so that your daily life may win the respect of outsiders and so that you will not be dependent on anybody." Scripture calls us to help widows who are truly widows, and urges us to be hard workers. Encouraging others to do the same. As social workers we see the profound effects of poverty and the pain low income people face in providing for their families needs. Low income workers are trapped in a vicious cycle of jobs that don't pay for their basic living expenses and don't provide needed benefits. This is happening during a time where public funding for human services and job training programs has been cut. Here's the interesting part. There are a number of industries with huge numbers of entry level openings that require limited training and start paying their employees a living wage with benefits. The cost of providing job training and helping low income workers apply for jobs may actually be less than providing traditional case management services and public assistance to subsidize them working in low wage jobs. Starting a workforce development program may require less time, work, and cost than you might imagine. By doing some basic research on your community, learning about job openings, and creating some strategic partnerships with existing training programs, a workforce development program is in reach of any human service agency, collaboration of local churches, or local governments. In the workshop, we will cover some specific examples of job training programs that have been run successfully in rural and urban communities, talk about challenges to obtaining and maintaining employment, discuss issues related to unemployment and retraining for the workforce, and learn about overcoming barriers to employment such as childcare, education, aging workers, ex-offenders, and limited English speakers.

**Presenter Bio (s):** Eric Saunders serves as executive director for New Hope Ministries, a community Christian social service agency. He has a bachelors degree in communication from The Master's College and his MSW from Indiana University. Eric also serves as an adjunct instructor for Messiah College's social work department.

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**Workshop Title:** Environmental Justice from a Christian Biblican and Traditional Perspective

**Workshop Presenters:** Ragan Schriver, PsyD, MSW, MA

**Workshop Abstract:** This workshop will address environmental justice from an ethical and biblical standpoint. This is a significant issue for all people but evidence indicates

that those who are marginalized by poverty, racism and other forms of discrimination are impacted negatively at a greater rate. This interactive session will inform and call us to action.

**Workshop Number:** 20120749 -

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

- Attendees will increase their knowledge of the content of the biblical creation narratives and how these inform our work in environmental justice.
- Participants will gain knowledge of resources and materials for them to be able to carry out their own educational sessions on environmental justice.
- Participants will be given an opportunity to share thoughts and questions concerning the issue of environmental justice.

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

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

**Workshop Description and References:** This workshop will address a significant issue for our time. The environment and the impact of climate change are significant issues for all people but evidence indicates that those who are marginalized by poverty, racism and other forms of discrimination are impacted negatively at a greater rate. This workshop addresses the issue of environmental justice in an interactive manner. There will be information provided by the presenter who has a degree in social work as well as biblical theology. Certain texts will be examined from the Old and New Testaments. Concepts related to this topic from the Code of Ethics will be explored as well as some of the content from Pope Francis' document about the environment called Laudato Si. The issues opened up by this topic are key to many of the struggles our clients face. Thus there will be opportunities for examining case studies and various perspectives on the impact of climate change. This interactive workshop will provide information, give resources for attendees to spread this important message and reflective opportunities to share thoughts and understanding among participants.

**Presenter Bio (s):** Ragan Schriver, is the Director and an Assistant Professor at the University of Tennessee College of Social Work. He teaches courses in Social Welfare Policy and Non-Profit Management. He consults for Catholic Charities-USA, the national office for a large social service network. He earned an MSW from Washington University and a PsyD from Graduate Theological Foundation. For 15 years he served as Director of Catholic Charities of East Tennessee.

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**Workshop Title:** Millennial Disconnect: Expectations, Self-Assessment and Spiritual Awareness



**Workshop Presenters:** Charles Seitz, PhD Michelle George, MSW, LCSW, BCD

**Workshop Abstract:** Millennial students provide challenges and opportunities for social work educators in developing competent, ethical, professional and spiritually aware social workers. Educators must employ innovative and effective pedagogical methods that accommodate the unique characteristics of millennials while also promoting excellence in social work education.

**Workshop Number:** 20120783 -

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

- Understand research related to millennial self-evaluation, implications on student expectations of social work education, field, faculty engagement and career selection
- Identify pedagogy for addressing student expectations, self-assessment and spiritual awareness including effective evaluation and measurements of performance.
- Discuss implications related to accommodating the changing needs of millennial college students through assessing student competency under the 2015 CSWE EPAS

**Level of Presentation:** Advanced

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

**Workshop Description and References:** The characteristics of the millennial generation typically include "special, sheltered, confident, team-oriented, conventional, pressured and achieving" (Howe and Strauss, 2000 as cited in Much, Wagener, Breitreutz, & Hellenbrand 2014). Features of this generation may play a role in students appearing more disrespectful and disruptive within the social work classroom or field placement (Ausbrooks, Jones & Tijerina 2011). It is essential for innovative social work educators to develop strategies and pedagogical approaches that accommodate the learning needs of the millennial generation while utilizing effective holistic competency assignments and measurement tools to produce competent, ethical, professional and spiritually aware social workers through excellent social work education. The millennial generation is classified as children born between 1982 and 2002 (Much et al. 2014). Many of the unique aspects of this era have implications for student expectations, student faculty interactions, and effective evaluation of student competency development. Of specific interest for social work educators are millennial traits related to communicating lower levels of empathy, social action and political concern. (Twenge, Campbell, and Freeman, 2012). These challenges may be exacerbated since competent students must be knowledgeable about social, political, spiritual and environmental issues, and must demonstrate critical thinking and appropriate affective reactions to addressing policy, human rights and environmental justice (Counsel on Social Work Education, 2014,p.4-5). Pedagogical approaches that focus on experiential learning, have clearly defined

assignments and expectations, unmistakably link holistic competencies to course objectives and assignments, have group work components and utilize current technological methods for communication may both assist in meeting the needs of millennial students and correspond with holistic competency development (Anstadt, White, Medley 2013). Social work faculty must attend to issues of student entitlement and engage students in discussions related to identifying and addressing behaviors inconsistent with professional social work (Speck2013). This interactive workshop will center on developing an understanding of the characteristics of the millennial student with a specific focus on implications for social work education, field work, supervision, faculty engagement and career aspirations. The emphasis will be on developing strategies and pedagogical methods for promoting competent, ethical, professional and spiritually aware social workers within the framework of the 2015 CSWE EPAS.

**Presenter Bio (s):** Dr. Charles Seitz Jr. is Department Chair and Professor of Social Work at Messiah College. He is a committee member on the Commission on Accreditation for CSWE. His areas of expertise include program development and assessment, faith integration and social work, forgiveness as a therapeutic tool, and service learning. In addition to his teaching and leadership roles, Dr. Seitz maintains a clinical social work license

Michelle Dixon George is Field Coordinator and Associate Professor of Social Work at Messiah College. Her areas of expertise include clinical social work, faith integration and service learning. In addition to her teaching and leadership roles, Michelle maintains a clinical social work license and has an active clinical practice.

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**Workshop Title:** Increasing Adoptions & Decreasing Abortions: Justice for the Born & Unborn

**Workshop Presenters:** Laurel Shaler, PhD, MSW, LCSW, LISW-CP

**Workshop Abstract:** Many Christians, in theory, support a reduction in abortion and an increase in adoption; however, what is being done to decrease abortions and increase adoptions? This workshop explores why and how social workers can be social justice advocates for the born and unborn.

**Workshop Number:** 20120752 -

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

- Describe the reasons women choose abortion over adoption, and ways to assist women in crisis pregnancies.
- Identify challenges and potential resolutions to issues related to adoption.
- Articulate a pro-life, Christian social work perspective.

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

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

**Workshop Description and References:** Based on the belief that all people have value and should be provided basic human rights, including the right to life and a healthy living environment throughout childhood, this presentation will focus on how social workers can (and should) advocate for the unborn and born in terms of decreasing abortions and increasing adoptions. Not only will the importance of assisting women in crisis pregnancies and raising awareness for infant adoptions be addressed, but the importance of advocating for and improving foster care and international adoptions will also be explored. As a part of the discussion, challenges and solutions will be presented related to these topics. This presentation will help Christian social workers speak up for life in a respectful, educated, and factual manner in order to decrease abortions and increase adoptions.

**Presenter Bio (s):** Dr. Laurel Shaler is a department chair at Liberty University. She holds a MSW and a PhD in Counselor Education and Supervision. She is a former psychotherapist for the Department of Veterans Affairs. Dr. Shaler speaks and writes on the intersection of faith, culture, and emotional well-being. Her book "Reclaiming Sanity" will be released in 2017. Dr. Shaler and her husband are in the adoption process. You can learn more at [www.drlaurelshaler.com](http://www.drlaurelshaler.com)

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**Workshop Title:** In Their Own Voices: What is Positive Youth Development?

**Workshop Presenters:** Hiie Silmere, PhD, MSW Maria Hogan BSW Amanda Pittman

**Workshop Abstract:** This presentation explores how teenagers, parents, youth workers, and social work students (N=55) define positive youth development and examines the congruency of these definitions with key positive youth development indicators proposed in the scholarly literature. The findings are based on a non-experimental mixed-methods study.

**Workshop Number:** 20120840 -

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

- Describe key indicators associated with positive youth development in the scholarly literature.
- Identify how congruent these indicators are with youth, parent, and youth worker perceptions and voices on positive youth development.
- Identify areas that are in need of attention when developing positive youth development programs.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** Most research on youth development has focused on how to prevent problem behaviors in teenagers. Whereas there is strong consensus on the behaviors we do not want teenagers to engage in, there is less agreement on the positive outcomes we expect youth to exhibit (Small & Memmo, 2004). Extant literature provides a list of some outcomes as potential indicators of positive youth development (Catalano, Berglund, Ryan, Lonczak, & Hawkins, 2004; Lerner, Almerigi, Theokas, & Lerner, 2005); however, it is unclear to what extent these outcomes match the perceptions of teenagers, their parents, and other individuals working with youth. The purpose of this presentation is twofold: 1) to examine how teenagers, parents, youth workers, and social work students define positive youth development; and 2) to examine how congruent are these definitions with the positive youth development indicators proposed in the scholarly literature. To address this purpose, we conducted a non-experimental mixed-methods study, using a convenience sample of 55 teenagers, parents, youth workers, and social work students (71% Caucasian; 65% female). All respondents in our sample identified as Christians and 76% reported attending religious services or activities about once a week or more. Since no pre-existing instruments were available to address our purpose, we developed six open-ended questions as well as a quantitative survey with 38 variables. The development of both instruments was informed by existing literature (Benson & Scales, 2009). A combination of deductive and inductive coding (Bernard, 2002) was used to analyze the interview responses. First, we mapped the frequency with which the responses captured key positive youth development constructs discussed in the scholarly literature. We focused on 10 constructs, including areas such as social skills, connection, confidence, compassion, spirituality, etc. In addition, new themes were identified through inductive coding, based on the responses that did not tap into existing positive youth development constructs. The coding was done independently by two authors. The quantitative survey included three categories. First, we asked respondents to rate the importance of 10 characteristics associated with positive youth development. Second, respondents were asked to rate how much support teenagers get to develop in each of these areas. Finally, participants rated how much support teenagers get from family, friends, school, youth groups, and other settings to develop positive skills, characteristics, and behaviors. Key findings from the qualitative and quantitative analyses will be summarized. The presentation will also discuss implications for social work practice with a particular emphasis on promoting positive development among teenagers in faith-based organizations. The presentation will conclude with the discussion of limitations of our exploratory study and implications for future research.

**Presenter Bio (s):** Hiie Silmere is an Associate Professor of Social Work at Roberts Wesleyan College. She teaches research methods courses in the MSW Program and offers opportunities for students to engage in research above and beyond the regular research classes. Her primary interests include positive youth development, international social work, and environmental justice.

Maria Hogan earned her BSW degree from Roberts Wesleyan College in 2015 and is finishing up her MSW degree at the University of South Carolina in 2016.

Amanda Pittman is an MSW student at Roberts Wesleyan College.

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**Workshop Title:** Practical Theology: The Language of the Church for Exploitation Prevention

**Workshop Presenters:** Amy Lynn Smith, LMSW, MA Theology and Social Justice

**Workshop Abstract:** To answer the call of our Code of Ethics and Christian scripture for social justice, the language of social work (best practices) and the Church (theology) must be spoken by the social worker. This workshop will equip social workers to speak the language of the church for the end of the exploitation of the vulnerable in faith communities.

**Workshop Number:** 20120876 -

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

- Describe exploitation prevention as a social justice issue as well as a theological imperative in the life of the Christian faith community.
- Identify the vulnerabilities of faith communities including the need for exploitation prevention at the organizational level.
- Articulate abuse and exploitation prevention practices for churches, faith-based, and youth-serving organizations and the strengths of the traditions of the church

**Level of Presentation:** Basic

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

**Workshop Description and References:** The Christian Church is beginning to awaken to the need for child sexual abuse prevention. This is evidenced by the myriad organizations, systems, and manuals available to the denomination or local congregation. However, the Church has yet to fully integrate exploitation prevention into its theological and practical life. The sin of human trafficking, for example, is not an entirely separate issue, requiring a separate response from the church, but is part of a larger and more fully developed evil still among us: the exploitation of the vulnerable. Social workers have a unique role to play in the faith community as abuse, neglect, and exploitation are dealt with as dysfunction and sin among us. This response requires the social worker to exist as both social work practitioner and faith practitioner, to speak the language of social work (best practices) and the church (theology). The ethical integration of faith and practice in response to abuse, maltreatment, and exploitation in the faith community is needed to answer the call of social justice that is explicit in our Code of Ethics and Christian scriptures. This workshop will engage participants in a practical theological discussion that is relevant to both social workers practicing in and outside of the faith community as well as the Christian person seeking to practice justice for the vulnerable in the faith community. The development of functional tools and best practices will be discussed as

well as the unique traditions and challenges the Church brings to exploitation prevention. These tools include policies for technology and social media use in ministry, the importance and the difficulties of codes of conduct for contact with program participants outside of ministry, and child sexual abuse bystander intervention training. The traditions of the Church that celebrate and enable exploitation prevention include child and infant baptism and dedication, marriage vows, and Holy Communion or the Eucharist.

**Presenter Bio (s):** Amy Lynn Smith is an LMSW in the state of New York, holds an MA in Theology and Social Justice, a local minister in the Church of the Nazarene and an activist. She is the founder and program manager of freelancing hope, a fiscally sponsored non-profit dedicated to ending exploitation in faith communities and youth-serving organizations. She is an adjunct professor in the MSW program at her alma mater, Roberts Wesleyan College.

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**Workshop Title:** Social Research in Action: Connecting with the Community

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

**Workshop Abstract:** Through BSW students partnering with community agencies they gain hands on research method learning. Attendees of this workshop will learn the techniques of teaching Social Research where students complete a 5 chapter research project. Plus, hear the students final project results and their perceptions of the experience.

**Workshop Number:** 20120755 -

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

- Gain practical lay out of an undergrad Social Work Research Methods course utilizing community collaboration
- Hear the results of BSW students research projects
- Learn from the students their experiences with completing a 5 chapter research project

**Level of Presentation:** Advanced

**Target Audience:** Educators

**Workshop Description and References:** Undergraduate social work students tend to view research methods as a daunting course. However, one instructor has discovered that through students partnering with community agencies they gain a hands on learning experience that cannot be duplicated in the classroom. Attendees of this workshop will learn the techniques of teaching a social research course where undergrad students complete a five chapter original research project with a community agency of their choice. The workshop includes presentations from actual BSW students who will share

the results of their original research. In addition, attendees will hear the perceptions of students regarding their experience.

**Presenter Bio (s):** Dr. Katti Sneed is currently the program director of the Social Work Program at Indiana Wesleyan University. Her recent research interests have surrounded Spirituality and Chemical Dependency, Career Sustaining Behaviors in Addiction Professionals, and the Self-Help population. Dr. Sneed has over ten years of experience as a psychotherapist. She teaches several research courses and both the graduate and undergraduate levels.

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**Workshop Title:** The Effects of Domestic Violence within the Church and Judicial System

**Workshop Presenters:** Robin Straiten

**Workshop Abstract:** The criminal justice system at time will treat the victim as if they are the abuser. The verdict of the crime does not justify the hurt and pain the victim may have sustained. The churches view on domestic violence varies, the pastor may tell the victim to stay and work it out or they will do marriage counseling. This presentation will discuss the impact the criminal justice system and churches have on victims of domestic violence.

**Workshop Number:** 20120796 -

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

- Increase awareness in the church when dealing with domestic violence.
- Learn how to support victims dealing with domestic violence.
- The victims should be able to advocate when confronted with the criminal system.

**Level of Presentation:** Basic

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

**Workshop Description and References:** Domestic violence is when your intimate partner believes he/she has the power and control over you. Domestic violence consists of physical, mental, emotional, sexual and physical abuse. It is not unusual to read or see on television about a victim that has been beaten by their abuser. The abuser could be a husband, boyfriend or a LGBT partner. Numerous women everyday have been physically, mentally, emotionally, sexually and spiritually abused. Domestic violence is the leading cause of death among pregnant women and 52 percent of female murder victims are killed by their male partners. Domestic violence takes place in the home the majority of the time. Victims are afraid to talk about or seek the necessary help. The revealing of what has taken place brings on guilt and shame. They are afraid to report to

the law enforcers because they in turn make the victim feel like it is all her fault. There has been an increase of domestic violence among law enforcers. There have been cases reported and unreported. The charges are covered up by the police department. If the public is made aware, the officer may be suspended with pay. The general population may be arrested and charged with several assault charges. This social issue is not being addressed by the police department. Victims have seen this take place and therefore they choose not to come forth. The victim has to relive the abuser numerous times. The abuser will continue to go about his everyday but the victim is dealing with the scars. The abuser may be sentenced to 5-10 years, then the time is suspended to supervised probation. Once the probation period is over some will re-abuse their previous partner or may abuse during the probation period. The protective orders that victims obtain is just a piece of paper to some abusers. The church leaders are not equipped to handle domestic violence. Christians choose not to get involved because once the couple has reconciled, they tend to hold their breath for the next incident. Pastors do not teach or preach about domestic violence.

**Presenter Bio (s):** I am a student at Coppin State University and pursuing my BSW. My goal is to continue and receive my MSW. I am a member of the Cornerstone Church of Christ where I am a deaconess. I am also the treasurer for the Greater Baltimore Section of the National Council of Negro Women. At the present time, I am a case worker for Northwest Hospital Domestic Violence Program.

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**Workshop Title:** Pathway of Hope: Keeping on Mission in a Data-Driven-Outcome World

**Workshop Presenters:** Maribeth Swanson, MSW

**Workshop Abstract:** Pathway of Hope is an approach to providing targeted services to families with a desire to take action to break the cycle of crisis and create a path out of intergenerational poverty. Now established in over 400 communities across the US and Canada, organizational learning, and the results of this mission driven "Big Idea" will be presented.

**Workshop Number:** 20120807 -

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

- Understanding of The Salvation Army Pathway of Hope approach that may enhance collaboration on the local level with other social services and ministries.
- Knowledge of system changes to support implementation and sustain case management focused on enhancing family stability and sufficiency
- Outline strategies designed to quickly scale across large scale organizations.



**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Pathway of Hope (POH) is an organizational response by The Salvation Army to leverage its existing program resources to address poverty. The ecclesiastical leadership of The Salvation Army Central Territory, encompassing the eleven Midwest states, embarked on a strategic planning process in January 2011. The goal of the strategic planning process was to develop an initiative aimed at developing a higher impact, resource-sensitive approach to direct emergency assistance that moves away from serving emergency needs alone. What resulted was the development of the Pathway of Hope (POH). POH is a comprehensive endeavor that incorporates new approaches and best practices into The Salvation Army's traditional form of emergency service delivery, recognizing that emergency assistance is more effective when combined with case management aimed toward achieving longer-term stability and sufficiency. POH is built on the premise that strengths-based case management and customized supports can help families overcome barriers and progress along a path to sufficiency. POH aims to leverage and expand The Salvation Army's local network of community resources and increase service collaboration aligned around each family's goals. In addition, The Salvation Army's community approach will intentionally build a strong ethic of community support around Pathway families' staff, volunteers, advisory board members, congregants, neighbors, civic and business association members. Since 2011, over 1,600 families have been received services through the POH model: strengths-based case management, hope infused approach, high level of community collaboration and opportunities to access spiritual and emotional support. Supporting this approach has required a shift in organizational mindset, culture and practice. To meet the desired client and organizational outcomes has required enhanced teamwork approaches, infusion of technology and staff development/training.

**Presenter Bio (s):** Maribeth Velazquez Swanson received a M.S.W. from the University of Illinois-Chicago, Jane Addams College of Social Work and B.A. from Asbury University. She is a Licensed Clinical Social Worker for the State of Illinois. As Territorial Social Services Secretary she provides executive level oversight, coordination, and leadership for a multifaceted range of social service programs that serve some of the most vulnerable throughout the Midwest.

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**Workshop Title:** Bring TED Into the Classroom

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

**Workshop Abstract:** Always looking for new ideas to add life to your courses? Consider TED Talks! Whether TED is already a regular guest in your classroom or whether you don't even know who TED is, this workshop promises to spur new ideas for pedagogy and critical thinking.

**Workshop Number:** 20120758 -

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

- Consider the value of innovative pedagogy in the social work classroom, using Blooms Taxonomy as a framework
- Provide an overview of the breadth and depth of TED Talks as a resource for social work curriculum, offering suggestions for specific talks and courses
- Simulate several possible learning activities to be used in the classroom following the viewing of a TED Talk.

**Level of Presentation:** Basic, Intermediate

**Target Audience:** Educators, Students

**Workshop Description and References:** Here's what we know. Bloom's Taxonomy has - for years now - called educators to consider how to move our students toward higher types of learning. And our newest "Millennials" are reminding us daily that the traditional textbook-and-lecture pedagogy doesn't resonate with them. So, what are educators to do??? While there are countless innovations in pedagogy to reach the new generation of students, this workshop focuses specifically on the incorporation of TED Talks into the social work classroom. After a brief overview of Bloom's Taxonomy to provide a framework, the presenter will share a number of ways in which she has found success in utilizing TED Talks to engage students, facilitate critical thinking, and increase the energy in her classroom. Specific courses and content will be identified where TED Talks might fit best. Specific TED Talks will be described and recommended. Then, the workshop will end in a classroom simulation where participants will watch one selected TED Talk and engage in several activities to demonstrate how such integration can be successful.

**Presenter Bio (s):** Allison Tan is on faculty at the University of St. Francis in Joliet, Illinois. She holds a BSW from Taylor, an MSSA from Case Western, and a PhD from Loyola University Chicago. After 10 years in the fields of HIV and substance abuse, she has begun to explore a research agenda aimed at understanding the dynamics between LGBT issues and the faith community. She also is committed to innovative BSW social work pedagogy. She is married with one son.

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**Workshop Title:** Child Soldiers in the LRA: A Christian Social Worker's Response

**Workshop Presenters:** Sarah Tarnakow, MSW Student

**Workshop Abstract:** The Lord's Resistance Army, led by Joseph Kony, has forced an estimated 66,000 children to join its ranks between 1986 and 2005. The NASW Code of

Ethics calls social workers to seek justice for their clients. How much more should Christian social workers do this in response to the Gospel?

**Workshop Number:** 20120900 -

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

- Understand international conventions and policies as they pertain to our response to human rights issues.
- Understand social workers' call to seek justice at multiple levels of society on behalf of the people they serve.
- Apply Christian principles to social work practice as they pertain to human rights.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** The Lord's Resistance Army (LRA), led by Joseph Kony, has been wreaking havoc in African countries such as Uganda, the Democratic Republic of Congo, the Central African Republic, and the Republic of South Sudan for decades (Preston, 2015). An estimated 66,000 children were forced to join its ranks between 1986 and 2005 (The Lord's Resistance Army, 2012). At times, children accounted for 90% of the LRA population (Preston, 2015). Under the United Nations Declaration on the Protection of Women and Children in Armed Conflict (1974), UN member states have a responsibility to provide assistance to civilians, especially children. Social workers have a duty to seek justice for the innocent people who have been impacted by this situation, but in response to the Gospel, Christian social workers have even more of a calling to do this. Recommendations include acting on current existing policies, advocating for expanded policy change, spreading awareness, and setting up a type of Veterans Affairs center to help returning child soldiers integrate back into society. Additionally, we will discuss implications for a Christian response, especially as it relates to Christian social workers.

**Presenter Bio (s):** Sarah Tarnakow is an MSW student at Samford University and will graduate in 2017. She received a BA in Psychology from Samford University in 2015. Her interests center around child welfare, particularly as it relates to children who have been sexually abused, and the nexus of faith and professional social work.

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**Workshop Title:** Integrating Domestic Violence Interventions and Spirituality

**Workshop Presenters:** Sonya Thomas, MSW    Nicole Nabors, MSW

**Workshop Abstract:** This presentation highlights the value of using spiritually integrated interventions with domestic violence (DV) victims. Key challenges and

cultural differences related to providing spiritually integrated interventions to DV victims are explored, followed by a discussion of implications for social work practice and future research.

**Workshop Number:** 20120872 -

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

- Gain a better understanding of how culture may influence coping and help-seeking strategies of DV victims
- Identify key challenges related to providing spiritually integrated interventions to DV victims
- Increase insight with regard to the implications for social work practice and future research based on the findings of the presentation

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** The aim of this presentation is to relay the need and value of providing spiritually integrated services to domestic violence (DV) victims. Based on the review of the literature and practice experience, the authors will address the following two areas. First, the presentation identifies key challenges related to providing spiritually integrated interventions to DV victims, examines cultural differences in coping and help-seeking behaviors, and offers implications for practice. Second, the authors provide a brief summary of the state of existing research on faith-based interventions to deal with DV, and offer suggestions for future research. The presentation starts by identifying key challenges related to providing effective spiritually integrated interventions to DV victims. Specific to the discussion will be the following concepts: the need to allocate resources into the formation of partnerships with human service and faith-based organizations to combat DV, the potential for spiritual abuse when implementing such interventions, and the need for more training in spiritual assessment/spiritually integrated practice for social workers and others in the helping profession. Next, cultural differences are examined as it relates to coping and help-seeking strategies of African American and Caucasian female victims of DV. The role of the church and the importance of faith-based organizations are discussed as being more relevant to the African American culture. Implications for practice based on this finding are discussed, including the need to exhibit cultural competence and a commitment to clients. The negative effects of DV, specifically suicide risk, are explored, particularly among women who are exposed to DV and are married to alcoholics. The authors conclude the first section by discussing implications for social work practice to help victims of DV. The recommendations involve five primary areas: the need for more training in spiritual assessment/spiritually integrated interventions, the importance of cultural competence, commitment to clients, the value of collaboration/partnerships, and challenging social injustice. The final part of the presentation will briefly summarize the key methodological strengths and limitations of studies that have examined the

intersection of spirituality, faith-based interventions, and domestic violence. Potential areas for future research will also be discussed. Such areas include more research on the best ways to integrate spirituality into practice, researching potential risk factors DV victims experience in developing mental and physical health issues, and more understanding of the role cultural differences play with regard to informing DV treatments.

**Presenter Bio (s):** My name is Sonya Thomas. I have a Bachelor of Arts degree in clinical psychology from Washington College in the state of Maryland. I am currently pursuing my MSW degree from Roberts Wesleyan College located in Rochester, NY (Expected Graduation Date of May 2016). My primary goal for the future is to work in the area of child welfare, at the micro or macro level.

My name is Nicole L. Nabors. My undergraduate degree is in Psychology & Philosophy of Religion. My graduate degree is a MSW (Expected Graduation Date of 2016). I am an alumni of RWC. My goals for the future are to revitalize and develop programs that empower people in impoverished circumstances.

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**Workshop Title:** Generation Z; Connecting to the Next Generation

**Workshop Presenters:** Houston Thompson, Ed.D., MSW Marissa DeGroot, BSW

**Workshop Abstract:** Generation Z is on the horizon of crossing the bridge into adulthood. They will bring a unique array of attitudes, perceptions, and values to their environment. Social workers in all fields need to know what to expect, how to relate, and how to engage Generation Z. This workshop looks at what social workers need to know about Generational Z.

**Workshop Number:** 20120761 -

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

- Participants will understand who Generation Z is and why they think and act the way they do.
- Participants will understand the unique attitudes and behaviors Generation Z brings to their environment.
- Participants will learn strategies to help them relate to and engage Generation Z.

**Level of Presentation:** Intermediate, Advanced

**Target Audience:** General Audience

**Workshop Description and References:** This workshop will explore the attitudes and behaviors of Generation Z. The workshop will discuss how they were raised, what they heard, and why they act like they do. The workshop will discuss what they bring to their

environment, including family, college, work, social arenas, and more. Strategies will be discussed to help social workers know how to best respond to those Generation Z individuals with whom they are engaged. Topics include: 1) what influenced Generation Z; 2) what messages they were told by parents and society; 3) what behaviors they typically exhibit; 4) what strengths and opportunities they bring to their environment; 5) what strategies social workers may utilize to connect to them. This workshop is informative and stimulating. Every person will be able to recognize and identify individuals who exhibit Generation Z attitudes and behaviors. The workshop will offer explanations and practical ideas for reaching this generation.

**Presenter Bio (s):** Dr. Houston Thompson is Associate Vice President for Academic Affairs at Olivet Nazarene University. A former pastor and currently licensed social worker, Dr. Thompson leads, speaks, and writes with the integration of faith as a core tenet of the practice of social work.

Marissa is a BSW graduate. During her time as an undergraduate student, she provided excellent student leadership to the social work program. Marissa has worked on three research projects with faculty and co-presented with a faculty member at a NACSW conference. Marissa is currently enrolled in a MSW program.

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**Workshop Title:** Walking the Labyrinth to Promote Personal and Spiritual Development

**Workshop Presenters:** Heather Thorp, LCSW, REAT Denise Levy Ph.D., LCSW

**Workshop Abstract:** In this workshop the presenters will provide a history of labyrinths and information about how they used a labyrinth to promote individual and community health and well-being. Attendees will participate in an intermodal, experiential component including a labyrinth walk and an expressive arts activity designed for personal and spiritual development

**Workshop Number:** 20120832 -

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

- Describe the history and purpose of labyrinths
- Explain how labyrinths can be used to promote health and well-being as well as personal and spiritual development

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

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

**Workshop Description and References:**

Two social work faculty members met in the spring of 2015 to discuss their interests in expressive arts and social justice. As a result, they created an interprofessional faculty learning community with the dual purpose of providing personal sustenance to learning

community members and exploring ways that expressive arts can bring people and communities together to promote social justice and well-being. Early on in the learning community's development, the theme of using a labyrinth emerged. A labyrinth is an ancient circular pattern found universally across time, culture and religion. Labyrinths are included in the designs of healthcare facilities, residential settings, and cathedrals; used as a form of worship by Christians; and used in therapy for personal and interpersonal development (Bigard, 2009; Bloos & O'Connor, 2002; Cunningham, 2012; Densford, 2007; Mason, 2014; Munro, 2010; Zucker & Sharma, 2012). In its classical form, the labyrinth consists of one concentric circular path with no possibility of going astray - unlike a maze, there are no dead-ends or false trails in a labyrinth. Labyrinth walking is among the simplest form of a pilgrimage or focused walking meditation, and is utilized for deepening self-awareness, promoting health and well-being, and attending to personal and spiritual development (Bigard, 2009; Cunningham, 2012; Decker, 2002; Hong & Jacinto, 2012; Munro, 2010). The labyrinth not only offers rich symbolism and metaphors for life, but is also an evidence-based intervention for stress (Bigard, 2009). The learning community purchased a canvas labyrinth, and they envisioned multiple uses for the labyrinth, including mediation, personal and spiritual development, and diversity and social justice efforts with the university and wider community. The labyrinth took on a life of its own. It provided a vehicle for prayer, spiritual reflection, and meditation; and it promoted health and well-being during a difficult year for the university. The presenters and their learning community first offered the labyrinth on World Labyrinth Day, and invited individuals to walk for peace and in remembrance of students who passed away during that year. Additionally, the labyrinth was utilized for stress relief during the final exam week, in the spirituality theme of a student conference on leadership, in a community church, and as part of the weekly mindful reflection time for faculty and staff. The presenters continue to receive requests for use of the labyrinth in the university and wider community. In this workshop, the presenters will provide a brief history of labyrinths and information about how they used a labyrinth to promote individual and community health and well-being. Attendees will participate in an intermodal, experiential component including a labyrinth walk and an expressive arts activity designed for personal and spiritual development.

**Presenter Bio (s):** Heather Thorp is the Field Director at Appalachian State University. She is a licensed clinical social worker, (LCSW) and a Registered Expressive Arts Therapist (REAT). Her interests are in building creative community and the integration of expressive arts and social justice. She is currently pursuing a Doctorate in Educational Leadership with a concentration in Expressive Arts.

Dr. Denise L. Levy is Associate Professor and MSW Program Director at Appalachian State University. She has a Graduate Certificate in Expressive Arts Therapy, recently applied for her Registered Expressive Arts Consultant / Educator (REACE) certification, and infuses expressive arts into her teaching.

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**Workshop Title:** Reframing Cultural Competency Using an Intersectional Lens

**Workshop Presenters:** Christopher Thyberg, MSW

**Workshop Abstract:** Cultural competency is a core tenet within the social work profession, yet this principle holds many subtle shortcomings that can potentially hamper diverse relationships while enforcing negative power imbalances. Utilizing an intersectional approach, this presentation posits cultural humility and structural competence as viable alternatives.

**Workshop Number:** 20120886 -

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

- Gain new insights into the clinical challenges and potential negative repercussions of an over-emphasis of cultural competency.
- Learn about intersectionality and discover new ways of viewing diversity from a more systemic and holistic approach.
- Gain knowledge about the use of cultural humility and structural competence as viable options to better embrace social diversity within the social work field.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** While cultural competency has become a key tenet within the social work profession, this model of embracing diversity is rife with potential pitfalls. Over-emphasis on worker knowledge and professional cultural competence runs the risk of undercutting unique individual experiences, thereby creating reductionist views of those we seek to serve. Furthermore, cultural competency holds the potential of placing too great an emphasis on professional expertise, subsequently enforcing a hegemonic power relationship between the professional and consumer. This workshop seeks to address the potential flaws of cultural competency and provide a paradigm shift towards cultural humility and structural competence. Indeed, social workers must value knowledge and seek to continually learn about and value the culture of each individual they serve. As such, structural competence is pivotal in understanding issues such as systemic racism, sexism, or other societal structures. However, using an intersectional lens, it is vital to understand that no individual experiences race, ethnicity, gender, sexual orientation, disability, culture, or any other significant personal identifier in the same way. Based on the unique positioning of one's various identities, the significance of any life experience can potentially change. That is to say, there is no universal experience based on race, gender, or socioeconomic status because the intersection of each of those categories will inevitably change the meaning of the other identifiers, while simultaneously being changed itself. Intersectionality creates unique experiences for each individual that cannot be comprehended by cultural competence alone. As such, the clinician must be willing to explore these experiences and subsequent cultural manifestations with cultural humility. In so doing, the clinician restores impetus to the individual so that they might define their own cultural experience rather than



having the clinician prescribe it to them based on expert knowledge. This facilitates conversations and relationships between consumers and clinicians that better edify the noble goals of diversity and social inclusion. As such, this presentation will seek to describe the potential shortcomings and risks of cultural competency within the context of intersectionality. After this, cultural humility and structural competency will be posited as potential solutions to better address the complex needs of the individuals with whom we work.

**Presenter Bio (s):** Christopher Thyberg is an alumnus from Calvin College where he received his BSW and a recent graduate from the University of Pittsburgh School of Social Work, where he received a master's degree in social work with a certificate in Children, Youth, and Families. Christopher currently works as a mobile therapist providing clinical services to children, youth, and their families in the Pittsburgh area.

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**Workshop Title:** Effectiveness of a Christian Mindfulness Intervention on Mindfulness Traits

**Workshop Presenters:** Regina Trammel, ABD, LCSW

**Workshop Abstract:** Mindfulness is a meditative practice that increases present-moment awareness and attention. Christian social workers may be wary of using mindfulness based therapies due their obvious Buddhist roots. A Christian mindfulness alternative is presented by way of results from a randomized controlled study using an mp3 Christian mindfulness intervention

**Workshop Number:** 20120801 -

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

- Define mindfulness and understand its roots in Buddhism while also understanding the rich history of Christian meditative practice throughout history
- Evaluate the effectiveness of a Christian alternative that can be used in social work practice to enhance mindfulness skills in both practitioner and client
- Identify the implications of this study on how Christian meditative practice can be enfolded into current mindfulness-based interventions in practice

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Mindfulness is defined as a meditative practice that increases present moment awareness and equanimity (Kabat-Zinn, 2003). It is

enfolded into behavioral therapies used by social workers in practice: Dialectical Behavioral Therapy, Acceptance and Commitment Therapy and Mindfulness-Based Cognitive Therapy (Baer, 2011; Hick & Chan, 2010; Napoli & Bonifas, 2011). These mindfulness-based therapies are effective in the treatment of depression, anxiety and trauma, often drawing from secular or Buddhist frameworks. (Hayes, Follette & Linehan, 2004; Kabat-Zinn, 2003; Springer, 2012). These frameworks may not be congruent for social workers or their clients who feel that the enfolded meditation in these therapies are not part of their Christian identity. The purpose of this presentation is to explore whether a Christian framework of mindfulness meditation can produce higher levels of mindfulness, as measured by the Mindful Attention and Awareness Scale (MAAS), for participants undergoing a six-week Mp3-intervention compared to a control, therefore offering a Christian alternative framework to use in mindfulness-based therapies. Method: A convenience sample of 121 social work and psychology students from two Christian universities were randomly assigned to experimental versus control groups. This investigator developed twelve MP3 modules, each 20-30 minutes long, containing content from Christian contemplative practices. The experimental group received the modules via email over six-weeks while the control group received an email without modules. Pre-and-post tests of the MAAS were administered to both through electronic survey. The MAAS is a 15-item scale by Brown & Ryan (2003) with high reliability and validity, used in mindfulness research (Brown, Gaudiano, & Miller, 2011; Jensen, Vangkilde, Frokjaer, & Hasselbaich, 2012). Results: A total of n=120 pre-test, and n=72 post-test scores of the MAAS were collected and normally distributed, Shapiro Wilk's, ( $p > .05$ ). To assess whether there was an interaction between intervention and pre-test MAAS, a preliminary ANCOVA was run using SPSS GLM custom model. This was not statistically significant:  $F(1,72) = 1.141, p = .289$ . Implications: The findings of this study suggest that a Christian mindfulness intervention can increase MAAS scores when compared with a control group. The study is limited by its sample of students, however, social workers in practice can consider a Christian framework of mindfulness meditation to enfold in mindfulness-based therapies, while working to support their clients who may find this more fitting with their Christian identity.

**Presenter Bio (s):** Regina Chow Trammel, MSW, LCSW, is an assistant professor of Social Work at Azusa Pacific University. Her background is in clinical social work practice and she is a doctoral candidate at Baylor University's School of Social Work. Her research is on the integration of Christian contemplative practice in mindfulness-based therapies.

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**Workshop Title:** Supporting LGBT Youth in Christian Homes

**Workshop Presenters:** Curtis VanderWaal, MSW, PhD David Sedlacek MSW, PhD

**Workshop Abstract:** Youth who identify as LGBT are particularly vulnerable and at-risk for negative outcomes such as substance abuse, depression, and suicide when rejected by their families. This presentation will present data from a Seventh-day

Adventist study on damage caused by rejecting behaviors and suggestions on how families can relate to their children.

**Workshop Number:** 20120926 -

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

- Understand social, emotional and spiritual issues faced by LGBT youth as they navigate adolescence and young adulthood.
- Explore how rejecting Christian families can negatively impact development and mental health of LGBT youth.
- Develop sensitive, Biblically-based approaches to help Adventist parents and concerned church members deal with LGBT youth in their families and churches.

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** Youth who identify as lesbian, gay, bisexual or transgendered (LGBT) are particularly at-risk for negative outcomes such as substance abuse, depression, and suicide (Ryan, Huebner, Diaz, & Sanchez, 2009). They commonly experience disapproval, anger, and rejection from family and peers when they disclose same-sex attraction and are often the subject of hate crimes (McWhirter, 2007). These reactions can be particularly strong within Christian families. Christian parents, in particular, face a dilemma about what to do when a child self-identifies and “comes out” as LGBT. As they read Scripture that appears to clearly condemn the practice of homosexuality, they are torn between their loyalty to God and their love for their children. As American culture creates a more tolerant climate for LGBT youth to proclaim their sexual identity, many Christian churches are just beginning to actively wrestle with how to treat their LGBT children. The Family Acceptance Project at San Francisco State University recently cooperated with the Church of the Latter-day Saints (LDS) to research the impact on LGBT LDS youth whose families rejected them as opposed to accepting them. Data show that "parents who send rejecting messages, who try to change their child's identity, who prevent their gay and lesbian children from having LGBT friends, or who allow negative comments about LGBT people to be spoken in their home are more likely to have children who withdraw from the family circle and are at higher risk for serious mental health problems" (p. 5). These children are also more likely to lose their faith or leave the church (Ryan and Rees, 2012). This presentation will present similar, recent data from the Seventh-day Adventist Church regarding damage caused by family-based rejecting behaviors as well as concrete suggestions that can be helpful to families as they learn to relate to their LGBT children. Such recommendations can help guide families to understand and better prepare their LGBT children for the challenges that await them in the Church and larger society.

**Presenter Bio (s):** Curtis VanderWaal, PhD, MSW, is Chair and Professor of Social Work at Andrews University, where he has taught since 1990. He is also Director of the Center for Community Impact Research at the Institute for Prevention of Addictions. He teaches classes in drug and alcohol addiction and treatment, values and ethics, and program evaluation. The majority of his research has focused on addiction treatment, prevention and faith-based ministries.

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**Workshop Title:** Reconciling Critical Social Work Approaches with Faith Based Practice

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

**Workshop Abstract:** Anti-oppressive practice and structural social work, informed by critical theories, has resulted in challenges to faith based social work practice. This presentation will explore the intersection between social work and faith that dispenses with dualistic notions, seeking synthesis in praxis so that participants can practice faith based critical thinking.

**Workshop Number:** 20120902 -

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

- Increase their knowledge of critical social work theory, and structural and anti-oppressive approaches to practice.
- Explore and examine the connections between post- modern approaches to social work and Christian thought.
- Gain further knowledge around identifying ways to practice faith based critical social work.

**Level of Presentation:** Intermediate

**Target Audience:** Social Workers

**Workshop Description and References:** This is a theoretical presentation intending to stimulate further discussion and debate about how to reconcile critical social work approaches with faith based practice. Anti-oppressive practice and structural social work, informed by critical theories, has resulted in challenges to faith based social work practice. The perception emerges that social workers with a faith orientation are compromised in their ability to address social justice. Faith makes one blind to oppressive structures, engaging in charity work at best or at worst, contributing to strengthening the status quo with an ideology that serves to legitimize power. In other words, it is assumed that faith decreases the ability of the social worker to be non-judgemental and client centered. It is our belief that this is a false dichotomy, that faith and practice do not equal oil and water at all. The positivist, enlightenment inspired

notion of an objective, value free perspective is indulged when we insist on suppressing or denying the practitioner's faith. We want to explore the potential for a relationship between critical theory influenced social work and Christian thought that is bi-directional in nature. If we operate from the premise that our Christian faith informs our practice, is there also room for the notion that Critical theory informed practice can influence our faith? This presentation will examine the main tenets of critical theory, as it has been adapted to social work practice and connects to our understanding of faith as Christians. If the personal is political, and if we dispense with dualism, then how does this impact faith based practice?

**Presenter Bio (s):** Buetta Warkentin has been a social work professor at Booth University College for 10 years. She has degrees in theology and social work and is interested in exploring the intersection of faith and practice. Alexander Sawatsky has been teaching at Booth UC for the last ten years. His prior experience is in mental health and his research interests include mental health and social work practice.

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**Workshop Title:** Attributes of Spirituality: Impact on Leadership

**Workshop Presenters:** Michele Wells, MSW, LCSW Lisa Clifton MSW, JD

**Workshop Abstract:** This interactive workshop will engage participants in a discussion of the attributes of spirituality. The impact of these attributes will be examined in relation to social work leadership. Survey results will be distributed and participants will also have the opportunity to answer survey questions.

**Workshop Number:** 20120759 -

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

- Consider attributes of spirituality as applied to their role as a social worker.
- Consider attributes of spirituality as applied to their modeling of leadership.
- Examine their progressive leadership in the social work profession through the lens of spirituality.

**Level of Presentation:** Basic, Intermediate

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

**Workshop Description and References:** The spirituality of the social worker can have an impact on personal values and behaviors. Fairholm (1996) suggests that spirituality is a source guide for personal values and meaning, a way of understanding self and the world, and a means of personal and group integration. The professional realm provides a

venue for the social worker to clarify values, to address their understanding of meaning and purpose as they pursue a career in social work and to address the contribution of spirituality in their own socialization process. Meaning, according to DeKlerk, Boshoff and VanWyk (2006) stems from the construct of spirituality in that meaningful lives imply commitment to a worthwhile purpose; perception that life is related to fulfilling this purpose; and seeing potential meaning in all circumstances. Krieglstein (2006) summarizes spirituality as a sense of meaning, purpose, and connectedness that cannot be contained within a specific ideological system but is rather an essential aspect of being. The discussion of spirituality goes beyond the scope of certain religious ideologies and encourages a holistic view of self and the world around you. Hoppe (2005) defines spirituality as the search for depth and meaning through the three questions that "Emmanuel Kant asserts should be asked in regard to our spiritual belief: what can I know? What can I do? [and] What can I hope?" (p. 84). Thus, this workshop will examine the role of the social worker in encouraging exploration of spirituality and how this exploratory process can be modeled while encouraging leadership in the student. This workshop will use the dimensions of transformational leadership to address the relationship of the social worker as leader. Transformational Leadership theory identifies four dimensions leaders engage in in order to build leadership in others. These dimensions include idealized influence wherein the leader models leadership and followers value the leaders influence and the leader encourages follower self-concept; inspirational motivation wherein the leaders help followers to see themselves as part of a larger vision; intellectual stimulation wherein leaders encourage creativity and innovation by followers; and individualized influence wherein the leader develops a personal relationship with the follower (Bass & Riggio, 2010). For this workshop empirical methods are used to determine the meaning of spirituality and leadership for each individual. Hoppe (2005) identifies the attributes of spiritual leadership as inner journey, meaning and significance, wholeness, and connectedness. These attributes are used as a guide for examining spirituality and the contribution that this process of discovery makes to the social worker as leader.

**Presenter Bio (s):** Michele Wells completed her undergraduate degree in psychology and her MSW and is currently pursuing a PhD in Organizational Leadership from Regent University, with dissertation topic: Social Justice Attitudes and Spirituality in the Motivation to Lead. A LCSW in the state of Indiana with 20 years experience in mental health and addictions, she has both administrative higher education experience and over 10 years of teaching experience.

After completing her BSW and MSW, Dr. Clifton practiced in the areas of hospice/bereavement, rural and inner city work with at-risk youth & in community development and administration. She also completed a Juris Doctor and practiced law in the area of Worker's Compensation Defense, & is currently licensed to practice in the state of Kentucky. She serves as the BSW Program Director and Associate Professor of Social Work at Asbury University.

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**Workshop Title:** How Christian Theology Can Transform a Broken and Hurting World

**Workshop Presenters:** Hope Wilson, MA in Social Work and Public Policy

**Workshop Abstract:** This workshop will seek to demonstrate the importance of locating the Christian contribution when dealing with the daunting injustices of our times in the unique narrative of the Christian story. Christians ought not to merely parrot modern humanistic appeals to justice but rather lead by the example God set for us in Christ

**Workshop Number:** 20120812 -

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

- Identify their telos (orientation, goal and purpose) as different from the telos for modern humanists
- Pursue justice with renewed fervor and with the candor of God's love for justice

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** When was the last time you heard or read good news? My guess is that you have been inundated with a stream of gut wrenching, heart breaking stories of natural disasters, terrorist attacks, police brutality, and last but not least the refugee crisis. The challenges and questions these issues raise demand to reach deeper and search higher for answers. As faith communities we look to biblical principles to guide, equip and empower us, not to be overcome with fatigue or worse, drown into indifference. Christians ought not to merely parrot modern humanistic appeals to justice but rather lead by the example God set for us in Christ. We cannot divorce Faith and Justice from their theological underpinnings. Therefore we must seek to submit our visions to his vision of what is good and just. As Christians what should be our response? Are we called to save the world? How do we eradicate evil oppressors, injustice in all its incarnations when WE are the cause of it? The workshop will provide a broad framework within which Christians can draw from to answer these and other questions that have in the past left us defeated, and wallowing in complacency. When Christians "do justice" they must ground what they do and how they do it in the claims God says about himself-God loves justice. Christians must also understand that our role in doing justice is not an end in itself. Christian faith gives us a platform to know that we exist not for ourselves but for God. Our faith also reveals to us that the problems of injustice are not out there, we are all implicated as the source of those injustices. The problems of inequality, oppression, exploitation and racism are consequences of sin. It is important to keep in mind that "The wound of sin is the very ground on which we live eking out our unpredictable lives along the edges." (Stevenson, 2013) Does that mean that we simply do nothing to alleviate the suffering around us? No, in fact it is not only our duty but we are commanded to witness through our good works, helping those that cannot help themselves. In addition, we are called to go beyond mere charity; we are to occupy the advocacy space as well. Job declares "I broke the fangs of the unrighteous

and made him drop his prey from his teeth." (Job 29:17) Christians should be as comfortable sharing the Gospel as they are challenging the structures that exploit, disenfranchise, marginalize, abuse and prey on the vulnerable.

**Presenter Bio (s):** Hope was born and raised in Uganda. She holds an MA in the Bible and the Ancient Near East from The Hebrew University, Jerusalem, Israel and another MA in Social Work and Social Policy from Trinity College, Dublin, Ireland. She received a BA in Anthropology and Peace and Justice from Wellesley College, Boston, U.S.A. Currently she is the Program Specialist for Vulnerable Populations at The Salvation Army National Headquarters

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**Workshop Title:** The Adverse Childhood Experiences Study: Understanding and Application

**Workshop Presenters:** Jim Winship, MSW, Ph.D.

**Workshop Abstract:** The Adverse Childhood Experiences (ACEs) research demonstrating the impact of early traumatic experiences in adulthood is increasingly being used in social work settings. This workshop focuses on understanding what leads to higher risk, and introduces approaches for utilizing the ACEs survey in varied settings, including faith-based organizations.

**Workshop Number:** 20120845 -

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

- Describe the interactions between inherited, personal, and interpersonal factors in childhood negative experiences that lead to difficulties in adulthood.
- Describe a variety of approaches and strategies for integrating the use of the ACEs survey in their workplaces.
- Identify applications of Christian theology and teachings useful in working with clients on the ramifications of their ACEs score.

**Level of Presentation:** Basic

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

**Workshop Description and References:** The Adverse Childhood Experiences (ACEs) study is an ongoing groundbreaking research jointly being carried out by the Centers for Disease Control and Kaiser Permanente. Based on the original study of over 17,000 members of the Kaiser Permanente HMO, and Vincent Felitti, Robert Anda, and their colleagues (1998) determined that children who experience a greater number of these "psychological abuse by parents, physical abuse by parents, sexual abuse, substance abuse within the family, mental illness within the family, domestic abuse, an imprisoned



family member, and loss of a parent, including through separation or divorce" were more likely than those who experience fewer ACEs to be more at risk in adulthood for a range of social, physical health, and mental health problems. With increasing numbers of ACEs comes higher risk of alcohol addiction, depression, diabetes and other chronic diseases, misuse of prescription medications, and premature mortality (Anda, Felitti, and Bremner, 2006) (Brown, Anda, Tiemeier, et al, 2009) (Cuijpers, Unger, et al., 2011). The ACE Score Calculator is being used by an increasing number of health, treatment, child welfare, and other service settings. While its robust research base, ease of use, and easy to understand findings make it a valuable assessment tool, social workers and others applying it often have little understanding of the actual interplay between genetic, personal, intrafamilial, and other factors that combine in the actual lives of individuals to produce the higher risk factors. In this workshop, the presenter will: "Lead the participants through a number of the areas in which a higher number of ACEs leads to a higher risk of behavioral, health, or social difficulties (the number covered will depend on the length of the workshop); "Discuss with the participants techniques and approaches for utilizing the ACEs in assessment and ongoing work in a wide range of practice settings, including techniques for helping clients understand that a high number of ACEs does not doom them; "Explore with participants the ways in a faith-based setting that coping with the impact of from early trauma can be understood using the concepts of woundedness (Nouwen, 1979) and grace. References Anda RF, Felitti VJ, Bremner JD, et al. (2006) The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3): 174-86. Brown DW, Anda RF Tiemeier, et al. (2009) Adverse childhood experiences and the risk of premature mortality. *American Journal of Preventive Medicine*, 37: 389-396. Cuijpers P, Smit F, Unger F, et al. (2011) The disease burden of childhood adversities in adults: A population-based study. *Child Abuse and Neglect*, 35:937-945. Felitti VJ; Anda RF; Nordenberg D; Williamson DF; Spitz AM; Edwards V; Koss MP; Marks JS (1998). Relationship of childhood abuse and household dysfunction

**Presenter Bio (s):** Jim Winship, MSW, Ph.D. has been a social work educator for more than three decades. He has been a Fulbright Scholar in El Salvador and Colombia, with current research on the impact of church involvement on youth in El Salvador. He is the author of The Salvation Army's recently published second edition of Faith in Action.

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**Workshop Title:** The Sacred Project of American Sociology: A Comparison with Social Work

**Workshop Presenters:** Terry Wolfer, MSW, PhD Jim Vanderwoerd MSW, PhD

**Workshop Abstract:** Is social work a secular or sacred profession? Can social work be neutral regarding religion, spirituality or faith? Why or why not? This session provides a forum to discuss these and related questions drawing on a recent book by Christian Smith, *The Sacred Project of American Sociology*.

**Workshop Number:** 20120915 -

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

- Understand and describe Smith's conceptualization of sociology as a "sacred project" with values, practices, and desired outcomes
- Identify similarities and differences between the sacred project of sociology and social work as a possible sacred project.
- Articulate implications of social work's possible sacred project for their professional practice (whether student, educator, or practitioner).

**Level of Presentation:** Intermediate

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

**Workshop Description and References:** In *The Sacred Project of American Sociology*, Christian Smith makes the counterintuitive argument that the secular profession of sociology is at root a fundamentally sacred project. After defining key terms, Smith marshals evidence from book titles, journal article titles, conference themes, professional sections, and textbooks. He traces a brief history of sociology's origins to reveal longstanding tensions between scientific and activist elements. He argues that "American sociology was founded not simply as an objective, value-free, disinterested science of society: It was from the start a sacred project caught within and carrying forward the grander sacred vision of autonomous, self-directing modern humanity" (p. 125). Going further, he argues this unrecognized sacred project results in dishonesty, internal self-contradictions, standardized thinking, blinkered perspectives, corrupted peer review, and alienated members. Smith concludes, "Sociology needs to do some serious, truly open-minded soul searching about its proper purpose, identity, and practices before it loses what is genuinely good in what it has to offer" (p. 197). The session presenters will lead and moderate a discussion about whether and how Smith's argument may also apply to the social work profession. They will lead by drawing on the "shared inquiry" principles and guidelines developed by the Great Books Foundation (2007). This session is connected with the NACSW Book Club, an initiative launched in 2015. The NACSW Book Club will provide a forum for NACSW members to engage with the ideas of prominent, provocative books addressing contemporary social issues from a Christian perspective that are relevant to Christians in social work. The NACSW Book Club will contribute to NACSW's mission to "equip its members to integrate Christian faith and professional social work practice" by providing a forum for NACSW members to read and discuss books relevant to Christians in social work. It will be open to any current NACSW members. Persons who participate in the online book discussion will be encouraged to attend the proposed book discussion workshop at the 2016 convention. In addition, other persons attending the convention will be invited to join the book discussion session regardless of whether they have read the book. However, persons who have read the book and participated in the online discussion group will be invited to speak first. Those who have not yet participated or read the book will be invited to listen first before sharing their own thoughts or questions.

**Presenter Bio (s):** Dr. Wolfer is Professor and PhD Program Coordinator at the University of South Carolina College of Social Work.

Dr. Vanderwoerd is Professor and Chair of the Department of Sociology/Social Work at Redeemer University College

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**Workshop Title:** Talking About Research

**Workshop Presenters:** Leslie Wuest, PhD, LCSW

**Workshop Abstract:** This workshop offers participants an opportunity to share information about their research ideas and encourage each other to design, implement, and publish research. All those interested in research are invited, from seasoned researchers to students who would like support as they design projects.

**Workshop Number:** 20120857 -

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

- Articulate the role of research in contributing to the knowledge base of the social work profession.
- Identify research topics that are particularly relevant to the NACSW membership.
- Describe ways that research by Christian social workers can contribute to discussion of issues relevant to the larger social work profession.

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

**Target Audience:** Educators, Students

**Workshop Description and References:** One recurring theme at the Educator's Forum is our desire to encourage quality research by NACSW members. Thoughtful research on topics related to the intersection of Christianity and social work contributes to the general knowledge base and gives our organization new vitality in terms of evidence-based knowledge for social work practice. As Christian researchers publish well-designed studies they may also establish the credibility necessary to have a voice in discussions occurring within the larger social work profession. The purpose of this workshop is to encourage research and publication by NACSW members. It will be a highly interactive forum for discussion of member's research projects, whether in the early stages of development or ready for publication. There will be an opportunity to get feedback, share ideas, and encourage each other to design, implement, and publish research. Doctoral students are encouraged to come, whether just developing their ideas or thinking about how to publish their research. Possibilities of collaborative research can also be explored.

**Presenter Bio (s):** Leslie Wuest is Assistant Professor at George Fox University in Newberg Oregon, where she has taught research and statistics to BSW and MSW students. She received her doctorate from Portland State University in 2009 and is keenly aware of the value of support and feedback from respected peers when developing and completing research projects.