Convention 2022 Live Remote/Virtual Workshop Information

The following presents a preliminary listing of live remote/virtual workshop and roundtable presentations that will be included in NACSW's Convention 2022 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.>

Workshop Title: Youth & Trauma: The Hidden Impact of Grief and Loss In Rural Communities

Workshop Presenters: Kiana Battle, PhD, LMSW, MSW

Workshop Abstract: This presentation will expose the hidden impact that grief and loss have on youth, specific to youth in rural communities. Issues include at-risk behaviors, trauma, mental health, low self-concept, and many more. The presentation will also highlight the inequities in the availability of comprehensive service delivery networks for this population.

Learning Objectives: As a result of this workshop participants will be able to:
- Identify key components of trauma- informed practice.
- Identify key elements, in constructing a grief counseling group.
- Identify ways to advocate for supportive services for youth impacted by grief and loss.

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

Level of Presentation: Intermediate

Workshop Description: This presentation will expose the hidden impact that grief and loss have on youth, specific to youth in rural communities. Issues include at-risk behaviors, trauma, mental health, low self-concept, and many more. The presentation will also highlight the inequities in the availability of comprehensive service delivery networks for this population. Participants will be provided with best- practice interventions through the lens of a trauma-informed approach and stakeholder collaboration, including faith-based organizations. The presentation will also highlight the positive role that faith-based organizations can have in underserved rural communities in the form of community assets, to support rural youth impacted by traumatic life events, such as grief and loss. The presentation is informed and grounded in social work practice, based on more than a decade of practice work with youth in rural communities and school systems.

Bibliography: Georgia Department of Behavioral Health and Developmental Disabilities http://www.dbhdd.georgia.gov Medical Expenditure Panel Survey http://www.Meps.ahrq.gov Rural Health Information Hub (2018). Rural Health Disparities. Retrieved from https://www.ruralhealthinfo.org/topics/rural-health-disparities Additional Evidence: The practice of group counseling is an intervention model used in the social work profession. In social work, the therapeutic benefit of group membership is conceptualized as stemming from mutual aid (Gitterman, 2004; Schwartz 1974; Shulman, 2008). However, the use of group counseling interventions is often underutilized. This is despite the fact that available research suggests that group participation may be particularly helpful in reducing social isolation and assisting bereaved individuals in moving through the bereavement process more quickly (Forte, Hill, Pazder, & Feudtner, 2004; Piper, Orgodniczuk, Joyce, & Weidman, 2011; Piper, Orgodiczuk , Joyce, Weidman & Rosie, 2007). Recognizing the possible issues associated with adolescents and grief, it is important to note the positive impact that group counseling can have on this population. According to Malekoff, those who feel connected are less likely to engage in high-risk behavior (Malekoff, 2004).

Presenter Bios: Dr. Kiana Battle is a licensed master social worker with 19 years of social work practice experience. She earned a Bachelor of Arts degree in Sociology and a Master of Social Work degree in Social Welfare from the State University of New York at Stony Brook. She also earned a Doctor of Philosophy degree in Social Work Policy Planning and Administration from Clark Atlanta University. Dr. Battle is a professional consultant Dr. Kiana Battle, LMSW, LLC (kbattleconsulting.com) and an assistant professor of social work. Dr. Battle's research includes grief counseling support groups for children and adolescents in the public-school setting and is the co- author of three published books, "Real Girls: Shifting Perceptions on Identity, Relationships, and the Media," and "Real Girls: Reflections" and "Grief, Why Me? Why Not Me? A Journey of Self-Discovery."

Workshop Title: Ethical Integration of Faith In Practice: Practical Ideas for Evaluating Students in Field

Workshop Presenters: Laura Beaver, MSW, LMSW

Workshop Abstract: This workshop will explore the idea of Ethical Integration of Faith in Practice and how it can be evaluated during students' field education experiences.

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

- Understand what integration of faith in practice looks like in a field education setting.
- Explain how to evaluate a student's learning of integration of faith in practice.
- Create ideas for activities at a field site that lead to demonstration of learning in skills that lead to integration of faith in practice.

Workshop Track: Social Work Education

Level of Presentation: Basic

Target Audience: Social Workers, Educators, Students

Workshop Description: Spirituality is a key component to addressing clients as a whole person. Additionally, many Christian universities have learning competencies tied to student's learning of spirituality and faith as it relates to themselves, the profession of social work, and the clients they serve. This workshop will cover what is meant by integration of faith in practice from an educational and field supervision perspective. This section will also focus on how spirituality can be addressed in the curriculum and then translated to field placement activities. Lastly, there will be a discussion about how to help field supervisors evaluate students' mastery of ethical integration of faith in practice. This session is very relevant to the challenges faced by Christian universities seeking to anchor their curriculum in faith integration while working with nonfaith-based organizations and building strong partnerships with their communities to provide students with quality practicum experiences.

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Presenter Bio (s): Laura Beaver, LMSW is in private practice at Flower Mound Counseling in Flower Mound, Texas. She earned her BSW from the Garland School of Social Work at Baylor University in 2006 and her MSW from the Brown School at Washington University in St. Louis in 2007. In her practice, Laura primarily works with adults seeking to heal childhood trauma. She also teaches as an adjunct at Maryville University and is a Field Instructor for the University of North Texas. Before her current positions, she taught full-time and worked in field education in higher education for eight years at Missouri Baptist University and Fontbonne University. At the beginning of her career, she worked as a vocational counselor with veterans and adults with disabilities, as well as grant writing and community relations. You can connect with Laura at www.couragecommunity.com

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Workshop Title: Novel Framework for Improving Difficult Encounters across Differences

Workshop Presenter: Morgan Braganza, MSW, PhD

Workshop Track: Research and Practice w/Ethnically Diverse Populations

Workshop Level: Intermediate

Workshop Abstract: Encountering persons holding difficult or contentious differences can be challenging. This workshop will offer a novel Framework from the presenter's own research that can guide social work professionals and students to more positively navigating difficult encounters in a variety of Christian and non-Christian social work settings.
Workshop Description: Accommodating diversity in social work education and practice settings is important. However, social work research suggests that people struggle to encounter differences that they find contentious (Reference removed; Dentato et al., 2016)""that is, controversial or objectionable differences that evoke negative reactions (Reference removed for blind review). When people holding differences interact in various social work contexts, there can be single--sided conversations, negative constructions of differences, and hateful words expressed (Reference removed; Dentato et al., 2016; Thyer & Myers, 2009). How to improve such encounters seems unclear. Encounters are defined as purposeful or accidental face-to-face or virtual (e.g., through social media) meetings between individuals or small groups of people (Reference removed). While social work scholars have developed or studied many approaches for better encountering persons holding contentious differences (Baines, 2011; Frantell et al., 2019; Sheppard, 2006), interactions remain regularly fraught with difficulties. To address these difficulties, I developed a conceptual framework as part of my doctoral research in order to guide social work professionals (e.g., educators, practitioners) and students in improving interactions with persons holding contentious differences (Reference removed). The [name removed for blind review] (Guiding Framework) consists of three elements " [information removed for blind review] " that offer strategies and conceptual considerations for interacting in more caring ways.

During this presentation, I will provide an overview of the Guiding Framework. Through this presentation, I will provide attendees with several considerations and strategies for positively intervening in situations where there are contentious differences. This Guiding Framework offers strategies general enough to be flexibly used in a variety of Christian and non-Christian social work contexts (e.g., education, practice). These strategies are also abstract enough to serve as a blueprint for developing more specific methods for navigating encounters. More specifically, I will begin the presentation by offering the rationale for my doctoral research, and the importance of this topic, especially for Christians in social work (5 minutes). Then, I will briefly describe the methods used to develop the Guiding Framework (5 minutes). This includes data derived from Christian, Muslim, and LGBTQ+ participants' experiences of encounters as well as literature from non-Christian (e.g., anti-oppressive practice) and Christian (e.g., hospitality) frameworks. I will spend the majority of the presentation introducing the Guiding Framework (30 minutes). I will offer a brief explanation of the three elements comprising the Guiding Framework. Then, I will discuss their collective importance, and offer examples to demonstrate their applicability in Christian and non-Christian social work settings (20 minutes).

Workshop Learning Objectives: As a result of this workshop you will:
- Describe a new Guiding Framework developed by the presenter for more positively navigating encounters where contentious differences are present.
- Describe the three elements comprising the Guiding Framework that are useful for more positively navigating difficult encounters.
- Describe the implications of the presented material for encountering persons holding differences in a variety of Christian and non-Christian social work settings.

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Spirituality in Social Work: Social Thought, 28(1-2), 144-160.
https://doi.org/10.1080/15426430802644172

Presenter Bio: Morgan E. Braganza is an Assistant Professor in the Social Work Bachelor of Arts degree program within the Department of Applied Social Sciences at Redeemer University in Ancaster, Ontario, Canada. She earned her PhD from Wilfrid Laurier University's Faculty of Social Work in Kitchener, Ontario, Canada in 2020. She earned her MSW from Wilfrid Laurier University in 2009. Her program of research focuses on encountering persons who hold contentious differences. She has several published and forthcoming articles on integrating religion in social work education and practice. She has led research and program evaluation projects covering topics such as collaboration, poverty, and violence against women.

Workshop Title: Social Work Advocacy for United States Veterans in the era of COVID 19
Livestreamed from IL

Workshop Presenters: Pamela Bridgeman, LCSW, CMAC, CCTP

Workshop Abstract: The coronavirus pandemic devastated the country, particularly emotionally vulnerable groups. One of the most vulnerable groups in the United States is military veterans, who have served in combat and other high-risk tours. Or endured other trauma while on active duty. Advocacy for vulnerable persons is the legacy of social work.

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

- Explore the emotional, mental, and spiritual impact of the pandemic caused by the novel coronavirus (SARS-COV-2) on United States Veterans
- Identify ways social work practitioners can engage faith communities to bring awareness to the veterans they serve about the impact of COVID-19
- Describe how social workers get veterans fully engaged with programs and activities that will help them mitigate the negative impact of COVID-19

Workshop Track: DP Groups & Communities

Level of Presentation: Intermediate, Advanced

Target Audience: Social Workers

Workshop Description: When individuals served our nation, they can be subject to myriad circumstances that affect their wellbeing. The impact remains when they discharge and become veterans. In the last two years that has included the impact of a pandemic. In addition to the moral injury, they may have suffered as soldiers, sailors, airmen, or marines, they now contend with fear and isolation. Conditions that can lead to emotional dysregulation, mental illness, and spiritual depletion. 3 John 2 identifies the heart of the LORD concerning veterans. It reads "Beloved, I wish above all things that you may prosper and be in health, even as your soul

prospers." Social Workers are particularly equipped to advocate for services and resources to help them experience this. This session will address how veterans are uniquely affected by the pandemic body, mind, and spirit. (20 minutes). It will address how social workers employ their advocacy skills to bring awareness about the impact of COVID-19 by partnering with faith communities. (20 minutes). Finally, research shows that individuals benefit more when they are actively involved in getting better. With that in mind, this session will discuss how to get veterans fully engaged and accountable for programs and activities that will help them thrive in the era of COVID-19. (20 minutes)

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Presenter Bio (s): Pamela Bridgeman is a Licensed Clinical Social Worker, Certified Clinical Trauma Professional, Certified Master Addictions Counselor, and owner of A Healing Journey Counseling & Consultation, LLC. Her formal education includes a master's degree in Social Work from the University of Georgia, a master's degree in Human Relations from Pacific Lutheran University, WA, Bachelor's degree in Social Work from the University of Montevallo, AL, and Systematic Theology training from Beulah Heights University, Atlanta, GA. She has provided compassionate care since 1976, both as a social worker and a pastor. She is a honorably discharged E5 Staff Sergeant, United States Air Force veteran, where she provided substance use counseling to active duty military and their families as well as civilian employees. She has presented at NACSW conferences several times since 2013.

Workshop Title: Cries for Help: An International Mental Health Care System Comparison

Workshop Presenters: David Cecil, PhD, LICSW   Kasparas Ziauyna MSc

Workshop Abstract: This paper argues for gravely needed improvements of mental health treatment, around the world, through a descriptive, historical, and theory-based examination of three countries whose system outcomes vary widely. This includes theories of functionalism, conflict, social dynamics, and socio-economic asset development.

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

- Examine mental health care historical and systems differences between   Lithuania, Germany, and the United States.
- Learn about a theoretical analysis of these systems through theories of functionalism, conflict, social dynamics, and socio-economic asset development
- Develop a robust critical analysis of these issues and the grave necessity and Christian imperative for advocacy and change.

Workshop Track: Public Administration & Policy

Level of Presentation: Intermediate, Advanced

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

Workshop Description: People are suffering and dying at the hands of inadequate, underfunded, and misappropriated mental health services around the world. These failures vary between nations, and yet there are clear internationally agreed-upon World Health Organization standards in the Mental Health Action Plan 2013- 2020 (extended to 2030) that nevertheless are unheeded in various ways around the world. This paper   argues for the grave necessity as well as practical recommendations for improvements of mental health treatment through a descriptive, historical, and theory-based examination of three countries whose system outcomes vary widely. To make the case for both the need and possibility of change, we examine mental health systems through an analytic framework that includes history, systems investment, and general treatment approaches. We critique national misalignment through theories of structural   functionalism, conflict, social dynamics, and socio-economic asset development. The World Health Organization (WHO, 2020) has articulated an integrated best practice approach, adopted by most European countries, that includes a deep, full-spectrum approach to mental health   treatment. This includes robust inpatient, intensive outpatient, and outpatient services that address all levels of need, such as is outlined in Maslow's Hierarchy of Needs. Though it seems obvious, it   must be stated that these recommendations necessitate adequate resourcing that creates a sustainable relationship between professionals, practices, clients, and patients. Mental illnesses, including psychological and emotional struggles, occur across a wide and complex spectrum and for a treatment system to be effective it has to precisely reflect that complexity. Especially with advances in neuro-science (Shapiro, 2012; van der Kolk, 2014) we have increasingly deep and effective treatments for every area of defined mental health condition, though obviously there are many for which there are not actual cures (e.g., schizophrenia, Alzheimer's). In the Mental

Health Action Plan 2013-2020 (which has been extended to 2030), the World Health Organization (WHO, 2013) states, "Health systems have not yet adequately responded to the burden of mental disorders; as a consequence, the gap between the need for treatment and its provision is large all over the world. Between 76% and 85% of people with severe mental disorders receive no treatment for their disorder in low-income and middle-income countries; the corresponding range for high income countries is also high: between 35% and 50%. A further compounding problem is the poor quality of care for those receiving treatment." For treatment to have its maximal impact there must be deep professional competence, individualized treatment plans, affordable access, and an adequately remunerating (and preferably practitioner user-friendly) system.

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Presenter Bio (s): David Cecil, Ph.D., LICSW is professor of social work in Samford University's Master of Social Work program. He is also a visiting professor at LCC International University in Klaipeda, Lithuania. Cecil was a faculty member at Asbury University from 2009-2016 and at East Tennessee State University from 2004-2009. Cecil's current research is in areas of international mental health systems (Eastern Europe, Western Europe, and the US) and the social work response to the global refugee crisis (Germany and Lebanon). Publication and presentation topics include cognitive-behavioral modalities, motivational interviewing, program

evaluation, clinical training, and technology use. Cecil is certified with EMDR-International Association (EMDRIA) for the treatment of trauma-related disorders and maintains a private clinical practice.

Mr. Kasparas Ziauyna, MSc, is a Lithuanian Counseling Psychologist working for the Budgetary Institution Family's and Child's Welfare Center of Klaipeda, Lithuania. His masters degree in neuro-psychology is from Maastricht University in the Netherlands. His bachelors degree in psychology is from LCC International University in Klaipeda, Lithuania.

Workshop Title: The Trauma-informed Church " Building a Foundation for Caring Well"

Workshop Presenters: Karen Dotson, LCSW, MBA, LSSW

Workshop Abstract: Every congregation has people who have experienced or will experience a trauma that lives on in their body, mind, and emotions. We will discuss ways that mental health professionals can partner with church leaders in the delivery of trauma-informed care that can be practically implemented within churches.

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

- Explain the meaning of SAMSHA's Four R's of trauma- informed care as it relates to the church.
- Identify the foundational principles for becoming a trauma-informed church.
- Describe the benefits of collaboration between pastors, congregation leaders, and mental health care providers.

Level of Presentation: Intermediate

Workshop Track: Direct Practice Individuals, Couples & Families

Workshop Description: Substance Abuse and Mental Health Services Administration (SAMHSA, 2014) define trauma as "an event, series of events or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening." The re-experiencing of the trauma through memories, nightmares, or exposure to events or objects that remind them of the trauma has a lasting adverse effect on an individual and family's functioning and well-being. Left untreated, traumatic events can lead to incapacitating symptoms that impede day-to-day life. For many individuals and families, the church is the first source for information and assistance regarding a host of problems, conditions, and needs. In many communities, however, pastors and church leaders have little to no formal training to address mental health needs. Every congregation has people who have experienced or will experience a trauma that lives on in their body, mind, and emotions. The survivor or their family realizes this and seeks help. More than 50 percent turn to a faith leader before they approach anyone else, prompting many to refer to faith leaders as front-line mental health workers (Weaver et al, 2003). Developing ways to partner with churches is one potential practice change that needs further exploration and development. This session will review SAMSHA's (2014) "Four R's" (realizing,

recognizing, responding, and resisting re-traumatization) for trauma-informed care and discuss strategies for change that can be practically implemented within churches. What can we do to most effectively minister to the congregation, the community? As a body of Christ, how does the church address some of a traumatized individual and family's mental health needs? "There is one fundamental way in which the church as the Body of Christ can be critical partners in a survivor's healing journey. Trauma survivors need to be seen, valued, and connected to a caring community" (Morse, 2018, para 9). The prevalence of the problem and the degree of the impact make it critical to develop a collaborative approach that allows faith leaders to effectively coordinate pastoral and trauma-informed care (Singer, 2018). Understanding and appreciating the differences between spiritual care and mental health care is important. We will discuss ways that mental health professionals can partner with church leaders in the delivery of trauma-informed care (Berkly-Patton et al, 2021).

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Presenter Bio (s): Karen Dotson is an Associate Professor at Union University-Germantown, teaching both MSW and BSW students in introductory and advanced classes. Ms. Dotson received her Master of Business Administration from the University of Memphis, her Master of Science, Social Work from the University of Tennessee, Knoxville, and her Bachelor of Administration from the University of Memphis. As a Licensed Clinical Social Worker and Licensed School Social Worker, she has impacted the lives of adults and children throughout the greater Memphis area. Ms. Dotson has practiced in both clinical and community agencies. She has received awards for her clinical expertise and community service.

Workshop Title: Using the Symposium Teaching Method to Promote Experiential Learning within Field Practicum Agencies: Enhancement Projects

Workshop Presenters: Dr. Jessica Félix-Jäger de Weaver, DSW, MSW, CWLC Prof. Erika Cuffy, MSW, RCSWI

Workshop Abstract: Provides an overview of experiential learning and teaching methods. Explores how to incorporate the symposium method into the field experience. Explores how to identify social and organizational problems along with solutions within field practicum settings. Provides anecdotal experiences and strategies for utilizing the symposium method in face-to-face and virtual settings.

Learning Objectives: As a result of this workshop participants will:

- Participants will gain an understanding of the emerging shifts in the social work service sector
- Participants will gain strategies for incorporating experiential learning for social work field preparedness
- Participants will gain an understanding of the importance of integrating faith into the social work practice setting through field assignments

Level of Presentation: Intermediate

Workshop Description:

- Emerging shifts in the social work service sector – 5-10 minutes
- Competency-based education- 5 minutes
- Experiential teaching strategies- 10 minutes
- Identifying needs/gaps within practicum settings- 5-10 minutes
- Integrating faith into the social work practice setting- 10 minutes
- Anecdotal experiences and field instructor testimonials- 10 minutes

The workshop offers an overview of the current research regarding emerging shifts in the social services sector as it relates to social work student training and field preparedness. The workshop provides an outline and assignment description on the Enhancement Project Assignment along with a linkage to the competency-based education framework as described by the Council of Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)

2022. This workshop offers social work field educators experiential teaching strategies that help social work students assess macro-level needs within practicum settings. Research regarding the usage of experiential teaching techniques such as the symposium method will be incorporated.

According to the National Association of Social Workers' Preamble (2022), "the primary mission of the social work profession is 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" (para. 1). The Enhancement Project Assignment and presentation utilizing the symposium method, challenges students to recognize how their practicum agency enhances human well-being and basic human needs while uncovering any gaps in service that impact the quality of life. Students are encouraged to explore the Bible and theological literature and identify how the practices and teachings of Jesus align with the primary mission of social work. An emphasis will be placed on how educators can utilize the Enhancement Project Assignment as a means to not only address the importance of identifying gaps in service delivery but also a means to distinguish how faith and spirituality may be incorporated into the service delivery irrespective of the type of practice setting. Anecdotal experiences, strategies, and testimonials from field instructors and supervisors will be incorporated into the workshop presentation.

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Presenter Bio (s):

Dr. Jessica Félix-Jäger de Weaver, DSW, MSW, CWLC is an Associate Professor and Director of the Master of Social Work program at Southeastern University (SEU). Her research centers on the intersection of social innovation and community response. She has been instrumental in mobilizing grass-root initiatives that serve and benefit homeless and other at-risk populations within communities in Florida and Puerto Rico.

Prior to SEU, she compiled nearly 10 years of experience in the field of social work, predominately in child welfare. She has worked in adoption, foster care, foster care licensing, and with traumatic brain injury survivors. At SEU, Dr. Félix-Jäger de Weaver oversees the undergraduate child welfare certificate program and has experience teaching courses in child welfare, foundations of social work practice, diversity, policy, program evaluation, and international social services.

Professor Erika Cuffy, MSW, RCSWI, is an alumna of Southeastern University and enjoys being able give back to the university as a professor. Prof. Cuffy is the BSW Field Director, and her main priority is to place all bachelor-level social work students in their dream internships. Along with teaching social work classes, Prof. Cuffy also provides counseling at the SEU Counseling Center.
Prior to joining Southeastern University, Professor Cuffy served as a Regional School Social Worker for Polk County Public Schools where she provided individual and group counseling to middle school students. Prof. Cuffy also worked for Florida Baptist Children's Homes and One

More Child as both an Anti-Trafficking Advocate and Adoption Specialist. As an advocate, she worked with high-risk survivors of human trafficking in over six counties across Florida. As an adoption specialist, she witnessed families become complete through the process of adoption.

Workshop Title: Fostering Positive Workplace Well-Being The Intersectionality of Faith

Workshop Presenters: Cora Jackson, DSW, LMSW

Workshop Abstract: Enduring inter-professional conflicts with Christian strategies can support and promote positive mental health and spiritual well-being. Many individuals are battling conflicts within the workplace which negatively impact the demands of service delivery. A sense of purpose and faith can diminish inter-professional stress and preserve resilience.

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

- Examine Christian leadership strategies which identify and address needs of social work staff, provide proactive mental health support
- Participants will gain biblical resources to create a resilient workforce that promotes positive well-being.
- Cultivate strong interpersonal relationships using one's exploration of their own Christian faith

Level of Presentation: Basic, Intermediate

Workshop Track: Professional Relationships Values & Ethics

Workshop Description: Navigating the demands of social work employment can be very challenging, but even more during and through a pandemic. Social workers are known to be tasked with serving individuals during some of the most difficult times in their lives (Banks, Cai, Jonge, Shears, Shum, Sobocan, Strom, Truell, Uriz & Weinberg, 2020). Individuals seeking to utilize social services often experience multiple crises, which tends to create a cavoite for abstention and stress. The Covid-19 pandemic has added more fuel to workplace dynamics as new rules for client centered services, social distancing, safety, and frustration of the unknown, continues to impact inter-professional relationships. Concerns and tensions are heightened as social workers' responsibilities intersect with their ability to maintain professional relations and Christian faith in the midst of workplace uncertainty. According to Birkenmaier & Berg-Weger (2018), social workers' socialization into the profession hinges on the worker's "ability to juggle and balance numerous and diverse demands placed on (them) in virtually any setting in which social work is practiced" (pg 34). However, concerns relative to hostile interprofessional relationships during this pandemic has inhibited some workers' ability to engage objectively while remaining committed to the foundations of their faith. Christians who have seen their faith impact their lives in a positive way often feel a desire, or responsibility, to share Christian aspects of their lives with family, friends and work colleagues (ADF International, 2018). The inability to rely on and express a spiritual connection can intensify an already stressful environment which further strains the professional working relationship and promote unhealthy

mental well-being. The intersection of Covid-19 and interprofessional relations creates spiritual contradictions on one's mental well-being, and, in doing so, raises interesting concerns regarding the scope of training necessary to enhance positive well-being within the workplace from a spiritual perspective. As noted by Golightley & Holloway (2020), "keeping a balance between realism or denial, panic or fortitude, shifts day to day". McLaughlin & Teater (2020) notes "adjusting to social work during a pandemic has foregrounded concerns about gaps in the social work curriculum" which new models of practice, teaching and learning could emerge to include the examination of the role spirituality plays on mental well-being. Christian social workers are poised and resourceful in the development of appropriate strategies to create a resilient workforce that promotes positive well-being amid the challenges of interprofessional stress and the pandemic. Studies have shown that "employers who cultivate a diverse and inclusive workplace are likely to benefit from a motivated and engaged workforce; empowered to bring different perspectives to the table and embrace innovation"(ADF International, 2018).

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Presenter Bio (s): Dr. Cora S. Jackson, DSW,LMSW Assistant Professor at Mississippi Valley State University Degrees-BSW from Delta State University; ,MSW from Mississippi Valley State University; DSW from Tulane University Licensed IN MS as LMSW Has presented several years with NACSW including the past 3 consecutively Presented both nationally for CSWE, BPD, NASW and regionally Professional experience include over 26 years of experience in the profession in a variety of practice experience with 12 in Academia/higher education with emphasis on grassroots community development projects.

Workshop Title: Essential Components of Therapy for Complex PTSD-3 Phases of Trauma Healing

Workshop Presenters: Barbara Lowe PhD LP BCC SEP

Workshop Abstract: Clients raised in abusive and/or neglectful environments have psychological wounds that are deep and   pervasive. Healing that is Christ-centered and effective

will take the client through three phases: establishing safety and stability; renegotiating traumas; and, integrating healing into a new way of living.

Learning Objectives: As a result of this workshop, participants will be able to:
- Name and describe the three phases of treatment as well as the role that the client and the clinician play in each phase
- Evaluate developmental/complex trauma treatment programs in terms of 10 key evidence-based components
- Identify the five indicators that a client is ready for trauma renegotiation work

Level of Presentation: Direct Practice: Individuals, Couples, Families and Children

Target Audience: Social Workers, Church Leaders, Students

Workshop Description: Clients raised in abusive and/or neglectful environments have psychological wounds that are deep and pervasive. Healing that is Christ-centered and effective will take the client through three phases: establishing safety and stability; renegotiating traumas; and, integrating healing into a new way of living. Healing of developmental wounds occurs best in the context of a corrective attachment relationship, with the counselor, and with the Lord (Pearlman and Courtois, 2005). Wholistic healing involves cognitive, behavioral, somatic (bottom-up work with the nervous system), and Biblical interventions (Cloitre et al., 2011; Gingrich, 2013; Levine, 2006; Ogden, 2015; Poole Heller, 2017). A measure of safety, stability, and coping skill efficacy must be established in the client before trauma renegotiation can proceed (Gingrich, 2013; Levine, 2006; Ogden 2015). At the heart of effective interventions, titrated work with renegotiating trauma, unmet attachment needs, and work on repairing boundaries with self and others is key. Intensive work on forgiveness is also key, from both a Christian and evidenced-based point of view (Worthington and Langberg, 2018). Moreover, once traumatic memories are renegotiated (Reed et al., 2021), clients are taught to think and act differently, based upon the Word of God and evidence-based practices (Siegel, 2010; Seligman, 2006; Cohn et al, 2009). This workshop will provide participants with a detailed overview of the three phases of healing within a comprehensive developmental/complex trauma healing program, as well as identify several key intervention tools that can be used within each phase of treatment.

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Presenter Bio (s): Dr. Barbara Lowe is a licensed psychologist, founder, and owner of Greenleaf Psychological and Support Services (GPSS). GPSS is a large multi-site psychological practice and training center in Raleigh/Durham North Carolina where clinicians deliver the best of psychological science and integrate faith upon request, for healing the soul and renewing the spirit. She is also the visionary behind Dr. Barbara Ministries, a Somatic Experience practitioner, an EMDR practitioner, a Board Certified Life Coach, an Educator, an Ordained Minister, a National Speaker, and an Author. Dr Barbara Lowe received her PhD from UNC-CH in School Psychology and is a frequent speaker for the AACC.

Workshop Title: Building Bridges Through Faith and Film

Workshop Presenters: Lance Kramer, B.A., Chaplain Maurice Clifton Louis Reed, C.A. (not available)

Workshop Abstract: Building Bridges Through Faith and Film challenges social workers and people of faith to think critically about the role their work and faith have in social justice movements. Through the documentary The First Step, audiences will learn the importance of difficult conversations and finding common ground through professional and religious practices.

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

- Educate and equip attendees on how to leverage their work to be more engaged citizens and Christians, as well as advocates for social change.
- Propose critical thinking questions on how bridge-building and community organizing are integral pieces of the social work and faith practices.
- Inform attendees about the power of documentary film as a tool for dialogue, education and critical reflection in faith-based communities and organizations.

Level of Presentation: Basic, Intermediate

Target Audience: Social Workers, Educators, Students

Workshop Description: Our presentation falls within the theme of incorporating faith in social justice & advocacy work within the "Criminal Justice and a Faith Perspective" track. Upon

reflecting on a few clips from the documentary "The First Step,' the film's producer, along with one of the film's protagonists Louis L. Reed, a licensed alcohol and addictions practitioner and ordained minister who was formerly incarcerated, will lead a discussion about how faith and social work play an integral role in criminal justice reform. As depicted in the film, the bridge-building that is critical within complicated structures like the judicial system is also necessary within faith communities and the social work profession. For 45 minutes, this unique and impactful presentation will engage social work practitioners in their ever- changing disciplines through the lens of film. It will help equip attendees on how to leverage their work to be more engaged citizens and Christians, as well as advocates for social change. Presenter Louis Reed has talked extensively on how the power of faith and spiritual development can help you lead a more meaningful life and he teaches this as part of his practice with clients throughout his own profession as a counselor. We feel that a large component of living a meaningful life is one of service to others and advocating for those without a voice. Therefore, attendees will participate in critical thinking and gain a better understanding of the complexities of the judicial system and criminal justice reform and how their faith can play a role. This presentation of nuanced, complex, and personal stories told through the art form of independent film can offer an opportunity to open up and model healthy discourse, debate, and even lead to finding common ground in surprising places like religious institutions on issues as contested as criminal justice reform.

Bibliography: We present the film "The First Step' as our guiding reference for bridge-building and incorporating faith within the social work field and within social justice advocacy. There are several clips from the film highlighting difficult conversations as activists from Los Angeles and West Virginia are brought together to discuss their personal differences, but also their similarities in their advocacy work and how shared faith serves as a way to bridge even the seemingly deepest divides. It also follows Van Jones and other dedicated criminal justice reform advocates as they controversially work across party lines to create a landmark criminal justice bill. These personal stories and reflections serve as a reference for real-world application in the social work field and beyond.

Presenter Bio (s): Lance Kramer is the producer of THE FIRST STEP, CITY OF TREES (Netflix) and series THE MESSY TRUTH. He was awarded an Individual Arts Fellow by the DC Commission on the Arts and Humanities three times, and in 2014, Lance received the prestigious DC Mayor's Arts Award, the highest honor bestowed upon working artists in the city.

Maurice Clifton Sr, a loving Husband and Father who is currently a Chaplain/REENTRY Coordinator at the Mississippi Department of Corrections after serving 23 years of incarceration. Founder of S.A.I.L. (Sippis Advocacy Initiative & Leadership). Author of "Too Black - Pride for My Race".

Workshop Title: Connections is Key! Supporting Older Youth Transitioning from Foster Care

Workshop Presenters: Heather Miller, MSW LSW

Workshop Abstract: Human beings, created in God's image, have an inherent need for connection. So often, this need goes unmet for youth transitioning from the foster care system. This is of considerable concern to social work professionals, as strong connections to caring and stable adults are critical for a youth to successfully transition from foster care.

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

- Gain a better understanding of the challenges facing older youth transitioning from the foster care system
- Understanding the importance of social connections in transition planning
- Discuss the importance of developing and implementing youth-led plans

Level of Presentation: Basic

Workshop Track: Direct Practice Individuals, Couples & Families

Workshop Description: Timed Outline: 1. Introductions " 5-10 minutes a. Introduction of facilitator b. Review objectives 2. Presentation and discussion of research and content - 30 minutes 3. Questions for discussion (possible break-out groups)-15 minutes
4. Wrap-up - 5 minutes Description: Many of the over 17,000 young adults transitioning from the foster care system in the United States do so without the necessary family and social supports. This is of considerable concern to social work professionals, as these youth require greater supports, services, and safety nets than their peers who have not been involved in the child welfare system (Packard & Benuto, 2020). The research reviewed seems to suggest that social connections are significant and critical for a youth to successfully transition from foster care. Strong connections to caring and stable adults is crucial for the older youth's success. There is growing awareness that older youth transitioning from foster care need adults that they can trust to help navigate real life situations and circumstances (Kelly & Simmel, 2019). Findings of research conducted by Trejos-Castillo, Davis, & Hipps (2015) suggest that youth transitioning from foster care found social supports, emotional supports, relationships, and permanent connections as important factors in their well-being. Packard and Benuto (2020) notes the importance of providing youth transitioning out of foster care with effective social supports and explored what social support looks like for these young people, with a consideration being given for the youth's perceptions and needs. Social support can be defined as the feeling that one is cared about and valued by others, which includes services by professionals. Research conducted by Collins, Spencer & Ward (2010) explored the types of support reported by youth that has transitioned from foster care, the characteristics of the supportive relationships, and relationship between social support and outcomes. They note that supportive relationships are useful with youth transitioning from foster care to enhance resilience and decrease probability of poor outcomes. This presentation will offer information based on the research noted above and will engage the participants in discussion around strategies to engage older youth in the planning process and support the development of social connections. This presentation will also offer information and promote discussion around how the Bible supports the inherent need for human connections.

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Presenter Bio (s): Heather is an accomplished child welfare professional with over 26 years of experience working in Philadelphia and the surrounding communities. Her experience spans foster care, congregate care, in-home services, behavioral health, parenting education, program management, program development and leadership. In addition to direct work with children/youth in a variety of settings, Heather has extensive experience in parenting education/coaching children's parents and caregivers. Also, Heather has a commitment to the social work profession, specifically mentoring social workers who are entering the profession, serving as a field instructor for BSW and MSW students for over 17 years.

Heather presented at the 2020 Alliance for Strong Families Senior Leadership Conference and the 2021 Family-Focused Treatment Association Annual Conference. Heather holds a Master's degree in Social Work from West Chester University and is a PA Licensed Social Worker. Heather is currently a doctoral student at Kutztown University School of Social Work.

Workshop Title: Mental Health and the Church; Strategies to Improve Mental Wellness

Workshop Presenters: Michelle Ratcliff, MSS, DMFT, LSW

Workshop Abstract: Christians with mental illness have been stigmatized by the Christian church. They have kept their distance from "church people" and have found religion to be pretentious. This workshop will dispel the stigma of faith and mental illness and equip clinicians and church leaders with tools of support for individuals and families with mental illness.

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

- Learn and understand the historical perceptions, stigmas and traditions of mental illness in the Christian Church
- Construct therapeutic tools to strengthen and support clients stigmatized in the Christian church
- Obtain tools to educate clients and church leaders on the fundamentals of mental illness

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Direct Practice, Individuals Groups & Couples

Workshop Description: According to the National Alliance on Mental Illness (NAMI), approximately 1 in 5 adults in the US- 43.8 million or 18.5 percent experiences mental illness each year. Church going Christian clients with mental illness have attempted to seek solace from their churches but have been stigmatized by their church instead. Many have been told insensitively that they are not praying enough, reading scripture daily enough or are possessed by a demonic force. In a study conducted by Lloyd and Waller (2000) they found that "Evangelical Christians consistently endorse spiritual aetiologias for mental distress, which include the belief that mental distress can be treated solely through spiritual intervention (prayer, fasting and deliverance)" (p.679). With the prevalence of discrimination in the church of people who have mental illness, many clients are hurting and not receiving the therapeutic care that they need. They fear being labeled and/or ostracized from the church coupled with guilt and shame of not being "spiritual enough" to combat their mental illness Clients need culturally sensitive tools and support from empathic clinicians to help them through their journey to emotional stability. This workshop will dispel the stigma of mental illness in the church and equip clinicians with strategies to assist church leaders and clients with tools of support to help those who are suffering with mental illness. Outline: Review Church history of stigma of mental health (10 minutes) Statistics of mental health in the church (5 minutes) Self- stigma rooted in religious beliefs (5 minutes) What does the Bible say about who we are: dispelling the myths (15

minutes) Discussion on Cognitive distortions, cognitive schemas, shame and guilt associated with mental illness (10 minutes) Culturally competent tools and strategies to support churches/support clients discriminated by church (15 minutes)

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Presenter Bio (s): Dr. Michelle R. Ratcliff is a Licensed Social Worker in Pennsylvania. She is a tenured track, Assistant Professor at Delaware State University where she teaches in the Social work department. She has a Master's in Social Services from Bryn Mawr College (2009) in Bryn Mawr, PA and a Doctorate in Marriage and Family Therapy Studies from Eastern University (2018) in St. David's, PA. She has presented in the Society for Social Work and Spirituality Annual Conference in 2021 and Christian Association of Psychological Studies Annual Conference in 2021. In addition to her 21 years of social work experience serving families, she is also a trauma focused clinician providing individual, couples and family therapy at a non-profit agency and pre-marital, couples and individual Christian Counseling at her church. She works with clients who have endured trauma,depression, anxiety, and others.

Workshop Title: Beyond the Buzzwords: Concrete Examples of ADEI in Field Education

Workshop Presenters: April Steen, Ph.D.   Christina Cazanave MSW

Workshop Abstract: Competencies 2, 3, and 5 should begin with the foundation courses and continue to field. Often, field educators are left to assess comprehension. This workshop will examine ways to incorporate macro-focused & social justice pedagogy, field can integrate these competencies more substantially. Personal faith implications for faculty will be examined.

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

- Articulate several strategies to add intentional discussion on diverse concepts,   including dimensions one's identity shape their views, values & perception in   field
- Analyze the implementation of macro-focused & spirituality sensitivity learning activities before and within field education

- Develop an action plan to improve students cognitive, affective, and behavioral   skills and characteristics that support effective attentiveness to ADEI

Level of Presentation: Intermediate

Workshop Track: Social Work Education

Workshop Description: Field education cannot be considered the litmus test to evaluate if a student can demonstrate social justice, spirituality sensitivity and human rights practice. Instead, it should advance students' knowledge from their foundation courses by encouraging them to analyze, formulate call of action steps, and implement plans that uphold social justice and human rights in their field internship. This partnership is evident by CSWE's recognition that implicit curriculum is equally important in preparing students for professional development (2015, p.14). Furthermore, CSWE emphasizes that   implicit curriculum scaffolds a "program commitment to diversity" (CSWE, 2015, p.14). Furthermore, we know that there is a link between spirituality, religiosity and ethical judgement & proper training students need to be self reflective of their own journey to enhance their learning rather than becoming a barrier(Hunt, 2014). Barriers exist in creating learning content surrounding Competencies 2, 3, and 5 in field education.   These barriers include historical division between micro or macro practice and little consensus on social justice demonstration in the field (Austin et al., 2016; Kiesel & ABDill, 2017; McBeath, 2016). Still, Gabel and Mapp (2019) found a focus on social justice and human rights content to be regulated mainly in courses discussing cultural diversity and policy. With such a limited focus, field departments are forced to implement reactive interventions that confuse and potentially frustrate students who lack understanding of how their interactions with clients and stakeholders do not align with professional values and expectations. Social work faculty, in particular, must adopt topics into every classroom that exposes students to different social justice pedagogical content that includes spirituality. The presentation will offer some practical methods and examples for addressing these barriers. Notably, the presentation will emphasize how field educators can help create expanded curriculum that emphasizes human rights practice, intentional discussion on diverse concepts, and the implementation of macro-focused and spirituality sensitivity learning activities before and within field education.   Participants will work together to develop an action plan to improve students' awareness and   development that support attentiveness to ADEI.

Bibliography:

Austin et al., 2016; Bell, 2016; CSWE, 2015;   Hunt, 2014; Kiesel & ABDill, 2017; McBeath, 2016; Matis, et.al, 2016; Mensah Moore, 2016; Miller, 2013; Gabel and Mapp, 2019

Presenter Bio (s): Dr. April Steen is an Assistant Professor of Social Work and Program Director at Warner University in Lake Wales, FL. She is a licensed clinical social worker with a professional focus in military families, work life balance and trauma/compassion fatigue. Dr. Steen received her BSW from Saint Leo University and her MSW and Ph.D. (in Curriculum and Instruction) from the University of South Florida. She teaches   courses on social work practice, field education, social welfare policy, research, restorative justice, death and dying and education

courses including teaching diverse learners in inclusive settings. Dr. Steen has more than 15 years of practice experience in social work. Most of her career has been as a systems navigator/school social worker for a large school district, clinical practice, employee assistance counselor, political advocacy, research, child welfare and domestic violence.

Christina Cazanave, MSW, is the Director of Field Education and Instructor of Undergraduate Social Work at Saint Leo University. She earned her masters at the University of Central Florida. Prior to becoming a faculty member, she worked as a social work practitioner for 10 years, primarily with at-risk children and teens in the foster care and educational systems. Professor Cazanave's concentration of studies includes macro social work " community and organizational change. Her focus includes initiatives within the social work profession to combat social injustices using advocacy and public policy. Professor Cazanave' s work has been presented at multiple conferences, including at National Association of Social Work " Florida Conference, Social Work Distance Learning Conference, and the Influencing Social Policy " Macro Conference.

Workshop Title: Moral Distress Amid Covid:19: A Christian Response of Self Stewardship

Workshop Presenter: Megan Tritt, DSW, LCSW

Workshop Abstract: COVID-19 has transformed the framework through which we view ethical dilemmas and presented morally challenging dilemmas out of the control of any professional in service to people during this time. The responsibility of a Christian response to moral distress has led to discussion surrounding a biblical world view regarding self-stewardship.

Learning Objectives: As a result of this workshop, participants will be able to:
- Define moral distress, moral resilience, and self-stewardship.
- Identify several areas of biblical support regarding the cultivation of self-stewardship in practice
- Articulate several innovative strategies designed to help strengthen moral resilience and faith

Level of Presentation: Basic, Intermediate

Workshop Track: Professional Relationships, Values & Ethics

Workshop Description: Moral Distress (20-30 mins) Social work professionals often experience stressful and emotional situations while also facing organizational barriers. The social work profession is empowered by an ethical commitment to diffuse tensions that emerge between competing values in conflict. Many of these situations are complicated by ethical concerns and constraints related to the very institutions that are designed to help. The coronavirus disease 2019 (COVID-19) outbreak has transformed the framework through which we view ethical dilemmas and presented morally challenging dilemmas out of the control of any professional in service to people during this time. The term moral distress was popularized in the field of nursing but its relevance to social work is growing as our education programs and

organizations are paying attention to relational approaches to ethics. Most of the discussion surrounding moral distress in current literature stems from nursing or from other health professions, whereas social work scholarship appears to fall behind. Actively attempting to bridge this gap by critically exploring the moral conditions and ethical practice of social workers in individual and structural contexts in turn exposed moral distress in practice. Themes emerged surrounding moral distress causes, effects, and responses during this study. One response of interest was self-stewardship. A Christian view of Self Stewardship (20-30mins) "For if I do this of my own will, I have a reward. But if not of my own will, I have a stewardship entrusted to me." (1 Corinthians 9:17) A good steward puts aside their own wants and ambitions in order to show kindness and care for the well-being of those God has put under their authority. Stewardship is considered the responsible planning and management of resources. Social work offers self as one of the greatest resources utilized when working with individuals, families, groups, and communities. Self-care is now a responsibility of social work practice, but self-stewardship lends importance to the obligation to self and community. Effective self-stewardship requires social workers to invest in their own health and well-being so that they can continue to care for others. In professionals such as nursing, self-stewardship is considered a moral imperative that is necessary to fulfill their professional commitments. Self- stewardship has a central element of self-compassion. Social work self-stewardship is also necessary and include the attitudes, behaviors, and actions that one takes to maintain or improve one's health and well-being. being. This strategy pays attention to mind, body, and spirit and would require social workers to use their energy in a mindful, principled manner. Actively pursuing self-stewardship is when we allocate our gifts, talents, time, and energy to the highest and best use leads to a nourishing of our purpose and sense of fulfillment (Rushton, 2018).

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Presenter Bio: Megan Tritt, DSW, LCSW Geneva College Associate Professor of Psychology and Social Services DSW from Kutztown University May 2022 MSW from University of Pittsburgh April 2009 BS in Human Services from Geneva College 2007 Active LCSW "Open Your Eyes, Listen Carefully and Act Accordingly: Moral Distress During Covid-19," National Association of Case Management Annual Conference, Las Vegas, NV, September 2021. I left the VHA in August 2022 after roughly 10 years of federal services with the VHA. My most recent position was as the Whole Health Program Manager. The WHPM is

programmatically responsible to the Whole Health Clinical Director and is responsible for program planning, developing, analysis, and monitoring of data in addition to supporting staff connected directly and indirectly to Whole Health within the Butler VA Health Care System.

Workshop Title: Professional Wellness Curriculum Among Field Students: A Pilot Project

Workshop Presenter: Cayce Watson, DSW, LAPSW

Workshop Abstract: This workshop explores mindful self-compassion and self-care among field students. Quantitative and qualitative findings will be discussed. Implications for practice include developing prevention-based curricula, identifying student-specific vulnerabilities, and addressing practicum policies that act as structural barriers to student well-being.

Learning Objectives: As a result of this workshop, participants will be able to:
- Identify and define a risk and protective framework for helper distress among field education students.
- Discuss the implementation of professional wellness curricula among social workers in training including self-care practice and mindful self-compassion.
- Examine implications for practice among field educators and practicum supervisors.

Level of Presentation: Basic, Intermediate, Advanced

Workshop Track: Social Work Education

Workshop Description: The first experience with social work practice occurs within field practicum; however, this evokes a unique type of stress. Further compounding this emotional dysregulation, social work students often lack formal education on identifying signs of helper distress. The stressors present among field students may be reflective of broader issues impacting college students as well as changing student demographics. For example, the demand for campus-based student health resources and stress management techniques is on the rise across college campuses in general (LeViness et al., 2019). Recently, the National College Health Assessment found that 50 percent of students report moderate stress in school and 25 percent experience high levels of stress. Teaching students to anticipate and manage complex emotions in field shifts the focus toward helper strengths and a sense of empowerment. From a spiritual perspective, students must be nurtured to ethically serve vulnerable groups and understand the role of self-care from a compassionate perspective toward the self. The literature points to the salience of integrating wellness curricula, self-care practice, and healthy coping strategies into field education to better prepare students for sustainable practice. The National Association of Social Workers (NASW), has historically recognized these challenges and illuminated the exigency of professional self-care for practitioners through policy statements. Informed by a risk and protective framework and the Health Belief Model, this workshop explores a pre-experimental study evaluating the feasibility of a prevention-based curriculum for field students that includes education on the risks and protective factors associated with helper distress, the implementation of multi-dimensional self-care plans, and the facilitation of mindful self-compassion exercises. an availability sample of BSW students was

evaluated for changes in frequency of self-care and self-compassion indicators using the Self- Care Practices Scale and Self-Compassion Scale. To assess the curriculum benefits on knowledge, preparedness to practice, and satisfaction, students completed a survey and participated in a focus group. Students exhibited a significant change in the frequency of self-care, specifically professional self-care, mindfulness, and isolating thoughts. Positive changes noted by students' subjective experiences included increased knowledge and preparedness to practice, engagement in self-advocacy, boundary setting, attention toward negative thinking without judgment, and the practice of self-kindness. Competing demands, agency culture, and financial stressors emerged as barriers to self-care, and some participants reported being overwhelmed by the emotional aspects of field. Implications for practice include developing prevention-based curricula, identifying student-specific vulnerabilities, and addressing practicum policies that act as structural barriers to student well-being.

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Presenter Bio: Dr. Cayce Watson is a Licensed Advanced Practice Social Worker in the state of Tennessee and has been a professional social worker for over 20 years. She earned a B.S. from Lipscomb University, an MSSW in Clinical Social Work from The University of Tennessee, and a Doctorate of Social Work Practice from The University of Alabama. Her practice background includes working as a clinician and research coordinator in behavioral health and substance misuse, specifically with pregnant women. She has authored and co-authored publications on the importance of promoting dignity and worth for pregnant women with opioid misuse and articles related to social work practice. Currently, she serves as an Associate Professor of Social Work at Lipscomb University. Her research interests include women's

issues, substance use and misuse, public health, and professional wellness among helpers.

Workshop Title: JUST Yoga: using faith movement mindfulness and meditation for social change

Workshop Presenters: Sherri Harper Woods, DMin, LISW-S, EMDR Certified Therapist, CYT-200

Workshop Abstract: This workshop will include mindfulness, meditation, and movement practices that radicalize yoga practice to create a just world. Participants will engage in Christian yoga as a transformation and liberation resource for every body and explore the use of lessons learned from contemplative practices to empower social change movements.

Learning Objectives: As a result of this workshop, participants will be able to:
- Engage in Christ-centered yoga
- Explore contemplative practices that consider justice and equality
- Investigate practices to inspire and empower social change

Level of Presentation: Intermediate

Workshop Track: Faith & Justice

Workshop Description: Key Topics: 1. Skill in action: Yoga as a social change resource 2. Building skill in action: Using Yoga practices, mindfulness, and meditation principles, and scripture guidelines to take social change actions (45) "transformational yoga practices for ethnic and race-based stress and trauma (45) 2) A Faith, Religion, or Spirituality Component " Utilize Christian yoga and scripture as healing resources for ethnic and race-based stress and trauma 3) How the Presentation Is Informed by Relevant Social Work and Theological/Biblical Literature The presentation is formed utilizing the following relevant social work and theological/biblical literature and includes evidence-based practices that calm, balance, and restore the nervous system. Practices are based on Dialectical Behavioral Therapy, Somatic therapy, mindfulness and meditation, Trauma-informed breathwork, and trauma-informed practices that shift the mind, body, and soul connection from states of threat and defense to states of accessibility and connectedness. The practices are consistent with trauma-responsive and culturally-responsive evidence-based and culturally competent ethical practices. The use of yoga, meditation, and mindfulness are presented in an accessible way that bring trauma-informed and cultural-responsive practices into day-to-day self-care and the therapeutic setting. These practices provide a way to respond to cultural, social, and emotional traumas.

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a just world.   Portland,Oregon: Radical Transformation Media. Neal, S. (2016). Scripture yoga: 21 bible lessons for Christian yoga classes. Christian Yoga LLC.   Nickerson, M. (2017). Cultural competence and healing culturally based trauma with EMDR therapy: innovative strategies and protocols. New York, NY: Springer Publishing Company. NurrieStearns, M., & NurrieStearns, R. (2013). Yoga for emotional trauma: meditations and practices   for healing pain and suffering. Oakland, CA: New Harbinger Publications. Parker, G. (2020). Restorative yoga for ethnic and race-based stress and trauma. Philadelphia, PA: Singing Dragon. Spence, J. (2021). Trauma-informed yoga: a toolbox for therapists. Eau Claire, WI: Pesi Publishing.

Presenter Bio (s): Dr. Sherri Harper Woods is an Assistant Professor at Youngstown State University, a Formational Counselor and Spiritual Director, Licensed Independent Social Worker with Supervision Designation, Certified Yoga Teacher " 200 hours, and Eye Movement Desensitization Reprocessing Certified Therapist. Her areas of focus include trauma-responsive practices; holistic wellness of the mind, body and soul; the   integration of spirituality into the treatment process; developing mental health and racial literacy. She is a graduate of the Ashland Theological Seminary Formational Counseling doctoral program. Her faith and spirituality are embodied in her role as a social work   clinician and teacher.

Workshop Title: The Interaction Between Forgiveness and Resentment on Mental Health Outcome

Workshop Presenters: Dong Pil Yoon, PhD

Workshop Abstract: With a non-clinical sample of 322 primarily Christian undergraduate students, the results suggest the need to differentiate behavioral and affective dimensions of forgiveness, that religious beliefs may promote forgiveness but not reduce resentment, and that reducing resentment is important in promoting positive health.

Workshop Description: The presenter will explain the purpose and rationale for this study: 15 minutes Although specific theoretical dimensions of forgiveness have been proposed, there is limited evidence to suggest that they are statistically distinct construct. Based on a recent factor analysis that indicated that forgiveness is composed of statistically distinct behavioral (i.e., willingness to forgive) and affective dimensions (i.e., resentment), the current study determined how these constructs interact to influence health among college students. The presenter will describe measurements: 10 minutes The current study used indices of forgiveness and resentment that were identified as statistically distinct constructs in a recent factor analysis study of 6 commonly used measures of virtues (Yoon et al., 2022). The presenter will discuss results of the study and explain major findings by comparing and contrasting with previous studies. 20 minutes Overall, the results of this study can be summarized as follows: 1. Forgiveness and resentment are related but distinct constructs. 2. Willingness to forgive and resentment are both related to mental health, but not physical health. 3. Resentment appears to partially negate the positive effects of forgiveness on mental health. 4. Individuals are more likely to forgive if they participate more frequently in religious activities and hold positive religious beliefs (i.e., loving higher power). 5. Individuals are more likely to be resentful if they hold negative religious

beliefs (i.e., punishing higher power), regardless of whether they are religious or not. The presenter will suggest future implications: 15 minutes The current results suggest that forgiveness interventions must address both the intentional actions associated with forgiveness (a cornerstone of most religions), as well as the emotional healing that is needed to overcome resentment. A willingness to forgive is important, but it is incomplete. Religious communities might be better served by focusing on forgiveness as a process that one commits to, rather than a one-time action that one performs. That is, a person's moral obligation is fulfilled as long as they commit to the process of forgiveness, regardless of their ability to fully extricate feelings of resentment.

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

- Overview past forgiveness research and explain the distinction between forgiveness and resentment based upon factor analysis results
- Understand forgiveness interventions, the process of forgiveness, and religious communities' roles to transform from anger and resentment to kindness and inner peace

Level of Presentation: Advanced

Workshop Track: Social Work Research :

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Presenter Bio (s): I am Dong Pil Yoon who is Associate Professor at University of Missouri in Columbia, Missouri and I've been working here at Mizzou for 19 years. I've earned my PhD from University of Illinois at Urbana-Champaign in 1997. I primarily teach classes for undergraduate students now and I've been doing research on religiosity/spirituality for 16 years. My research interests have centered on religiosity and spirituality and how they affect both physical and mental health among diverse populations. I spend a great deal of time on teaching. I have taught Social Justice/Social Policy I & II and Research Methods in Social Work I & II, and Social Statistics in the BSW program and Advanced/Multivariate Statistical Methods for PhD students. I emphasize the integration between theory, research methods, and social policy analysis.

Workshop Title: Experience in Antiracism- a junior pre-field pilot

Workshop Presenters: Nick Zeimet, MSW, LICSW

Workshop Abstract: The 2022 EPAS for Social Work Education were released this summer with a new social work competency, Engage in Antiracism, Diversity, Equity and Inclusion. What does it look like to engage in antiracism in social work education programs, explicitly and implicitly? Bethel University is piloting an antiracism community learning experience this year.

Learning Objectives: As a result of this workshop, participants will be able to:
- Understand the need for antiracism social work education.
- Learn about a pilot program to integrate antiracism into field education.
- Evaluate strengths and barriers to integrating antiracism in the social work curriculum.

Workshop Description: 1) Key Topics Need for antiracism in field education. (10 minutes) Centering BIPOC in experiences-the literature. (20 min) Describe Pilot "Experience in Antiracism" (20 min) Considerations and Questions (10 min) 2) Faith Integration- justice orientation 3) Field Education is the signature pedagogy of social work education. Literature informs the need and effectiveness of diverse and inclusive education experiences. I will explore what the literature says about de-emphasizing whiteness and emphasizing BIPOC voices and experiences in field education experience. 4) Centering and emphasizing BIPOC experiences, supervision and texts is consistent with cross-cultural competency and antiracism which is identified in the newly released CSWE EPAS. This presentation will emphasize this.

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Presenter Bio (s): Nick Zeimet Director of Field Education, Bethel University MSW Augsburg University; BA Family Social Science University of MN LICSW Presenter: Antiracism Symposium at Sacred Heath University 12 years psychotherapist and crisis social worker in health system 3 years volunteering as a remote forensic mental health evaluator for Mt. Sinai's Human Rights Program.